



WESTMINSTER
COLLEGE

THE POWER IN PURPOSE™

COLLEGE CATALOG 2020 - 2021



TABLE OF CONTENTS

WESTMINSTER AT A GLANCE	3
CAMPUS MAP	4
THE HISTORY OF WESTMINSTER COLLEGE	5
MISSION, GOALS & VISION	7
ADMISSIONS	9
TUITION & FEES	12
FINANCIAL AID	15
STUDENT LIFE	20
WITHDRAWAL POLICY AND INFORMATION	23
COLLEGE-WIDE POLICIES	26
ACADEMIC PROGRAMS & SUPPORT SERVICES	28
ACADEMIC POLICIES & PROCEDURES	38
FERPA	47
HONORS AND AWARDS	50
DEGREE REQUIREMENTS FOR STUDENTS ENTERING WESTMINSTER BEFORE FALL 2019	51
DEGREE REQUIREMENTS FOR STUDENTS ENTERING WESTMINSTER FALL 2019	54
MAJORS & MINORS	58
PROGRAMS & CERTIFICATES	196
PROGRAMS	196
COURSE DESCRIPTIONS	201
ADMINISTRATION & STAFF	253
FACULTY	255
DEPARTMENT & DIVISION CHAIRS	259
BOARD OF TRUSTEES	260
ACADEMIC CALENDAR	261
ALMA MATER	263

WESTMINSTER AT A GLANCE

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

Westminster offers a wide variety of majors, minors, and pre-professional programs of study. In addition to these programs, on the campus, students may design a personalized program of study through the self-designed major. 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 89% 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 (11:1) ensure that students receive personal attention.

Most Westminster students come from Missouri, but many states and a large number of foreign countries are represented in the student body. The Westminster students are as illustrious as the faculty with an average ACT score of 23 and an average high school grade point average of 3.40. 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, a two-day series of lectures, presentations, and panel discussions by noted national and state authorities. The Symposium centers on one topic of global significance and sessions are open to the entire Westminster community as well as the general public. Out of its commitment to promoting undergraduate research and developing young scholars, Westminster initiated an annual one-day Undergraduate Scholars Forum in 2008. This forum allows the College to highlight students' achievements in a formal and comprehensive way as students, faculty, staff, alumni, trustees, and members of the community come together to experience paper, poster, and multi-media presentations as well as creative performances from a wide range of departments—all given by Westminster students.

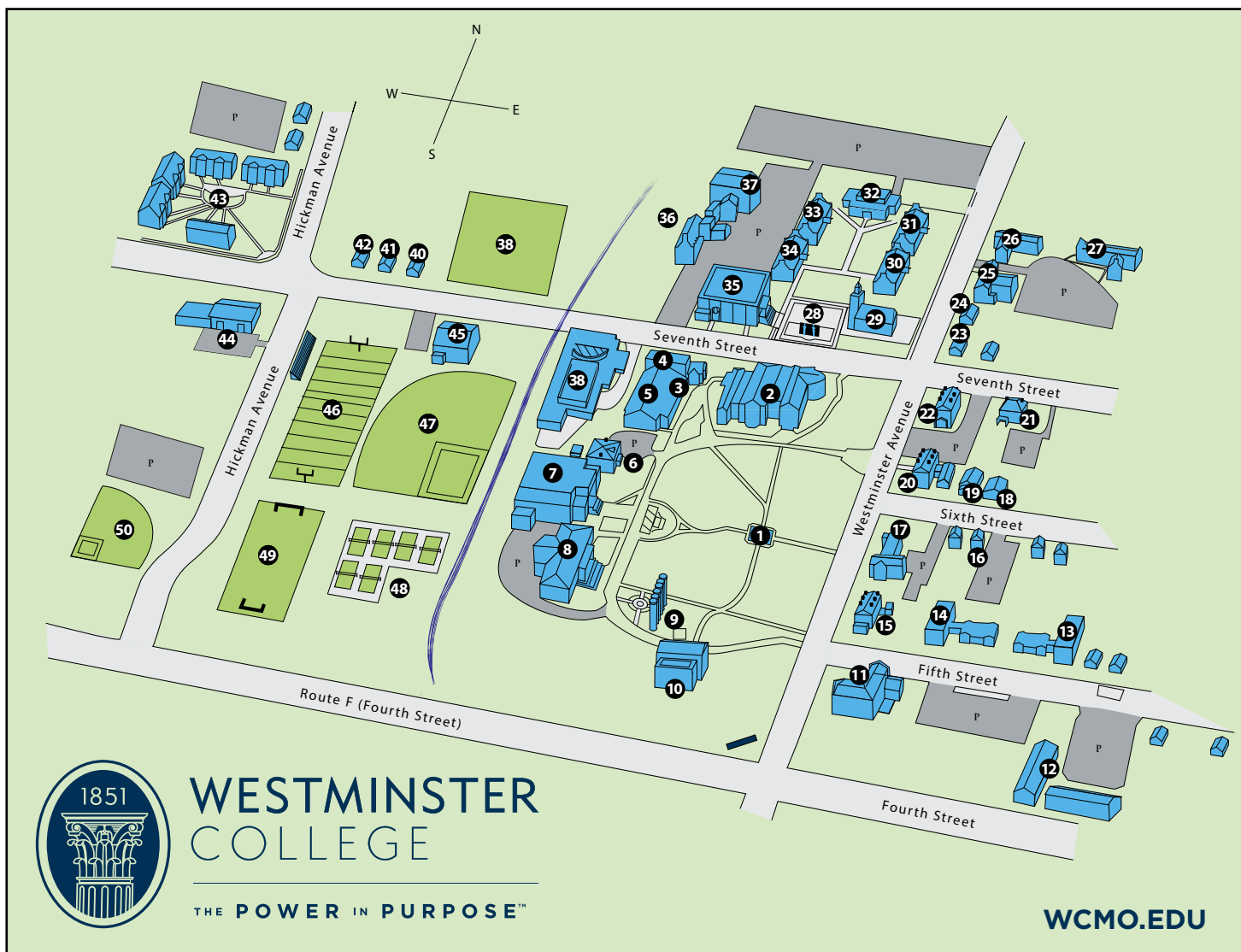
Westminster competes at the NCAA Division III level in varsity athletics and is a member of the St. Louis Intercollegiate Athletic Conference and the Upper Midwest Athletic Conference in football. Men's varsity sports include baseball, basketball, football, golf, soccer, track, cross country, wrestling, 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. In 2019, *The Wall Street Journal* ranked Fulton among "the ten most intriguing travel destinations of 2019", encouraging readers to come and visit the famous National Churchill Memorial and sections of the Berlin Wall.

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

THE CAMPUS OF WESTMINSTER COLLEGE | FULTON, MO



- | | | |
|-----------------------------------|--|--|
| 1 Davidson Leadership Plaza | 17 Beta Theta Pi Fraternity | 34 Rice Hall |
| 2 Reeves Library and Hazel Wing | 18 ECO House | 35 Champ Auditorium |
| 3 Hunter Activity Center | 19 Sustainability Office | 36 Mueller Leadership Hall (Backer Dining Room) |
| 4 Johnson College Inn (JCI) | 20 Kappa Alpha Order Fraternity | 37 Kent & Judith Mueller Student Center |
| 5 Mabee Gym | 21 Jack Marshall Alumni Center | 38 Coulter Science Center |
| 6 Washington West House | 22 Delta Tau Delta Fraternity | 39 Practice Field |
| 7 Historic Gymnasium | 23 Churchill Institute | 40 Football Coaches' Offices |
| 8 Westminster Hall | 24 Campus Safety & Security | 41 Softball Coaches' Offices |
| 9 The Columns | 25 Wetterau Hall | 42 M/W Soccer, M/W Tennis Coaches' Offices |
| 10 Newnham Hall | 26 Sweazey Hall | 43 Westminster Grove Townhouses |
| 11 Sigma Chi Fraternity | 27 Weigle Hall | 44 General Services (Plant Operations) |
| 12 Westminster Apartments | 28 Latshaw Plaza/Breakthrough (Berlin Wall Sculpture) | 45 Wetterau Center for Field Sports |
| 13 Sigma Alpha Epsilon Fraternity | 29 Church of St. Mary, The Virgin, Aldermanbury/ America's National Churchill Museum | 46 Kent & Judith Mueller Stadium (Football/Soccer) |
| 14 Emerson Hall | 30 Marquess Hall | 47 Saucier Field (Baseball) |
| 15 Phi Delta Theta Fraternity | 31 Gage Hall | 48 Elder Tennis Courts |
| 16 Center for Faith & Service | 32 Sloss Hall | 49 Practice Field |
| | 33 Scott Hall | 50 Blue Jay Softball Field |
- P = Parking

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. Westminster not only survived, but it also managed to graduate classes uninterrupted through the war years—something no other Missouri college or university outside St. Louis was able to do. Bitter post-Civil War antagonisms split the Missouri Presbyterian Church, creating major financial difficulties for Westminster. The College was able to continue largely because of an unusually capable and dedicated faculty. Professors such as John Harvey Scott, John Jay Rice, Danny Gage, and Edgar Hoge Marquess became renowned for their scholarship, devotion to the school and belief in

education. These early professors set high standards for college faculty that have characterized Westminster ever since.

At the close of the civil strife, the Presbyterian Church was divided into North and South. Westminster became an institution of the Southern Presbyterian Church and for many years, because of impoverished postwar 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, former CEO of MTV Networks International Bill Roedy, musician and political activist Bob Geldof, and Vermont Senator Bernie Sanders.

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

Historically a men’s college, Westminster admitted its first coeducational class in the fall of 1979. Westminster established a branch campus in Mesa, Arizona in August, 2013 but closed that campus in May 2014.

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

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

These recognitions reflect Westminster’s ongoing commitment to providing a superior collegiate experience for its students. 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-seven 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 students 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;

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

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

ADMISSIONS

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

Admission to Westminster is 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.

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

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

Readmission

If a student interrupts his/her/their official attendance by officially withdrawing from the College before the census date, he/she/they 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 Admissions. Final decisions regarding readmission cannot be made until the Admissions Office has received approval from designated department officials on campus, transcripts of all college course work attempted since the student last attended Westminster, and any specific information requested for the student to provide.

Admission to the Learning Disabilities Program

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

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 meeting with an Admissions Counselor and tour. It is important to telephone, write via e-mail or register online so arrangements can be made prior to arrival. The College also sponsors various visit programs for prospective students. These are 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 Admissions is open 8 a.m. until 5 p.m. Monday through Friday and from 9 a.m. until noon on select Saturdays from September through May. Students should call for an appointment at (573) 592-5251 or (800) 888-WCMO (9266), email the admissions office admissions@wcmo.edu, or [visit us online](#).

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 three courses per semester on a space available basis, and excludes developmental courses except when approved by the Dean of Faculty, 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. Courses for study must be approved by the Associate Dean of Faculty. 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 year as a full-time Westminster student. Please see the [Tuition & Fees](#) page for additional information.

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. Please see the [Tuition & Fees](#) page for additional information.

College Board - Entrance Examination (AP) Examinations passed at the "B" level (4) or higher are accepted for credit automatically if the credit is

submitted before the end of the first year. Advanced Placement Examinations passed at the "C" level (3) are subject to review by the appropriate Westminster department.

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

College Level Examination – International Baccalaureate (IB)

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

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

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

Specific course equivalencies and credit hours will be determined individually based on actual IB exams, scores, and major area of study, as determined by academic department chairs. Students for whom course equivalency credit does not equal to the total number of credit hours per the table above will be awarded sufficient lower level interdivisional elective credit (IDV 299) to make up the difference. If a student does not present a full IB diploma, then credit may be awarded only for subjects in which the student has scored a five or higher on the final exam. If the student earns the equivalent of a C or higher (satisfactory performance or better) on the Theory of Knowledge exam, they will receive three hours of credit. Students who present a certificate for completion of the Creativity, Action and Service (CAS) component of the IB program will be awarded credit for completion of the graduation requirement to earn credit in one physical education activity course (i.e. 1 credit for PED A99) and credit for successful completion of LST 133 (1 credit).

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

In most cases, students will be awarded at least six hours of credit for higher-level exams and at least three hours of credit for standard level exams. In all cases, specific course equivalencies and credit hours will be determined on an individual basis based on actual IB exams, scores, and major area of study.

For more information about transferring IB credits, please contact our Transfer Credit Evaluator and Advising Module Specialist, Laura Murphy.

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

On the recommendation of the appropriate academic department and with the concurrence of the Vice President for Academic Affairs and 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/she/they may do so by taking a locally administered placement test at his/her/their own expense. International students cannot receive advanced placement credit by completing a higher level course in their primary language. Please see the [Tuition & Fees](#) page for additional information.

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 _____ \$14,165.00

Summer & Winter Sessions per credit hour, Early Registration (check individual term information for dates) _____ \$325.00

Summer Internship per credit hour _____ \$325.00

Per credit charge for excess of 19 credit hours per semester _____ \$925.00

Per credit hour for part-time students registered for fewer than 12 hours _____ \$925.00

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 _____ \$58,330.00

Mandatory Fees _____ \$2,550.00

Housing Charges Room (double occupancy) _____ \$5,816.00

Dining Services (19 meals per week) _____ \$5,026.00

Single room occupancy and Apartment style rooms will be available at an increased rate. Fifteen meals per week cost \$4,452.00, and ten meals per week cost \$4,212.00 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):

Apostille 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 _____ \$2,000.00

For each semester thereafter _____ \$1,000.00

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 the 7th day of classes in the fall, and good for the academic year. If not filled out by then, the 7th day of classes for spring semester. _____ \$60.00

Official Transcript

To be paid before transcript is issued _____ \$11.00
This is a per copy price.

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) _____ \$45.00

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](#). 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.

6 Week Online Refund Policy:

Prior to First day of Class	100% Refund
First day of Class	All tuition except \$325 per course
Class Day 2	50% Refund
Class Days 3 and after	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 Academic Deans Office coordinated by the Student Care and Price Leadership Career Specialist. 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 Class or prior	100% Refund
Class Days 2-3	75% Refund
Class Days 4-5	50% Refund
Class Day 6-7	25% Refund
Class Day 8	No Refund

3 Week Online Refund Policy:

Prior to First day of Class	100% Refund
First day of Class	All tuition except \$325 per course
Class Day 2 and after	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. All students are required to sign promissory notes. No other contract or promise is binding on the College unless it is in writing and signed by the President, Vice President and 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 Planning 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 Planning 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 Admissions, 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 Planning.

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 Stafford Loan is the submission of the Free Application for Federal Student Aid. Priority for Supplemental Educational Opportunity Grant (SEOG) are given to students who are accepted for admission and whose financial aid application results have been received by the Office of Admissions on or before November 15th.

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

GRANTS

Federal Pell Grant

Eligibility for a Federal Pell Grant is determined on the basis of financial need. Eligible students may receive approximately \$657 to \$6195 per year, depending on need and program funding.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Access Missouri Award

Missouri residents who file the FAFSA by February 1 with an EFC (Expected Family Contribution) of \$12,000 or less will be considered for an Access Missouri Award up to \$2,850. Students must be enrolled full-time to receive this award. This program is administered by the Missouri Department of Higher Education and 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.

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 4.53%. 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 1.062% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Planning.

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 4.53%; the interest, however, begins accruing at the time of disbursement. An origination fee of 1.062 % will be deducted from the proceeds prior to disbursement. Further information is available from the Office of Financial Planning.

Federal Direct PLUS Loan

Parents of dependent students may borrow funds under the Federal PLUS Loan program, provided they do not have an adverse credit history. The cost of attendance at the institution where you are enrolled and the amount of financial assistance awarded to each student determine the maximum amount that may be borrowed. The fixed interest rate for borrowers is 7.08%. An origination fee of 4.248% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Planning.

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 Planning 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 Planning. Receipt of an outside award may result in a revision of the financial award offered by Westminster. Receipt of a full-tuition scholarship from a source outside of Westminster College will exclude a student from receiving the monetary value of a Westminster College scholarship because institutional scholarships are tuition specific. Students will receive recognition of a Westminster award and should an outside scholarship be forfeited, the College would review its offer subject to the stipulation of the program.

Army Reserve Officer Training (ROTC) Scholarships

Army ROTC scholarships are available on a competitive basis for two, three and four years of study. Qualified students may compete for ROTC scholarships on both a local and regional basis and applicants need not be currently enrolled in ROTC classes. The value of the scholarships is announced annually. To be competitive for Army ROTC scholarship support, applicants should present an ACT score of 19 or greater and a grade point average of 2.5 or greater.

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

Air Force Reserve Officer Training Corps (AFROTC) Scholarships

The Air Force Reserve Officer Training Corps (AFROTC) provides 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 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 the [AFROTC website](#) 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. Visit the [AFROTC website](#) 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

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 Admissions. For consideration of a Westminster scholarship, students must apply for admission and be granted admission.

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

Scholarship Endowments

- Frank A. and Barbara A. Absher Endowed Scholarship
- Chester and Helena Alexander Award
- John J. Andrews and Anna K. Andrews Mathematics Award
- Richard D. Arnold Endowed Scholarship
- Dick Ault Scholar-Athlete Scholarship
- Judge George B. and Charles R. Macfarlane Scholarship
- Claiborne L. Barber Endowed Scholarship
- Sam and Susan Barnes Scholarship
- William T. & Christopher Warren Barnes Endowed Scholarship
- Barrow Family Memorial Scholarship
- Bruce K. Barrow Memorial Scholarship Barthel Scholarship Endowment
- Bates Family Scholarship Endowment
- Bennett Family Scholarship
- Beta Theta Pi, 125th Celebration Endowed Scholarship Fund
- Dr. William and Judith Blank Pre-Med Scholarship
- Dr. William Bleifuss Memorial Scholarship
- Bloom Family Scholarship Endowment
- Reese Bowen Boyce Endowment Scholarship
- Walter A. Boyd, Jr. Award
- Mary Burton Bridgewater Scholarship
- Hugh M. Briggs Scholarship Endowment Brookby Family Scholarship
- Robert Michael Brown Memorial Scholarship Fund
- Chase A. Brumm Memorial Scholarship
- Dr. John G. Campbell Memorial Endowed Scholarship
- George W. Bartley and George A. Campbell Scholarship Fund
- Peter Allan Childs Endowed Scholarship
- Joe B. Clarke, Jr. Endowed Scholarship Class of 1956 Endowed Scholarship
- Samuel John Coultas Memorial Scholarship Bill
- Cross Endowed Scholarship
- Crump/Detweiler/Baker Scholarship Endowment
- Dr. John Rood Cunningham Endowed Scholarship
- Leif C. Dahl Memorial Endowed Scholarship
- James L. Darling Memorial Scholarship Fund
- Robert L. D. and Lois B. Davidson Scholarship Endowment
- Cameron and Jessie Day Prize in Biology
- John Dorsch Scholarship
- Barclay Van Dyke Endowed Scholarship
- Edward Jones Endowed Scholarship
- Randle Elliott Memorial Scholarship
- Sara Elliott Memorial Scholarship
- John R. Elrod Endowed Scholarship
- Robert L. Epperson - Phi Kappa Psi Scholarship
- Thomas Henry Forrester, Jr. Scholarship Endowment
- Stephen Leigh Bransford Frailey Memorial Scholarship Endowment
- Robert Porter Galloway Memorial Scholarship
- Hoyt D. Gardner Scholarship in Premedical Education
- Clifford Willard Gaylord Foundation Scholarship
- Frank N. and Louise Gordon Endowed Scholarship
- Gore Family BKD, LLP Accounting Scholarship
- Jane Maughs Grant Memorial Scholarship Endowment
- James D. Grigsby Endowed Scholarship
- Dr. John B. Grow Endowed Scholarship
- Nollie & Prudence Guerrant Memorial-DAR Scholarship
- Allen D. and Jane B. Harper Endowed Scholarship
- Ramey Wilson Harper Memorial Scholarship
- S. Rodney Hastings Endowed Scholarship
- Ernest Hazel, III Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- E. C. "Slick" Henderson, Jr. Scholarship Fund
- Judy and Thomas H. Hicks Endowed Scholarship
- James B. Hight Endowed Scholarship
- Dr. Ernest H.K. and Evelyn Hillard Endowed Scholarship
- Dr. Paul S. Hoe Memorial Scholarship Fund
- Robert G. and Ruth H. Hoerber Scholarship
- James P.V. Howell Endowed Scholarship
- Margaret McDonald Jaeger Psychology Endowed Scholarship
- John R. Johnson Endowed Scholarship
- Christopher S. and Joyce T. Jones Memorial Scholarship Fund
- Kappa Alpha Order Endowed Scholarship
- Kappa Alpha Theta Founders Scholarship
- Kavanaugh Family Scholarship
- Dr. John B. Kelly Endowed Scholarship
- Pat Kirby Endowed Scholarship
- Ronald J. Kostich Endowed Scholarship
- Coach Don Kuhn Endowed Scholarship
- John B. LaMar Endowed Scholarship
- Clarence C. Lang Memorial Scholarship Endowment Fund
- Kenyon S. Latham Endowed Science Scholarship
- Henry John Latshaw, III Memorial Endowment Fund
- J. Layton & Isabelle Mauze Endowed Scholarship
- Ross Livermore Memorial Scholarship
- Jack Marshall Scholarship
- P. Nicholas McDaniel Endowed Scholarship
- McFarland Family Scholarship
- John McKamey Scholarship Fund
- Dr. Karl V. McKinstry Memorial Scholarship
- Connie Jean Meyer Scholarship Fund
- Dr. Therese A. Miller Endowed Projects for Peace Award
- Edmund F. and Irene B. Miller Endowed Scholarship
- Ned O. Miller Memorial Leadership Scholarship
- George W. F. Myers Endowed Scholarship
- Neel Trustee Scholarship
- Mr. and Mrs. T. J. Neukomm Scholarship Endowment
- Nierenberg Family Scholarship Fund
- Marvin O. and Sue C. Young Endowed Scholarship
- Ovid H Bell Endowed Scholarship
- Panettiere Family Foundation Scholarship
- Jarrett Kellogg Parker Scholarship - Loan Fund
- C.H. and Martha Parkins Endowed Scholarship
- Dr. William E. Parrish Academic Scholarship
- William E. Pearce Endowed Scholarship
- John S. Penney Endowed Scholarship
- Perry Family Scholarship
- Dr. Peter and Jane Yu International Student Scholarship
- Paul M. and Mildred E. Peterson Scholarship Fund
- Vernon W. and Marion K. Piper Scholarship for Overseas Study Endowed Scholarship
- Jim Reed Family Endowed Scholarship
- Sally W. Reynolds Endowed Scholarship
- Greg Richard Internship Endowed Scholarship
- Brevator J. and Mary Richards Creech Memorial Scholarship Endowment
- Dr. Ralph and Mrs. Eleanor Rinne Pre-Medicine Scholarship
- Frederick Randolph Rosser Scholarship Fund
- W. Philip and Mildred M. Ross - Lewis County and Knox County, Missouri Scholarship
- Harry L. Ryburn, Jr. Memorial Scholarship Fund
- William Sausser Scholarship Fund
- Dr. John E. Schultz Endowed Chemistry Scholarship
- Harry N. Schweppe, Jr. Memorial Scholarship
- Shields Family Scholarship
- John E. Simon Endowed Scholarship
- F. Brooke Sloss Memorial Endowed Scholarship
- Lieutenant Raymond E. Smallwood Memorial Scholarship Fund
- Robert Lee Smyth Memorial Scholarship Fund
- Southwestern Bell Telephone Company Endowed Scholarship
- Dr. C. Stewart & Dr. William L. Gillmor Endowed Scholarship
- Sweazey Family Scholarship Endowment
- Taylor Family Endowed Scholarship
- L. Norman Thornton Memorial Athletic Scholarship Fund
- Gupton A. and Grace S. Vogt Scholarship Endowment Fund
- Dr. Robert G. Volz Scholarship Fund
- Linda Doolin Ward Endowed Scholarship
- Frank W. Wayne Family Scholarship Endowment
- George L. & Marie E. Weaver Endowed Scholarship
- Dr. and Mrs. Marion A. Webb Scholarship Endowment
- Jane Elizabeth Roche Webb Endowed Scholarship
- Westminster Dames Endowed Scholarship
- Frank B. Whitbeck Scholarship Fund
- H. Clinton White Memorial Scholarship Endowment
- White Family Scholarship
- W. C. Whitlow Outstanding Senior Phi Delta Theta Scholarship
- George H. Williams Endowment Fund
- Ron & Dianne Winney Endowed Scholarship
- Woodward Family Endowment Fund
- Philip H. Young Memorial Scholarship
- Zeta Zeta Alumni Endowed Scholarship

Restricted Scholarships

- ACE Scholarship Fund
- John T. Baumstark, Sr. Scholarship
- Cranshaw Scholarship
- Davis United World College Scholars Fund
- Fulton Colleges Board of Associates
- Kappa Alpha Order Annual Scholarship
- Meyers Award for Leadership Excellence
- Missouri Colleges Fund Scholarship
- Peter C. Myers, Jr. Scholarship
- Washington D.C. Internship Scholarship

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/her/their 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 23 ACT or 1130 SAT and at least a 3.25 high school grade point average will be considered for the Churchill, Trustee’s and President’s Scholarships ranging from \$14,000 to \$18,000. 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 Trustee’s Scholarship requires a 3.00 cumulative grade point average. Full renewal of a President’s Scholarship requires a 2.50 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 up to \$12,000, students must have at least a 20 ACT or 1030 SAT and at least a 2.75 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 extracurricular 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 Scholarships

Transfer students who have a college cumulative grade point average of at least 2.29 can be considered for a Transfer Scholarship ranging from \$8,000 to \$16,000. 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	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,		

Standards of Academic Progress (SAP) Evaluation

- SAP is calculated annually after the spring semester following the student’s first term of enrollment as a regular degree-seeking

student, including new students who are admitted on academic probation.

- Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.
- Changes in major may alter 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.
- Students meeting the standards listed above when calculated will be in SAP Good Standing.
- SAP Suspension will be imposed for students not meeting the requirements shown above, and they will be ineligible for financial aid during the period of suspension. (See Appeals.)
- Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been received previously.
- Students who are on academic dismissal will be on SAP Suspension (See Appeals.)
- Eligibility is reestablished after the student improves their academic record to meet the minimum standards or an appeal due to unusual and/or mitigating circumstances is approved.
- Students are held responsible for knowing SAP eligibility criteria and their status at the end of each academic year. Please contact the Office of Financial Planning if questions arise.

Grades

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

Additional Earned Credits

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

Transfer Students

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

Re-admit Students

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 Planning no later than 15 business days before the beginning of the semester for which reinstatement is desired. This

should explain in detail why they failed to meet the minimum SAP standards, what unusual and/or mitigating circumstances caused the failure, and how their situation has improved to allow the student to meet the SAP standards at the next evaluation.

3. The SAP Appeal Committee's decision will be sent to the student by mail or electronic means. Approvals will be granted for students who will be able to meet SAP standards by the end of the next payment period, or the student will be placed on an academic plan that will ensure the student is able to meet SAP standards by a specific point in time.
4. Appeal approval notifications will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. 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 Planning 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 academic courses but also lessons that extend beyond the classroom. These lessons occur outside formal classes, in student organizations, residential experiences, campus activities, service projects, and internships. The Division of Student Life supports the college's mission by fostering an inclusive student body and empowering students with tools and opportunities to pursue well-being.

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

Residential & 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 Handbook](#).

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 five 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 successes 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, LGBT 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 **Nutrition Services; Peer Health Educators; and Outreach Programs**. All of these services are offered at no charge to Westminster's students.

Student Health Forms and Required Immunizations

All new students entering Westminster College must have documented proof of measles, mumps and rubella, meningococcal, 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. If a measles, mumps or rubella outbreak occurs, all students who do not have the appropriate immunity documented through the college may be required to leave campus. Westminster College does not

require the hepatitis B or the HPV vaccine; however, we strongly encourage students to receive these vaccinations. Any significant change in a student's health should be brought to the attention of the Director of the Health Clinic or the Dean of Student Life.

Required Health Insurance

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

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.

Spiritual Life

The Office of Spiritual Life seeks to nurture faithful practice, create community and journey with students in vocational discernment. 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. Regular Spiritual Life programming ("Thurs@11") provides opportunities for conversation about core values, self-reflection and purposeful practices of engaging those different from us. The Chaplain/Director of Center for Faith and Service and the Coordinator of Community Engagement/Chaplain Resident serve as campus chaplains for a diverse, multifaith community. The Church of St. Mary the Virgin, Aldermanbury is an important component of campus life and reflects the religious heritage of Westminster College. The R & R space, offered in partnership with Reeves Library, serves as an interfaith space for meditation, prayer, rest, and reflection.

Community Engagement

The Office of Community Engagement seeks to foster community connectedness while engaging students in community service and social justice work. The office is directed by the Coordinator of Community Engagement/Chaplain Resident. It spearheads a variety of community engagement opportunities throughout the entire campus, across all three academic divisions, and in the surrounding communities. With over 40 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 and Blue Jay Buddies.

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, such as Diversity Dialogues or the annual Colors of Westminster retreat, 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.

Student Involvement

This office is charged with training and developing student organization leaders, and providing fun and engaging activities for the entire campus. Westminster currently offers over 50 student clubs and organizations. Campus Activities Board and the Student Government Association are also based out of the Student Involvement Office. Every student should have the experience of participating in student organizations and student activities.

Athletic Department

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

Intramurals

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

Student Publications

Students may earn college credit while gaining practical experience in journalism and campus publications. *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. More specific information is contained in the [Student Life Handbook](#).

WITHDRAWAL POLICY AND INFORMATION

The deadline to drop classes without transcript notation is the seventh day of classes in the fall and spring semesters. In the fall and spring semesters, a student may withdraw from a course (with transcript notation) beginning on the eighth day of classes and ending on the 50th day of classes (see the academic calendar for dates). 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 or 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.

Official Withdrawal Date

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

Medical Withdrawal

The college understands that certain health (physical or mental) circumstances can significantly interfere with the ability to be engaged in academic work; when this happens, a method for modifying one's course load should be available that minimizes negative consequences. The Medical Withdrawal policy allows students to withdraw from one, a few, or all of their courses without an academic penalty, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected. Should a student want to consider a medical withdrawal – whether it be from all or just some courses – the student should involve their academic advisor, the Vice-President/Dean of Student Life, and the Executive Director of the Wellness Center.

** Parents or guardians are involved in this process when any of the following conditions are present: a) the student is under 18 years of age; b) the student gives written permission for parents or guardian to be contacted and involved in this process; c) 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 health care options.*

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

Who Qualifies for a Medical Withdrawal

A student must be significantly affected by a health-related problem to the degree that 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 Wellness Center health care providers. The Wellness Center staff 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 document 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/their courses, the student may withdraw from only a course or two; however, in many cases the health concern is so serious that a withdrawal from all courses is appropriate. A partial withdrawal, if

feasible, is encouraged 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

The Notification of Withdrawal Forms are only available from the Student Care Specialist. If you are certain you will withdraw from all courses, use the Notification of Withdrawal form that requires you to collect signatures from requisite campus offices, if applicable: 1. Advisor; 2. Financial Planning Office; 3. Business Office; 4. Residential Life (if applicable); 5. Coordinator of International Student Services and WC Internship Program (if applicable); 6. Student Care Specialist to state your reason for withdrawing and to indicate if your withdrawal will be for medical reasons. The student must meet with the Assistant Director of Counseling Services to complete required medical documentation, provided either by the Wellness Center or external health care provider for medical verification. This completed form, along with medical documentation from your health care provider will provide enough information for the Vice-President/Dean of Student Life and the Dean of Faculty to decide whether to approve or deny your partial or full medical withdrawal request. When a student is physically unable to initiate the process and gain the necessary signatures, they may designate a parent or other representative to do so. Signatures may also be received electronically from the student, advisor and course instructor, if needed. A student may withdraw for medical reasons up to two weeks before the last day of semester classes. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s).

IMPORTANT NOTE: Until **ALL** signatures have been obtained for each course from which you are choosing to withdraw and documentation has been received from a health care provider, you should continue attending 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 after the seventh class day, s/he will receive withdrawal grades (WP or WF) unless he/she/they 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 Westminster College Catalog. Questions regarding the refund should be directed to the Business Office and Financial Aid Office.

Re-Admission

If a student withdraws from the college and wishes to return, he or she must re-apply and be accepted by the Office of Admissions to re-enroll.

If the student fully withdraws for medical reasons they will be required to submit medical documentation to the Vice-President/Dean of Student Life and/or Vice-President/Dean of Faculty in conjunction with their readmission application. It is not possible to withdraw from a course after the end of the withdrawal period except for military activation or medical reasons. A student may withdraw for medical reasons up to two weeks before the last day of semester classes. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s). Withdrawal for medical reasons does not release a student from any financial obligations to the College.

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. In addition, when, in the judgment of the Vice President/Dean of Student Life and the Wellness Center health care provider, a student's behavior constitutes a disruption or danger to the living/learning environment which the college seeks to create, or presents a threat to the health and safety of the student or others, the College has the right to intervene. The College may execute an involuntary withdrawal when a student engages in behavior that poses a danger of causing harm to themselves or others, or disrupts the learning environment. Such dangerous and /or disruptive behavior may be in the form of a single behavioral incident or somewhat less severe but persistent dangerousness or disruption over an extended period of time. At the time of the involuntary withdrawal, the instructor for the course must submit a grade (either a WP (Withdrew Passing) or a WF (Withdrew Failing) for the student's work in the course to the date of withdrawal, will be noted on the student's transcript and does not calculate into the student's grade point average.

Involuntary Medical Withdrawal

Westminster College strives to maintain a safe and healthy environment that is supportive to one's academic and personal goals. An involuntary medical withdrawal is an action initiated in extraordinary circumstances for medical, mental health, and/or substance misuse related concerns that are impacting one's ability to function safely within the college environment. The college will make every effort to provide support and counseling within the scope of its mission but may deem the student's needs are beyond the capabilities of the services we provide. The college reserves the right to mandate immediate medical care, implement reasonable accommodations, devise a personalized success plan, seek evaluation by and independent and qualified professional, and notify parents. Students who engage in or threaten self-injurious behavior may be subject to these same limitations or involuntarily given a medical withdrawal. This may occur in varying instances even if the student has not directly violated any conduct policy of the college. If a student has pending disciplinary action and is involuntarily placed on leave, the student conduct process will proceed upon their return.. In the case of an involuntary medical withdrawal, decisions made by the Vice President/Dean of Student Life and Wellness Center health care providers. In the case of an involuntary medical withdrawal, there is no academic penalty for the student, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected. Room and board costs will be prorated based upon the date of the involuntary withdrawal.

At any time during the semester, the Academic Review Board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college if they 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.

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; [MDHE complaint policy](#).

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

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

ADA/Equal Access Policy

Under the Americans with Disabilities Act, the College must provide a reasonable accommodation requested by a student to insure access to instructional programs, unless it would present an undue hardship to the College. A student who feels he/she/they may need an accommodation based on the impact of a disability should contact the Director of the Learning Opportunities Center located in Room 34 of Westminster Hall (573-592-5304). At that time, the Director will discuss possible curricular and co-curricular accommodations and may make appointments with all 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](#).

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.

Title IX

The College does not discriminate on the basis of sex in its education programs and activities. Furthermore, the College strictly prohibits Sexual Harassment, as defined in this policy. This policy applies to any member of the College community, including students, faculty, and staff, as well as contractors, vendors, visitors, guests and other third parties. Additionally, the College prohibits retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against individuals who make reports or complaint of prohibited Sexual Harassment or participate in an investigation, proceeding, or formal hearing concerning a violation of this Policy.

For full details regarding Title IX, please go to the College Website: <https://www.wcmo.edu/titleix/index.html>

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/their discretion, may simply choose to alert the Dean of Students for official College sanctions against the student, which can include a suspension/expulsion from that professor's class.

Emergency Procedures

Westminster College maintains an Emergency Response Plan to address situations and conditions that may arise and significantly disrupt normal operations and activities. The Plan describes the procedures to follow for preparing for, responding to, and recovering from various types of emergency situations.

Our goal is always to protect people first and foremost. While it is not possible to foresee every possible condition and circumstance that may require an emergency response, the College will undertake those emergency response actions that are protective of human health, the environment, and College property. In addition, we keep accurate emergency contact information for each student.

General emergency response procedures can be found in section 6.0 of the Westminster College Emergency Response Plan.

For full details regarding our COVID-19 Response and Return plan please see the [Westminster College website](#).

ACADEMIC PROGRAMS & SUPPORT SERVICES

THE STUDENT SUCCESS CENTER

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

1. The Tomnitz Family Learning Opportunity Center (LOC)
2. The Career Development Center
3. The Internship Program
4. The First-Year Experience Program
5. The Transfer Experience Program
6. The WCares Program
7. The International Student Services

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 Differences 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, 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

LOC's academic support services assist students in developing those skills they will need in the classroom and in their profession and personal lives after College.

Academic Achievement Program (AAP)

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

Academic Enrichment Program

The Academic Enrichment Program is a one to two-semester program offered during the freshman year to give special attention to incoming freshmen whose preparation for college is, in certain respects, inadequate. Students are selected for the Program by the Admission Committee on the basis of their high school records and Scholastic Aptitude Test (SAT) or American College Test (ACT) scores. This program focuses on the development of reading and writing skills to prepare students for the rigors of Westminster's curriculum. Currently this program utilizes a learning community model where students are placed into groups and take three or four courses together, and appropriate corequisite supplemental courses to develop learning strategies.

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

The Learning Differences (Disabilities) 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.

Online Academic Resource Center

Students that want extra assistance or strategies for developing academic success across the disciplines can access various strategies on

the Canvas Learning Management System. This online center provides a student access to the Peer Tutor Schedule, links to various web pages and videos on a variety of academic success strategies, and other [academic success tools](#).

Peer Tutoring Program

The Tomnitz Center coordinates Westminster College's Peer Tutoring Program (PTP), which offers academic support and mentoring to students enrolled in a variety of courses. Two popular areas of support are math and writing, and to support this demand, Westminster College has a Math and Writing Lab. These labs, located in Reeves Library, are open Sunday through Thursday, 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 2019 by the College Reading and Learning Association (CRLA) and embraces the International Tutor Program certification requirements. For specific details on the schedule, visit the [LOC Canvas site](#).

Study Strategies and Supplemental Studies Courses (SSC)

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

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

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 online and print resource library, job searching assistance, and a centralized internship program are career-related services available to all students. Every year informational sessions are offered on Job Searching, Resume Writing, Interviewing, Networking, and the Application Process to Graduate School, among others. Additionally, the center also hosts a

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

The chart below lists proposed *minimums* for each internship credit earned. Setting requirements for academic hours places accountability on the student and faculty sponsor that the student is making his/her/their 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	540	28 + 8

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

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

International students must receive approval from the Coordinator of International Student Services and WC Internship Program/Assistant Director of Center for Career Development before applying for an internship.

The First Year Experience

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

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

The Transfer Experience

Transfer students face specific challenges when transitioning to another college. We strive to make students' transition to Westminster as smooth as possible by evaluating the credit they already earned and showing how it fits into our graduation requirements. During orientation day, transfer students have their first opportunity to learn how to navigate their new environment. Their initial academic advisor is also the instructor of WSM 102 Westminster Seminar, a 1-credit course designed to help the students acclimate to Westminster, set academic goals, and discover the resources and opportunities available to them. Once they declare a major, they get an academic advisor in their new program.

WCares Program

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

International Student Services

The office of International Students Services (ISS) provides support to prospective, newly admitted, and current international students, as well as those who graduated. This office facilitates international students' admittance to the United States by issuing documents that support students' applications for non-immigrant visas. It manages applications for Curricular Practical Training, Optional Practical Training, and transfers to graduate studies. ISS assists international students' transition to life in the United States and Westminster by offering a general orientation and information in the areas of employment, financial planning, health insurance, and income taxes. This office promotes interactions between domestic and international students, encourages the internationalization of the College, and works in collaboration with other campus offices to foster a diverse community.

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 visit our [webpage](#) Or contact the Study Abroad Fellow for more information

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
- ICN Business School in Metz, France
- Irish American Scholars in Northern Ireland
- Kansai Gaidai University in Osaka, Japan
- United States International University in Nairobi, Kenya
- La Universidad de Oviedo in Oviedo, Spain
- London School of Economics & Political Science in London, UK
- 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.

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 Study Abroad Fellow or check out the [webpage](#).

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 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 Study Abroad Fellow or check out the [webpage](#).

The Semester on the United Nations

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

Washington Semester Program

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

STUDY ABROAD 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. For additional information, check out the [AIFS website](#).

Arcadia University Center for Education Abroad

Westminster has an affiliation with Arcadia University (Pennsylvania), which offers semester, year, or summer study abroad & internship programs in many areas of the world, including Australia, China, England, France, Germany, Greece, India, Ireland, Italy, New Zealand, Scotland, South Africa, Spain, Tanzania, and Wales, among others. For additional information, check out the [Arcadia University Center for Education Abroad website](#).

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, check out the [Central College Abroad website](#).

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, check out the [CEA website](#).

Institute for the International Education of Students (IES).

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

International Studies Abroad (ISA) & GlobaLinks

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

GlobaLinks offers the opportunity to study in 30 Australia or New Zealand universities through Austra Learn. In addition, there are many other locations in Europe and Asia with EuroLearn and Asia Learn. Internship opportunities are available. For more information, check out the [ISA website](#).

School for International Training (SIT)

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

Semester-at-Sea

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

For further information about any of these study abroad opportunities and to inquire about a complete list of programs, contact the Study Abroad Fellow.

Spanish Studies Abroad (SSA)

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

Study Abroad and Off-Campus Programs

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

Application for Reduced Course Load

To maintain F-1 student status, international students must be enrolled in a full course of study each fall and spring semester. Undergraduate students at Westminster College must be enrolled in 12 credit hours throughout the semester to maintain their status. There are valid academic and medical reason for reducing 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.

Major Programs of Study

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
 - No Concentration
- Business Communication
- Chemistry
- Education
 - Early Childhood Education
 - Education Curriculum Studies
 - Elementary Education
 - Middle School Education
 - Secondary Education
 - Physical Education, 9-12 or K-12
 - Spanish, K-12
- English
 - Creative Writing
 - English Education
 - Literature
- Environmental Science
- Exercise Science
- Finance
- French
- General Studies
- Global and Transnational Studies
- Health & Wellness
- History
- International Business
- Mathematics
- Mathematical Data Science
- One Health
- Philosophy and Religious Studies
- Physics
- Political Science
 - General Political Science
 - Pre-Law
 - Security Studies
- Psychology
- Security Studies
- Self-Designed
- Spanish
- Sports Management

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/their declaration of the major. This determination is

made when a student declares a major, and the outcome is indicated on the Declaration of Major form. Department chairs have authority to waive or allow substitutions for departmental requirements.

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

Dual-Degree Programs

- Chiropractic Dual Degree Program with Logan University of Chiropractic
- Nursing Dual-Degree Program with Goldfarb School of Nursing, Barnes-Jewish College
- Pre-Engineering Program with Missouri University of Science and Technology, Washington University, and Southern Illinois University at Carbondale.

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
- Coaching
- Criminal Justice
- Cybersecurity
- Economics
- Education
- English
- Entrepreneurial Studies
- Environmental Science
- European History
- European Studies
- French
- Global & Transnational Studies
- History
- International Business
- Journalism, Media and Publishing
- Mathematics

- Museum Studies
- Music
- Organizational Leadership
- Philosophy
- Physics
- Political Science
- Pre-Engineering
- Pre-Law
- Psychology
- Public Health
- Religious Studies
- Security Studies
- Self-Designed
- 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/their declaration of the minor. This determination is made when a student declares a minor, and the outcome is indicated on the Declaration of Minor form. Coordinators of minors have authority to waive or allow substitutions for minor programs of study.

Students may declare a minor as early as the second semester of their freshman year. A student's choice of a minor is not recognized by the college until the student has submitted an electronic form that has been approved by both the chair of the minor department and the student's advisor. All grades in minor courses must be C or higher to count towards the completion of the minor. A minor may not be earned in the same program as the student's major program of study. No more than three credit hours of internship or other experiential form of study will be counted toward a minor. Students may complete only one minor in a department. Otherwise there is no restriction on 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. When the Self-Designed Major or Minor is approved, completion will satisfy the general degree requirement for a major or minor. All other degree requirements must also be fulfilled. The GPA in the self-designed program must be 2.00 or higher, unless otherwise stated in the self-designed program application.

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

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

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

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

Forms are available in the Academic Affairs Office. For more information about the Self-Designed Major or Self-Designed Minor, contact:

Dr. Ingrid Ilinca
Associate Dean of Student Success
125 Westminster Hall
Westminster College
Fulton, MO 65251
Phone: (573) 592-5323
Email: Ingrid.Ilinca@wcmo.edu

SPECIAL ACADEMIC PROGRAMS

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

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 the [AFROTC website](#) 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 the [AFROTC website](#) 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.

Bryant Scholars Pre-Admissions Program

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

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

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

Chiropractic Dual Degree Program

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

Contact: Dr. Dawn Holliday

Phone: 573-592-6125 Email: Dawn.Holliday@wcmo.edu

Find out more online at logan.edu.

Engineering Dual Degree Program

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

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

- Bachelor's degrees offered by the McKelvey School of Engineering at Washington University can be found [online](#).
- Bachelor's degrees offered by Missouri S&T can be found [online](#).
- Bachelor's degrees offered by the College of Engineering at Southern Illinois University at Carbondale can be found [online](#).

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, Linear Algebra, and Differential Equations
- Chemistry – General Chemistry I with lab
- Computing and Digital Science – One course or certified proficiency in a high-level programming language
- Physics – Physics I and II with laboratory
- All General Education (Breakthrough) requirements
- The requirements for a major of their choosing

- Additional coursework which depends on the student's chosen engineering field

A GPA of 3.25 or better, both overall and in science and mathematics courses, is required for admission to the Dual Degree Program at Washington University, a GPA of 2.5 is required for admission to Missouri S&T, and a cumulative GPA of 3.0 or higher is required for admission to Southern Illinois University at Carbondale. Applicants with lower GPAs are considered on a case-by-case basis. The liaison for the Dual Degree Engineering Program is Dr. Peng Yu of the Department of Mathematics.

Contact: Dr. Peng Yu

Email: peng.yu@wcmo.edu

Health Professions Program

Because a substantial number of students are interested in careers in the health professions, Westminster College supports a Health Professions Program (HPP). 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 all health professions including, but not limited to, allopathic and osteopathic medicine, dentistry, physical therapy, and veterinary medicine.

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

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

Contact: Dr. Dawn Holliday

Phone: 573-592-6125 Email: Dawn.Holliday@wcmo.edu

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.

Contact: Dr. Dawn Holliday

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

Honors Program

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

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.

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.

Still Scholars Early Acceptance Program

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

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

been a residential Westminster college student for a minimum of three semesters.

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

Contact: Dr. Dawn Holliday

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

Student Exchange System MMACU

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

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 to 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.

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 group, administers a free book exchange for leisurely reading.

VETERAN INFORMATION

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

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

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

Veteran students should immediately notify the Registrar of all schedule changes during the semester, including withdrawing from a class or classes. The Registrar should also be notified when students receiving veteran benefits declare a major and only courses that apply toward major or general education requirements are eligible for certification. All students receiving veteran benefits will be expected to attend classes on a regular basis. Excessive absences or unsatisfactory progress will be reported to the Veteran's Administration.

For questions regarding financial aid in combination with veteran benefits, please contact the Director of Financial Aid. In compliance

with the *Veterans Benefits and Transition Act of 2018*, Westminster College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his/her/their financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

ACADEMIC POLICIES & PROCEDURES

Digital Blue

As part of our Digital Blue initiative, each student will receive an Apple iPad and pencil when they arrive at Westminster College. Students will be able to use their iPad and pencil during their time here and keep these devices upon completion of their degree. If a student withdraws or transfers from the College, they will need to return their iPad and pencil or they can purchase the iPad bundle at a depreciated value. If a student fails to return their device or returns it damaged, the device will be remotely disabled and its replacement applied to the student's account. For all policies related to the usage and ownership of a Westminster-issued iPad, please see [The Digital Blue Student Responsibility and Liability Agreement](#) found in the [Student Handbook](#).

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 advisors have responsibilities specified in the [Advising Handbook](#); the responsibilities of advisees are specified in the [Student Handbook](#).

Academic Resource Center

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

Academic Warning

A student is placed on academic warning when he/she/they has a 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, their advisor(s), Dean of Faculty, Dean of Students, and as appropriate the Director of the Academic Enrichment Program, Director of the Learning Opportunities Center, Executive Director of the Wellness Center, and Coach.

Academic Probation

A student is placed on academic probation when his/her/their academic progress is insufficient enough to necessitate a final warning prior to dismissal. Students are placed on academic probation when they fail to 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

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

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

Students placed on academic probation for the first time are required to enroll in CLS 100, Academic Recovery Workshop.

To be removed from academic probation, a student must demonstrate that he/she/they 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/her/their cumulative GPA to at least the minimum acceptable level according to the standards above. Students on academic probation will be offered special support services. Students must also satisfactorily complete CLS 100, Academic Recovery Workshop, to be removed from probation. Probationary status is reviewed at the end of the fall and spring semesters, and at the conclusion of the Summer Online term.

When a student is removed from probation, the following are notified: the student, their advisor(s), Dean of Faculty, Dean of

Students, and as appropriate the Director of the Academic Enrichment Program, Director of the Learning Opportunities Center, Executive Director of the Wellness Center, and Coach.

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

- 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/their second consecutive semester on probation. These restrictions are at the discretion of the Dean of Student Life, the Dean of Faculty, and the Associate Dean of Student Success.

The student may appeal these terms to the Vice-President 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 (or continued) on Academic Probation. Academic dismissal is noted on the student transcript.

Any student who has been dismissed for academic reasons and who seeks to return to Westminster College must apply for readmission through the Admissions Office. Applications for readmission are not usually accepted until at least a year after the student was dismissed, although in exceptional circumstances an application for readmission may be considered after only one 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 Student Success, Executive Director of the Wellness Center, academic advisor, coach, and others as appropriate) which convenes as necessary during a semester when it is determined that a student is no longer engaged in the academic process—not attending classes, not completing class work, etc. The Academic Review Board works with the student to develop a plan of action for completing the semester successfully. At any time during the semester, this board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college if they determine that the student cannot successfully complete the

semester or doesn't comply with terms of their ARB contract. Typically, grades of WF or WP (as appropriate) are recorded on the student transcript if the student is administratively withdrawn.

Honor Code and Oath and Values Board (OVB)

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

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

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

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

For more information on the Oath and Values Board including its Constitution, Policies, and Procedures, please visit our [website](#).

Assessment

Westminster College has developed an assessment program for measuring progress toward its mission and academic and co-curricular goals. The college regularly asks for student participation in assessment activities in order to acquire information that is used to improve the college's programs and to maintain its accredited status with the Higher Learning Commission. College-wide assessments are designed to measure student progress toward the college mission and learning goals and to determine satisfaction with various college offices and services. Each academic department also has an assessment plan to measure student progress toward the learning goals delineated for each major.

Assessments of the college mission, college learning goals, major learning goals, the goals of the co-curricular program, and college services are made on a regular basis. Student participation in assessment activities is critical and invaluable in

helping the college to maintain and improve its programs and services and to maintain its accredited status. Thus, all students are expected to participate in all college-wide and department assessments. All students are responsible for participating in the assessment activities for each major they have declared.

For more information about assessment at Westminster College, please contact Institutional Research & Assessment Coordinator, [Matt Knudtson](#).

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. Members of the faculty will take attendance for all class sessions. The purpose of this policy is to enable the College to maintain compliance with Federal financial aid and Veterans Administration policies regarding student attendance. Failure to attend class could result in a reduction of financial aid awards. It is the student's responsibility to arrange to complete work missed due to an absence and to ascertain what assignments, if any, were given to the class during his/her/their absence.

Absences incurred while representing the College in approved activities are classified as College duty absences. The Office of Academic Affairs must approve such absences at the request of the sponsor of the activity in question. No student shall be penalized for absence on approved College duty, but instructors may require that work missed because of a College duty absence be made up. A maximum of two such absences is allowed per semester, and the students are to submit requests to the Academic Dean 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 Academic Deans Office will approve these on a case-by-case basis as outlined in Part B.
- **Level III College Duty** –
 - college-sponsored events, such as those attended by student organizations
 - activities approved by the college and listed in the [Student Handbook](#)
 - events not sponsored by the College, such as Greek conferences and external leadership conferences

The Academic Deans Office will approve these on a case-by-case basis as outlined in Part B.

B. Approval Timetable & Process:

In all cases (Levels I, II, and III) the participating group shall submit the following to the Academic Dean'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 Deans 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 Academic Dean'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 and in this case no record is kept. There is a fee of \$40 per credit hour for non-degree seeking students who audit a class. A student may register to audit a course with the permission of the instructor. Auditors are not necessarily responsible for the completion of class work or taking examinations but should attend class on a regular basis. A course that is entered on the student's permanent record as audited earns no credit and fulfills no requirements. See the Registrar for more information.

Change of Schedule

Students may add courses to their schedules electronically in the fall and spring semesters during the first week of classes (five class days). The deadline to drop classes without transcript notation is the seventh day of classes in the fall and spring semester. Students who withdraw from school during the 8th-50th day of classes will receive the grade of WP or WF for their courses. In the fall and spring semesters a student may withdraw from a course during the period which begins after the 7th day of classes and ends fifteen class days after midterm (see the academic calendar for dates.) For the summer online 6 week 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

The following terms are typically offered: a fall 15-week (late August – mid-December) and a spring 15-week (mid-January – early May) traditional semester; a three-week or five-week winter online term; a three-week May term with online delivery; and a six-week summer online term in June and July. All students may enroll in up to a total of nineteen hours during a traditional

semester. Students may take six hours each during the winter online term, the three-week May online term, and the six-week summer terms. Any exceptions to these terms must be approved by a student's advisor and by the Dean of Faculty or his/her/their designate. A student with a cumulative GPA of less than 2.5 may enroll in no more than four hours of courses in the three and six week summer online terms only with the approval of the Dean of Faculty or his/her/their designate.

At least fifty percent of credits earned by degree-seeking students at Westminster College must be in traditional classroom instruction.

Students must complete at least 51% of all credits required for a major, minor, or a certificate program in traditional (i.e. face-to-face) or blended courses. That is, students may use online (i.e. distance) course credit to satisfy, at most, 49% of the credit hours required for a major, minor, or certificate program.

Travel courses may be offered outside the regular term schedule, if approved by the Academic Dean's Office. Part-time students may enroll in up to eight hours online during a regular semester.

Non-degree-seeking students (alumni, students from other colleges or universities, 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, and uses the semester hour as the basic unit of credit. All Westminster College courses, regardless of term or modality of instruction, will consist of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for each academic credit given. This policy also applies to non-classroom work, including independent studies, laboratory work, internships, practica, studio work, student teaching, travel courses, and other academic work leading toward the award of credit hours. For a 1-credit course, students must complete at least 45 hours of work; for a 2-credit course, a student must complete at least 90 hours of work; for a 3-credit course, a student must complete at least 135 hours of work; for a 4-credit course, a student must complete at least 180 hours of work; for a 5-credit course, a student must complete at least 225 hours of work; and for a 12-credit course, a student must complete at least 540 hours of work. Faculty must document, in each course syllabus, how each course taught meets the above requirements.

Grade Reports

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

Grades and Quality Point System

A (4.0), A- (3.7)	OUTSTANDING
B+ (3.3), B (3.0), B- (2.7)	SUPERIOR
C+ (2.3), C (2.0), C- (1.7)	SATISFACTORY

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

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

Credit-D-F

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

Since courses with grades of CR do not 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/her/their grade point average. However, if a student earns a D or F, this grade does enter into the computation of the GPA. Students who desire to take a course on a CR-D-F basis must complete and file the appropriate electronic form by the time specified in the academic calendar.

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

Incomplete Grades

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

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

Incomplete Grades for International Students

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

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

Independent Study and Independent Course Credit

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

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

Independent Studies and Independent Courses must be approved by the Department Chair and the Associate Dean of Faculty. Faculty are advised to submit electronic approval for Independent Studies and Courses before the end of the preregistration period in the prior semester. Later submissions due to extenuating circumstances will be considered on a case-by-case basis. To receive approval for Independent Studies and/or Independent Courses the professor must complete and submit the form electronically through MYWC before the course will be approved and then added to the student's schedule.

Registration

New students register for the first semester classes during the spring or summer preceding the beginning of their first semester. They are urged to communicate directly with their academic advisors before choosing a

schedule. Continuing students should register for following semester courses in accordance with the registration schedules established each year.

Repeating Courses

A student may not repeat a course in which he/she/they 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 may online 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 six hours during the May term without the approval of the Dean of Faculty or his/her/their designate.

Six Week 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 or his/her/their designate. In addition, no student may enroll in more than eight hours without the approval of the Dean of Faculty or his/her/their designate.

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 six hours of courses during the winter session without the approval of the Dean of Faculty or his/her/their designate.

TRANSFER CREDIT

Policy Statement for Granting Transfer Credit

For Incoming Students: It is the policy of Westminster College to grant transfer credit to incoming students for college courses taken elsewhere following a full review of transcript information by the office of the Associate Dean of Faculty in the person of the Transfer Credit Evaluator and Advising Module Specialist, in consultation with the appropriate Department and/or Division Chair(s) when necessary. The incoming student must provide an official transcript of all college coursework completed elsewhere before any credit is entered onto the Westminster transcript. In addition, the following conditions must be met:

- The institution from which the credits were earned must be an accredited institution of higher learning, as accredited by an established regional accrediting organization. Westminster College may award credit from accredited institutions that are not regionally accredited but reserves the right to refuse transfer credit from such institutions.
- The grades received for such credits must be a C- or higher. Where the student earned a grade of CR, that student must be able to document that the course was passed with a C or better (or a C- from schools with a plus/minus grading system).
- The course must be comparable to a course offered at Westminster 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 Breakthrough course will be awarded appropriate credit if the course has a course equivalency with an existing Westminster course or can be determined to meet the college learning goals associated with a particular requirement. Courses from a community college or other two-year institution will generally be awarded lower-level credit at the 100 or 200 level, but credit for 300 or 400 level courses may be awarded by the Associate Dean of Faculty, in consultation with the appropriate department chair, if the content of the course is equivalent to a Westminster 300 or 400 level course and the course taken at the community college has at least one prerequisite.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.
- Although there is no limit to the number of hours that can be transferred in from another institution, transfer students must fulfill all of Westminster's graduation requirements. This includes but is not limited to the following: complete at least 48 credit hours as a full-time student 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 Breakthrough Requirements section of this catalog for additional requirements.) Should a course a student wishes to transfer

in not match a course included in Breakthrough, but meet the college-wide learning goals associated with the Breakthrough context, substitutions may be made by the Associate Dean of Faculty; likewise, should a student wish to transfer in a course for a major or minor that does not match the departmental requirements, the Department Chair will decide if the course may count toward the major or minor.

- Transfer students who have completed an Associate of Arts (A.A.) degree from a regionally accredited community college will have their Foundational and Themes requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. One of the two Exploration Cluster courses will also be waived. Breakthrough's Lifetime Leadership requirements will be waived with the exception of one upper-level Writing Intensive course, and one Research course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)
- Transfer students who have completed an Associate of Science (A.S.) degree from a regionally accredited community college will have their Foundational requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. The Themes requirements for Natural Science, Institutions & Society, and Human Development will also be waived. One of the two Exploration Cluster courses will also be waived. Breakthrough's Lifetime Leadership requirements will be waived with the exception of one upper-level Writing Intensive course, and one Research course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)
- Transfer students who have completed the CORE 42 framework at a participating Missouri Institution will have their Foundational and Themes requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. Breakthrough's Lifetime Leadership requirements will be reduced to one upper-level Writing Intensive course, one Research course, and one Information & Digital Literacy course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)
- There is no "age limit" on credits that may transfer. However, students should be aware that when a course, either required or elective, is awarded credit in some disciplines, such as information technology or nursing, the student may need to take additional courses so that they have current knowledge in the major.
- Credit for Developmental-level courses, defined as below the Westminster College 100 level, will not be accepted for transfer credit.
- When a course offered by one department is a required course for the major in another department, the course prefix will guide the final decision regarding the evaluation of transfer credit. If the other department does not agree with the evaluation, they may substitute the course as a requirement for the major.
- Admissions will solicit the required information from incoming students as part of their regular mailing of materials to accepted students. That information will be forwarded to the Associate Dean's office for review.

Written confirmation of course equivalencies will be available from the Registrar's Office after the official transcript has been evaluated.

- The Registrar’s office will be responsible for informing the student’s advisor of any transfer credit awarded after it is posted to the Westminster transcript.

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

Transfer Credit Appeals: Student appeals of course transfer and equivalency decisions should be made initially through the Transfer Credit Evaluator and Advising Module Specialist, and should include any additional information that may be of assistance in determining the proper course equivalency. The Transfer Credit Evaluator and Advising Module Specialist may choose to revisit the initial decision, and/or to consult with the appropriate Chair(s).

If the appeal is denied, a student may apply directly to the Associate Dean of Faculty, again including any and all additional information that may be of assistance in determining the proper course equivalency. This appeal should be made in writing, and notice of the result of the appeal will also be made in writing.

If a resolution is not reached, a student may then appeal to the Commissioner of Higher Education of the Coordinating Board for Higher Education (CBHE) of the State of Missouri. This must be done within 45 days of the date that written notice is received of the denial of an appeal. The office of the Associate Dean of Faculty will forward all materials provided by the student, as well as documentation of the reason for the denial, along with the appeal.

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

IB Score	Minimum Westminster Credit
28 points or above	30 hours
27 points	25 hours
26 points	20 hours
25 points	15 hours
24 points	10 hours

Specific course equivalencies and credit hours will be determined on an individual basis based on actual IB exams, scores, and major area of study, as determined by academic department chairs. Students for whom course equivalency does not equal to the total number of credit hours per the table above, will be awarded sufficient lower level interdivisional elective credit (IDV 299) to make up the difference. If a student does not present a full IB diploma, then credit may be awarded only for subjects in which the student has scored a five or higher on the final exam. If the student earns the equivalent of a C- or higher (satisfactory performance or better) on the Theory of Knowledge exam, they will receive three hours of credit. Students who present a certificate of completion of the Creativity, Action and Service (CAS) component of the IB program will be awarded credit for completion of the graduation requirement to earn credit on one physical education activity course (i.e. 1 credit for PED A99) and credit for successful completion of LST 133 (1 credit).

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

Articulation Agreements

Westminster College maintains articulation agreements with the following institutions:

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

Dual Enrollment and Dual Credit Programs

Westminster will treat credit in dual enrollment and dual credit programs offered by other institutions as transfer credit so long as it is presented on an official transcript from an accredited college or university with a grade of “C-” or better earned. This credit will be counted toward Westminster’s general degree requirements; however, departmental evaluation will be required before it may be counted toward completion of a specific degree program. Thus, students seeking to transfer credit for dual enrollment/credit to Westminster may expect that credit will be counted toward undergraduate requirements subject to the College’s transfer policies and procedures; however, it is possible that not all credit will transfer toward a particular degree program. Students are encouraged to contact the appropriate department chair to determine if transfer is possible in individual cases.

Study Abroad and Off-Campus Programs

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

For students interested in participating in the Chicago Urban Studies Program and the Washington Semester Program, grades and credit hours will be treated as follows: all credit hours earned in the above U.S. programs will transfer directly to Westminster College. Grades earned in the courses will be figured into the student’s GPA at Westminster. Students may elect to take one course Credit D-F subject to the policy stated in the college catalog.

International Transcript Policy

Westminster College will consider transfer credit so long as it is presented on an official transcript from an accredited college or university with the grade of “C-” or better. The transcript may be delivered in person from the student, if it is presented in a sealed envelope with the seal signed by the granting institution. Keep in mind that photocopies and unofficial copies may be used for advising purposes only. If a student submits an original International Baccalaureate (IB) diploma, the Registrar’s Office will photocopy it, note that it has been copied from the original, and return the original to the students. The same policy applies to domestic as well as international students.

For international students who may be unable to produce an official transcript, advisors supported by the US Department of State may assist with this process. Education Advising / Information Centers around the world, together with additional information, can be found [online](#). Students should contact the 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 as the comparable Westminster courses 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 25% up to 74% of the course instruction is delivered in virtual format, with classroom time reduced accordingly; 3) distance – 75% or more of content delivered in a virtual format. Distance education uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The Internet.
2. One-way and two-way transmissions through open broadcast, closed circuit, cable microwave, broadband lines, fiber optics, satellite or wireless communications devices.
3. Audio conferencing.
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

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

Missouri Reverse Transfer Program

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

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 [Westminster Website](#) or by requesting a copy of the policy available in the Registrar's Office at Westminster College.

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

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

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

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

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

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

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

Fees for Copies of Records: The fee for copies will be \$2.00 per page. The fee for an official transcript will be \$11.00 per transcript.

Correction of Education Records: After inspecting his/her/their educational records, a student has the right to request the amendment of such records. He/she/they should submit such a request in writing to the school official in charge of the records. If the request is denied, the student has the right to a hearing as provided in Title 34 of the Code of Federal Regulations. The hearing will be conducted by the Professional Standards Committee, a committee of elected faculty members. If the committee decides against the student, the student has the right to submit a written comment on the disputed material in his/her/their educational record. The comment will be maintained as a permanent and integral part of his/her/their record and will be disclosed to any party to whom the student's educational record is disclosed. The student also has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue S.W., Washington, D.C., 20202-4608, according to the procedures described in Title 34 of the Code of Federal Regulations, Subtitle A, Parts 99.64 and 99.65.

Location of Educational Records: Educational records at Westminster are located as follows:

1. academic records are kept by the Dean of Faculty and the Registrar in Westminster Hall; records on student life including records on student housing, organizations, and

disciplinary matters are kept by the Dean of Student Life in Hunter Activity Center;

2. health records are kept by the Executive Director of the Wellness Center in Westminster Hall;
3. records on student financial affairs are kept by the Vice President for Business & Finance in Westminster Hall and by the Director of Financial Planning in the Admissions/Financial Planning offices in Champ;
4. career service records are kept by the Director of Career Services in Reeves Library, Student Success Center;
5. internship records are kept by the internship coordinator in Reeves Library, Student Success Center; and
6. athletic records are kept by the Director of Athletics located in the Westminster Gymnasium.

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

1. To school officials who have a legitimate educational interest in the records;
2. To officials of another school, upon request, in which a student seeks or intends to enroll;
3. To certain 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 username and password, students may access their midterm and final grades through the campus computer network. A printable version of the grade report is also available to students on MyWC for hard copy access. Letters regarding academic ineligibility and academic probation will be sent to the student at their legal, home, permanent address and by email. International Students should expect any correspondence to be sent to their local address in the United States rather than their legal, home, permanent/campus address, or email.

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

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

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

1. maintaining, monitoring, or evaluating the record-keeping system itself;
2. implementation, monitoring, or evaluating the academic curriculum;
3. counseling, advising, or otherwise assisting a particular student; or
4. evaluating particular students with respect to financial or academic awards, honors, or achievements.
5. 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 *@wcmo.edu*). Due to the sensitive nature of non-directory information and the likelihood of inadvertent disclosure to someone other than the intended recipient, e-mail containing non-directory information is not a safe means of communication and should be used only if office hours are not available or the student is unable to meet with the faculty/staff in person.

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

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

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

Westminster directory information includes: a student's name, address, fraternity or sorority affiliation, telephone number, E-mail address, date and place of birth, parents' names and address(es), major field of study, minor field of study, picture, class, academic advisor, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance at Westminster College, veteran status, full-time or part-time enrollment status, honors, degrees and awards received, the most recent previous educational institution attended, and high school attended. A student

has the right to object to the publication of this information and may do so by presenting his objection in writing to the Registrar before the end of the first fifteen days of classes.

A copy of the Department of Education's Code of Federal Regulations, Part 99 - Family Educational Rights and Privacy is available in the Registrar's Office.

HONORS AND AWARDS

Alpha Chi:

The scholastic honor society of Alpha Chi was formed in 1922. Alpha Chi is a national honor society with over 400 chapters in 39 states. The Missouri Delta Chapter of Alpha Chi was established at Westminster in the fall of 1975. Westminster's local honor society, Zeta Tau Delta, which had existed since May, 1929, was merged into the new national honor society of Alpha Chi. To attain membership in this society, a student must have completed at least 57 hours and be in the top 5 percent of the junior class or the top 10 percent of the senior class according to grade point average rank.

Dean's List:

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

Departmental Honors:

Students may earn departmental honors in Biology, Economics, English, French, History, Psychology, Sociology, Spanish, Transnational Studies.

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 Cameron and Jesse Day Prize in Biology for a senior biology major.
- The Margaret McDonald Jaeger Psychology Award for a senior psychology major planning graduate education.
- The Epperson Phi Kappa Psi Scholarship.
- The Miranti Memorial Award for Classical Studies.
- The Bleifuss Award in English.
- The Harmon L Rimmel III Prize for the Outstanding Undergraduate Thesis in History

DEGREE REQUIREMENTS FOR STUDENTS ENTERING WESTMINSTER BEFORE FALL 2019

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

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/her/their advisor(s), and maintain the requisite minimum grades in courses in the major subject and at least a 2.00 cumulative grade point average overall. In addition to the above criteria, to be eligible for this guarantee of graduation, the student must: (1) complete at least two of the required introductory courses in his/her/their major by the end of the sophomore year, (2) formally declare his/her/their 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 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 degree requirement worksheet. All students must review their academic records with the Office of the Registrar during the spring semester of their junior year to be sure they understand correctly where they stand with respect to meeting graduation requirements. Students who wish to participate in commencement exercises must submit an application to the Registrar's Office no later than the first week of classes in the fall semester preceding the May graduation of their choosing.

Requirements for the Bachelor of Arts Degree for Students Entering Before Fall 2019:

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.
 - (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.
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/she/they 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/she/they 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 New Foundations 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 New Foundations 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, 102, or 103 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 (approved programs include majors in Business Communications, Environmental Studies, Leadership, One Health, Security Studies, and Transnational Studies) which is not housed in a single department, or who have completed more than one major, will have automatically satisfied the Tier III requirement if one of the courses successfully completed to satisfy major requirements is an approved Tier III course. A student taking an integrative course taught by a member of his/her/their 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, 102, or 103 Westminster Seminar 1-3 hrs.
 - LST 101 The Leader Within 1 hr.
 - FLG 101 initial semester of foreign language 4 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.
- 11-16 hrs.**
37-39 hrs.
- Successfully complete an Integrative Tier III course 3 hrs.
- Total New Foundation Credit Hour Requirements: **51-58 hrs.**

DEGREE REQUIREMENTS FOR STUDENTS ENTERING WESTMINSTER FALL 2019

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

Westminster College will waive the tuition and fees for any remaining course work necessary to complete requirements for a degree for any Westminster student who fulfills the following criteria but fails to complete the requirements for graduation after eight consecutive semesters as a full-time student. The student must enroll in and earn credit for the courses approved by their advisor(s), and maintain the requisite minimum grades in courses in the major subject and at least a 2.00 cumulative grade point average overall. In addition to the above criteria, to be eligible for this guarantee of graduation, the student must: (1) complete at least two of the required introductory courses in his/her/their major by the end of the sophomore year, (2) formally declare his/her/their 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 fall semester preceding the May graduation of their choosing.

Requirements for the Bachelor of Arts Degree for Students Entering Fall 2019 and after:

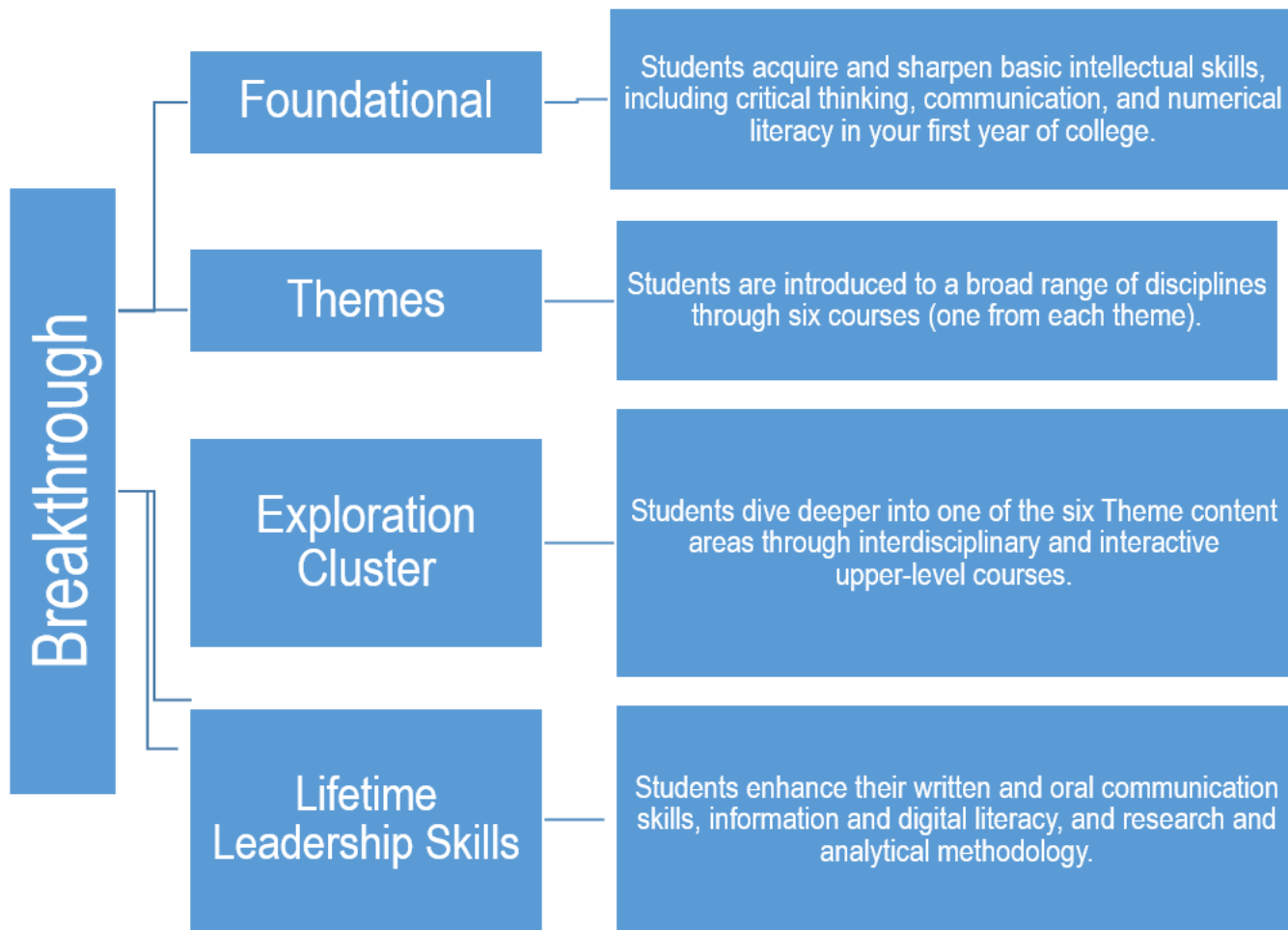
1. Earn 122 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation. No more than 2 hours of credit in developmental courses, 2 hours of credit in physical education activity courses, 12 hours of credit in internships, or 18 hours of credit in 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.
 - a. (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.
3. Earn credit in one physical education activity course and LST 101: The Leader Within.
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 two 3-hour, upper-level courses (with different prefixes) that are outside the student's major requirements. This applies to interdisciplinary majors as well as traditional majors. A student with more than one major can apply the

upper-level cluster courses to one of their majors. The upper-level cluster courses can be applied to a student's minor.

7. All students must complete the College's *Breakthrough* general education program. (See detailed requirements below.)



The Breakthrough Curriculum: Edwina Sandys' sculpture, *Breakthrough*, stands prominently at the center of Westminster's campus. The piece consists of two figures, one male and one female, cut out of the largest segment of the Berlin Wall in North America. As a piece of art, *Breakthrough*, celebrates the liberation of Eastern Europe in 1989, reminding the viewer of the dramatic end of the Cold War, which had been so eloquently introduced by Sandys's grandfather, Winston Churchill, in 1946. "Breakthrough" symbolizes societal and cultural liberation, but by focusing on the anonymous figures, also suggests the eminence of individual transformation. Westminster College's new *Breakthrough* curriculum aspires to provide an education that is equally transformative for each student and that will also prepare our students to take up the cause of individual freedom. Our student will become leaders in a global society, capable of reconciling local and global issues.

Consisting of thirteen to fifteen classes, the *Breakthrough* curriculum focuses on education with a purpose. By exposing students to a series of foundational courses, Breakthrough will help them better understand the world while also developing their critical thinking, communication, technological and quantitative skills. These courses, taken in the first year of study, will help cultivate necessary skills for further academic study.

Breakthrough maintains the breadth of study that is the heart of the liberal arts education, but contextualizes it in an innovative way. Instead of viewing core courses as simply fulfilling academic categories such as Humanities, Social Sciences, and Natural Sciences, students will internalize the role of the core courses in addressing the key issues that they will face for the rest of their professional lives. By locating the core courses in six themes—Aesthetics, Human Development, Global Perspectives, Values and Diversity, Institutions and Society, and Natural

Science Inquiry—the new curriculum stresses the connection between knowledge and methodology that is so essential for successful careers in today’s world. These categories expose students to fundamental questions about creativity, psychology and the brain, shared global responsibilities, ethical communities, the structures of modern life, and the potential of science. General education should also provide some depth. Rather than simply require students to take random upper level courses, *Breakthrough* has the student select two upper level courses from an

interdisciplinary cluster that is connected to one of the themes. The students pursue a set of questions rather than checking off requirements and, in effect, earn a mini-minor of three courses. The concentration is not in a single discipline like a major or minor might be, but is explicitly interdisciplinary, encouraging students to apply different methodologies to finding answers. Students will take one course in each of the six Themes and two courses in one of the corresponding Exploration Clusters.

<p>Foundational Courses **Students will aim to take Foundational courses during their Freshmen year</p>
ENG 103: Academic Writing
WSM 101: Westminster Seminar
FLG: Foreign Language
FLG: Second Language Proficiency Course
MAT 114: Elementary Statistics or MAT 124: Calculus



<p>Themes **Students will take one course in each of the six Themes and two courses in one of the corresponding Exploration Clusters</p>	<p>Corresponding Exploration Cluster **Two courses in <u>one</u> of the corresponding Exploration Clusters</p>
<p>Aesthetics: Focuses on the importance and impact of human creativity either through the study of artistic expression or participating directly in the creative process. One course required.</p>	<p>Power of Creativity: Promotes student appreciation of the many forms of art either through studying the existing canon of art or by having a hands-on experience that immerses students directly in the creative process.</p>
<p>Values and Diversity: Addresses the role diverse values play with respect to how individuals and groups interact with one another in society and across social boundaries. One course required.</p>	<p>Creating Inclusiveness: Study of diverse cultures within the United States with focus on identifying, examining, and negotiating, the variety of perspectives that shape our interdependent global society.</p>
<p>Global Perspectives: Examines either the relationship of local society to the global, the nature of non-American cultures, and/or the background for understanding contemporary global issues. One course required.</p>	<p>Transnational Issues: Examines the the effect of global issues on individuals and communities and identifies solutions.</p>
<p>Human Development: Addresses the interaction between human biology and society from a variety of contexts, such as functional, cognitive, emotional, philosophical, and social, and how these contexts relate to the human experience. One course required.</p>	<p>Human Experience: Explores both individual and social development in how we think, what we know, and how we grow as individuals.</p>
<p>Institutions and Society: Explores the political, economic, and local systems that shape our lives including social institutions such as families, communities, governments, and economies. One course required.</p>	<p>Structure in Society: Critically examines structures of society (political institutions, kinship, education, legal systems, and social and cultural norms) and their impact on our identity.</p>
<p>Natural Science Inquiry: Introduces students to the key theories of a science and to its methods of inquiry. One course required.</p>	<p>STEM and Society: Explores STEM’s role in society and shows how science and empirical research work.</p>

Breakthrough is dedicated to the development of Lifetime Leadership Skills. These practical skills are necessary in the rapidly evolving workplace facing our graduates and, in fact, are in high demand among employers. The ability to communicate clearly and directly either orally or in written form is not only part of our general education, it is stressed in nearly every class. Westminster makes sure that students graduate with

appropriate information and digital literacy. After four years, our students will also have to show that they understand the link between research and analysis that underpins an evidence-based society such as ours. Students will take a total of five to six courses that address a particular Lifetime Leadership competency.

Lifetime Leadership Skills	
**Students will take a total of five to six courses that address a particular Lifetime Leadership competency	
Written and Oral Communication: Communication includes the ability to write, speak, read, and listen effectively. Development of these skills is essential for preparing students to be confident communicators with the capacity to convey, engage, apply, and reflect on knowledge accessed within their chosen fields. **Students will complete at least two Writing Intensive courses and one course dedicated to oral communication.	
Digital and Information Literacy: Westminster prioritizes the development of skills in information technology, the ability to employ computer and other technologies in writing, the manipulation of data, and understanding the nature and limits of technology. **Students will complete one course dedicated to digital and/or information literacy.	
Inquiry and Analysis: From exploring issues, objects, and works through the collection of evidence to investigating complex topics or issues in order to gain more knowledge, learning methods of inquiry and analysis further develop students' ability to think on a higher level. **Students will complete one course dedicated to inquiry and/or analysis.	

The *Breakthrough* curriculum strengthens the purpose of Liberal Arts by encouraging students to think of their courses as providing practical and useful ideas and methodologies for real world problems. Westminster students will graduate with the critical thinking, communication and technological skills necessary to succeed in a dynamic marketplace.

Breakthrough retains the goal of transforming individual students, instilling in them a commitment to responsible and informed decision-making, and giving them the tools to make their own breakthrough.

Total Breakthrough Requirements	Number of Courses
Foundational Course	5-6
Themes	6
Explorations	2
Lifetime Skills	0-1
Total	13-15

*Lifetime Learning courses distributed through existing requirements

MAJORS & MINORS

Majors

Accounting

Biochemistry (Biological Emphasis)

Biochemistry (Chemical Emphasis)

Biology

Business Administration

Entrepreneurship

Finance

Management

Marketing

No Concentration

Business Communication

Chemistry

Education

Early Childhood

Education Curriculum Studies

Elementary

Middle School

Physical Education

Secondary

Spanish Education k-12

English

Creative Writing

English Education

Literature

No Emphasis

Environmental Science

Exercise Science

Finance

French

No Concentration

Translation Concentration

General Studies

Global & Transnational Studies

Health & Wellness

History

International Business

Mathematics

Mathematical Data Science

One Health

Philosophy & Religious Studies

Physics

Political Science

Psychology

Security Studies

Spanish

No Concentration

Translation Concentration

Sports Management

Minors

Accounting
Aerospace Studies
American Studies
Asian Studies
Biology
Business Administration
Chemistry
Coaching
Criminal Justice
Cybersecurity
Economics
Education
English
Entrepreneurial Studies
Environmental Science
European History
European Studies
French
Global & Transnational Studies
History

International Business
International Economic Development
Journalism, Media, and Publishing
Mathematics
Museum Studies
Music
Organizational Leadership
Philosophy
Physics
Political Science
Pre-Engineering
Pre-Law
Psychology
Public Health
Religious Studies
Security Studies
Spanish
United States History
Women and Gender Studies



ACCOUNTING MAJOR

Assistant Professor: Ashley Dodson, Noel Wilbur

Contact: Ashley Dodson

Phone: 573-592-5619

Email: ashley.dodson@wcmo.edu

The John E. Simon Department of Accounting, Business Administration, Economics, and Finance offers core course work leading to a major or minor in accounting. Course offerings in the accounting majors 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, non-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. In the current economic environment, 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 a full-time Westminster student to enroll in any course in accounting.

Requirements: All accounting majors must complete the 15-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.

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

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

Course #	Title of Course	Completed	Semester Completed	Grade

Major: **ACCOUNTING**

Student's Last Name First Name Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Core Business Courses:				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
BUS 327	Operations Management	3		
<u>or</u> ECN 351	Managerial Economics	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Financial Management	3		
MAT 114	Elementary Statistics	3		
MAT 122	Business Calculus*	3		
<u>or</u> MAT 124	Calculus I	5		
SPE 101	Intro to Speech Communication	3		
<u>or</u> SPE 203	Interpersonal Communication	3		
<u>or</u> SPE 220	Public Speaking	3		
Total Core Business Hours		39-41 hrs		
*MAT 122 Business Calculus is highly recommended for students planning to go to graduate school.				
Accounting Major Courses:				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial and Cost Accounting	3		
ACC 312	Intermediate Accounting I	3		
ACC 319	Federal Income Tax I	3		
ACC 320	Accounting Information Systems	3		
ACC 322	Intermediate Accounting II	3		
ACC 418	Advanced Accounting	3		
ACC 419	Federal Income Tax II	3		
ACC 421	Auditing	3		
BUS 223	Business Law	3		
ECN 325	Money, Banking and Financial Markets	3		
Other Required Accounting Course Hours		33 hrs		
TOTAL HOURS FOR MAJOR		72-74 hrs		



BIOCHEMISTRY (Biological Emphasis) MAJOR

Associate Professor: B. Hansert, D. Holliday, G. McNett
 Assistant Professor: L. Strawsine, B. Dhital, J. Morrow, M. Howell
 Visiting Assistant Professor: R. Zumwalt, M. Barger, S. Vanderpool

Contact: Dr. Dawn Holliday
 Phone: 573-592-6125
 Email: dawn.holliday@wcmo.edu

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

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

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

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

If transfer credit is accepted for major requirements, indicate that acceptance by initialing the listing of the course.

Course #	Title of Course	Completed	Semester Completed	Grade

Major: **BIOCHEMISTRY (Biological Emphasis)**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Biology Required Courses (12 hrs)				
BIO 114/115	Biological Processes	4		
BIO 124/125	Biodiversity	4		
BIO 404	Biochemistry 4 (CHM 314/315 prereq, 324/325 coreq)	4		
Chemistry Required Courses (16 hrs)				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
Biology Electives (Three of the following: 9-12 hrs)				
BIO 300	Cell Structure and Function (non-lab)	3		
BIO 301	Genetics	4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prereqs)	4		
BIO 310	Environmental Toxicology	3		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 420	Physiology (BIO 302 or 322 prereq)	4		
BIO 372	Developmental Biology (BIO 301 prereq)	4		
BIO 398	Independent Research Projects in Biochemistry	3-4		
Chemistry Electives (Two of the following: 6-8 hrs)				
CHM 300	Environmental Chemistry (lab required)	4		
CHM 304	Inorganic Chemistry	3		
CHM 334/335	Analytical Chemistry I (lab required)	4		
CHM 344/345	Analytical Chemistry II (lab required)	4		
CHM 404	Physical Chemistry for the Life Sciences	3		
<i>or</i> CHM 424/425	Physical Chemistry I (lab required)	4		
CHM 410	Advanced Topics in Chemistry	3		
CHM 434/435	Physical Chemistry II (lab required)	4		
Other Required Course (3-5 hrs)				
MAT 114	Elementary Statistics	3		
<i>or</i> MAT 124	Calculus I	5		
		TOTAL HOURS FOR MAJOR	46-53	



BIOCHEMISTRY (Chemical Emphasis) MAJOR

Associate Professor: B. Hansert, D. Holliday, G. McNett
Assistant Professor: L. Strawsine, B. Dhital, J. Morrow, M. Howell
Visiting Assistant Professor: R. Zumwalt, M. Barger, S. Vanderpool

Contact: Dr. Bernie Hansert
Phone: 573-592-5216
Email: Bernie.hansert@wcmo.edu

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

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

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

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

If transfer credit is accepted for major requirements, indicate that acceptance by initialing the listing of the course.

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **BIOCHEMISTRY (Chemical Emphasis)**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Biology Required Courses (12 hrs)				
BIO 124/125	Biodiversity	4		
BIO 114/115	Biological Processes	4		
BIO 404	Biochemistry 4 (CHM 314/315 prereq, 324/325 coreq)	4		
Chemistry Required Courses (16 hrs)				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
CHM 404	Physical Chemistry for the Life Sciences	3		
<u>or</u> CHM 424/425	Physical Chemistry I	4		
Physics Required Courses (8 hrs)				
PHY 201	Physics I	4		
PHY 212	Physics II	4		
Mathematics Required Courses (9 hrs)				
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
Biology Electives (Two of the following: 7-8 hrs)				
BIO 301	Genetics	4		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 420	Physiology (BIO 302 or 322 prereq)	4		
BIO 372	Developmental Biology (BIO 301 prereq)	4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prereqs)	4		
Chemistry Electives (One of the following: 3-4 hrs)				
CHM 304	Inorganic Chemistry	3		
CHM 344/345	Analytical Chemistry II	4		
CHM 410	Advanced Projects in Chemistry	3		
CHM 434/435	Physical Chemistry	4		
TOTAL HOURS FOR MAJOR		62-65		



BIOLOGY MAJOR

Associate Professor: D. Holliday (Chair), G. McNett
 Assistant Professor: J. Morrow, M. Howell
 Visiting Assistant Professor: M. Barger

Contact: Dr. Dawn Holliday
 Phone: 573-592-6125
 Email: dawn.holliday@wcmo.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. Biological Process and Biodiversity fulfill the Tier II requirement for a course in laboratory science as well as serving as foundation courses for students considering a major in biology and several related fields.

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

Other Recommendations:

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

- CHM 114/115 General Chemistry I
- CHM 124/125 General Chemistry II
- CHM 314/315 Organic Chemistry I
- CHM 324/325 Organic Chemistry II

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

1. GPA \geq 3.3 average for all BIO courses
2. Two semesters for Independent, hypothesis-driven research
 - a. Preferable: A single project carried out over 2 semesters for a total of 4-6 hours of independent study
 - b. Alternatively:
 - i. Two single semester projects for a total of 4-6 hours of independent study
 - ii. A summer Research Experience for Undergraduates (REU) or similar type of research experience and a single semester (2-3 hours). These projects MUST be preapproved and must be accompanied by a formal campus presentation.
3. A formal thesis/paper that is evaluated by at least two faculty members
4. An oral or poster presentation at the Undergraduate Scholars forum or at a local, regional, or national conference.

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

If transfer credit is accepted for major requirements, indicate that acceptance by initialing the listing of the course.

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **BIOLOGY**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
Level One	Introductory Courses (This level MUST be completed before level II (8 hours))			
BIO 114/115	Biological Processes	4		
BIO 124/125	Biodiversity	4		
Level Two	Intermediate Courses (Students take 2 of the following courses. At least 1 course from this group MUST be completed before Level III. The 2 nd course MUST be completed by the end of the Junior year (8 hours).)			
BIO 302	Human Anatomy	4		
BIO 205	Ecology and Field Biology	4		
BIO 301	Genetics	4		
BIO 322	Vertebrate Biology	4		
Level Three	Advanced Courses (18-20 hours): Students must take 5 courses with at least one course from each track and least 3 of the courses must include a laboratory experience. One course may be a third course from Level Two. Independent research may count for one course (3-4 hours) for the Level Three requirement. Completion of at least one WI/WIO course in the major is highly recommended. *Note: some courses in Level Three may have specific prerequisites from Level Two.			
A	Cellular Biology, Molecular Biology & Human Health			
BIO 300	Cell Structure and Function**	3		
BIO 314	Vertebrate Histology (Ind. Study only)	3-4		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 420	Physiology (BIO 302 or 322 prereq)	4		
BIO 372	Developmental Biology (BIO 301 prereq)	4		
BIO 398	Ind. Research (cell./human health focus)	3-4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prereqs)	4		
BIO 404	Biochemistry (CHM 314/315 prereq, 324/325 coreq)	4		
BIO 415	Human Gross Anatomy (BIO 302 prereq)	4		
B	Organismal Biology			
BIO 204	Animal Behavior	4		
BIO 208	Functional Plant Morphology	4		
BIO 315	Entomology	4		
BIO 318	Ornithology	4		
BIO 398	Ind. Research (Organismal focus)	3-4		
C	Ecosystems: Characteristics, Processes & Management			
BIO 210	Biogeography	3		
BIO 310	Environmental Toxicology	3		
BIO 320/321	Biology in Belize (or other equivalent travel course)	4		
BIO 350	Conservation Biology	3		

BIO 398	Ind. Research (ecosys./ecological focus)	3-4		
	Capstone Course (must be completed in the Junior or Senior Year) 3 hours			
BIO 450	Evolution (BIO 301 recommended)	3		
	Other Required Courses (3-5 hours)			
MAT 114	Elementary Statistics	3		
<i>or</i> MAT 124	Calculus I	5		
	TOTAL HOURS FOR MAJOR	40-44		



BUSINESS ADMINISTRATION MAJOR

- No Concentration**
- Entrepreneurship**
- Finance**
- Management**
- Marketing**

Professor: R. Bhandari, W. Carner, S. Manzoor (Chair)

Associate Professors: R. Eames

Assistant Professor: A. Rahman, A. Dodson, N. Wilber

Visiting Instructor: J. Jackson

Contact: Dr. Sonia Manzoor

Phone: 573-592-5359

Email: Sonia.manzoor@wcmo.edu

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

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

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

Students must have either sophomore standing or be in their third semester as full-time Westminster students to enroll in any business course. All business Administration majors must complete ACC 215 and 216, ECN 211 and 212, and MAT 114 and achieve junior standing before registering for any 300- or 400- level courses in accounting, business administration, or economics.

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

It is possible for a Business major to be completed with no concentration, by completing any four accounting, business, or economics courses (2 of them BUS courses) in addition to the required courses. Students may also choose to complete one or more of the five concentration areas: Finance, Marketing, Management, or Entrepreneurial Studies. To complete a concentration area, a student must choose three of his/her/their electives from the list provided for that concentration area, plus one additional accounting, business, or economics course. (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.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **BUSINESS ADMINISTRATION**

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Core Business Courses				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
BUS 327	Operations Management	3		
<u>or</u> ECN 351	Managerial Economics	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Financial Management	3		
MAT 114	Elementary Statistics	3		
MAT 122	Business Calculus*	3		
<u>or</u> MAT 124	Calculus I	5		
BUS 210	Spreadsheet Application in Business	3		
SPE 101	Intro to Speech Communication	3		
<u>or</u> SPE 203	Interpersonal Communication	3		
<u>or</u> SPE 220	Public Speaking	3		
Total Core Business Hours		36-38 Hrs		
Required Capstone Course				
BUS 450	Business Strategy	3		
Total Hours		39-41 Hrs		
To complete a Business Administration major with no concentration 4 additional ABEF courses are required with at least (2) of them being BUS courses in addition to the required courses (12 credit hours)				
	*			
	*			
	*			
	*			
TOTAL HOURS FOR MAJOR		51-53 Hrs		
To complete an Entrepreneurship concentration, choose three, plus an at-large ABEF elective				
Required Courses				
BUS 325	Entrepreneurship	3		
Electives				
BUS 223	Business Law	3		
BUS 399	Internship	3		

SPE 310	Business and Professional Communication	3		
	TOTAL HOURS FOR MAJOR	51-53 Hrs		
To complete a Finance concentration, choose three, plus an at-large ABEF elective				
ACC 319	Federal Income Tax I	3		
ACC 419	Federal Income Tax II	3		
BUS 328	Managerial Finance	3		
BUS 350	Investments	3		
ECN 310	International Trade and Finance	3		
ECN 316	Public Finance	3		
ECN 325	Money and Banking	3		
	TOTAL HOURS FOR MAJOR	51-53 Hrs		
To complete a Management concentration, choose three, plus an at-large ABEF elective				
BUS 221	Organizational Behavior	3		
BUS 322	Cross-Cultural Management	3		
BUS 325	Entrepreneurship	3		
BUS 326	Human Resource Management	3		
BUS 337	Labor Relations	3		
BUS 353	Non-Profit Management	3		
BUS 300	Coded (experimental) courses	3		
PSY 305	Industrial/Organizational Psychology	3		
SPE 203	Interpersonal Communication	3		
SPE 310	Business and Professional Communication	3		
	TOTAL HOURS FOR MAJOR	51-53 Hrs		
To complete a Marketing concentration, choose three, plus an at-large ABEF elective				
BUS 315	Sports Management	3		
BUS 330	Promotional Management	3		
BUS 334	Consumer Behavior	3		
BUS 340	International Business	3		
	One of the Following may be counted:			
ENG 260	Intro to Journalism	3		
ENG 275	Creative Writing	3		
ENG 365	Magazine Writing and Editing	3		
	One of the Following may be counted:			
PSY 310	Social Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 320	Memory and Cognition	3		
	One of the Following may be counted:			
SPE 203	Interpersonal Communication	3		
SPE 220	Public Relations	3		
SPE 310	Business and Professional Communication	3		
	TOTAL HOURS FOR MAJOR	51-53 Hrs		



BUSINESS COMMUNICATION MAJOR

Professor: K. Hardeman

Contact: Professor Keith Hardeman

Phone: 573-592-5203

Email: keith.hardeman@wcmo.edu

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

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

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

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **BUSINESS COMMUNICATION**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (21 hrs.):				
SPE 101	Introduction to Speech	3		
SPE 203	Interpersonal Communication	3		
SPE 310	Business and Professional Communication (SPE 101 and Junior	3		
ENG 260	Journalism	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
BUS 250	Principles of Marketing	3		
Organizational Fundamentals: One course from the following (3 hrs.):				
BUS 220	Fundamentals of Management	3		
BUS 221	Organizational Behavior	3		
Visual Communication: One course from the following (3 hrs.):				
FAR 215	Art of the Film	3		
FAR 310	The Art of Service: Community Based Arts Initiatives	3		
ENG 220	Janus and the World of Publishing	3		
ENG 230	Play in Performance	3		
ITY 250	Web Page Design, Aesthetics, and Interaction	3		
THE 201	Basic Acting	3		
Communication in Context: Two courses from the following (6 hrs.):				
SPE 220	Public Relations (SPE 101 & ENG 260 recommended)	3		
SPE 303	Communication in Relationships (SPE 203 & Sophomore status)	3		
POL 311	Political Parties, Voting, and Campaign Strategies (POL 112 or 211)	3		
BUS 326	Human Resource Management (BUS 220)	3		
BUS/PSY 305	Industrial-Organizational Psychology (PSY 112 or 113)	3		
HIS 300	Oral History	3		
PHL 218	Introduction to Logic	3		
WGS 205	Mediation and Conflict Resolution	3		
ITS 399	Internship	3		
Core Business Courses: Two courses from the following (6 hrs.):				
BUS 322	Cross-Cultural Management	3		
BUS 330	Promotional Management	3		
BUS 334	Consumer Behavior	3		
BUS 337	Labor Relations	3		
BUS 340	International Business	3		
Written Communication: Pick one course from the following (3 hrs.):				
ENG 372	Creative Writing Prose	3		
ENG 374	Creative Writing Poetry	3		
ENG 376	Creative Nonfiction	3		
TOTAL HOURS FOR MAJOR		42 hrs.		



CHEMISTRY MAJOR

Associate Professor: B Hansert (Chair)
Assistant Professors: B. Dhital, L. Strawsine
Visiting Assistant Professor: R. Zumwalt, S. Vanderpool

Contact: Dr. Bernie Hansert
Phone: 573-592-5216
Email: Bernie.hansert@wcmo.edu

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

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

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

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

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **CHEMISTRY**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

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



EDUCATION MAJORS

Early Childhood Education

Education Curriculum Studies

Elementary Education

Middle School Education (Grades 5-9)

English Language Arts, Mathematics, Science, Social Sciences

Physical Education: K-12

Secondary School Education

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

Spanish Education: K-12

Professors: M. Majerus, S. Serota, T. Miller

Associate Professor: B. Bumgarner (Chair)

Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner

Phone: 573-592-5219

Email: barri.bumgarner@wcmo.edu

The Westminster College Teacher Education Program is administered by the Department of Elementary and Secondary Education (DESE). The program is designed to promote the life-long learning dispositions the teaching profession demands, as well as 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 Early Childhood (birth-Grade 3), Elementary (grades 1-6), Middle School (grades 5-9) and Secondary Education (grades 9-12). Secondary content emphasis areas are: Business, Mathematics, Social Studies, Biology, Chemistry, General Science, and English. Two majors cover K-12: Spanish and 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 chosen from Mathematics, Social Studies, Science, or English.

The Teacher Education Program is designed so that majors complete a course of study approved by the Department of Elementary and Secondary Education (DESE), which will lead to recommendation for certification in the chosen major and concentration areas. Teacher education preparation experience includes research, observation, demonstration, and participation in local school settings. Students who prepare for a teaching career must meet professional education requirements specified by DESE, 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 (300+) professional education courses. Admission criteria are:

1. Passing scores in all subsets of the Missouri General Education Assessment (MOGEA), if required; required to take while in EDU 290 if ACT score is below 21, if ACT score is below 18, students must get permission to test and enter TEP; send results to Barri Bumgarner.
2. Resume, to be done in EDU 290; send to Barri Bumgarner.
3. Written Teaching Philosophy Document, to be done in EDU 290; send to Barri Bumgarner.
4. Maintain an annual student membership with the Missouri State Teacher Association (MSTA) OR National Education Association (NEA); joined during Practicum 1 (EDU 291); send results to Barri Bumgarner.

5. Register with the Family Care Safety Registry at: www.health.mo.gov/safety/fcsr during Practicum 1 (EDU 291); must keep this current throughout college career; send results to Barri Bumgarner.
6. Satisfactory Dispositions Checklist from Cooperating Teacher and Professor of Practicum I (EDU 291). (Continues on following page)
7. Letter of Recommendation from an Education Faculty Member.
8. Letter of Recommendation from an Outside Faculty Member.
9. 4-year Plan signed by advisor and sent to Barri Bumgarner.
10. 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.
11. Have declared a major in Education.

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 three attempts relative to the pre-service teacher's certification area.
3. Hold a valid Missouri substitute-teaching certificate (renewable).
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 or National Education Association.
6. Provide a formal request to student teach at least one semester prior to the intended student teaching experience sent to Barri Bumgarner. 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 has revised the state student teacher evaluation program, as well as the tasks to complete during EDU 490/492/495/497. The Westminster Education Department has revised required coursework to stay current with DESE standards. These changes and implementation schedule go into effect for all certification majors graduating Spring of 2020. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality.

It is important to contact faculty in the Teacher Education Program for guidance in scheduling courses. Course advising is also available in MyWC.

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.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: EARLY CHILDHOOD EDUCATION

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Core Early Childhood Education Courses				
EDU 101	Introduction to Teaching	1		
EDU 203	Teaching Art, Music and Language Arts	3		
EDU 207	Health, Safety, and PE	3		
EDU 210	Literature for Children	3		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth and Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 260	Emergent Literacy	3		
EDU 280	Programs/Integrated Early Childhood Education	3		
EDU 290	Foundations of Education	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading	3		
EDU 308	Methods of Teaching Social Studies	2		
EDU 309	Teaching Writing	3		
EDU 310	Teaching Elementary and Middle School Science	2		
EDU 350	Teaching Digital Literacy	3		
EDU 385	Diversity in Education	3		
EDU 392	Reading and Writing in Content Area	3		
EDU 393	Education Practicum II	3		
EDU 417	Advanced Practicum	1-6		
EDU 453	Classroom Organization and Management	3		
EDU 490	Education Seminar	3		
EDU 492	Student Teaching: Elementary School	12		
PSY 113	Psychology as a Social Science	3		
MAT 231	Mathematics for Elementary and Middle School	3		
MAT 351	Methods of Teaching Elem./Middle Sch. Math	3		
Recommended Courses to take to prepare you as a future teacher				
SPE 101	Intro to Speech	3		
Suggested Courses to take to prepare you for the content assessment				
	US Government			
	US History			
	Geography			
	Economics			

Notes			
<p>EDU 490 and EDU 492 are taken concurrently the last semester of study.</p> <p>Students must be admitted in Teacher Education program to enroll in 300 level education courses.</p> <p>Students must pass the Missouri Content Exam prior to student teaching.</p> <p>Students must maintain a 3.0 GPA</p>			
	TOTAL HOURS FOR MAJOR	78-83 hrs	



EDUCATION MAJORS

Education Curriculum Studies

Professors: M. Majerus, S. Serota
Associate Professor: B. Bumgarner (Chair)
Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner
Phone: 573-592-5219
Email: barri.bumgarner@wcmo.edu

Please refer to page 74 of the Campus Catalog for complete Education major information.

If any substitution of waivers of requirements are allowed, please list below and initial

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: EDUCATION CURRICULUM STUDIES

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Completed	Semester Completed	Grade
Required Courses (25 hrs):				
EDU 101	Introduction to Teaching	1		
EDU/PSY 221	Educational Psychology	3		
EDU 230	Child & Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 306	Teaching Reading in Elementary/MS	3		
EDU 350	Teaching of Digital Literacy	3		
EDU 385	Diversity in Education	3		
EDU 392	Reading/Writing in Content Areas	3		
A minimum of 18 hours chosen from the following courses, choosing one focus area of ECE, ELEM, Middle School, PE, or Secondary (see the majors document to align with – meet with advisor to determine best sequence/and to determine focus area):				
EDU 203	Teaching Art, Music, and Lang. Arts	3		
EDU 210	Literature for Children & Youth	3		
EDU 280	Programs & Foundations of Early Childhood	3		
EDU 308	Methods of Teaching Soc. Stud. In Elem./MS	2		
EDU 310	Methods of teaching Science in Elem./MS	2		
EDU 425	Secondary School Teaching	3		
EDU/HES 207	Health, Nutrition & Safety	3		
EDU 433	Teaching Math in Middle/Secondary Schools	3		
EDU 309	Teaching Writing	3		
EDU 441	Reading Assessment and Advancement	3		
EDU 435	Teaching Social Studies in MS/Secondary Schools	3		
EDU 436	Teaching Science in Middle/Sec. Schools	3		
EDU 311	Middle School Philosophy & Organization	2		
EDU 314	Middle School Curriculum & Instruction	2		
MAT 231	Math for Elementary & MS Teachers	3		
MAT 351	Methods of Teaching Elem. & MS Math	3		
EDU 431	Teaching English in Secondary/MS	3		
EDU 438	Teaching Business in Secondary Schools	2		
EDU 400	Programs in Business Education	3		
EDU 437/ FLG 220	Methods of Teaching Foreign Lang.	3		
EDU 434	Methods of Teaching MS/Secondary PE	3		
EDU/HES 206	Growth & Development in PE for Elementary	3		
TOTAL HOURS FOR MAJOR		43 hrs.		



EDUCATION MAJORS

Elementary Education

Professors: M. Majerus, S. Serota
Associate Professor: B. Bumgarner (Chair)
Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner
Phone: 573-592-5219
Email: barri.bumgarner@wcmo.edu

Please refer to page 74 of the Campus Catalog for complete Education major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **ELEMENTARY EDUCATION**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Core Early Childhood Education Courses				
EDU 101	Introduction to Teaching	1		
EDU 203	Teaching Art, Music and Language Arts	3		
EDU 207	Health, Safety, and PE	3		
EDU 210	Literature for Children	3		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth and Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 260	Emergent Literacy	3		
EDU 290	Foundations of Education	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading	3		
EDU 308	Methods of Teaching Social Studies	2		
EDU 309	Teaching Writing	3		
EDU 310	Teaching Elementary and Middle School Science	2		
EDU 350	Teaching Digital Literacy	3		
EDU 385	Diversity in Education	3		
EDU 392	Reading and Writing in Content Area	3		
EDU 393	Education Practicum II	3		
EDU 417	Advanced Practicum	1-6		
EDU 441	Reading Assessment and Advancement	3		
EDU 453	Classroom Organization and Management	3		
EDU 490	Education Seminar	3		
EDU 492	Student Teaching: Elementary School	12		
MAT 231	Mathematics for Elementary and Middle School	3		
MAT 351	Methods of Teaching Elem./Middle Sch. Math	3		
Recommended Courses to take to prepare you as a future teacher				
SPE 101	Intro to Speech	3		
PSY 113	Psychology as a Social Science	3		
Suggested Courses to take to prepare you for the content assessment				
	US Government			
	US History			
	Geography			

	Economics			
	Social Psychology			
	Introduction to Physics			
Notes				
<p>EDU 490 and EDU 492 are taken concurrently the last semester of study. Students must be admitted in Teacher Education program to enroll in 300 level education courses. Students must pass the Missouri Content Exam prior to student teaching. Students must maintain a 3.0 GPA</p>				
	TOTAL HOURS FOR MAJOR		79-84 hrs	



EDUCATION MAJORS

Middle School Education (Grades 5-9)

English Language Arts, Mathematics, Science, Social Sciences

Professors: M. Majerus, S. Serota

Associate Professor: B. Bumgarner (Chair)

Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner

Phone: 573-592-5219

Email: barri.bumgarner@wcmo.edu

Please refer to page 74 of the Campus Catalog for complete Education major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **MIDDLE SCHOOL EDUCATION**

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Core Middle School Education Courses				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 306	Teaching Reading	3		
EDU 309	Teaching Writing	3		
EDU 311	Middle School Philosophy and Organization	2		
EDU 314	Middle School Curriculum and Instruction	2		
EDU 350	Digital Literacy	3		
EDU 385	Diversity	3		
EDU 392	Reading & Writing in Content Area	3		
EDU 425	Middle/Secondary School Teaching	3		
EDU 453	Classroom Organization and Management	3		
EDU 490	Educational Seminar	3		
Field and Clinical Experience Courses				
EDU 291	Education Practicum I	2		
EDU 393	Education Practicum II	2		
EDU 417	Advanced Practicum	1-6		
EDU 495	Student Teaching: Middle School	12		
Additional Content Coursework				
English Language Arts (30 hrs)				
ENG 103	Academic Writing	3		
ENG 204	Introduction to Literature	3		
EDU 210	Literature for Children and Youth	3		
ENG 238	American Literature to the Civil War	3		
or ENG 239	American Literature since the Civil War	3		
ENG 248	World Literature to 1800	3		
or ENG 249	World Literature since 1800	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
ENG 250	English Grammar	3		
EDU 309	Methods of Writing in Middle/Secondary Schools	3		
EDU 431	Teaching English in Middle/Secondary Schools	3		
EDU 441	Reading Assessment	3		

Science (28 hrs)				
EDU 436	Teaching Science in Middle/Secondary	3		
ENV 105	Introduction to Environmental Science	3		
NSC 305	History of Science	3		
CHM 114/115	General Chemistry I/Lab	4		
GEO 108	Introduction to Physical Geology	4		
or GEO 110	Earth Systems	4		
PHY 105	Introduction to Physics	3		
BIO 124/125	Biodiversity/Lab	4		
BIO 107	Introduction to Human Biology/Lab	4		
Mathematics (30 hrs)				
<i>Additional Required Courses for Mathematics Concentration</i>				
MAT 231	Mathematics for Elementary & Middle School Teachers	3		
MAT 351	Methods of Teaching ELE and MS Mathematics	3		
<i>Total of 24 hours from the following options</i>				
MAT 114	Elementary Statistics	3		
MAT 121	Pre-Calculus	3		
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
MAT 224	Calculus III	4		
MAT 305	Heart of Mathematics	3		
MAT 310	History of Mathematics	3		
MAT 313	Probability and Statistics	3		
MAT 314	Higher Geometry	3		
MAT 215	Linear Algebra	3		
CSC 104	Programming Logic and Design	3		
Social Studies (27 hrs)				
<i>Additional Required Courses</i>				
HIS 103	History of the United States to 1877	3		
HIS 104	History of the U.S. Since 1877	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
EDU 435	Methods of Teaching SS in Middle/Secondary	3		
<i>Combination of Courses to equal at least 12 hours</i>				
ECN 110	Introduction to Economics	3		
HIS 390	Historiography	3		
POL 112	Introduction to Political Science	3		
POL 205	Introduction to Political Theory	3		
POL 211	American Government & Politics	3		
POL 212	International Politics	3		
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
SOC 111	Introduction to Sociology	3		
or SOC 115	Historiography	3		
TOTAL HOURS FOR MAJOR		84-90 hrs		



EDUCATION MAJORS

Physical Education: K-12

Professors: T. Miller, M. Majerus, S. Serota.

Associate Professor: B. Bumgarner (Chair)

Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner

Phone: 573-592-5219

Email: barri.bumgarner@wcmo.edu

Please refer to page 74 of the Campus Catalog for complete Education major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **PHYSICAL EDUCATION K-12**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Completed	Semester Completed	Grade
Core Physical Education Courses:				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 385	Diversity in Education	3		
EDU 392	Reading and Writing in Content Area	3		
EDU 437	Methods of Teaching a Foreign Language	3		
EDU 453	Classroom Organization & Management	3		
EDU 490	Education Seminar	3		
Field and Clinical Experience Courses				
EDU 291	Education Practicum I	2		
EDU 393	Education Practicum II	2		
EDU 492	Student Teaching 1 st – 5 th	12		
<u>or</u> EDU 495	Student Teaching 5 th – 9 th	12		
<u>or</u> EDU 497	Student Teaching 9 th – 12 th	12		
Methods of Teaching Courses				
PED 206	Elementary Methods of PE	3		
EDU 434	Middle School/Secondary PE Methods Technology Integration in Methods Courses	3		
Physical Education Content Area				
BIO 107	Human Biology	4		
HES 104	First Aid/CPR	1		
HES 204	Fitness and Wellness Concepts	3		
HES/EDU/PED 207	Health, Nutrition & Safety	3		
HES 215	Motor Learning	3		
HES 220	Sociology of Sport	3		
HES 230	Care and Prevention of Injuries	2		
HES 231	Sports Psychology	3		
HES 251	Intro to Nutrition	3		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 350	Adapted Physical Education	3		

HES 405	Measurement & Evaluation in PE	2		
PED Axx	Fitness Activity (1 Course) Options: A10 Weight Training, A12 Walk/Jog, A30 Art of Strength, A87 Aquatic Fitness	1		
PED Axx	Lifetime Activities and Dance (3 Activity Courses) Options: A23 Social Dance, A16 Aerobics, A11 Recreational Swimming, A9 Bowling, A15 Yoga	3		
PED Axx	Team and Individual Sports (3 Activity Courses) Options: A44 Team Sports, A42 Fencing, A37 Tennis, A45 Individual Sports, A21 Tumbling, A19 Golf	3		
HES/EDU 206	Elementary Methods of PE	3		
PED 208	Creative Movement, Games & Rhythm	3		
	TOTAL HOURS FOR MAJOR	79 hrs		



EDUCATION MAJORS

Secondary School Education

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

Professors: M. Majerus, S. Serota
 Associate Professor: B. Bumgarner (Chair)
 Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner
 Phone: 573-592-5219
 Email: barri.bumgarner@wcmo.edu

Please refer to page 74 of the Campus Catalog for complete Education major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **SECONDARY EDUCATION**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Core Secondary Courses				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading	3		
EDU 350	Digital Literacy	3		
EDU 385	Diversity	3		
EDU 392	Reading & Writing in Content Area	3		
EDU 393	Education Practicum II	2		
EDU 425	Teaching Secondary School	3		
EDU 441	Reading Assessment	3		
EDU 453	Classroom Organization Management	3		
EDU 490	Education Seminar	3		
EDU 497	Student Teaching in High School	12		
Content Courses: Secondary Biology				
BIO 325	Molecular Cell Biology	3		
BIO 114/115	Biological Processes/Lab	4		
BIO 124/125	Biodiversity/Lab	4		
BIO 201	Introduction to Evolution	3		
or BIO 450	Evolution	3		
BIO 302	Human Anatomy	4		
or BIO 204	Animal Behavior	4		
or BIO 205	Ecology & Field Biology	4		
or BIO 208	Functional Plant Morphology	4		
or BIO 300	Cell Structures	3		
or BIO 305	Medical Terminology	1		
or BIO 315	Entomology	4		
or BIO 318	Ornithology	4		
or BIO 322	Vertebrate Biology	4		

<u>or</u> BIO 345	Forest Resources & Management	4		
<u>or</u> BIO 370	Physiology	4		
BIO 301	Genetics	4		
CHM 114/115	General Chemistry I w/Lab	4		
PHY 105	Introduction to Physics	3		
GEO 108	Physical Geology	4		
<u>or</u> GEO 110	Earth Systems	4		
<u>or</u> GEO 116	Environmental Geology	4		
<u>or</u> ENV 105	Intro to Environmental Science	4		
Content Courses: Secondary Business				
EDU 398	Methods of Teaching Business	3		
EDU 399	Internship	3		
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 220	Fundamentals of Management	3		
BUS 223	Business Law	3		
BUS 250	Principles of Marketing	3		
CSC 104	Programming Logic and Design	3		
CSC 250	Webpage Design	3		
ECN 211	Macroeconomics	3		
ECN 212	Microeconomics	3		
EDU 370	Business Educational Implementation Programs	3		
SPE 310	Business and Professional Communications	3		
BUS 221	Cross Cultural Management	3		
<u>or</u> BUS 326	Human Resource Management	3		
<u>or</u> ACC 399	Tax Season/Data Management	3		
<i>Additional Optional Course</i>				
EDU 417	Advanced Practicum	3		
Content Courses: Secondary Chemistry				
EDU 436	Methods of Teaching Science	3		
CHM 114/115	General Chemistry I w/ lab	4		
CHM 124/125	General Chemistry II w/ lab	4		
CHM 314/315	Organic Chemistry I w/ lab	4		
CHM 324/325	Organic Chemistry II w/ lab	4		
CHM 334/335	Analytical Chemistry I w/ lab	4		
CHM 424/425	Physical Chemistry I w/ lab	4		
BIO 404	Biochemistry	4		
BIO 114/115	Biological Process w/ lab	4		
BIO 124/125	Biodiversity w/ lab	4		
PHY 105	Introduction to Physics	3		

or PHY 201	Physics I	4		
GEO 108	Physical Geology	4		
or GEO 110	Earth Systems	4		
or ENV 105	Introduction to Environmental Science	4		
Content Courses: English Language Arts				
EDU 210	Literature for Children and Youth	3		
EDU 309	Teaching of Writing in Middle and Secondary Schools	3		
EDU 431	Teaching English in Middle and Secondary Schools	3		
ENG 103	Academic Writing	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
ENG 345	Ethnic Literature	3		
ENG 238	American Literature to Civil War	3		
or ENG 239	American Literature since Civil War	3		
<i>Two of the following courses</i>				
ENG 248	World Literature to 1600	3		
ENG 249	World Literature since 1600	3		
ENG 205	British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG xxx	Various rotating or new literature courses	3		
<i>One of the following courses</i>				
ENG 315	Literary Modules and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 350	Studies in the Author	3		
Content Courses: Mathematics				
EDU 433	Teaching Math in MS and Secondary	3		
CSC 104	Programming Logic and Design	3		
MAT 124	Calculus I	3		
MAT 214	Calculus II	3		
MAT 215	Linear Algebra	3		
MAT 224	Calculus III	3		
MAT 314	Higher Geometry	3		
MAT 422	Modern Algebra	3		
<i>Additional Math Courses (Minimum 12 hours from the following courses)</i>				
MAT 310	History of Mathematics	3		
MAT 424	Advanced Calculus	3		
MAT 313	Mathematical Probability and Statistics	3		

MAT 305	Heart of Mathematics	3		
MAT 331	Mathematics Seminar	3		
CSC 111	Fundamentals of Computer Science	3		
Content Courses: Social Studies				
EDU 435	Teaching Social Studies	3		
HIS 103	History of the US to 1877	3		
HIS 104	History of the US since 1877	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
HIS 300	American Presidency	3		
<u>or</u> HIS 300	World War II	3		
<u>or</u> HIS 300	Cold War	3		
<u>or</u> HIS 300	Fascism	3		
<u>or</u> HIS 300	Other Topic-Specific History Course	3		
HIS 323	Europe since 1945	3		
<u>or</u> HIS 279	African Civilization	3		
<u>or</u> HIS 101	British History to 1800	3		
<u>or</u> HIS 102	British History since 1800	3		
POL 112	Introduction to Political Science	3		
POL 211	American Government and Politics	3		
ECN 110	Introduction to Economics	3		
GOG 101	Introduction to Geography	3		
PSY 112	Psychology as a Natural Science	3		
<u>or</u> PSY 113	Psychology as a Social Science	3		
SOC 111	Introduction to Sociology	3		
<i>Six hours from the following courses</i>				
HIS 331	American Slavery	3		
HIS 348	History of American Foreign Relations	3		
HIS 354	Scandalous Women	3		
HIS 390	Historiography	3		
HIS 398	FDR & Reagan or Topic Specific Course	3		
HIS 399	Global Engagement	3		
TOTAL HOURS FOR MAJOR				
<p>We highly recommend future teachers to take: SPE 101 Intro to Speech EDU 490 and EDU 497 are taken concurrently the last semester of study. Students must be admitted into the Teacher Education Program prior to enrolling in 300 level courses. Students must pass the Missouri Content Exam prior to student teaching. Students must maintain a 3.0 GPA in education and content area, as well as a 2.75 cumulative GPA.</p>				



EDUCATION MAJORS

Spanish Education: K-12

Professors: M. Majerus, S. Serota
Associate Professor: B. Bumgarner (Chair)
Assistant Professor: T. Ensor

Contact: Dr. Barri Bumgarner
Phone: 573-592-5219
Email: barri.bumgarner@wcmo.edu

Please refer to page 74 of the Campus Catalog for complete Education major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **SPANISH EDUCATION K-12**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Core World Language Education Coursework:				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 306	Teaching Reading/Literacy	3		
EDU 350	Digital Literacy	3		
EDU 385	Diversity in Education	3		
EDU 392	Reading & Writing in Content Area	3		
EDU 437	Methods of Teaching a Foreign Language	3		
EDU 453	Classroom Organization Management	3		
EDU 490	Education Seminar	3		
Field and Clinical Experience Courses				
EDU 291	Education Practicum I	2		
EDU 393	Education Practicum II	2		
EDU 417	Advanced Practicum	3		
or EDU 425	Middle/Secondary School Teaching	3		
EDU 492	Student Teaching 1 st -5 th	12		
or EDU 495	Student Teaching 5 th -9 th	12		
or EDU 497	Student Teaching 9 th -12 th	12		
Content Courses:				
SPA 103	Accelerated Elementary Spanish	4		
or SPA 101 and 102	Introduction to Spanish I & II	4		
SPA 203	Intermediate Spanish I	3		
SPA 204	Intermediate Spanish II	3		
SPA 303	Advanced Spanish Conversation	3		
SPA 351	Introduction to Spanish Literature I	3		
SPA 353	19 th and 20 th Century Latin Am. Lit.	3		
SPA 363	Spanish-American Novel	3		
SPA 377	Spanish Civilization	3		
SPA 378	Latin American Civilization	3		
SPA 381	Advanced Grammar & Composition	3		
		TOTAL HOURS FOR MAJOR	73-76 hrs	

EDU 490 and EDU 495/497 are taken concurrently the last semester of study.
Students must be admitted in Teacher Education Program to enroll in 300 level education courses.
Students must pass the Missouri Content Exam prior to student teaching.
Students must maintain a 3.0 GPA in education and content area, and a 2.75 GPA overall.



ENGLISH MAJORS

- Creative Writing**
- English Education**
- English Literature**
- English (without an area of emphasis)**

Professors: T. Adams, C. Perry
 Associate Professor: H. LaVine, N. Leonard
 Assistant Professor: J. Reed

Contact: Dr. Theresa Adams
 Phone: 573-592-5218
 Email: Theresa.adams@wcmo.edu

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

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

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

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

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

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **ENGLISH CREATIVE WRITING**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
200-level Literature Courses (6 hrs.):				
TWO of the following:				
ENG 205	British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
200-level Writing/Theory Courses (6 hrs.):				
ENG 275	Introduction to Creative Writing	3		
ENG 290	Critical Practicum	3		
300-and 400-level Writing/Literature Courses (18 hrs.):				
THREE of the following:				
ENG 372	Creative Writing Fiction	3		
ENG 374	Creative Writing Poetry	3		
ENG 376	Creative Writing Nonfiction	3		
ENG/THE 378	Playwriting	3		
THREE of the following:				
ENG 315	Literary Modes and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Literary Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 345	Ethnic Literature	3		
ENG 350	Studies in the Author	3		
ENG 355	Literature and the Other Arts	3		
Electives (6 hours):				
	*	3		
	*	3		
<i>May Include:</i>				
ENG 420	Honors Project I	3		
ENG 430	Honors Project II	3		

	TOTAL HOURS FOR MAJOR	36 hrs.		
<i>Majors must select at least one course each from Literature before 1850, Literature after 1850, American Literature, and British/World Literature.</i>				



ENGLISH MAJORS
English Education

Professors: T. Adams, C. Perry
Associate Professor: H. LaVine, N. Leonard
Assistant Professor: J. Reed

Contact: Dr. Theresa Adams
Phone: 573-592-5218
Email: Theresa.adams@wcmo.edu

Please refer to page 97 of the Campus Catalog for complete English major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **ENGLISH EDUCATION**

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
	200-level Literature Courses (6 hrs):			
	Two of the following:			
ENG 205	British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
	200-level Writing/Language Courses (9 hrs):			
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
ENG 290	Critical Practicum	3		
	300- level Literature Courses (9 hrs):			
ENG 345	Ethnic Literature	3		
	Two of the following:			
ENG 315	Literary Modes and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Literary Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 350	Studies in the Author	3		
	Electives (12 hours):			
	*	3		
	*	3		
	*	3		
	*	3		
TOTAL HOURS FOR MAJOR		36 hrs.		

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



ENGLISH MAJORS
English Literature

Professors: T. Adams, C. Perry
Associate Professor: H. LaVine, N. Leonard
Assistant Professor: J. Reed

Contact: Dr. Theresa Adams
Phone: 573-592-5218
Email: Theresa.adams@wcmo.edu

Please refer to page 97 of the Campus Catalog for complete English major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: ENGLISH LITERATURE

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
	200-level Literature Courses (6 hrs):			
	TWO of the following:			
ENG 205	British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
	200-level Writing/Theory Courses (6 hrs):			
ENG 275	Introduction to Creative Writing	3		
ENG 290	Critical Practicum	3		
	300-and 400-level Literature Courses (15 hrs):			
ENG 350	Studies in the Author: Shakespeare	3		
	FOUR of the following:			
ENG 315	Literary Modes and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Literary Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 345	Ethnic Literature	3		
ENG 350	Studies in the Author	3		
ENG 355	Literature and the Other Arts	3		
	Electives (9 hours):			
	*	3		
	*	3		
	*	3		
	Electives may Include:			
ENG 420	Honors Project I	3		
ENG 430	Honors Project II	3		
	TOTAL HOURS FOR MAJOR	36 hrs.		

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



ENGLISH MAJORS

English (without an area of emphasis)

Professors: T. Adams, C. Perry
Associate Professor: H. LaVine, N. Leonard
Assistant Professor: J. Reed

Contact: Dr. Theresa Adams
Phone: 573-592-5218
Email: Theresa.adams@wcmo.edu

Please refer to page 97 of the Campus Catalog for complete English major information.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: ENGLISH (Without an Area of Emphasis)

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
200-level Literature Courses (6 hrs):				
TWO of the following:				
ENG 205	British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
200-level Writing/Theory Courses (6 hrs):				
ENG 275	Introduction to Creative Writing	3		
ENG 290	Critical Practicum	3		
300-and 400-level Literature Courses (6 hrs):				
TWO of the following:				
ENG 315	Literary Modes and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Literary Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 345	Ethnic Literature	3		
ENG 350	Studies in the Author	3		
ENG 355	Literature and the Other Arts	3		
Electives (18 hours):				
	*	3		
	*	3		
	*	3		
	*	3		
	*	3		
	*	3		
TOTAL HOURS FOR MAJOR		36 hrs.		
Majors must select at least one course each from: Literature before 1850, Literature after 1850, American Literature, British/World Literature.				



ENVIRONMENTAL SCIENCE MAJOR

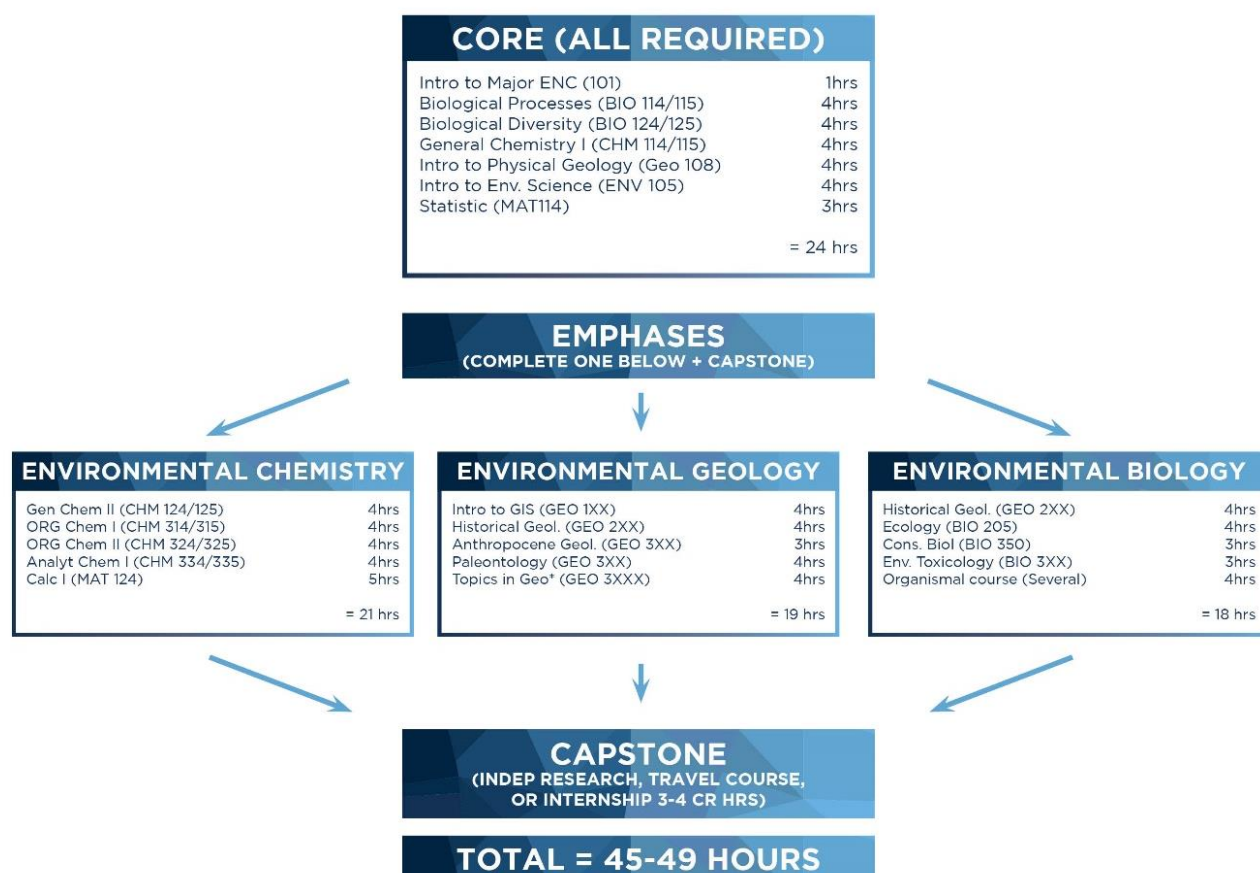
Associate Professors: B. Hansert, D. Holliday, G. McNett, D. Schmidt

Contact: Dr. David Schmidt

Phone: 573-592-6124

Email: david.schmidt@wcmo.edu

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



At least 8-12 Core hours must be completed before taking courses in a particular Emphasis. Be aware that Emphasis courses may have their own prerequisites. Chemistry courses are sequential, most of the BIO courses require BIO 114/115 and BIO 124/125, and Historical Geology (GEO 2XX) and Topics in Geology (GEO 3XX) require GEO 108.

Students pursuing the Environmental Chemistry emphasis cannot also major in Biochemistry or major or minor Chemistry. Those pursuing Environmental Biology cannot also major or minor in Biology. Students must earn a letter grade of C- or better in all courses needed to satisfy the major.

Students interested in Graduate School in a related area should also consider Calc II and Physics I and II. Students interested in Environmental Law should consider a Pre-Law minor (18 credits). Finally, to extend the breadth of study in the major, students should also consider additional relevant electives, such as ENV/ENC 377 (Environmental and Resource Economics), ENV 300/ENG 315 (Environmental Literature), PHL 246 (Environmental Ethics), POL 326 (Environmental Politics and Policy), REL 324 (Religion and the Environment).

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **ENVIRONMENTAL SCIENCE**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Core Courses (10 hrs):				
ENV 101	Intro to Environmental Studies	1		
BIO 114/115	Biological Processes	4		
BIO 124/125	Biological Diversity	4		
CHM 114/115	General Chemistry I	4		
GEO 108	Intro to Physical Geology	4		
ENV 105	Intro to Environmental Science	4		
MAT 114	Statistics	3		
	Capstone (Indep. Research, Travel Course, or Internship)	3-4		
	Total Core Hours	27-28		
IN ADDITION TO THE CORE COURSES YOU MUST COMPLETE ONE OF THE FOLLOWING EMPHASES:				
<i>Environmental Chemistry Emphases</i>				
CHM 124/125	General Chemistry II	4		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
MAT 124	Calculus	5		
	Total Emphases Hours	21		
<i>Environmental Geology Emphases</i>				
GEO 1xx	Intro to GIS	4		
GEO 2xx	Historical Geology	4		
GEO 3xx	Anthropocene Geology	3		
GEO 3xx	Paleontology	4		
GEO 3xx	Topics in Geology	4		
	Total Emphases Hours	19		
<i>Environmental Biology Emphases</i>				
GEO 2xx	Historical Geology	4		
BIO 205	Ecology	4		
BIO 350	Cons. Biol	3		
BIO 310	Environmental Toxicology	3		
	Organismal Course (several)	4		
	Total Emphases Hours	18		
	TOTAL HOURS FOR MAJOR	45-49 hrs.		



EXERCISE SCIENCE MAJOR

Professor: T. Miller
 Assistant Professor: A. Gowin (Chair)

Contact: Amanda Gowin
 Phone: 573-592-5015
 Email: Amanda.gowin@wcmo.edu

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

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

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **EXERCISE SCIENCE**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
HES 101	Introduction to Exercise Science	1		
BIO 114/115	Biological Processes	4		
BIO 124/125	Biodiversity	4		
BIO 302	Human Anatomy*	4		
BIO 420	Physiology (BIO 302 or 322 prereq)	4		
CHM 114/115	Chemistry I	4		
CHM 124/125	Chemistry II	4		
HES/PSY 231	Sport Psychology	3		
HES 251	Introduction to Nutrition	3		
HES 230	Care and Prevention of Injuries	2		
HES 235	Care and Prevention of Injuries lab	1		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 342	Exercise Prescription	3		
	Capstone Research or Field Experience in Exercise Science	3		
	TOTAL HOURS FOR MAJOR	46 hrs.		
Optional Courses:				
HES 215	Motor Learning	3		
HES 406	Management in PE & Athletics	2		
PED 350	Theories of Adapted Physical Education	3		
*Students who need extra preparation for BIO 302, Human Anatomy are advised to take BIO 107, Human Biology.				
A grade of C- or better is required in all courses used to satisfy the major requirements				



FINANCE MAJOR

Assistant Professor: A. Rahman

Contact: Dr. Sonia Manzoor

Phone: 573-592-5359

Email: Sonia.manzoor@wcmo.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.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **FINANCE**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Core Business Courses (36-38 hrs):				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 235	Research Methods in Economics & Business	3		
FIN 318	Corporate Financial Management	3		
MAT 114	Elementary Statistics	3		
MAT 122	Business Calculus	3		
<u>or</u> MAT 124	Calculus I	5		
SPE 101	Introduction to Speech Communication	3		
Finance Major Courses (15 hrs):				
ECN 377	Open-Economy Macroeconomics	3		
FIN 351	Portfolio Management	3		
FIN 328	Managerial Finance	3		
ECN 325	Money, Banking and Financial Markets	3		
FIN 350	Investments	3		
Major Electives: Students must complete 3 courses from the following list including FIN 354, and either ECN 331 or ECN 332, and one from the remaining list (9 hrs):				
ACC 312	Intermediate Accounting I	3		
ACC 419	Federal Income Tax II	3		
ECN 310	International Trade & Finance	3		
ECN 331	Intermediate Macroeconomic Theory	3		
ECN 332	Intermediate Price Theory	3		
ECN 360	Mathematical Economics	3		
ECN 367	Econometrics	3		
FIN 354	Options & Futures	3		
MAT 312	Differential Equations	3		
MAT 313	Mathematical Probability and Statistics	3		
TOTAL HOURS FOR MAJOR		60-62 hrs.		



FRENCH MAJORS

- French Major with Concentration in Translation**
- French Major without Concentration**

Associate Professor: Dr. Ingrid Ilinca
 Visiting Instructor: Matthew Dye

Contact: Dr. Ingrid Ilinca
 Phone: 573-592-5323
 Email: Ingrid.ilinca@wcmo.edu

The Department of Foreign Language and Literature offers major and minor programs of study in French as well as supporting course work for Westminster College's general education program. French courses also fulfill the Foreign Language requirement (10 -16 credits) in the majors with an international component, such as International Business. At elementary and intermediate levels, the French program seeks to develop speaking, reading, writing and listening proficiency and an appreciation of the cultural diversity of the Francophone world. Upper-level courses provide students with broad knowledge in French history, civilization, and contemporary society, with ample opportunities for interdisciplinary study and with critical strengths in literary text interpretation.

A student wishing to major in French should consult Dr. Ingrid Ilinca. With careful planning, it is possible to major in French without having studied in high school.

Courses taken on an approved study abroad program may be substituted for elective hours with departmental approval. The 27-30 hours required in the major exclude FRE 101 and 102. 21 of the 27 required hours must be in 300 level courses. Majors must earn a grade of C or better in all French courses needed to satisfy major requirements. Students who are placed directly in upper-level (5th semester and higher need to apply for AP credit in order to have FRE 203 and 204 count as electives. Native, near native, or heritage speakers of French need to take FRE 306, regardless of the level of proficiency.

Students are encouraged to participate in an approved off-campus program in France. In order to graduate with Honors in French, the student must fulfill these minimum requirements: (1) complete six upper-level French courses with at least a 3.6 grade average; (2) complete FRE 425 Senior Honors Thesis/Project with a grade of A; (3) have at least a 3.2 overall GPA.

NOTE: HUM 294 (Introduction to the French-Speaking World) and FRE 280 (Introduction to French Literature & Culture) do not count toward the major or minor. These courses fulfill Tier II requirements in General Education and are taught in English. They also fulfill requirements in Breakthrough.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **FRENCH MAJOR (With Concentration in Translations)**

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade
Required Courses (21 hrs):				
FRE 303	Advanced Conversation	3		
FRE 306	Advanced Grammar and Composition	3		
FRE 300	Translation I	3		
FRE 300	Translation II	3		
FRE 399	Translation III (Capstone Project)	3		
	One Literature Course:			
FRE 358	The Individual in Society I (From Middle Ages to the French Revolution)	3		
<u>or</u> FRE 359	The Individual in Society II (19th - 21st Centuries)	3		
	One Civilization Course:			
FRE 362	Francophone Civilizations	3		
<u>or</u> FRE 363	French Civilization	3		
Elective Courses (9 hours):				
FRE 203	Intermediate French I	3		
FRE 204	Intermediate French II	3		
FRE 305	Commercial French I	3		
FRE 300	Commercial French II	3		
FRE 360	Literary Moments and Movements	3		
FRE 361	Topics in Literature and Culture	3		
FRE 2XX	A 2 nd Literature or Civilization course from the required list	3		
	TOTAL HOURS FOR MAJOR	30 hrs.		



FRENCH MAJORS

French Major with Concentration in Translation

French Major without Concentration

Associate Professor: Dr. Ingrid Ilinca

Visiting Instructor: Matthew Dye

Contact: Dr. Ingrid Ilinca

Phone: 573-592-5323

Email: Ingrid.ilinca@wcmo.edu

The Department of Foreign Language and Literature offers major and minor programs of study in French as well as supporting course work for Westminster College's general education program. French courses also fulfill the Foreign Language requirement (10 -16 credits) in the majors with an international component, such as International Business. At elementary and intermediate levels, the French program seeks to develop speaking, reading, writing and listening proficiency and an appreciation of the cultural diversity of the Francophone world. Upper-level courses provide students with broad knowledge in French history, civilization, and contemporary society, with ample opportunities for interdisciplinary study and with critical strengths in literary text interpretation.

A student wishing to major in French should consult Dr. Ingrid Ilinca. With careful planning, it is possible to major in French without having studied in high school.

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.

NOTE: HUM 294 (Introduction to the French-Speaking World) and FRE 280 (Introduction to French Literature & Culture) do not count toward the major or minor. These courses fulfill Tier II requirements in General Education and are taught in English.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **FRENCH (without Concentration)**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (15 hrs):				
FRE 306	Advanced Grammar & Composition	3		
FRE 358	The Individual in Society I (Middle Ages to French Revolution)	3		
FRE 359	The Individual in Society II (19th -21st centuries)	3		
FRE 362	Francophone Civilizations	3		
FRE 363	French Civilization	3		
Electives for the Major in French (12 hrs):				
FRE 203	Intermediate French I	3		
FRE 204	Intermediate French II	3		
FRE 300	Translation I, II, III	3		
FRE 303	Advanced French Conversation	3		
FRE 305	Commercial French I	3		
FRE 360	Literary Moments and Movements	3		
FRE 361	Literature and Culture	3		
TOTAL HOURS FOR MAJOR		27 hrs.		



GENERAL STUDIES MAJOR

Contact: Dr. Ingrid Ilinca
 Phone: 573-592-5323
 Email: Ingrid.ilinca@wcmo.edu

The Bachelor of General Studies has been offered by Western universities and colleges for more than 700 years. This multidisciplinary degree option offers students maximum flexibility and an opportunity to explore a broad range of topics while simultaneously developing critical thinking and analytical skills, improving writing and public speaking skills, and learning a great deal about the world in which they live.

Must complete at least one minor in any discipline.

No more than 27 hours may be completed from any single discipline. A minimum of 30 hours must be taken at the 300-400 level.

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

Minimum GPA requirement: 2.0. Fulfill all General Education requirements. General Education: Breakthrough, New Foundations, or transfer via Articulation Agreement.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade



GLOBAL & TRANSNATIONAL STUDIES MAJOR

Assistant Professors: J. Holzer, A. Gowin

Associate Professors: J. Straughn, K. Wright-Smith, H. LaVine, E. Salas-Durazo

Professors: S. Goodfellow, J. McRae, M. Boulton

Contact: Dr. Jeremy Straughn

Phone: 573-592-5258

Email: jeremy.straughn@wcmo.edu

Requirements (33-36 hours):

- Core courses (12 hours): GTS 201, HIS 210, GTS 401, a third semester of foreign language (FLG 203)
- 3 regional electives (9 hours)
- 4 thematic electives (12 hours)
- 15 hours of the total major hours must be at the 300-level or above
- A grade-point average of 2.0 or higher in courses counted toward the major

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

Students with an interest in advanced study of a foreign language may choose to count an additional 200-level or 300-level language course toward their 9 hours of regional coursework.

It is strongly recommended that students majoring in Global & Transnational Studies spend at least one semester in an approved off-campus program.

Honors Thesis: Students majoring in Global & Transnational Studies who have a cumulative GPA of 3.30 or higher in the major may elect to write a senior thesis for honors recognition. “Graduate with Honors” will be noted on their transcript provided they complete the thesis with a grade of B or better. Students writing the thesis will complete GTS 401 (Research Seminar) and GTS 402 (Senior Thesis) during their junior and/or senior year.

Students who complete a thesis may substitute GTS 402 for one of their thematic course requirements.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **GLOBAL & TRANSNATIONAL STUDIES**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (12 hours)				
GTS 201	Introduction to Global & Transnational Studies	3		
HIS 210	World History II	3		
FLG 203	3 rd Semester of Foreign Language	3		
GTS 401	Research Seminar	3		
Optional Honors Thesis (3 hours)				
GTS 402	Honors Thesis	3		
Choose 3 Regional Courses (9 hours)				
ENG 345	Caribbean Literature	3		
HIS 300	Africa & Decolonization	3		
HIS 300	Modern Middle East	3		
HIS 323	Europe Since 1945	3		
HIS 327	Nazi Germany	3		
HUM 277	Spanish Civilization	3		
HUM 278	Latin American Civilization	3		
PHL/REL 333	Asian Philosophy & Religion	3		
POL 306	West European Government and Politics	3		
POL 308	Post-Soviet Politics	3		
Choose 1 Thematic Course from each area (12 hours)				
<i>Global Economic Development (3 hours)</i>				
BUS 322	Cross-Cultural Management	3		
BUS 340	International Business	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 310	International Trade and Finance	3		
ECN 331	Intermediate Macroeconomic Theory	3		
ECN 334	Economic Development			
GTS 300	Global Inequality	3		
<i>Global Environment & Health (3 hours)</i>				
ECN 377	Environmental and Resource Economics	3		
ENV 105	Introduction to Environmental Sciences	3		
GEO 320/ GEO 321	Geology and Environmental of the National Parks Seminar	2/1		
HES 240	Intro to Global Health	3		

PHL 242	Biomedical Ethics	3		
PHL 246	Environmental Ethics	3		
POL 326	Environmental Politics & Policy	3		
REL 324	Religion & The Environment	3		
WSG/HES 355	Women's Health Issues	3		
<i>International Relations & Human Rights (3 hours)</i>				
EDU 385	Diversity in Education	3		
GTS 212	Model UN Team	3		
HIS 330	World War I	3		
HIS 350	The Vietnam Wars	3		
PHL 224	Business Ethics	3		
PHL 410/SEC 300	Ethical Warfare	3		
POL 212	Introduction to International Politics	3		
POL 305	International Law and Organization	3		
POL 335	Politics and Security of Developing Nations	3		
POL 337	Human Rights and Security	3		
POL 362	American Foreign Policy	3		
<i>Global Cultures (3 hours)</i>				
ENG 315	Booker Prize Fiction Writing	3		
ENG 330	Literary Remixes: Contemporary Takes on Classic	3		
FRE 362	Francophone Civilizations	3		
GTS 310	Memory and Culture in Global Perspective	3		
HUM 294	Introduction to the French-Speaking World	3		
PHL/REL 102	World Religions	3		
PHL 410/REL 300	Buddhism	3		
PSY 405	International and Cross Culture Psychology	3		
TOTAL HOURS FOR MAJOR		33 hrs.		



HEALTH AND WELLNESS MAJOR

Professor: T. Miller
 Assistant Professor: A. Gowin
 Instructor: K. Arands

Contact: Amanda Gowin
 Phone: 573-592-5015
 Email: Amanda.gowin@wcmo.edu

The Health and Wellness major emphasizes knowledge and learning experiences aimed at the promotion of lifetime wellness. Students will know principles of nutrition, holistic health and exercise training. Also, students will learn how to test health and activity status, prescribe safe exercise, prevent exercise injury, and assess client progress toward their wellness and fitness goals. The courses in this major will prepare graduating students for jobs that apply principles of health education and exercise training. More specifically, students may pursue careers in worksite wellness, hospital-based wellness programs, community health centers, retirement and nursing home wellness programs, commercial and non-profit health, fitness, and recreation centers, and other related areas.

The courses in this major will prepare graduating students for jobs that apply principles of health education and exercise training. More specifically, students may pursue careers in worksite wellness, hospital-based wellness programs, community health centers, retirement and nursing home wellness programs, commercial and non-profit health, fitness, and recreation centers, and other related areas.

A grade of C- or better is needed for all courses needed to satisfy the major requirements.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **HEALTH AND WELLNESS**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (38 hrs):				
BIO 107	Human Biology	4		
HES 104	First Aid/CPR	1		
HES 204	Fitness and Wellness Concepts	3		
HES 220	Social Science in Sport	2		
HES 230	Intro. To Prevention and Care of Injuries	2		
HES/PSY 231	Sport Psychology	3		
HES 251	Introduction to Nutrition	3		
HES 342	Exercise Prescription	3		
HES 309	History and Philosophy of PE	2		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 405	Test and Measurement	2		
HES 406	Management in PE	2		
	4- PED activity courses in four different areas (4 hrs.)			
	1.)	1		
	2.)	1		
	3.)	1		
	4.)	1		
Electives (3 hrs choose one course from the list below)				
HES 205	Stress Management	3		
HES/EDU 207	School Health Education	3		
HES 240	Introduction to Global Public Health	3		
HES 350	Theories of Adapted Physical Education	3		
HES/WGS 355	Women's Health Issues	3		
HES 357	Community Nutrition	3		
HES/PED 399	Health Internship	3		
PSY 301	Human Sexual Behavior	3		
PSY 330	Addictive Disorders	3		
TOTAL HOURS FOR MAJOR		40 hrs.		



HISTORY MAJOR

Professor: S. Goodfellow
 Associate Professors: C. Brown, M. Boulton (chair)
 Visiting Assistant Professor: H. McRae

Contact: Dr. Mark Boulton
 Phone: 573-592-5291
 Email: mark.boulton@wcmo.edu

The Department of History offers a major and three minor programs of study as well as a wide range of offerings that support the College's General Education Program. Its minors are in History, U.S. History, and European History. The Department's offerings reflect the wisdom of the adage that "He who knows only his own generation remains always a child." Thus, the spirit and purpose shaping the study of history at Westminster rests on the belief that the critical study of what men and women have thought and done in the past, whether in the Old World or the New, disciplines the mind for wise action, frees it from the narrow perspective of the present, and leads to self-knowledge.

Students who double major in Education and History may complete the history major as described above; OR they may fulfill all history major requirements except HIS 422, 423 and 424 provided they successfully complete a fifth 300 -level courses in history plus EDU 435.

Departmental majors must have at least a 2.00 GPA in all History courses needed to satisfy the major requirement.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **HISTORY**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Require	Semester Complete	Grade
Required Courses:				
HIS 103	History of the United States to 1877	3		
HIS 104	History of the United States since 1877	3		
HIS 105	Western Civilization I	3		
<u>or</u> HIS 109	World History I	3		
HIS 106	Western Civilization II	3		
<u>or</u> HIS 110	World History II	3		
<u>or</u> HIS 102	Survey of the British History from 1800	3		
HIS 390	Historiography	3		
HIS 422	Senior Thesis	2		
HIS 423	Senior Thesis	3		
HIS 424	Senior Thesis	1		
	Four courses at the 300-level:			
	1)	3		
	2)	3		
	3)	3		
	4)	3		
TOTAL HOURS FOR MAJOR		33 hrs.		



INTERNATIONAL BUSINESS MAJOR

Professors: W. Carner, R. Bhandari, S. Manzoor,
Associate Professor: R. Eames
Assistant Professor: A. Rahman, A. Dodson, N. Wilbur

Contact: Sonia Manzoor
Phone: 573-592-5359
Email: Sonia.mansoor@wcmo.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.

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.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **INTERNATIONAL BUSINESS**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
	Business (15 hrs):			
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
BUS 340	International Business	3		
or ECN/FIN 310	International Trade and Finance	3		
BUS 450	Business Strategy	3		
FIN 318	Corporate Financial Management	3		
	Accounting (6 hrs):			
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
	Economics (6 hrs):			
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
	Foreign Language:			
	Requirements for students for whom English is their 1st language:			
FLG 102	2nd semester of Elementary Language	4		
FLG 203, 204	Two semesters of Intermediate Language	6		
	Two courses beyond intermediate level or an approved off campus program in a country where the language is spoken.	0-6		
	Requirements for students for whom English is their 2nd language:			
	Choose one writing course: (ENG 260, 270, 275)	3		
	Choose one Literature course: (ENG 204, 205, 206, 238 or 239)	3		
	Total Foreign Language hours when English is the 1st language (10-			
	Total Foreign Language hours when English is the 2nd language (6			
	Elective courses, choose two (6 hrs):			
HIS 106	Western Civilization II	3		
PHL/REL 102	World Religions	3		
PHL 212	Introduction to Ethics	3		
PHL 244	Business Ethics	3		
POL 212	Introduction to International Politics	3		
ANT 115	Introduction to Cultural Anthropology	3		
One upper level course in HIS, POL, REL, or SOC or a Tier III or Exploration course with International focus (must be approved by department advisor and it cannot also be counted as the Tier III or Exploration course in the General Education Requirements)				

	One course from the ABEF department, or internship	3		
	Total Elective Courses 12 hours			
	Other Required Courses:			
MAT 114	Elementary Statistics	3		
MAT 122	Business Calculus	3		
<u>or</u> MAT 124	Calculus I	5		
	TOTAL HOURS FOR MAJOR	51-63		



MATHEMATICS MAJOR

Professor: M. Majerus
Associate Professors: P. Yu, L. Stumpe (Chair)
Assistant Professors: W. Johnson, A. Akers
Visiting Assistant Professor: Z. Kopeikin

Contact: Laura Stumpe
Phone: 573-592-5224
Email: laura.stumpe@wcmo.edu

The Department of Mathematics and Physics offers a major and a minor program of study in Mathematics as well as course work integral to the General Education Program and to programs in the physical sciences. Quantitative and analytical skills are essential for useful and effective lives. Through the study of mathematics, students acquire and enhance their problem solving skills and learn to apply these to real world issues.

Students who are planning to major in mathematics should complete MAT 124 and CSC 104 in the freshman year. All students taking math courses are required to purchase the TI-84+ calculator.
Mathematics majors must earn a 2.3 or better cumulative GPA in courses needed to satisfy major requirements.
Mathematics minors must earn a C- or better in all mathematics courses needed to satisfy minor requirements.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **MATHEMATICS**

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
MAT 124	Calculus I			
MAT 214	Calculus II			
MAT 215	Linear Algebra			
MAT 224	Calculus III			
MAT 313	Mathematical Probability and Statistics			
MAT 331	Mathematics Seminar (must be taken no later than junior year)			
MAT 422	Modern Algebra			
MAT 424	Advanced Calculus			
Mathematics Electives (upper-level courses) 6 hours				
	*			
	*			
Other Required Courses				
CSC 104	Programming Logic and Design			
Plus one of the following courses				
CSC 111	Fundamentals of Computer Science I	3		
<u>or</u> PHY 212	Physics II	4		
<u>or</u>	An Upper-Level course in Biology, Chemistry, or Economics which has a prereq in the discipline	3		
TOTAL HOURS FOR MAJOR		40-41 hrs		



MATHEMATICAL DATA SCIENCE MAJOR

Professor: M. Majerus
 Associate Professors: P. Yu, L. Stumpe (Chair)
 Assistant Professors: W. Johnson, A. Akers
 Visiting Assistant Professor: Z. Kopeikin

Contact: Laura Stumpe
 Phone: 573-592-5224
 Email: laura.stumpe@wcmo.edu

The Department of Mathematics offers a major program of study leading to a Bachelor of Arts in Mathematical Data Science. This major explores the volume of data available in a variety of fields, including but not limited to biology, business, and education. This program supports a deep understanding of statistics, programming skills, and communication skills. By studying large data sets in applicable fields, students who major in Mathematical Data Science will learn to access data, ask critical questions, glean patterns and insights from the data, and communicate results to answer real-world problems. The results will be technologically uncovered, researched in literature, and communicated clearly for their intended audiences. A major in this area of study provides a solid foundation for continued work and graduate study in data science surrounding business, science, or social science fields

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **MATHEMATICAL DATA SCIENCE**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
MAT 100	Fundamentals of Data Science	3		
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
MAT 215	Linear Algebra	3		
MAT 313	Mathematical Probability and Statistics	3		
MAT 300	Discrete Mathematics & Graph Theory	3		
MAT 340	Statistical Computing in R	3		
MAT 400	Data Science Seminar	3		
Mathematics elective (upper-level course)				
MAT	Upper-Level Elective	3		
Other Required Courses				
CSC 104	Programming Logic and Design	3		
CSC 111/211	Fundamentals of Computer Science	3		
CSC 327	Database Management Systems	3		
ECN 235	Research Methods	3		
One Upper-Level Elective				
	An upper-level course in Biology, Chemistry, Business, Physics, Psychology, Computer Science, Environmental Science, or Economics which has a pre-req in the discipline	3		
TOTAL MAJOR HOURS		45 hrs		



ONE HEALTH MAJOR

Associate Professor: D. Holliday

Contact: Dr. Dawn Holliday

Phone: 573-592-6125

Email: dawn.holliday@wcmo.edu

The health of people, animals and the environment is intimately connected. This major recognizes these connections and studies health at their intersection. As the human population grows and the health of the environment degrades, humans are coming into closer contact with animals. Because of this, countries may see more zoonotic diseases (e.g. Ebola) spreading to human populations. As human populations grow, they put more pressure on the environment and introduce more environmental chemicals, many with unknown and some with transgenerational effects. This major will set the scientific foundation and then explore some of the vectors that transmit disease, discuss global health issues, examine personal ethics, investigate the impacts of chemistry and delve into the interface of human, animals and the environment. This major will prepare students to address these One Health issues. Students with this major may find employment in both the public health sector as well as in wildlife biology or veterinary science.

Students majoring in One Health may not also major or minor in Biology, Biochemistry (either emphasis) or Environmental Science/Studies. In order to earn a Major in One Health, students must earn a letter grade of C- or better in all biology courses needed to satisfy major requirements and attain a 2.0 average or higher in these courses. At least 50% of all One Health hours used to satisfy the major must be Westminster Courses.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **ONE HEALTH**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses: (22 hrs.)				
BIO 124/125	Biodiversity	4		
BIO 114/114	Bioprocesses	4		
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
ENV 105	Intro. to Environmental Science with lab	4		
MAT 114	Statistics	3		
<i>Students are encouraged to complete the above courses in their first 3-4</i>				
Disease Transmission & Suppression (Complete one) (3-4 hrs.)				
BIO 315	Entomology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 303	Microbiology (BIO 114/115 & 124/125 prereqs)	4		
BIO 413	Immunology	3		
Human Health (6 hrs.)				
Required:				
HES 261	Intro to Epidemiology	3		
Complete one:				
HES 240	Intro to Global Public Health	3		
HES/WGS 355	Women's Health Issues	3		
HES 357	Community Nutrition	3		
Ethical Perspectives and the Environment (Complete one) (3 hrs.)				
PHL 246	Environmental Ethics	3		
REL 324	Religion and the Environment	3		
Animals Interacting with their Environment (Complete one) (3-4 hrs.)				
BIO 205	Ecology & Field Biology	4		
BIO/ENV 350	Conservation Biology	3		
The Health Impacts of Chemistry (Complete one) (3 hrs.)				
BIO 310	Environmental Toxicology	3		
CHM 410	Medical Chemistry	3		
Capstone (1 hr)				
BIO/ENV/HES 400	One Health Capstone	1		
		TOTAL HOURS FOR MAJOR	41-44 hrs.	



PHILOSOPHY & RELIGIOUS STUDIES MAJOR

Professors: R. Geenen, J. McRae
 Instructors: L. Limbaugh, K. Nice-Webb

Contact: Dr. Rich Geenen
 Phone: 573-592-5277
 Email: Rich.Geenen@wcmo.edu

The Philosophy and Religious Studies major provides students with a foundation in metaphysics (the nature of ultimate reality and religious/spiritual experiences), epistemology (the study of truth, knowledge, and critical thinking), ethics (moral theory, applied ethical issues, theological frameworks, and political theory), textual studies (analysis of literary genres, composition and redaction histories, and reception histories of sacred texts), ritual studies (exploring varieties of spiritual practices in various contexts), and aesthetics (the study of beauty and art).

Beyond the major, students may additionally choose between two optional concentrations of study: (1) Ethics and Social Justice or (2) Religious Literacy. Courses taken toward the major can also count toward these optional concentrations.

The major serves as a preparation for graduate study in philosophy, religious studies, and related fields, but also complements work in other disciplines such as political science, pre-law, history, English, business, environmental science, and pre-healthcare. Additionally, the major is designed to help students to flourish in a complex and diverse world.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: PHILOSOPHY & RELIGIOUS STUDIES

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (9 hrs):				
PHL 120	History of Philosophy	3		
PHL 212	Introduction to Ethics	3		
REL/PHL 102	World Religions	3		
REL 101	Introduction to the Bible	3		
Four Upper-Level Courses in PHL/REL (12 hrs):				
PHL/REL	Upper-Level Course	3		
PHL/REL	Upper-Level Course	3		
PHL/REL	Upper-Level Course	3		
PHL/REL	Upper-Level Course	3		
Two additional electives from PHL/REL or courses outside of these with significant overlap with philosophy/religious studies themes (see sample list below) (6 hrs):				
ECN/ENV 377	Environmental and Resource Economics	3		
POL 205	Introduction to Political Theory	3		
POL 302	Political Thought and Modern Society	3		
POL 303	Marxism and the Marxist Tradition	3		
POL 314	American Constitutional Law and Politics	3		
POL 326	Environmental Politics and Policy	3		
POL 337	Human Rights and Security	3		
POL 351	Women and Politics	3		
PSY 358	Cognitive Neuroscience	3		
PSY 364	Stereotyping, Prejudice, and Group Conflict	3		
SEC 325	Issues in Homeland Security	3		
SEC 337	Human Rights and Security	3		
WGS 315	Gender and Society	3		
WGS 335	Sex and Gender in the Christian Tradition	3		
WGS 351	Women and Politics	3		
CLA 340	Pagans and Christians	3		
CLA 325	Omens, Dreams, & Portents	3		
CLA 320	Medicine, Miracle, & Magic	3		
Ethics and Social Justice Concentration (4 courses from list below, 3 of which must be from REL or PHL) (12 hrs):				
PHL	Business Ethics	3		
PHL	Biomedical Ethics	3		

PHL	Environmental Ethics	3		
PHL	Genetic Manipulation	3		
REL 307	Social Justice in Modern Christian Thought	3		
REL 324	Religion and the Environment	3		
REL 346	Religion and Violence: the Holocaust and other Genocides	3		
WGS 351	Women and Politics	3		
LST 330	Diversity & Ethics in Leadership	3		
POL 337	Human Rights and Security	3		
PSY 364	Stereotyping, Prejudice, and Group Conflict	3		
Religious Literacy Concentration (four courses from the following list) (12 hrs):				
REL 101	Introduction to the Bible	3		
REL/PHL 102	World Religions	3		
REL/PHL 333	Asian Philosophy and Religion	3		
REL 319	Recent Christian Thought	3		
REL 316	The Teachings of Jesus	3		
REL 305	Perceptions of Death	3		
REL 342	Religion and Science	3		
CLA 340	Pagans and Christians	3		
TOTAL HOURS FOR MAJOR		27 hrs		



PHYSICS MAJOR

Associate Professor: L. Stumpe

Instructor: K. Harris

Contact: Laura Stumpe

Phone: 573-592-5224

Email: laura.stumpe@wcmo.edu

The Department of Mathematics and Physics offers a major and a minor program of study in physics. Physicists seek a description of nature in terms of its most fundamental entities. They study systems ranging in size and complexity from quarks to the universe itself. The offerings of the department are planned to meet the following needs: (1) general cultural knowledge, (2) specific group requirements for majors in other departments, (3) basic subject matter for those preparing to enter various branches of engineering or other technical schools, and (4) a major in physics, for those intending to enter industry or to continue in graduate school.

Because of the emphasis placed on mathematics, chemistry, and computer science in the physics program, some students select an additional major or minor in one of these subjects.

Physical Chemistry I and II (CHM 424, 425, 434, and 435 may be substituted for PHY 314 Thermodynamics and PHY 315 Modern Physics. Majors must earn a grade of C- or better in all physics courses needed to satisfy major requirements.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **PHYSICS**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
PHY 201	Physics I	4		
PHY 212	Physics II	4		
PHY 223	Physics III	3		
PHY 314	Thermodynamics	4		
PHY 315	Modern Physics	4		
PHY 324	Light	4		
<u>or</u> PHY 325	Electronics	4		
PHY 415 - 416	Introduction to Theoretical Physics I & II	8		
	Total Hours for Required Courses	31 hrs.		
Other Requirements:				
	Mathematics through MAT 312 Differential Equations	21-24 hrs.		
	*			
	*			
	*			
	*			
	*			
	*			
	*			
MAT 312	Differential Equations	3		
CHM 114, 115	General Chemistry I (lecture and lab)	4		
CHM 124, 125	General Chemistry II (lecture and lab)	4		
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 the languages by the Department of Foreign Languages.	8		
•	CSC 104 and (MAT 325 Introduction to Numerical Analysis OR MAT 215 Linear Algebra)	6		
•	Six hours of computer science including CSC 111 Fundamentals of Computer Science I	6		
	TOTAL HOURS FOR MAJOR	66-71 hrs.		



POLITICAL SCIENCE MAJOR

Professors: T. Gibson, J. Langton, C. David Roebuck
 Associate Professor: K. Wright-Smith
 Assistant Professor: J. Holzer

Contact: Dr. John Langton
 Phone: 573-592-5348
 Email: john.langton@wcmo.edu

Political Science is a scientific and humanistic discipline that attempts to explain and evaluate politics and political systems in terms of fundamental empirical theories and general normative principles. Political science thus seeks not only to understand the struggles for power and influence that determine who gets what, when and how, but also to ascertain the best or most appropriate way for human beings to live together both within societies and the world community. Both the major and minor in political science are designed to give students a solid grounding in the 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.

All students majoring in political science **must complete** the four introductory courses. They are urged to take POL 112 and 211 before POL 205 and 212. **All four introductory courses should be completed by the end of the sophomore year.**

Students contemplating graduate school in political science are strongly encouraged to take at least two semesters of a foreign language, Introduction to Computers, an advanced course in statistics, and a relevant methods course such as MAT 313, PSY 270, PSY 274, or ECN 367, or preferably POL/SOC 300, Social Science Research Methods.

All departmental majors must have an overall 2.0 average or better in all courses presented to satisfy the major requirements, including courses in the Pre-Law and Security Studies minors for the tracks two and three.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **POLITICAL SCIENCE**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Introductory Courses for all tracks (12 hrs):				
POL 112	Introduction to Political Science	3		
POL 205	Introduction to Political Theory	3		
POL 211	American Government and Politics	3		
POL 212	Introduction to International Politics	3		
Choose 2 elective POL courses for all tracks from any subfield; may include POL/SOC 300 (6 hrs)				
Elective 1		3		
Elective 2		3		
Total hours for introductory & elective courses for each track (18 hrs)				
<i>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.</i>				
Track One: General Political Science Track (12 hrs)		(Total Track One- 30 hours)		
Required: one upper level course from each subfield:				
American Politics		3		
Comparative Politics		3		
International Relations		3		
Political Theory		3		
Track Two: The Pre-Law Track (21 hrs)		(Total Track Two- 39 hours)		
Required: Complete the Pre-Law Minor (21 hrs)				
Track Three: The Security Studies Track (18 hrs)		(Total Track Three- 36 hours)		
Required: Complete the Security Studies Minor (18 hrs)				
Subfield-1: American Politics		Subfield-2: Comparative Politics		
POL 301	The American Presidency	POL 300	Middle Eastern Politics	
POL 311	Political Parties, Voting & Campaign	POL 306	West European Government & Politics	
POL 314	American Constitutional Law & Politics	POL 308	Post-Soviet Politics	
POL 316	American Jurisprudence	POL 324	Central Europe	
POL 326	Environmental Politics and Policy	POL 335	Politics & Security of Developing Nations	
POL 328	National Security Agencies	POL 351	Women & Politics	
POL 332	National Security Law I			
POL 342	The Supreme Court			
POL 343	Congress			
POL 370	Drugs, Politics, & Public Policy			

Subfield-3: International Relations		Subfield-4: Political Theory	
POL 305	International Law & Organizations	POL 302	Political Thought & Modern Society
POL 337	Human Rights & Security	POL 303	Marxism and the Marxist Tradition
POL 362	American Foreign Policy	POL 304	American Political Theory
TOTAL HOURS FOR MAJOR			30, 39, or 36 hrs



PSYCHOLOGY MAJOR

Professor: D. Jones
 Associate Professors: R. Brunner, A. Coats (chair)
 Assistant Professor: K. Lacey

Contact: Dr. Abby Coats
 Phone: 573-592-6121
 Email: abby.coats@wcmo.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 Psychology Department’s learning goals are for students to:

1. Develop a conceptual framework that includes important psychological facts, principles, and theories.
2. Use critical thinking to analyze human behavior recognizing behavior as the product of antecedents and consequents.
3. Develop quantitative reasoning skills to a level enabling organization and analysis of data from survey, field, or laboratory research.
4. Master use of computer technology in the execution and/or presentation of research findings.
5. Demonstrate writing skills incorporating APA style elements for the presentation of psychological findings.
6. Develop cooperative learning skills by working productively in groups providing leadership for task completion.
7. Demonstrate oral presentation skills incorporating APA style elements for the presentation of psychological findings
8. Master information gathering and integration, in which knowledge from several subfields in psychology is synthesized to address a major question.
9. Develop meaningful professional direction for life after graduation.

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

In order to graduate with Honors in Psychology, the student must fulfill the following requirements:

1. Graduate with minimum 3.50 GPA in psychology courses
2. Be a member of Psi Chi, the national honor society in psychology
3. Complete satisfactorily a senior thesis
4. Present at least one paper at an off-campus regional or national conference or have a publication in a refereed journal.

Majors are strongly urged to take a biology course, such as BIO 107 or BIO 108. MAT 114 Elementary Statistics is a required pre-requisite for the required PSY 270 course. No more than six credit hours of PSY 398 Independent Study may be counted towards meeting major requirements and only three credit hours from 200 level electives may be counted toward the major. Majors must earn a grade of C- or better in all psychology needed to satisfy major requirements. PSY 422 or PSY 431 must be taken while enrolled at Westminster. Graduation with a psychology major at Westminster will require that a student complete at least 20 hrs. of Westminster psychology courses with grades of C- or higher.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **PSYCHOLOGY**

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

Course #	Title of Course	Hours Complete	Semester Completed	Grade
Required Courses (12 hrs):				
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
PSY 270	Research Tools	3		
PSY 274	Methods in Experimental Psychology	3		
Four of the Following, with AT LEAST ONE from each list (12 hrs):				
List One:				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
List Two:				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
Two of the following Laboratories (2 hrs):				
PSY 311	Social Psychology Laboratory	1		
PSY 313	Developmental Laboratory	1		
PSY 316	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391	Abnormal Psychology	1		
A Senior Capstone Course or Courses (3-6 hrs):				
PSY 422	Senior Seminar	3		
or both				
PSY 430	Pre-Thesis <u>and</u>	3		
PSY 431	Senior Thesis	3		
Three Psychology electives- 9 hrs (6 hrs must be upper level)				
	*			
	*			
	*			
TOTAL HOURS FOR MAJOR		38-41 hrs		



SECURITY STUDIES MAJOR

Professor: T. Gibson
 Associate Professors: K. Wright-Smith, M. Boulton
 Assistant Professor: J. Holzer

Contact: Dr. Tobias Gibson
 Phone: 573-592-5185
 Email: tobias.gibson@wcmo.edu

Westminster College students who earn a major or minor in Security Studies will have the skill set necessary for job placement in the national security bureaucracy of the United States government, for placement in a national security graduate or law program, to work at a think tank or a nongovernmental organization or international nongovernmental organization, or to work for an international organization such as the U.N. or NATO.

Specifically, the student will be able to identify common threats to national, homeland, cyber and/or human security, to understand policy creation and implementation, and to think critically about possible threats and reactions to national security breaches, and be well versed in foreign policy objectives of the United States.

All Security Studies majors must complete the core Security Courses and one of the four tracks.

A GPA of at least 2.00 is required on courses needed for the completion of the major.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **SECURITY STUDIES**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Core Courses				
POL 211	American Government	3		
POL 212	Intro to Inter Pol	3		
or HES 240	Intro to Global Health	3		
SEC 201	Introduction to Security Studies	3		
SEC 205	Introduction to Homeland Security	3		
PHL/SEC 300	Ethical Warfare	3		
POL 332	National Security Law	3		
POL 335	POL and SEC of Developing Nations	3		
POL 337	Human Rights and Sec	3		
POL 362	American Foreign Policy	3		
SEC 328	National Security Agencies III	3		
SEC 420	Senior Capstone	3		
Homeland Security (9-10 hrs):				
PSY/SEC 374	Prejudice, Stereotyping, and Group Conflict	3		
REL 346	Religion and Violence	3		
SEC 300	Law and Homeland Security	3		
SEC 300	Criminal Law	3		
SEC 312	Terrorism	3		
SEC 325	Issues in Homeland Security	3		
	Internship	1-3		
MSC	ROTC Classes (MSC 101&101.5; MSC 201&201.5 total of 4 credit hours)	4		
National Security (9-10 hrs):				
HIS 300	Vietnam Trip Orientation and Travel Abroad courses	3		
POL 301	The American Presidency	3		
POL 305	International Law and Organization	3		
POL 308	Post-Soviet Politics	3		
SEC 312	Terrorism	3		
POL 333	National Security Law II	3		
POL 346	Chinese Politics and Influence	3		
SEC 300	Intelligence at Home and Broad	3		
	Internship	1-3		
MSC	ROTC Classes (MSC 101&101.5; MSC 201&201.5 total of 4 credit hours)	4		
Cyber-Security Track (9-10 hrs):				
CBR 210	Cybersecurity for Society	3		
CBR 220	Information Security	3		
CBR 332	Digital Network Security	3		
CBR 340	Digital Forensics	3		
CBR 331	Information Storage and Management	3		
CBR 415	IT in the Organization	3		
	Internship	1-3		
MSC	ROTC Classes (MSC 101&101.5; MSC 201&201.5 total of 4 credit hours)	4		
TOTAL HOURS FOR MAJOR		42-43 hrs		



SPANISH MAJOR

- Spanish Major with Concentration in Translations**
- Spanish Major without Concentration**

Associate Professor: E. Salas-Durazo
 Assistant Professor: O. Miranda Navarro

Contact: Dr. Enrique Salas-Durazo
 Phone: 573-592-5257
 Email: Enrique.salas-durazo@wcmo.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, 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. Salas-Durazo. It is possible to major in a language without having studied it in high school.

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), except for the travel courses approved by the department. Approved travel courses listed as SPA 200 will count as an elective in the major. Majors must earn a grade of C or better in all Spanish courses needed to satisfy major requirements. Native, near-native, or heritage speakers of Spanish need to take a total of 30 credits. Students are encouraged to participate in an approved off-campus program in a country where Spanish is spoken.

Students who intend to become language teachers or to do graduate work in Spanish or related fields are urged to complete course work through the intermediate level in a second foreign language.

To graduate with Honors in Spanish, a student must 1.) Complete five upper-level Spanish Courses, four of which must be literature courses, with at least a 3.6 grade average; 2.) Complete SPA 425 Senior Honors Thesis/Project with a grade of A; 3.) Have at least 3.2 overall GPA.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **SPANISH (with Concentration in Translations)**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Completed	Semester Complete	Grade
Required Courses (21 hrs):				
SPA 303	Advanced Spanish Conversation	3		
SPA 351	Introduction to Spanish Literature	3		
<i>or</i> SPA 353	19th & 20th Century Latin American Lit.	3		
SPA 377	Spanish Civilization	3		
<i>or</i> SPA 378	Latin American Civilization	3		
SPA 381	Advanced Grammar & Composition	3		
SPA 330	Translation I (Spanish-English)	3		
SPA 331	Translation II (Spanish-English)	3		
SPA 332	Translation III (Capstone Project)	3		
Elective Courses (9 hours):				
Three from the following list:				
SPA 200	Study Abroad	3		
SPA 203	Intermediate Spanish I	3		
SPA 204	Intermediate Spanish II	3		
SPA 305	Commercial Spanish	3		
SPA 310	Special Topics in Literature	3		
SPA 363	Spanish American Novel	3		
TOTAL HOURS FOR MAJOR		30 hrs.		



SPANISH MAJOR

- Spanish Major with Concentration in Translations**
- Spanish Major without Concentration**

Associate Professor: E. Salas-Durazo
 Assistant Professor: O. Miranda Navarro

Contact: Dr. Enrique Salas-Durazo
 Phone: 573-592-5257
 Email: Enrique.salas-durazo@wcmo.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, 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. Salas-Durazo. It is possible to major in a language without having studied it in high school.

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), except for the travel courses approved by the department. Approved travel courses listed as SPA 200 will count as an elective in the major. Majors must earn a grade of C or better in all Spanish courses needed to satisfy major requirements. Native, near-native, or heritage speakers of Spanish need to take a total of 30 credits. Students are encouraged to participate in an approved off-campus program in a country where Spanish is spoken.

Students who intend to become language teachers or to do graduate work in Spanish or related fields are urged to complete course work through the intermediate level in a second foreign language.

To graduate with Honors in Spanish, a student must 1.) Complete five upper-level Spanish Courses, four of which must be literature courses, with at least a 3.6 grade average; 2.) Complete SPA 425 Senior Honors Thesis/Project with a grade of A; 3.) Have at least 3.2 overall GPA.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **SPANISH (without Concentration)**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (18 hrs):				
SPA 303	Advanced Spanish Conversation	3		
SPA 351	Introduction to Spanish Literature	3		
SPA 353	19th & 20th Century Latin American Lit.	3		
SPA 377	Spanish Civilization	3		
SPA 378	Latin American Civilization	3		
SPA 381	Advanced Grammar & Composition	3		
Elective Courses (12 hours):				
Four from the following list:				
SPA 200	Study Abroad	3		
SPA 203	Intermediate Spanish I	3		
SPA 204	Intermediate Spanish II	3		
SPA 210	Intermediate Spanish Conversation	3		
SPA 220	Intermediate Spanish Grammar & Composition	3		
SPA 305	Commercial Spanish	3		
SPA 310	Special Topics in Literature	3		
SPA 363	Spanish American Novel	3		
TOTAL HOURS FOR MAJOR		30 hrs.		



SPORTS MANAGEMENT MAJOR

Professors: B. Carner, K. Hardeman, T. Miller
Associate Professor: R. Eames
Assistant Professors: A. Dodson, A. Rahman

Contact: Bill Carner
Phone: 573-592-5046
Email: William.carner@wcmo.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.

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

Course #	Title of Course	Hours Completed	Semester Completed	Grade

Major: **SPORTS MANAGEMENT**

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course #	Title of Course	Hours Completed	Semester Completed	Grade
Required Courses:				
ACC 215	Principles of Financial Accounting	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
FIN 318	Corporate Financial Management	3		
HES 220	Social Science in Sport	2		
HES/PSY 231	Sports Psychology	3		
BUS 315	Sports Management	3		
HES 406	Intro to Management in PE and Athletics	2		
ITY 250	Web Page Design, Aesthetics, and Interaction	3		
SPE 101	Introduction to Speech Communication	3		
or SPE 203	Interpersonal Communication	3		
HES/PED/BUS 399	Internship	3		
	Choose one from the following (3 hrs):			
BUS 330	Promotional Management	3		
BUS 334	Consumer Behavior	3		
BUS 310	E-Commerce	3		
	Choose one from the following (3hrs):			
BUS 223	Business Law	3		
BUS 326	Human Resource Management	3		
BUS 337	Labor Relations	3		
ECN 362	Sports Economics	3		
	TOTAL HOURS FOR MAJOR	37 hrs.		



ACCOUNTING MINOR

Contact: Ashley Dodson
 Phone: 573-592-5619
 Email: ashley.dodson@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses:				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
ACC 312	Intermediate Accounting I	3		
ACC 322	Intermediate Accounting II	3		
Three of the following courses must be completed:				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial Cost Accounting	3		
ACC 319	Federal Income Tax I	3		
ACC 320	Accounting Information Systems	3		
ACC 418	Advanced Accounting	3		
ACC 419	Federal Income Tax II	3		
ACC 421	Auditing	3		
	TOTAL HOURS FOR MINOR	21 hrs		

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



AMERICAN STUDIES MINOR

Contact: Dr. Mark Boulton

Phone: 573-592-5291

Email: mark.boulton@wcmo.edu

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

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
HIS 103	US History to 1877	3		
<u>or</u> HIS 104	US History Since 1877	3		
ENG 238	American Literature to the Civil	3		
<u>or</u> ENG 239	American Literature since the Civil War	3		
POL 211	American Government & Politics	3		
<u>or</u> SOC 111	Introduction to Sociology	3		
Elective Courses				
Religion & History				
REL 319	Recent Christian Thought	3		
HIS 336	America since 1945	3		
HIS 348	History of American Foreign Relations	3		
HIS 350	The Vietnam Wars	3		
English & Fine Arts				
ENG 315*	Literary Modes and Genres	3		
ENG 325*	Literary Movements	3		
ENG 330*	Visions and Revisions	3		
ENG 335*	A Sense of Place	3		
ENG/WGS 340*	Gender and Literary Expression	3		
ENG 345*	Ethnic Literature	3		

ENG 350*	Studies in the Author	3		
ENG 355*	Literature and the Other Arts	3		
MUS 303	Music History and Literature	3		
	Political Science & Anthropology & Sociology			
POL 301	The American Presidency	3		
POL 304	American Political Theory	3		
POL 311	Parties, Voting, and Campaign Strategies	3		
POL 319	Public Administration	3		
POL 362	American Foreign Policy	3		
	TOTAL HOURS FOR MINOR	18 hrs		

*Focused primarily on the United States

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



BIOLOGY MINOR

Contact: Dr. Dawn Holliday
 Phone: 573-592-6125
 Email: dawn.holliday@wcmo.edu

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

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

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

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Level I: Introductory Courses (8 hrs)				
This level must be completed before Level II				
BIO 124/125	Biological Diversity	4		
BIO 114/115	Biological Processes	4		
Level II: Intermediate Courses (8 hrs)				
Students take two of the following courses. At least 1 course from this group must be completed before Level III. The 2 nd course must be completed by the end of the Junior year.				
BIO 302	Human Anatomy	4		
BIO 205	Ecology & Field Biology	4		
BIO 301	Genetics	4		
BIO 322	Vertebrate Biology	4		
Level III: Advanced Courses (6-8 hrs)				
Students take two of the following courses. Note: Some courses may have specific prerequisites from Level II.				
BIO 204	Animal Behavior	4		
BIO 208	Functional Plant Morphology	4		
BIO 210	Biogeography	3		
BIO 300	Cell Structure and Function**	3		
BIO 310	Environmental Toxicology	3		
BIO 314	Vertebrate Histology (Indep. Study only)	3-4		
BIO 315	Entomology	4		

BIO 318	Ornithology	4		
BIO 320/321	Biology in Belize (or equivalent)	4		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 350	Conservation Biology	3		
BIO 420	Physiology (BIO 302 or 322 prereq)	4		
BIO 372	Developmental biology (BIO 301 prereq)	4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prereqs)	4		
BIO 404	Biochemistry (CHM 314/315 prereq, 324/325 coreq)	4		
BIO 415	Human Gross Anatomy (BIO 302 prereq)	4		
BIO 450	Evolution (BIO 301 recommended)	4		
	TOTAL HOURS FOR MINOR	22-24		

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



BUSINESS ADMINISTRATION MINOR

Contact: Dr. Sonia Manzoor

Phone: 573-592-5359

Email: Sonia.manzoora@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
ACC 215	Principles of Financial Accounting I	3		
BUS 220	Fundamentals of Management	3		
FIN 318	Corporate Financial Management	3		
BUS 250	Principles of Marketing	3		
BUS 340	International Business	3		
BUS	Business Elective, 300-level or above	3		
BUS	Business Elective, 300-level or above	3		
TOTAL HOURS FOR MINOR		21 hrs		

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



CHEMISTRY MINOR

Contact: Dr. Bernie Hansert

Phone: 573-592-5216

Email: Bernie.hansert@wcmo.edu

Student's Last Name

First Name

Middle Initial

Advisor

Date Minor Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
At least seven hours from the courses listed below				
CHM 304	Inorganic Chemistry	3		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 344/345	Analytical Chemistry II	4		
CHM 404	Physical Chemistry for the Life Sciences	3		
CHM 424/425	Physical Chemistry I	4		
CHM 434/435	Physical Chemistry II	4		
BIO 404	Biochemistry	4		
TOTAL HOURS FOR MINOR		19-20 hrs		

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

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



COACHING MINOR

Professor: T. Miller
 Assistant Professor: A. Gowin
 Instructors: M. Mitchell, A. Arands, J. Welty

Contact: Amanda Gowin
 Phone: 573-592-5015
 Email: Amanda.gowin@wcmo.edu

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

Student's Last Name		First Name	Middle Initial		
Advisor		Date Minor Declared			
Course #	Title of Course	Hours Required	Semester Completed	Grade	
Required Courses					
HES 230	Introduction to Prevention and Care of Injuries	2			
HES 321	Kinesiology	3			
HES 340	Exercise Physiology	3			
HES 406	Management of Physical Education and Athletics	2			
Electives: Two courses from the listed below (one must be a coaching theory course)					
HES/PSY 231	Sport Psychology	3			
PED 311	Coaching Theory of Football	2			
PED 312	Coaching Theory of Soccer	2			
PED 313	Coaching Theory of Baseball	2			
PED 314	Coaching Theory of Basketball	2			
PED 317	Coaching Theory of Volleyball	2			
PED 318	Coaching Theory of Softball	2			
PED 319	Coaching Theory of Tennis	2			
Electives: One course from the list below					
PED 331	Sports Officiating: Football	1			
PED 332	Sports Officiating: Soccer	1			
PED 333	Sports Officiating: Baseball	1			
PED 334	Sports Officiating: Basketball	1			
PED 337	Sports Officiating: Volleyball	1			
PED 338	Sports Officiating: Softball	1			
		TOTAL HOURS FOR MINOR	15-16 hrs		

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



CRIMINAL JUSTICE MINOR

Contact: D. Roebuck
 Phone: 573-592-5212
 Email: David.roebuck@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
CRJ 101	Introduction to Criminal Justice	3		
SEC 300	Criminal Law	3		
Electives: Students must take four of the following electives. At least two of the electives must be taken in two different departments and at the 300 level or above. Other courses may be accepted based on the approval of the minor coordinator				
PSY 315	Psychology of Personality	3		
PSY 330	Addictive Disorders	3		
PSY 340	Forensic Psychology	3		
PSY 390	Abnormal Psychology	3		
POL 211	American Government and Politics	3		
POL 305	International Law and Organizations	3		
POL 314	American Constitutional Law & Politics	3		
POL 316	American Jurisprudence	3		
POL 370	Drugs, Politics, and Public Policy	3		
SOC 111	Intro to Sociology	3		
or PSY 113	Psychology as a Social Science	3		
SOC 332	Prisons and Social Control	3		
SEC 201	Introduction to Security Studies	3		
SEC 312	Terrorism	3		
Strongly Recommended Courses				
SPA 204	Intermediate Spanish II			
	An internship in a related field			
TOTAL HOURS FOR MINOR		18 hrs		

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



CYBERSECURITY MINOR

Contact: Linda Webster
 Phone: 573-592-6128
 Email: linda.webster@wcmo.edu

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

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
CBR 210	Cybersecurity for Society	3		
CBR 220	Information Security	3		
CBR 332	Digital Network Security	3		
CBR 340	Digital Forensics	3		
CBR 331	Information Storage Management	3		
CBR 415	Information Security Policy	3		
SEC 201	Introduction to Security Studies	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



ECONOMICS MINOR

Contact: Dr. Sonia Manzoor

Phone: 573-592-5359

Email: Sonia.manzoor@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 331	Intermediate Macroeconomic Theory	3		
ECN 332	Intermediate Price Theory	3		
Economics Electives (6 hours; must include at least one upper-level)				
ECN		3		
ECN		3		
TOTAL HOURS FOR MINOR		18 hrs		

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



EDUCATION MINOR

Contact: Dr. Barri Bumgarner
 Phone: 573-592-5219
 Email: barri.bumgarner@wcmo.edu

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

Student’s Last Name	First Name	Middle Initial
---------------------	------------	----------------

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
EDU 101	Introduction to Teaching	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
Elective Courses (minimum of 6 hours)				
EDU/PSY 221	Education Psychology	3		
EDU 306	Teaching Reading for Elementary Teaching	3		
EDU 308	Teaching Social Studies in Elem. & MS	3		
EDU 309	Teaching Writing	3		
EDU 310	Methods of Teaching Science in Elem. & MS	3		
EDU 311	Middle School Philosophy & Organization	3		
EDU 314	Middle School Curriculum & Instruction	3		
EDU 350	Digital Literacy	3		
EDU 392	Reading & Writing in Content Area	3		
EDU 425	Methods of Secondary Teaching	3		
EDU 434	Methods of Teaching PE in Secondary	3		
EDU 435	Methods of Teaching Social Studies	3		
EDU 436	Methods of Teaching Science/Secondary	3		
EDU 453	Classroom Management & Organization	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



ENGLISH MINOR

Contact: Theresa Adams

Phone: 573-592-5218

Email: Theresa.adams@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
200-Level Literature Courses (6 hrs)				
ENG 205	British Literature before 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
200-Level Writing Courses (3 hrs)				
ENG 260	Introduction of Journalism	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
Electives (9 hrs; at least one must be at the 300-level)				
		3		
		3		
		3		
TOTAL HOURS FOR MINOR		18 hrs		

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



ENTREPRENEURIAL STUDIES MINOR

Contact: Dr. Sonia Manzoor
 Phone: 573-592-5359
 Email: Sonia.manzoor@wcmo.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.

Student’s Last Name	First Name	Middle Initial
Advisor	Date Minor Declared	

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
ACC 215	Principles of Financial Accounting	3		
BUS 220	Fundamentals of Management	3		
FIN 318	Corporate Financial Management	3		
BUS 250	Principles of Marketing	3		
BUS 325	Entrepreneurship	3		
Electives: Choose two				
SPE 310	Business and Professional Communication	3		
BUS 399	Internship	3		
	Any ACC, BUS, ECN or FIN course at the 300-level or above	3		
Recommended Courses for Entrepreneurial Studies minors				
ACC 216	Principles of Managerial Accounting	3		
BUS 223	Business Law	3		
SPE 203	Interpersonal Communication	3		
TOTAL HOURS FOR MINOR		21 hrs		

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



ENVIRONMENTAL SCIENCES MINOR

Contact: Dr. David Schmidt

Phone: 573-592-6124

Email: david.schmidt@wcmo.edu

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

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Course				
ENV 105	Environmental Science with lab	4		
Social Sciences/Humanities: Choose two of the following (6 hrs)				
ENV 377	Environmental & Resource Economics	3		
PHL 246	Environmental Ethics	3		
POL 326	Environmental Politics & Policy	3		
REL 324	Religion and the Environment	3		
Physical Science/Geology: Choose two of the following (6-8 hrs)				
GEO 108	Intro to Physical Geology	4		
GEO 116	Environmental Geology	4		
GEO 300	Surficial Geology	4		
GEO 305	Hydrogeology	3		
GEO 327	Weather and Climate	3		
GEO 330	Applications of Geographic Info. Sys.	4		
Ecology & Resource Management: Choose two of the following (6-8 hrs)				
BIO 205	Ecology and Field Biology	4		
BIO/ENV 210	Biogeography	3		
BIO 310	Environmental Toxicology	3		
BIO/ENV 350	Conservation Biology	3		
GEO 300	Earth Materials	4		
BIO/GEO/ENV 320/321	Travel Course	4		
TOTAL HOURS FOR MINOR		21-23 hrs		

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



EUROPEAN HISTORY MINOR

Contact: Dr. Mark Boulton

Phone: 573-592-5291

Email: Mark.boulton@wcmo.edu

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

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

Advisor

Date Minor Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
HIS 390	Historiography	3		
Choose two of the following courses				
HIS 102	Survey of British History 1800-Present	3		
HIS 105	Western Civilization I	3		
HIS 106	Western Civilization II	3		
Upper Level European History Electives (choose three)				
		3		
		3		
		3		
TOTAL HOURS FOR MINOR		18 hrs		

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



EUROPEAN STUDIES MINOR

Contact: Dr. Mark Boulton

Phone: 573-592-5291

Email: mark.boulton@wcmo.edu

The European Studies minor is an interdisciplinary 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.

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
HIS 106	Western Civilization II	3		
POL 306	European Government and Politics	3		
Required Option				
Students must also fulfill <u>one</u> of the following options				
	Complete one second year language course (French, Spanish, German, or some modern European language)			
	Spend one semester in Europe in a College-approved course of study			
Electives (at least six hours must be upper-level)				
FRE 305	Commercial French	3		
FRE 363	French Civilization	3		
HUM 277	Spanish Civilization	3		
HUM 294	Intro to the French Speaking World	3		
SPA 310	Special Topics in Literature	3		
SPA 351	Introduction to Spanish Literature	3		
SPA 377	Spanish Civilization	3		
HIS 304	Selected Themes in British History, 1714 to Present	3		
HIS 322	Europe in the 20 th Century, 1900-1945	3		
HIS 323	Europe since 1945	3		
HIS 327	Nazi Germany	3		
HIS 330	World War I	3		

POL 306	West European Government and Politics	3		
POL 308	Post-Soviet Politics	3		
POL/HIS/GTS 324	Central Europe	3		
POL 212	Introduction to International Politics	3		
SOC 111	Introduction to Sociology	3		
ECN 310	International Trade and Finance	3		
ENG 206	English Literature Since 1800	3		
BUS 340	International Business	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



GLOBAL & TRANSNATIONAL STUDIES MINOR

Contact: Dr. Jeremy Straughn
 Phone: 573-592-5258
 Email: Jeremy.straughn@wcmo.edu

Requirements (18-21 hours):

- Required courses (9 hours): GTS 201, POL 212, and either HIS 109 or HIS 110
- 9 hours at the 300-level or above, including*
 - At least one upper-level Thematic course (3 hours)
 - At least one upper-level Regional course (3 hours)
- Second semester of foreign language (FLG 102)**
- A grade-point average of 2.0 or higher in courses counted toward the major

*Approved Thematic and Regional courses listed in advising worksheet for the Global & Transnational Studies Major.

**Cohorts covered by Breakthrough will fulfill this requirement as part of the general education curriculum.

Students who successfully complete GTS 401 may count it in fulfillment of one of the required upper-level electives.

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

Students pursuing a minor in Global & Transnational Studies are encouraged to participate in an approved off-campus program.

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (9 hrs)				
GTS 201	Introduction to Global & Transnational Studies	3		
POL 212	Introduction to International Politics	3		
HIS 109	Introduction to World History I	3		
<u>or</u> HIS 110	Introduction to World History II	3		
Upper-Level Electives (9 hrs)				
Record courses taken in the spaces below. For list of approved Regional and Thematic courses, see the Global & Transnational Studies Major worksheet.				
Choose 1-2 Upper Level Regional Courses (3-6 hrs)				

		3		
		3		
Choose 1-2 Upper Level Thematic Courses from any area(s) (3-6 hrs)				
	<i>Global Economic Development</i>	3		
	<i>Global Environment & Health</i>	3		
	<i>International Relations & Human Rights</i>	3		
	<i>Global Cultures</i>	3		
	TOTAL HOURS FOR MINOR	18 hrs		

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



FRENCH MINOR

Contact: Ingrid Ilinca
 Phone: 573-592-5323
 Email: Ingrid.ilinca@wcmo.edu

Courses taken on an approved study abroad program may be substituted for elective hours with departmental approval. The 18 hours required in the minor exclude FRE 101 and FRE 102. 12 of the 18 required hours must be in 300-level courses. Minors must earn a grade of C or better in all French courses needed to satisfy minor requirements. Students who are placed directly in upper-level (5th semester and higher) need to apply for AP credit in order to have FRE 203 and 204 count as electives. Native speakers of French cannot earn credit for FRE 203 and 204 (they need to take six 300-level courses). Native, near-native, or heritage speakers of French need to take FRE 306 regardless of proficiency.

Note: HUM 294 (Introduction to the French-Speaking World) and FRE 280 (Introduction to French Literature and Culture) do not count towards the major or minor.

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (9 hrs)				
FRE 306	Advanced Grammar & Composition	3		
FRE 358	The Individual in Society I (from Middle ages to the French Revolution)	3		
<u>or</u> FRE 359	The Individual Society II (19 th -21 st Centuries)	3		
FRE 362	Francophone Civilization	3		
<u>or</u> FRE 363	French Civilization	3		
Electives (9 hrs)				
FRE 203	Intermediate French I	3		
FRE 204	Intermediate French II	3		
FRE 300	The Theory and Practice of Translation	3		
FRE 303	Advanced French Conversation	3		
FRE 305	Commercial French	3		
FRE 360	Literary Moments and Movements	3		
FRE 361	Literature and Culture	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



HISTORY MINOR

Contact: Dr. Mark Boulton

Phone: 573-592-5291

Email: mark.boulton@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (6 hrs)				
HIS 103	History of the US to 1877	3		
<u>or</u> HIS 104	History of the US since 1877	3		
HIS 390	Historiography	3		
Choose one of the following courses				
HIS 102	Survey of the British History 1800 to Present	3		
HIS 105	Western Civilization I	3		
HIS 106	Western Civilization II	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
Three upper-level history courses chosen so that:				
HIS	One is in US History	3		
HIS	One is in History other than the US	3		
HIS	One other upper-level history course	3		
TOTAL HOIURS FOR MINOR		18 hrs		

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



INTERNATIONAL BUSINESS MINOR

Contact: Dr. Sonia Manzoor
 Phone: 573-592-5359
 Email: Sonia.manzoor@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
ACC 215	Principles of Financial Accounting	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
BUS 340	International Business	3		
	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 or Exploration course is used to satisfy this requirement, it may not be used to satisfy general education requirements.	3		
Choose one of the following options				
	Students for whom English is their first language: Second semester of intermediate level foreign language (204)	3		
	Students for whom English is a second language: Choose one writing course from the following list			
ENG 260	Introduction to Journalism	3		
<u>or</u> ENG 270	Expository Writing	3		
<u>or</u> ENG 275	Introduction to Creative Writing	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



JOURNALISM, MEDIA, AND PUBLISHING MINOR

Contact: Dr. Theresa Adams
 Phone: 573-592-5218
 Email: Theresa.adams@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
ENG 260	Intro to Journalism	3		
ENG 270	Expository Writing	3		
ENG/JMP 220	Janus & World of Publishing	3		
Elective Courses (Choose 3 Courses from the Following List; At Least One Must be at the 300-level):				
ENG/JMP 380	Digital Humanities	3		
ENG/JMP 376	Creative Nonfiction	3		
	Approved Internship	3		
	Other courses as approved by minor coordinator			
TOTAL HOURS FOR MINOR		18 hrs		

**All JMP Minors must have a grade C- or better in the classes needed to satisfy the minor requirements*

If transfer credit is accepted for minor requirements, please indicate that acceptance by initialing the listing of the course

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



MATHEMATICS MINOR

Contact: Dr. Laura Stumpe
 Phone: 573-592-5224
 Email: laura.stumpe@wcmo.edu

All mathematics minors must earn C- or better in the classes needed to satisfy the minor requirements.

All mathematics courses at Westminster College require the use of TI-84+ graphic calculators. Other computer software such as Minitab, Maple, and Geometer’s Sketchpad are integrated into course work where appropriate.

**If MAT 313 is taken instead of MAT 114, it will not count as one of the two elective courses.*

Student’s Last Name	First Name	Middle Initial
---------------------	------------	----------------

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
MAT 114	Elementary Statistics	3		
<u>or</u> MAT 313	Mathematical Probability and Statistics*	3		
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
Choose two courses from the following				
MAT 215	Linear Algebra	3		
MAT 224	Calculus III	4		
MAT 305	Heart of Math	3		
MAT 310	History of Mathematics	3		
MAT 312	Differential Equations	3		
MAT 313	Mathematical Probability and Statistics*	3		
MAT 314	Higher Geometry	3		
MAT 331	Mathematics Seminar	3		
TOTAL HOURS FOR MINOR		18-19 hrs		

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



MUSEUM STUDIES MINOR

Contact: Dr. Mark Boulton

Phone: 573-592-5291

Email: mark.boulton@wcmo.edu

The Museum Studies minor introduces students to the theory and practice of Museum Studies and will provide them with a unique set of practical and vocational skills. The program provides the necessary preliminary training for a career in a museum or public history environment. Among the skills they can learn are: how to collect, handle and preserve artifacts and how to interpret material culture for a museum audience. In addition, students who minor in this program will develop awareness of the theoretical and practical issues involved in running a museum, such as how to set up exhibits, how to run educational and public outreach programs, how to raise funds, and how to keep records.

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
MSM 200	Introduction to Museum Studies	3		
MSM 300	Museums and Society	3		
MSM 300	Museum Internship	3		
MSM 300	Museum and Education: Places of Learning	3		
<i>or</i> MSM 300	Museums and Collections	3		
Elective Courses: Students are required to take two courses from the following list. Both courses should be taken from one of the following three categories				
<i>Objects, Collections, and Preservation</i>				
MSM 300	Museums and Collections	3		
MSM 300	Independent Studies in Museum Studies	3		
	Approved Study Abroad or Off-Campus Trip	3		
<i>Institutions and Administration</i>				
ACC 215	Principles of Financial Accounting	3		
ACC 307	Government and Non-Profit Accounting	3		
BUS 250	Principles of Marketing	3		
BUS 220	Fundamentals of Management	3		
BUS 325	Entrepreneurship	3		
LST 210	Leadership for Non-Profit Organizations	3		
SPE 310	Business and Professional Communication	3		
<i>Society and Education</i>				

MSM 300	Independent Studies in Museum Studies	3		
MSM 300	Museums and Education: Places of Learning	3		
EDU 203	Teaching Art, Music, and Language Arts	3		
EDU 210	Literature for Children and Youth	3		
EDU 230	Child & Adolescent Growth and Development	3		
EDU 308	Methods of Teaching Social Studies in Elementary & Middle School	3		
FAR 310	Art of Service: Community Based Art Initiatives	3		
HIS 390	Historiography	3		
HIS 300	Oral History	3		
	TOTAL HOURS FOR MINOR	18 hrs		

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



MUSIC MINOR

Contact: Dr. Natasia Sexton

Phone: 573-592-5214

Email: natasia.sexton@wcmo.edu

Music at Westminster integrates applied performance, acquired knowledge in history and theory, and interpretive analysis within the academic liberal arts framework. Not only do music courses develop artistic expressions and critical appreciation, but students enrolled in Westminster music courses also synthesize those skills throughout their college learning experience. Through private lessons, ensembles, and history and theory courses, students are challenged to communicate effectively, reason critically, solve problems, and to work collaboratively. Music courses are designed to develop the judgement, analytical capacity, and expressive integrity that will enable all students to act as purveyors and transmitters of the musical arts throughout their lives.

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses (6 hrs)				
MUS 105	Fundamentals of Music	3		
MUS 201	Music of the Western World	3		
Ensemble Participation (8 hrs)- Any combination of following for a total of 4 semesters enrolled in ensemble				
MUS LB1	Instrumental Ensemble	2		
MUS LB5	Churchill Singers	2		
Applied Lessons (4 hrs)				
MUS 101 or 201 B	Voice 1	1		
MUS 101 or 201 A or C	Piano or Guitar	1		
MUS 301 A, B, C	Piano, Voice, Guitar	2		
One course selected from the following				
MUS 312	Music of Resistance, Revolution, and Liberation	3		
MUS 335	Song in the Community	3		
	TOTAL HOURS FOR MINOR	21 hrs		

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



PHILOSOPHY MINOR

Contact: Dr. Rich Geenen
 Phone: 573-592-5277
 Email: rich.geenen@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
PHL 120	History of Philosophy	3		
PHL 218	Introduction to Logic	3		
PHL	Any 300 or higher PHL course	3		
Philosophy Elective Courses (9 hours)				
		3		
		3		
		3		
TOTAL HOURS FOR MINOR		18 hrs		

If transfer credit is accepted for minor requirements, please indicate that acceptance by initialing the listing of the course.

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

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



PHYSICS MINOR

Contact: Laura Stumpe

Phone: 573-592-5224

Email: laura.stumpe@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
PHY 201	Physics I	4		
PHY 212	Physics II	4		
PHY 223	Physics III	3		
Choose two of the following courses (7-8 hrs)				
AST 211	Astronomy	3		
PHY 314	Thermodynamics	4		
CHM 424/425	Physical Chemistry	4		
PHY 324	Light	4		
PHY 325	Electronics	4		
PHY 415	Introduction to Theoretical Physics I	4		
PHY 416	Introduction to Theoretical Physics II	4		
TOTAL HOURS FOR MINOR		18-19 hrs		

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



POLITICAL SCIENCE MINOR

Contact: Dr. Tobias Gibson

Phone: 573-592-5185

Email: tobias.gibson@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
POL 112	Introduction to Political Science	3		
POL 205	Introduction to Political Theory	3		
POL 211	American Government and Politics	3		
POL 212	Introduction to International Politics	3		
	One course in Comparative Politics	3		
300	One 300-level course from an area of political science other than comparative politics	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



PRE-ENGINEERING MINOR

Contact: Dr. Peng Yu
 Phone: 573-592-5320
 Email: peng.yu@wcmo.edu

The Pre-Engineering minor at Westminster is designed for students who wish to combine a liberal arts education with a career in engineering. A student completing the Pre-Engineering minor will earn credit for the courses necessary to complete the dual engineering program with Washington University in St. Louis, Missouri University of Science and Technology, or Southern Illinois University at Carbondale.

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
EGR/PHY 101	Introduction to Engineering & Design	3		
CHM 114/115	General Chemistry I	4		
MAT 312	Differential Equations*	3		
PHY 212	Physics II	4		
	A capstone course at the engineering institution taken the last semester before graduation or an approved project in the form of an Independent Study course at Westminster College	1-3		
Electives (choose two)				
BIO 301	Genetics	4		
CHM 124/125	General Chemistry II	4		
CSC 211	Fundamentals of Computer Science II	3		
MAT 215	Linear Algebra	3		
MAT 313	Mathematical Probability & Statistics	3		
TOTAL HOURS FOR MINOR		21-25 hrs		

**The prerequisites for MAT 312 are MAT 224, MAT 215, and CSC 104 all of which must be completed with a grade of C- or better before enrolling in MAT 312.*

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



PRE-LAW MINOR

Contact: Dr. Tobias Gibson
 Phone: 573-592-5185
 Email: tobias.gibson@wcmo.edu

The coordinator of the legal careers advisory committee will act as the coordinator for the pre-law minor.

Law-Oriented internships must be approved by Westminster’s internship director. The coordinator of the legal career advisory committee will usually serve as the academic advisor for law-oriented internships. The law-oriented internship will typically include work with an attorney in private practice, a public defender or prosecutor, or a judicial official. All pre-law minors must have a C average or better in the classes presented to satisfy the minor requirements.

Students minoring in Pre-law and planning to attend law school are also urged to take one or more of the following courses:

- Principles of 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)

Student’s Last Name	First Name	Middle Initial
---------------------	------------	----------------

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
SPE 101	Introduction to Speech Communication	3		
<u>or</u> ENG 270	Expository Writing	3		
PHL 218	Introduction to Logic	3		
<u>or</u> PHL 224	Formal Logic	3		
BUS 223	Business Law	3		
POL 314	American Constitution Law & POL	3		
<u>or</u> POL 342	The US Supreme Court	3		
POL 316	American Jurisprudence	3		
Elective Courses (6 hrs)				
POL 399	Law-Oriented Internship	3		
POL 304	American Political Theory	3		
POL 305	International Law & Organizations	3		
TOTAL HOURS FOR MINOR		21 hrs		

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



PSYCHOLOGY MINOR

Contact: Dr. Abby Coats
 Phone: 573-592-6121
 Email: abby.coats@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
One of the following courses				
PSY 274	Methods in Experimental Psychology	3		
PSY 270	Research Tools	3		
One of the following courses				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
One of the following courses				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
One Laboratory course from the following list				
PSY 311	Social Psychology Laboratory	1		
PSY 313	Developmental Psychology Laboratory	1		
PSY 316	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391	Abnormal Psychology Laboratory	1		
TOTAL HOURS FOR MINOR		16 hrs		

If transfer credit is accepted for minor requirements, please indicate that acceptance by initialing the listing of the course.

All psychology minors must have a grade of "C-" in the classes needed to satisfy the minor requirements.

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



PUBLIC HEALTH MINOR

Contact: Dr. Amanda Gowin

Phone: 573-592-5015

Email: Amanda.gowin@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
HES 240	Introduction to Global Public Health	3		
HES 261	Epidemiology	3		
BIO 107	Introduction to Human Biology	4		
<u>or</u> BIO 302	Human Anatomy	4		
	Public Health Capstone: Advanced Research Study, Service Learning Project, or Internship	3		
Additional Courses: Take at least one course from each of the following areas				
<i>Health Elective</i>				
PSY/WGS 301	Human Sexual Behavior	3		
PHL 242	Biomedical Ethics	3		
PSY 330	Addictive Disorders	3		
HES 251	Introduction to Nutrition	3		
HES 205	Stress Management	3		
<i>Applied Learning in Public Health</i>				
HES 357	Community Nutrition	3		
HES 207	School Health, Physical Education and Safety in Elementary	3		
HES/WGS 355	Women's Health Issues	3		
LST/GTS 300	Cross Cultural Leadership	3		
SOC 300	Medical Sociology	3		
These courses may be of interest to students with a Public Health minor (these courses are not required)				
BIO 335	Medical Terminology	1		
HES 104	First Aid and CPR	1		
BIO 420	Physiology (BIO 302 or 322 prereq)	4		
TOTAL HOURS FOR MINOR		19 hrs		

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



RELIGIOUS STUDIES MINOR

Contact: Dr. Rich Geenen
 Phone: 573-592-5277
 Email: rich.geenen@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
REL 101	Introduction to the Bible	3		
PHL/REL 102	World Religions	3		
Elective Courses				
REL	Upper-level REL course	3		
REL	Upper-level REL course	3		
REL	Upper-level REL course	3		
	A course from another department (i.e. with a course prefix other than "REL") that deals in a significant way with the phenomenon of religion will be selected in consultation with the student's academic advisor.	3		
TOTAL HOURS FOR THE MINOR		18 hrs		

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



SECURITY STUDIES MINOR

Contact: Dr. Tobias Gibson

Phone: 573-592-5185

Email: tobias.gibson@wcmo.edu

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

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
SEC 201	Introduction to Security Studies	3		
SEC 300	Intermediate Security Studies	3		
SEC 328	National Security Agencies	3		
POL 362	American Foreign Policy	3		
SEC	Security Studies Elective	3		
SEC	Security Studies Elective	3		
TOTAL HOURS FOR MINOR		18 hrs		

Recommended: Although not required to earn a minor in Security Studies, it is highly recommended that a student take two years of foreign language and participate in an off-campus internship or study program related to Security Studies. All departmental minors must have an overall "C" average or better in the group of courses presented to satisfy the requirement for the Security Studies minor.

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



SPANISH MINOR

Contact: Dr. Enrique Salas-Durazo
 Phone: 573-592-5257
 Email: Enrique.salas-durazo@wcmo.edu

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

Advisor	Date Minor Declared
---------	---------------------

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
SPA 381	Advanced Grammar and Composition	3		
SPA 210	Intermediate Spanish Conversation	3		
<i>or</i> SPA 303	Advanced Spanish Conversation	3		
SPA 378	Latin American Civilization	3		
<i>or</i> SPA 377	Spanish Civilization	3		
SPA 351	Intro to Spanish Literature	3		
<i>or</i> SPA 353	19 th and 20 th Century Latin American Lit	3		
Elective Courses				
SPA 200	Study Abroad	3		
SPA 203	Intermediate Spanish I	3		
SPA 204	Intermediate Spanish II	3		
SPA 305	Commercial Spanish	3		
SPA 310	Special Topics in Literature	3		
SPA 363	Spanish American Novel	3		
TOTAL HOURS FOR MINOR		21 hrs		

The 21 hours of the minor exclude SPA 101 and 102. Only two 200-level courses (six credits) count toward the minor (for example, combination of 203 and 204). Minors must earn a grade of C or better in all Spanish courses needed to satisfy minor requirements. Native, near-native, and heritage speakers of Spanish need 21 credits in order to complete the minor.

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



UNITED STATES HISTORY MINOR

Contact: Dr. Mark Boulton

Phone: 573-592-5291

Email: mark.boulton@wcmo.edu

Offered through the Department of History, this minor program of study introduces students to the scope and nature of historical evaluation, focusing on the example of U.S. history.

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

Advisor

Date Minor Declared

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
HIS 103	U.S. History to 1877	3		
HIS 104	U.S. History since 1877	3		
HIS 390	Historiography	3		
HIS	Upper level U.S. History course	3		
HIS	Upper level U.S. History course	3		
HIS	Upper level U.S. History course	3		
TOTAL HOURS FOR MINOR		18 hrs		

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



WOMEN’S AND GENDER STUDIES MINOR

Contact: Dr. Cinnamon Brown
 Phone: 573-592-5271
 Email: cinnamon.brown@wcmo.edu

The interdisciplinary minor in Women’s and Gender Studies enables students to gain insights into the influence of gender on all forms of human endeavor. The program may be tailored to complement the student’s major area of specialization, thus providing new perspectives on traditional academic disciplines and encouraging interdisciplinary comparisons.

Student’s Last Name	First Name	Middle Initial
Advisor	Date Minor Declared	

Course #	Title of Course	Hours Required	Semester Completed	Grade
Required Courses				
WGS 210	Introduction to Women’s Studies	3		
WGS 410	Theory & Practice (an approved internship may satisfy this requirement)	3		
Elective Courses (Four courses from the list below. One must be a course that focuses primarily on Women’s issues (W) and one must be a course that focuses primarily on Gender issues (G). Nine hours must be selected from upper-level courses)				
ENG 340	Gender & Literary Expression (G)	3		
WGS/HIS 354	Scandalous Women in History (W)	3		
WGS/LST 205	Mediation and Conflict Resolution	3		
WGS/PSY 301	Human Sexual Behavior (G)	3		
WGS/PED 355	Women’s Health Issues (W)	3		
WGS/POL 300	Women and Politics	3		
WGS/REL 335	Sex and Gender in the Christian Tradition	3		
WGS/SOC 315	Gender and Society (G)	3		
SPE 203	Interpersonal Communication (G)	3		
SPE 303	Communication in Relationships (G)	3		
TOTAL HOURS FOR MINOR		18 hrs		

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

PROGRAMS & CERTIFICATES

PROGRAMS

Chiropractic Dual-Degree Program

Contact: Dr. Dawn Holliday

Phone: 573-592-6125

Email: Dawn.Holliday@wcmo.edu

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

Engineering Dual-Degree Program

Contact: Dr. Peng Yu

Phone: 573-592-5320

Email: Peng.Yu@wcmo.edu

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

Westminster has formal partnerships with Washington University in St. Louis and Missouri S&T. Bachelor's degrees offered by the McKelvey at Washington University can be found on their [website](#). Bachelor's degrees offered by Missouri S&T can be found on their [website](#). Bachelor's degrees offered by the College of Engineering at Southern Illinois University at Carbondale can be found on their [website](#).

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 – One course, including laboratory
- Computing and Digital Technology – One course or certified proficiency in a high-level programming language
- Physics – Physics I and II with laboratory
- All general education (breakthrough) requirements
- Additional coursework which depends on the student's chosen engineering field

A GPA of 3.25 or better, both overall and in science and mathematics courses, is required for admission to the Dual Degree Program at Washington University, and a GPA of 2.5 is required for admission to Missouri S&T. Applicants with lower GPAs are considered on a case-by-case basis. The liaison for the Dual Degree Engineering Program is [Dr. Peng Yu](#) of the Department of Mathematics.

Fine Arts Program

Associate Professor: N. Sexton

Visiting Instructor: T. Werts

Contact: Dr. Natasia Sexton, Fine Arts Coordinator

Phone: (573) 592-5214

Email: Natasia.Sexton@wcmo.edu

The fine arts program offers a variety of courses in music. All students interested in participating in any music ensemble should complete a music questionnaire and return to the Fine Arts Coordinator.

Lecture courses include music 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 Fine Arts Coordinator. Students may enroll for one or two credit hours in any choral or instrumental performance media during the fall and spring semesters. Courses in choral or instrumental groups, and applied private instruction may be repeated for credit.

Learning Disabilities Program

Assistant Professors: K. Tompson-Wolfe (Director), T. Kroeker

Academic Support Specialist & Learning Disabilities, A. Fisher

Academic Support Specialist

Contact: Karen Tompson-Wolfe

Phone: (573) 592-5304

Email: Karen.TompsonWolfe@wcmo.edu

Westminster's nationally recognized Learning Differences Program provides comprehensive, personalized academic support services for students who have been clinically diagnosed with learning disabilities and neurocognitive disorders. Services provided by the Program's professional academic staff include individual instruction in compensatory learning strategies, support managing time, advocacy and academic advising. Although the program serves many students through graduation, the emphasis of the program falls in the first two semesters, focusing on the development of skills required for independent success in a rigorous liberal arts curriculum. Students do not have to be enrolled in this program to access reasonable accommodations as described by the Americans with Disabilities Act (ADA).

Nursing Dual-Degree Program

Contact: Dr. Dawn Holliday

Phone: (573) 592-6125

Email: Dawn.Holliday@wcmo.edu

Westminster's Dual Degree Nursing Program is designed for students who wish to complete both an undergraduate, liberal arts degree (BA) and a degree in nursing (BSN). Westminster students may qualify for one of two programs: (1) the 3-2 program, through which they complete three years at Westminster and then two years at Barnes-Jewish College through the [Upper Division BSN Option](#); (2) the 4-1 program, designed for students who wish to spend four years at Westminster and one year completing the [Accelerated BSN Option at Barnes-Jewish College](#). Upon completion of the 3-2 option, students will receive both a BA from Westminster College and a BSN from Barnes-Jewish College. Students pursuing the 4-1 option will receive the Westminster degree at the end of the four years in residence, before going on to the Accelerated program to receive a BSN from Barnes-Jewish College. For degree requirements, please see the "Majors and Minors" section of the Catalog under Nursing, Dual-Degree Program.

Self-Designed Major and Minor

Associate Dean of Student Success: I. Ilinca

Contact: Dr. Ingrid Ilinca

Phone: 573-592-5323

E-Mail: Ingrid.Ilinca@wcmo.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 or Minor program, a student identifies a faculty advisor and one other faculty member. The faculty members must be from two different academic departments that best represent the courses listed for the major or minor. The student, with the aid of the faculty committee, develops a proposal for a major under the Self-Designed Major program, or a minor under the Self-Designed Minor program. One of the members of the committee must be designated as the student's primary academic advisor. The proposal should consist of a general description of and justification for the Self-Designed major and should indicate specific courses to be taken.

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

Reserve Officer Training Corps (ROTC)

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

Contacts:

Lieutenant Colonel L. Trice Burkes

Professor of Military Science (Department Head)

Lincoln University

(573) 681-5350

Email: BurkesL@lincolnu.edu

Captain Benjamin Hardy

Assistant Professor of Military Science

Lincoln University

(573) 681-5349

Email: HardyB@lincolnu.edu

CERTIFICATES

Diplomacy

Contact: Tobias Gibson

Phone: 573-592-5185

Email: Tobias.Gibson@wcmo.edu

The diplomacy certificate allows students to develop in-depth expertise in the increasingly important field of diplomacy. Taken together, the classes offer students the opportunity to accumulate a great deal of knowledge about international relations and diplomacy, both from United States-centric and global contexts. Students will be able to articulate orally and in written word the skills necessary to understand diplomacy.

Requirements for the Certificate in Diplomacy:

Choose 4 of the following courses

HIS 300 US Foreign Policy in the Middle East 3 hrs.

HIS 348 History of American Foreign Relations 3 hrs.

GTS 210; GTS 214 – Model United Nations 3 hrs.

POL 305 International Law and Organizations 3 hrs.

POL 362 American Foreign Policy 3 hrs.

Total hours

12 hrs.

French Communication

Contact: Dr. Ingrid Ilinca

Phone: (573) 592-5323

Email: Ingrid.Ilinca@wcmo.edu

This is a pragmatic track that prepares the students for effective communication in speaking and writing at upper-intermediate to advanced level. Students learn how to apply their linguistic skills in the field of translation and in a capstone project or in a 5000-word research conducted in French. The capstone project can take many forms, from an internship, a study abroad experience, to the translation of an article in a field chosen by the student in consultation with the advisor. If the student writes a senior thesis in their major, he/she/they has the option to write a short version of the paper in French or can translate it into French.

Requirements for the Certificate in French Communication:

Required Courses:

FRE 300 Intro to Translation I 3 hrs.

FRE 303 Advanced Conversation 3 hrs.

FRE 306 Advanced Grammar and Composition 3 hrs.

Elective:

FRE 399 Capstone Project 3 hrs.

OR one course from this list:

FRE 305 Commercial French 3 hrs.

FRE 358 The Individual in Society 3 hrs.

FRE 359 The Individual in Society II 3 hrs.

FRE 360 Literary Moments and Movements 3 hrs.

FRE 361 Topics in Literature and Culture 3 hrs.

FRE 362 The Francophone Civilizations 3 hrs.

FRE 363 French Civilization 3 hrs.

Total hours

12 hrs.

French For Business

Contact: Dr. Ingrid Ilinca

Phone: (573) 592-5323

Email: Ingrid.Ilinca@wcmo.edu

In this program, students will be introduced to the communication practices in business, commerce, and related fields. They will become acquainted with specialized vocabulary and norms of professional correspondence. The capstone project needs to be decided in consultation with the advisor.

Requirements for the Certificate in French for Business:

FRE 305 Commercial French I	3 hrs.
FRE 300 Commercial French II	3 hrs.
FRE 306 Advanced Grammar and Composition	3 hrs.
FRE 399 Capstone Project	3 hrs.

Total hours 12 hrs.

French Language

Contact: Dr. Ingrid Ilinca

Phone: (573) 592-5323

Email: Ingrid.Ilinca@wcmo.edu

Students who want to take the study of languages to the next level can complete this certificate of proficiency at intermediate level. This Certificate in French language focuses on students' communicative skills at intermediate level and their ability to apply such skills in real-life situations.

Requirements for the Certificate in French Language:

FRE 203 Intermediate French I	3 hrs.
FRE 204 Intermediate French II	3 hrs.
FRE 303 Advanced Conversation	3 hrs.
FRE 306 Advanced Grammar and Composition	3 hrs.

Total hours 12 hrs.

Global Literacy

Contact: Dr. Kali Wright-Smith

Phone: (573) 592-5348

Email: Kali.Wright-Smith@wcmo.edu

Description: This certificate will allow Westminster graduates to show employers that they are certified in 'global literacy.' Graduates possessing this certificate will join for-profit and non-profit organizations and utilize this certification to assist colleagues and the organization's leadership in making the organization more aware of global and multicultural issues (applying 'inclusive excellence.') This certificate will also allow the graduate to assist organizations in global leadership and logistics in international public and private settings.

Requirements for the Certificate in Global Literacy:

FLG 101 First Semester of a Foreign Language	4 hrs.
Two 300-level Courses from two of the following groups in the Global & Transnational Studies major	6 hrs.
Environment and Health	
BIO 320/321 Biology in Belize	3 hrs.
GEO 320/321 Geology and Environment of the National Parks Seminar	4 hrs.
POL 326 Environmental Politics and Policy	3 hrs.
REL 324 Religion & the Environment	3 hrs.
ECN 377 Environmental and Resource Economics	3 hrs.
PSY 405 International and Cross-Cultural Psych	3 hrs.
WGS/HES 355 Women's Health Issues	3 hrs.
Global Economic Development	
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.

GTS 300 Global Inequality	3 hrs.
Global Justice and Human Rights	
EDU 385 Diversity in Education	3 hrs.
ITS 399 Global Human Rights Internship	3 hrs.
HIS 327 Nazi Germany	3 hrs.
POL 305 International Law and Organization	3 hrs.
SEC 337 Human Rights and Security	3 hrs.
International Relations and Diplomacy	
HIS 300 Modern Middle East	3 hrs.
HIS 330 World War I	3 hrs.
HIS 348 History of American Foreign Relations	3 hrs.
HIS 350 The Vietnam Wars	3 hrs.
POL 306 West European Government and Politics	3 hrs.
POL 362 American Foreign Policy	3 hrs.
SEC 335 Politics & Security of Developing Nations	3 hrs.
Global Cultures	
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.
FRE 362 Francophone Civilizations	3 hrs.
POL 300 Middle Eastern Politics	3 hrs.
PSY 405 International and Cross Cultural Psych	3 hrs.
ENG 330 Visions & Revisions: Colonial and Post-Colonial Literature	3 hrs.
PHL 333 Asian Philosophy & Religion	3 hrs.
GTS 310 Memory & Culture in Global Perspective	3 hrs.
SOC 317 Race and Ethnicity	3 hrs.
Depth Course: an upper-level integrative GTS course that meets the program chair's approval	3 hrs.
Total hours	13 hrs.

Health Humanities

Contact: Theresa Adams

Phone: (573) 592-5218

Email: Theresa.adams@wcmo.edu

The Health Humanities certificate will offer students a humanistic study of the medical experience in order to prepare students for decision-making and ethical judgement in the health care industry. The certificate complements the hands-on, practical skills students will gain in other disciplines as they prepare for careers in medicine and public health. The courses required for completion of this certificate will ask students to consider the intangible impact of medicine on the person and on the community. Students will study biomedical ethics, medical practices across historical time periods and cultures, approaches to death and dying, the implications of medical science, and artistic representations of health and healing. They will explore the deeper questions that always arise when a person's health and humanity are at stake. This certificate is ideal for students planning to become health care providers or administrative decision makers in the medical field.

Requirements for the Certificate in Health Humanities:

Required:	
PHL 242 Biomedical Ethics	3 hrs.
ENG 330 Medical Visions	3 hrs.
Electives (6 hrs. required)	
CLA 320 Medicine, Miracles, and Magic	3 hrs.
PHL 302 The Meaning of Life	3 hrs.
PHL 324 Genetic Manipulation	3 hrs.
REL 305 Perceptions of Death	3 hrs.
HUM 399 Independent Study	3 hrs.
Total hours	12 hrs.

Homeland Security

Contact: Tobias Gibson

Phone: 573-592-5185

Email: Tobias.Gibson@wcmo.edu

The student who completes the Homeland Security certificate will have a strong background in understanding and analyzing current and future homeland security threats, and have developed necessary understanding of legal and policy processes regarding homeland security. By virtue of this certificate staffing, the student will also have had the opportunity to develop a network into Missouri's homeland security personnel and agencies. Finally, the student will have spent considerable time developing the ability to communicate orally and in writing, and have experience briefing policy makers.

Requirements for the Certificate in Homeland Security:

Complete four of the following courses:

SEC 200 Introduction to Homeland Security	3 hrs.
SEC 325 Issues in Homeland Security	3 hrs.
SEC 300 Domestic Terrorism	3 hrs.
SEC 300 Law and Homeland Security	3 hrs.
SEC 300 Homeland Security Policy and Politics	3 hrs.
Total hours	12 hrs.

Museum Studies

Contact: Dr. Mark Boulton

Phone: (573) 592-5291

Email: Mark.Boulton@wcmo.edu

A certificate in Museum Studies will introduce students to the theory and practice of museum studies and will provide them with a unique set of practical and vocational skills. The program aims to give them the necessary preliminary training for a career in a museum or public history environment. Among the skills they can learn are how to collect, handle, and preserve artifacts and how to interpret material culture for a museum audience. In addition, students will develop some awareness of the theoretical and practical issues involved in running a museum, such as how to set up exhibits, how to run educational and public outreach programs, how to raise funds, and how to keep records.

Requirements for the Certificate in Museum Studies:

Required Courses:

MSM 200 Intro to Museum Studies	3 hrs.
MSM 300 Museum Internship	3 hrs.
Two of the following courses:	
ACC 307 Government and Non-Profit Accounting	3 hrs.
FAR 310 The Art of Service	3 hrs.
HIS 300 Oral History	3 hrs.
HIS 390 Historiography	3 hrs.
MSM 300 Independent Study in Museum Studies	3 hrs.
MSM 300 Museums and Society	3 hrs.
MSM 300 Museums and Education	3 hrs.
MSM 300 Museums and Collections	3 hrs.
SPE 310 Business and Professional Communication	3 hrs.
Total hours	12 hrs.

National Security Law

Contact: Tobias Gibson

Phone: 573-592-5185

Email: Tobias.Gibson@wcmo.edu

The National Security Law certificate allows students to develop in-depth expertise in the increasingly important field of national security law. Taken together, the classes offer students the opportunity to accumulate a great deal of knowledge about international law (treaties; Geneva Conventions; United Nations policy; human rights law; laws of armed conflict) and national and homeland security law (Fourth

Amendment issues; *Posse Comitatus*; legal institutions). The students will be able to articulate orally and in writing about the pressing legal issues domestically and internationally related to security issues.

Requirements for the Certificate in National Security Law:

Select four of the courses below:

POL 305 International Law and Organizations	3 hrs.
POL 314 Constitutional Law	3 hrs.
POL 332 National Security Law I	3 hrs.
POL 333 National Security Law II	3 hrs.
SEC 300 Law and Homeland Security	3 hrs.

Total hours 12 hrs.

Non-Profit Management

Contact: Dr. Robert Eames

Phone: (573) 592-5207

Email: Robert.Eames@wcmo.edu

The coursework is specifically chosen to enhance student knowledge and leverage student managerial skills in today's challenging non-profit environment.

Requirements for the Certificate in Non-Profit Management:

BUS 220 Fundamentals of Management	3 hrs.
BUS 322 Cross-Cultural Management	3 hrs.
BUS 326 Human Resource Management	3 hrs.
BUS 353 Non-profit Management	3 hrs.

Total hours 12 hrs.

Spanish Communication

Contact: Dr. Enrique Salas-Durazo

Phone: (573) 592-5257

Email: Enrique.Salas-Durazo@wcmo.edu

This is a pragmatic track that prepares the students for effective communication in speaking and writing. Students learn how to apply their linguistic skills in the field of translation and in a capstone project or in a 5000-word research project. The capstone project can take many forms, from an approved internship, a study abroad experience, to the translation of an article in a field chosen by the student in consultation with the advisor. If the student writes a senior thesis in their major, he/she/they has the option to write a short version of the paper in Spanish or can translate it in Spanish, depending upon the complexity of the project.

Requirements for the Certificate in Spanish Communication:

Required Courses:

SPA 330 Translation I (Spanish-English)	3 hrs.
SPA 303 Advanced Conversation	3 hrs.
SPA 381 Grammar and Composition	3 hrs.
Select one course from the list below:	
SPA 399 Capstone Project	3 hrs.
OR one of the following with a research project:	
SPA 305 Commercial Spanish	3 hrs.
SPA 310 Special Topics in Literature	3 hrs.
SPA 351 Intro to Spanish Literature	3 hrs.
SPA 353 19th and 20th 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.

Total hours 12 hrs.

Spanish For Business

Contact: Dr. Enrique Salas-Durazo

Phone: (573) 592-5257

Email: Enrique.Salas-Durazo@wcmo.edu

In this program, students will be introduced to the communication practices in business, commerce, and related fields. They will become

acquainted with specialized vocabulary and norms of professional correspondence. The capstone project needs to be decided in consultation with the advisor.

Requirements for the Certificate in Spanish for Business:

SPA 305 Commercial Spanish I	3 hrs.
SPA 300 Commercial Spanish II	3 hrs.
SPA 381 Grammar and Composition	3 hrs.
SPA 399 Capstone Project	3 hrs.

Total hours 12 hrs.

Spanish Language

Contact: Dr. Enrique Salas-Durazo

Phone: (573) 592-5257

Email: Enrique.Salas-Durazo@wcmo.edu

Students who want to take the study of languages to the next level can complete this certificate of proficiency that focuses on students' communicative skills and their ability to apply such skills in real-life situations.

Requirements for the Certificate in Spanish Language:

SPA 203 Intermediate Spanish I	3 hrs.
SPA 204 Intermediate Spanish II	3 hrs.
SPA 303 Advanced Conversation	3 hrs.
SPA 381 Grammar and Conversation	3 hrs.

Total hours 12 hrs.

Terrorism

Contact: Tobias Gibson

Phone: 573-592-5185

Email: Tobias.Gibson@wcmo.edu

Students will develop in-depth expertise in the history, causes, limits, and means of countering terrorism. Taken together, the classes offer students the opportunity to explore terrorism globally and domestically. Students will learn to think critically about the popular understandings of terrorism. Finally, the students will be able to articulate orally and in writing about the roots of terrorism, types of terrorism, and the real and imagined impacts of terrorism. This certificate can enhance the resume of students with majors in any of the College divisions. Examples include: Humanities; understanding the religious and historical contexts of terrorism; Natural and Mathematical Sciences: understanding issues surrounding cyberterrorism and terrorist attacks with biological agents; Social Sciences: counterterrorism policy; economic impact of terrorism.

Requirements for the Certificate in Terrorism:

Complete four of the following courses:	
HIS 300 Modern Middle East	3 hrs.
REL 346 Religion and Violence	3 hrs.
SEC 300 Domestic Terrorism	3 hrs.
SEC 312 Terrorism	3 hrs.
SEC 300 Transnational Crime	3 hrs.

Total hours 12 hrs.

Translation (French to English)

Contact: Dr. Ingrid Ilinca

Phone: (573) 592-5323

Email: Ingrid.Ilinca@wcmo.edu

In this program, students are introduced to foundational concepts of linguistics that facilitate the work of a translator. Such concepts are used when studying the theory and practice of translation. Through various translating exercises, the students have the opportunity to review and consolidate their French grammar and vocabulary. The translation techniques acquired in this program will be applied to a field chosen by the student in consultation with the advisor (the capstone project).

Requirements for the Certificate in French to English

Translation:

FRE 300 Translation I	3 hrs.
FRE 300 Translation II	3 hrs.
FRE 306 Advanced Grammar and Composition	3 hrs.
FRE 399 Translation III (Capstone Project)	3 hrs.

Total hours 12 hrs.

Translation (Spanish to English)

Contact: Dr. Enrique Salas-Durazo

Phone: (573) 592-5257

Email: Enrique.Salas-Durazo@wcmo.edu

In this program, students are introduced to foundational concepts of linguistics that facilitate the work of a translator. Such concepts are used when studying the theory and practice of translation. Through various translating exercises, the students have the opportunity to review and consolidate their grammar and vocabulary in the foreign language. The translation techniques acquired in this program will be applied to a field chosen by the student in consultation with the advisor (the capstone project).

Prerequisite: SPA 204, Intermediate Spanish II

Requirements for the Certificate in Spanish to English

Translation:

SPA 330 Translation I	3 hrs.
SPA 331 Translation II	3 hrs.
SPA 381 Grammar and Composition	3 hrs.
SPA 332 Translation III	3 hrs.

Total hours 12 hrs.

Women and Gender Studies

Contact: Dr. Cinnamon Brown

Phone: (573) 592-5271

Email: Cinnamon.Brown@wcmo.edu

A certificate in Women and Gender Studies is interdisciplinary in nature and enables students to gain insights into the influence of gender on all forms of human endeavor. Since students can take a variety of courses to complete the certificate, students can tailor the program to complement their major area of specialization, thus providing new perspectives on traditional academic disciplines and encouraging interdisciplinary comparisons.

Requirements for the Certificate in Women and Gender Studies:

WGS 210 Introduction to Women's Studies	3 hrs.
WGS 300 Approved Off-Campus Internship or Remley Women Advocate Internship	3 hrs.
WGS/SOC 315 Gender and Society	3 hrs.
One of the following:	
ENG 340 Gender and Literary Expression	3 hrs.
WGS/HIS 354 Scandalous Women in History	3 hrs.
WGS/PSY 301 Human Sexual Behavior	3 hrs.
WGS/HES 355 Women's Health Issues	3hrs.
WGS/REL 335 Sex and Gender in Christian Tradition	3 hrs.
WGS/POL 351 Women and Politics	3 hrs.

Total hours 12 hrs.

COURSE DESCRIPTIONS

ACC – Accounting

ACC 215 Principles of Financial Accounting (3 hrs.) This course emphasizes principles and procedures involved in the accounting process. An understanding and use of basic accounting data are stressed. The major topics covered include the basic accounting framework, financial statements, current and long-term assets and liabilities and corporate accounting. Offered every semester.

ACC 216 Principles of Managerial Accounting (3 hrs.) This course emphasizes principles and techniques used in the managerial accounting process. An understanding of cost behavior, cost determination and budgeting are stressed. Offered every semester. 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 (3 hrs.) A course designed to acquaint students, whether or not they plan to continue accounting studies, with the uses of accounting for business operation and management. The content of the course emphasizes the accounting process in manufacturing organizations. Topics include cost allocation and control, cost systems, budgeting, variance analysis, break-even analysis and problems of alternative choice. Offered every other fall semester, alternating with ACC 307. Prerequisites: ACC 216.

ACC 312 Intermediate Accounting I (3 hrs.) A study of the nature, content and interpretation of corporate financial statements. Major topics covered include the conceptual framework of financial accounting, current assets, plant assets, and intangible assets. Offered every fall semester. Prerequisites: ACC 216 or permission of instructor.

ACC 319 Federal Income Tax I (3 hrs.) A study of federal income tax laws and their current application to individuals and partnerships, with emphasis on the individual income taxes. Offered every fall semester. Prerequisite: ACC 216.

ACC 320 Accounting Information Systems (3 hrs.) This course explores effective and efficient accounting information systems from a user's perspective. Specific coverage is devoted to the areas where the accountant interfaces with the system analyst. Offered every fall semester. Co-requisite: BUS 210.

ACC 322 Intermediate Accounting II (3 hrs.) This is a continuation of Intermediate Accounting I. Major topics include current and long term liabilities (including bonds, pensions, and leases), corporate capital, with special attention to paid-in capital and retained earnings; investments, earnings per share, the statement of cash flows, and full disclosure issues. Offered every spring semester. Prerequisites: ACC 312.

ACC 418 Advanced Accounting (3 hrs.) This course is designed to study specialized accounting problems including partnerships, consolidated financial statements, international operations and segment reporting. Offered every spring semester. Prerequisites: ACC 322 or permission of instructor.

ACC 419 Federal Income Tax II (3 hrs.) This tax course focuses on corporations, partnerships, trusts and estates. The course addresses C Corporations, S Corporations, Flow-through Entities and partnership capitalization issues. The course utilizes research cases based on revenue rulings to further enhance the learning process. Offered every spring semester. Prerequisites: ACC 319.

ACC 421 Auditing (3 hrs.) This is a study of auditing standards, professional ethics, legal responsibility, various types of audits and their uses. A detailed examination of auditing procedures and techniques is made. Case studies are used in the course. Offered every spring semester. Prerequisites: ACC 322.

AER – Aerospace Studies

AER 110 Heritage and Values of the United State Air Force (2 hrs.) A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Applies communicative skills. Leadership lab.

AER 120 Heritage and Values of the United State Air Force (2 hrs.) Continues introducing students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Applies communicative skills. Leadership lab.

AER 210 Team and Leadership Fundamentals (2 hrs.) A survey course that focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Applies communicative skills. Leadership lab.

AER 220 Team and Leadership Fundamentals (2 hrs.) Continues laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Applies communicative skills. Leadership lab.

AER 310 Leading People and Effective Communication (3 hrs.) Focuses on teaching cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership lab.

AER 320 Leading People and Effective Communication (3 hrs.) Continues teaching cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership lab.

AER 410 National Security Affairs/Preparation for Active Duty (3 hrs.) Designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. Leadership lab.

AER 420 National Security Affairs/Preparation for Active Duty (3 hrs.) Designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. Leadership laboratory.

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.

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.

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.

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.

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 107 Introduction 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 one or two times each academic year. BIO 107 will satisfy the Scientific Inquiry (lab) Context in Tier II of New Foundations and the Human Development Theme of Breakthrough general education programs.

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. BIO 108 will satisfy the Scientific Inquiry (lab) Context in Tier II of New Foundations and the Natural Science Inquiry Theme of Breakthrough general education programs.

BIO 114 Biological Processes (3 hrs.). An introduction for the beginning student to fundamental organism and cellular processes such as molecular and Mendelian genetics and photosynthesis. Students must take this course in conjunction with BIO 115. This course is typically offered once per academic year in the fall semester. BIO 114/115 will satisfy the Scientific Inquiry (lab) Context in Tier II of New Foundations and the Natural Science Inquiry Theme of Breakthrough general education programs.

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 fall semester. BIO 114/115 will satisfy the Scientific Inquiry (lab) Context in Tier II of New Foundations and the Natural Science Inquiry Theme of Breakthrough general education programs.

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 spring semester. BIO 124/125 will satisfy the Scientific Inquiry (lab) Context in Tier II of New Foundations and the Natural Science Inquiry Theme of Breakthrough general education programs.

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 spring semester. BIO 124/125 will satisfy the Scientific Inquiry (lab) Context in Tier II of New Foundations and the Natural Science Inquiry Theme of Breakthrough general education programs.

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. Prerequisites: BIO 124/125 (or BIO 100 General Biology I) and BIO 114/115.

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 (or BIO 100 General Biology I) and BIO 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 100 General Biology I), 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 (or BIO 100 General Biology I) and BIO 114/115.

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. Prerequisites: BIO 124/125 and 114/115 for Biology and Environmental Science majors; BIO 108 and ENV 105 for non-majors.

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 (or BIO 100 General Biology I) and BIO 114/115.

BIO 302 Human Anatomy (4 hrs.) This class is designed for students who are preparing for careers in health-related clinical or research professions or have a deep interest in understanding how the human body works. You will learn about the human form at the gross anatomical level delivered as a regional approach typical of professional schools. In the laboratory, we will be using anatomical models, skeletons, radiographs, and dissection to enhance your understanding of anatomy. This course will challenge you to apply this information to real world clinical and pathological problems. This course is typically offered every academic year in the fall semester. Prerequisites: BIO 124/125 (or BIO 100 General Biology I) and BIO 114/115.

BIO 303 Microbiology (4 hrs.) This course serves as an introduction to the structure, physiology, pathogenicity and ecology of microorganisms, particularly the bacteria and viruses. Laboratory work involves effective use of the microscope, staining procedures, handling of pure cultures, analysis of bacterial physiology and identification of unknown bacteria. This course is typically offered once each academic year in the fall semester. Prerequisites: BIO 124/125 (or BIO 100 General Biology I), BIO 114/115.

BIO 310 Environmental Toxicology (3 hrs.) In this course, you will be introduced to the field of environmental toxicology from a biological perspective. We will discuss uptake of chemicals from the environment, biotransformation, and toxicity. We will examine a wide array of endpoints from cellular biomarkers to population-level effects in invertebrates and vertebrates, including humans. Prerequisites: BIO 124/125 and BIO 114/115

BIO 314 Vertebrate Histology (2-4 hrs.) The aim of this course is to introduce students to the microscopic anatomy and histophysiology of vertebrates. Particular emphasis will be placed on the interrelation between structure and function. In addition, this course will teach students to become proficient in using the microscope to interpret fine structure. This course is typically offered as independent study. Prerequisite: BIO 124/125 (or BIO 100 General Biology I) and BIO 114/115.

BIO 315 Entomology (4 hrs.) This course focuses on the biology of insects with the following three objectives: (1) An introduction to common methods used in the field of entomology. (2) The ability to identify many common insect orders and families, since it is impossible to understand something if you do not know what it is. Finally, (3) an introduction to the evolution, behavior, and ecology of this fascinating group. This course is typically offered every other academic year in the fall semester. Prerequisites: BIO 124/125 (or BIO 100 General Biology I) and BIO 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 (or BIO 100 General Biology I) and BIO 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 neotropical 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. Prerequisites: Completion of at least two courses in biology or permission of the instructor.

BIO 322 Vertebrate Biology (4 hrs.) Vertebrate Biology takes a comparative approach to the study of the diversity of vertebrate life both extinct and extant. Anatomy, ecology, behavior, and evolutionary history will all be discussed as part of a broad introduction to the vertebrates. The dissection of representative species of the major vertebrate groups is the focus of the weekly laboratory. This course is typically offered every other academic year. Prerequisites: BIO 124/125 (or BIO 100 General Biology I) and BIO 114/115.

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 (or BIO 100 General Biology I) and BIO 114/115. BIO 301 Recommended.

BIO 328 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 328 will satisfy the Scientific Inquiry (non-lab) Context in Tier II of the General Education Program and the STEM and Society Explorative Cluster of Breakthrough general education program.

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. Prerequisites: BIO 124/125 (or BIO 100 General Biology I) and BIO 114/115. BIO 301 recommended.

BIO 335 Medical Terminology (1 hr.) 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. This course is typically offered every academic year. Prerequisites: BIO 124/125 (or BIO 100 General Biology I), BIO 114/115, and permission of instructor required.

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. Prerequisites: BIO 124/125 and 114/115 for Biology and Environmental Science majors; BIO 108 and ENV 105 for non-majors.

BIO 372 Developmental Biology (4 hrs.) How does the fertilized egg transform into an organism? What changes over time lead to the specialized tissues and organs of animals? Developmental Biology is a survey of animal development, from sperm and unfertilized egg through embryonic development. Molecular, cellular, genetic, and organismal topics will be included. This course will complement your studies of genetics, cellular, animal, and human biology as we discuss how genotype becomes phenotype. The laboratory will include descriptive and experimental approaches. Typically offered every other year. Prerequisites: BIO 124/125 (or BIO 100 General Biology I), BIO 114/115 and BIO 301 (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 (or BIO 100 General Biology I) and BIO 114/115, as well as permission of the department chair.

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 (or BIO 100 General Biology I) and BIO 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 (or BIO 100 General Biology I), BIO 114/115, and BIO 302 (Must have been taken at Westminster). The course is by application and consideration of faculty in the department, and requires instructor permission.

BIO 420 Physiology (4 hrs.) This class is designed for students who have a deep interest in understanding how the human body works. Physiological principles and examples will be geared towards humans, but in many instances are also applicable to other vertebrates. You will learn about how the human body functions at molecular, cellular and systems levels. This course will challenge you to apply this information to real world clinical and pathological problems. You will be expected to critically evaluate current scientific literature and discuss recent scientific findings with your fellow classmates. You will learn how to use physiological lab equipment and then conduct an independent research project. This course is typically offered once each academic year in the spring semester. Prerequisites: BIO 114/115, BIO 124/125 (or BIO 100 General Biology I) and BIO 302 or BIO 322 with a grade of C- or better.

BIO 450 Evolution (3 hrs.) Evolution is the unifying theory of biology. This course will examine Charles Darwin's theory of evolution by means of natural selection looking at the development of this theory and its modern applications. Topics will include the fundamental mechanisms for evolution, including those that are both adaptive and neutral with respect to the process of adaptation; human evolution; the origin and definition of a species; molecular evolution; the relationship between evolution and religion; and modern challenges, modifications, and support for this far-reaching theory. This course is typically offered every academic year in the fall semester. Prerequisites: BIO 124/125 (or BIO 100 General Biology I) and BIO 114/115, junior or senior status.

BUS – Business

BUS 131 Intro to Business (3 hrs.) This introductory course will briefly explore the critical topics of the business environment. Beginning with business trends in the global environment, the course moves through small business ownership and how economics affects business, working with and understanding employees, fundamental marketing, human resource management, and managing financial resources. This is an excellent course to explore the subject matter of the general business world for those who have not done any business courses before and would like to get an introduction to the subject matter or to pursue further studies in the various fields in business administration. This course does not count as an elective in the business

administration department and is meant for non-business major students interested in exploring the basics of the major. It will count for credit towards graduation.

BUS 210 Spreadsheet Application in Business (3 hrs.) This course is designed to enable students to use Microsoft Excel to perform important data analysis and presentation for various business problems and thereby provide essential decision-making support to management. In the first few weeks of the course, students work on developing a functional understanding of Microsoft Excel by learning its basic capabilities for data analysis and presentation. Then the course exposes the students to more advanced data analysis tools in Excel such as Scenario Manager, Data Tables, Solver, etc. for a more complicated and comprehensive analysis of business problems. In the later part of the course, students learn to use Excel for important statistical analysis including descriptive statistics, regression analysis, randomized experiments, forecasting, etc.

BUS 220 Fundamentals of Management (3 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 Organizational Behavior (3 hrs.) This course explores management practice in the workplace with an emphasis on the dynamics of individual and group behavior. Topics include organizational structure and design, managing in a global context, conflict in organizations, organizational culture, decision-making, group dynamics, and other contemporary issues in organizational behavior.

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 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 305 Industrial-Organizational Psychology (3 hrs.) This course applies the principles of psychology to work and other organizational settings. It presents both traditional industrial applications (personnel selection, job design, training, and performance evaluation), more recent perspectives on organizational performance (group dynamics, romance in the workplace, leadership, problem solving, organizational design, organizational development, and organizational culture and socialization), recent work in ergonomics and engineering psychology, and consumer psychology. Offered occasionally. Prerequisites: PSY 112 or 113.

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: BUS 250.

BUS 315 Sports Management (3 hrs.) This course is designed to give the student hands on experience with a professional or non-profit sports enterprise. Working with local and regional organizations, the students will develop a marketing or promotion plan or design and perform a research project. This is the capstone course for the Sports Management major. Prerequisites: ACC215, BUS220, and BUS250.

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. Prerequisite: BUS 220.

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.) This course covers basic concepts, practices, and current themes of Operations Management in both production and service industries. Students learn how to make operations decisions such as those relating to capacity planning, inventory management, quality control, facility layout, and product design. Analytical and qualitative tools, as well as key metrics, are applied to real life and realistic problems. The class also emphasizes the interrelatedness and complexity of real life operations and their place in strategic, global, and ethical contexts. Prerequisites: MAT 114, BUS 210.

BUS 330 Promotional Management (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 that shape the process of consumer motivation and decision-making. Topics include theoretical models of consumer choice processes and the influences of culture, lifestyle, and demographics on the consumer. Marketing strategy formulation will be stressed. Prerequisites: BUS 250.

BUS 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 353 Non-Profit Management (3 hrs.) This course emphasizes a research experience that produces a business plan for a new nonprofit organization. Students will work in small groups and choose projects from various nonprofit ventures designed by the instructor that will produce workable operating plans to manage such nonprofit organizations. Students should expect a high level of interaction with the instructor, their fellow group members, and other students in the class as research results and methods are shared and analyzed. Classwork on the project will be supplemented with appropriate lecture and discussion topics relevant to understanding nonprofit organizations and how to manage them. Additionally, this course is meant to provide a capstone experience for the Nonprofit Management Certificate. This course also qualifies as an elective in the ABEF department and as an elective for the Management Concentration of the Business Administration degree. Prerequisites: BUS 220 or BUS 221 or BUS 250.

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 can fulfill the analytical requirement of the Business major (as an alternative to BUS 327 and ECN 351).

BUS 364 Introduction to Qualitative Research (3 hrs.) This course explores the foundations and methodology of naturalistic inquiry. Topics include an examination of contemporary qualitative research paradigms, methodology, personal interviewing, interview guides and question construction, performing observations, focus groups, protection of subjects and privacy, and coding and analysis of data. Students will perform interviews and observations, code and analyze data, and participate in a group doing an open-ended qualitative survey project. Prerequisites: BUS 220 or BUS 221 or BUS 250.

BUS 450 Business Strategy (3 hrs.) A course for second-semester seniors in which principles and theories of management, marketing, accounting, finance, and economics are used to analyze comprehensive case studies. A model for company-wide strategy planning will be studied. Prerequisites: ACC 215 and 216; BUS 220, 250 and 318; ECN 211 and 212.

CBR – Cybersecurity

CBR 210 Cybersecurity for Society (3 hrs.) It is logical to assume that everyone in our society today is a consumer of digital technology. This course teaches the student how to be an effective user of digital technology while at the same time remain protected from the associated risks. It will explore topics such as on-line privacy, identity theft, cybercrime, encryption, digital communications, file storage, the Internet, and legal issues. It will utilize critical thinking to examine issues facing individuals and society, regardless of culture, such as terrorism. This course is appropriate for all students regardless of major or academic discipline. Prerequisites: None. Offered every fall semester.

CBR 220 Information Security (3 hrs.) This course will provide an introduction to the field of information and cyber security. Topics include computer forensics, software security, information assurance, intrusion detection, network security, cloud computing, business continuity, identity theft, and threat identification. The course will consider digital security issues from national, international, transnational, institutional, and personal perspectives. Readings and discussions from current literature will be included; some computer laboratory hands-on assignments will reinforce concepts discussed. Prerequisites: None. Offered every spring semester.

CBR 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. Prerequisite: CBR 210 Cybersecurity for Society. Offered in the spring of every odd year.

CBR 332 Digital Network Security (3 hrs.) This course provides an overview of the area of digital computer networks and communication, including concepts and designs. Topics to be covered include networking models, and how data signals are transmitted and received. It explores the tradeoff between risk and access, and presents the security vulnerabilities that occur within a networked environment. Network security and defenses at the hardware, software, and policy levels will be identified. Hands-on lab activities will be used to reinforce the topics covered in the course. Prerequisites: CBR 210 Cybersecurity for Society OR CBR 220 Information Security. Offered in the fall of every even year.

CBR 340 Digital Forensics (3 hrs.) This course focuses on the tools and processes used by cybersecurity professionals to monitor, detect, and respond to cyber threats to an organization and other various types of computer crimes. Emphasis is placed on the acquisition and preservation of digital artifacts and evidence, data recovery, and information assurance. Hands-on lab activities will provide the students with opportunity to employ some of the current tools used for these purposes. Prerequisite: CBR 220 Information Security. Offered every spring semester.

CBR 415 Information Security Policy (3 hrs.) In our data driven, decision-oriented world in which we live, information is a critical and valuable asset of an organization. From real time data mining to global availability, the information of any organization today must be immediate, constant, and reliable. This course will use risk assessments of threats to business continuity/information availability (BC/IA) to plan for BC/IA needs, and describe the critical role that all members of an organization play in the IT BC/IA analysis and planning process. Topics will include data backup, replication, and archival; information security; cloud computing; and disaster recovery. As a final project, students will either develop an BC/IA plan for an actual organization or research a course topic in more depth. While this course is presented from a cybersecurity perspective, it is appropriate for students from any discipline who desire to know more about the dependencies between information, organization, and technology. Prerequisites: CBR 210 Cybersecurity for Society OR CBR 220 Information Security. Offered every spring semester.

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. This course is offered in every fall semester.

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. This course is offered every spring semester.

CHM 125 General Chemistry II Laboratory (1 hr.) Laboratory to accompany CHM 124. Meets three hours per week.

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. This course is offered every fall semester. 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. This course is offered every spring semester.

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 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.

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,” healing, that they will confront as citizens in the 21st century. 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, PHL 101, PHL 102, PHL 221, SOC 111, 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, PHL 101, PHL 102, PHL 221, SOC 111, ANT 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; SOC 111.

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, PHL 221, or any 200-level literature course offered by the English department.

CLA 361 Ancient Greek & Roman Drama (3 hrs.) The course is a survey of ancient Greek and Roman drama—tragedy and comedy. Through an examination of the Greek plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander, and the Roman plays of Plautus, Terence, and Seneca, the students will become familiar with the origins, nature, and practice of ancient Greek and Roman drama and examine and reflect on the key ideas/motifs of the plays and their significance to the Greek and Roman audience and especially to the modern 21st century audience. Prerequisites: any one of the following: CLA 215, 227 or 228; PHL 212 or 221; POL 112 or 205; SOC 111; 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 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.

CRJ – Criminal Justice

CRJ 101 Introduction to Criminal Justice (3 hrs.) This course provides a survey of the American criminal justice system. Topics of discussion include the roles of the three main components of the criminal justice system: the courts, law enforcement, and corrections. Special populations and issues addressed by the criminal justice system will also be examined.

CSC – Computer Science

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.

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 odd 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 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 as needed. Prerequisites: CSC 104.

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 even years. Prerequisites: CSC 111.

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: CSC 104 or CSC 178 or BUS 210 or BUS 327.

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, CSC 178, BUS 210, or BUS 220.

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 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 or MAT 122 or MAT 124.

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 or higher.

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: ECN 212, ECN 332, and either MAT 122 or MAT 124 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 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 211 and ECN 212.

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, Banking and Financial Markets (3 hrs.) A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing. 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 212 & MAT 114 or MAT 122 or higher.

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 & MAT 122 or higher.

ECN 334 Economic Development (3 hrs.) This course examines the concept and measurement of development, the main factors that prevent development from taking place, alternative approaches to guiding development, and how development can be made sustainable. It investigates how human resources are transformed in the process of economic development and how that transformation contributes to the development process itself. It discusses how capital is mobilized and allocated for development purposes. It also explores the importance of agriculture, primary production, and industrial development, and analyzes the macroeconomic management of a developing economy open to world markets. Offered every other fall semester. Prerequisites: ECN 211.

ECN 337 Open Economy Macroeconomics (3 hrs.) This is an applied macroeconomics course, where students will be exposed to the theories of open market international aspects of finance and macroeconomics. The course will investigate modern monetary and exchange rate relationships between countries. We will analyze the balance of payments of countries, understand the issues related to international capital flows, and explain how exchange rates are determined. In addition, the standard aggregate supply and demand and the IS-LM models will be expanded to open market economies. Prerequisites: ECN 211, ECN 212, MAT 122/124 or higher.

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: MAT 124, MAT 215, ECN 331, and 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: ECN 235 or MAT 313 and ECN 110 or both ECN 212 & 211 or permission of instructor.

ECN/ENV 377 Environmental and Resource 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 or ECN 235), 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 in even numbered fall semesters.

EDU/HES 207 School Health, PE, & Safety in Elementary (3 hrs.) This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children. Offered in fall semesters.

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 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.

EDU 230 Child and Adolescent 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 for those planning to work with children and/or adolescents. 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 260 Emergent Literacy (3 hrs.) Students will develop knowledge and skills necessary to promote early literacy development, including the components of emergent literacy, oral language acquisition, phonological and phonemic awareness, alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and reading fluency. A variety of teaching techniques will be examined including creative dramatics, storytelling and a wide range of children's literature. Commercial reading programs and series used in many school districts will also be compared and evaluated. Offered in alternating spring semesters.

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. 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 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 focused as students explore concepts, teaching methods, materials, related literature and integrated curriculum design for elementary and middle school grades. Inquiry projects emphasize theme cycles and demonstration lessons. Curricular and instructional objectives using the standards and guidelines of state and national professional organizations such as the National Council for Social Studies are included. Offered 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: EDU 230, EDU, 290, 291, and admission to the 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 350 Digital Literacy (3 hrs.) This course is geared towards today's digital citizens who plan to teach in the current technology-infused classrooms. Future educators are entering schools that are 1:1, so students must be prepared to work in a technology-rich environment. The class will integrate digital literacy across the curriculum, motivate students to embrace technology as both a consumer and a producer, and require that they participate in the course as both student and an educator. This will be a hands-on, interactive, seminar-type course. Acceptance to the Teacher Education Program and EDU 231.

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 to the role of the 21st century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others' values and belief systems, learning the language of prejudice, and creating unity in a diverse America. Offered every fall semester. Prerequisites: One of the following: EDU 290, PSY 113, SOC 111, POL 211 or PHL/REL 102, or permission of the instructor.

EDU 392 Reading & Writing in the Content Area (3 hrs.) This course helps pre-service teachers explore methods to facilitate students' reading comprehension of content area materials (texts, non-fiction trade books, and other supplements). It is based on the recognition that reading in the content areas (non-fiction/informational) requires explicit strategies that are best taught in the context of the content area. It is also recognized that the most effective teacher of content area reading strategies is the teacher of the content area. 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.) The principal objective of this course is to provide a student the opportunity to spend time in different age group classrooms (preK-12). Students can take this course multiple times for varied credit hours based on their own schedule. For example, an elementary

major may take 1 credit hour to spend 15 hours in a 5th grade classroom one semester and then for 2 credit hours another semester in a 2nd grade classroom. These practicums give them a broader range of experience and helps inform them for what age they want to student teach. Secondary folks also need to gain experience in all grade levels to be best prepared not only for student teaching but for their career in general. Prerequisites: EDU 231, EDU 291, and EDU 393 (can be concurrent with EDU 393).

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 434 Methods of Teaching Middle School and Secondary Physical Education (3 hrs.) This course is designed for students planning to teach middle school and secondary physical education programs. Topics include program development, selecting and implementing instructional units, class organization and management, assessment, integrating physical education with other disciplines, and professional development. Prerequisite: EDU 290.

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 are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered 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 are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate. Offered 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. Offered every spring semester.

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. Prerequisites: MAT 224 and PHY 201 with a C or better.

ENG – English

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 and poetry for publication, and in the technical processes of producing a magazine, including graphic design and layout, typography, and printing methods.

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 220 Janus and the World of Publishing (3 hrs.) This course will introduce students to the world of publishing through a variety of means. Students will take part in all aspects of editing, designing and producing Westminster College's literary magazine, *Janus*, using In-Design and a variety of collaborative and individual exercises. Moreover, students will explore other publishing topics and avenues including but not limited to: learning the fundamentals of copy-editing, writing book and article proposals, creating and maintaining blogs and other social media sites, writing query letters, investigating and managing submissions, writing and submitting book reviews, evaluating publication options, promoting published material, and establishing and maintaining a writerly presence. Prerequisites: ENG 103 and ENG 275, or permission of the instructor.

ENG 230 Play in Performance (3 hrs.) This course consists of a semester long study of the academic and artistic foundations of dramatic performance culminating in a fully staged production of a play. The course will include in depth play-analysis, acting, and technical theatre training as well as more traditional coursework and academic papers exploring the playwright, their other works, the performance history of those works, and the theatrical movements associated with that playwright. Prerequisites: Instructor Permission.

ENG 231 Play in Performance II (1 hr.) This course allows students who have already completed ENG/THE 230 - 'Play in Performance I' to receive credit for participating in the fully staged production associated with that class. Students will continue to develop an appreciation for the academic and

artistic foundations of dramatic performance through the production process. This will include in depth play–analysis, acting, and technical theatre training as well as an academic exploration of the playwright and his work, the performance history of those works, as well as the theatrical movements associated with that playwright. Prerequisites: Instructor Permission and ENG/THE 230.

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 Topics in World Literature to 1800 (3 hrs.) A survey of masterpieces of world literature from ancient times to 1800. Readings are done in English, but only non-English authors are included. Works studied may range from pre-Biblical Mesopotamian literature, through Greek, Roman, Hindu classics, to the influential texts from the Middle Ages and Renaissance. Offered at least every two years.

ENG 249 World Literature since 1800 (3 hrs.) A survey of world literature since 1800. 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 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 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 or permissions of the instructor.

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/THE 378 Playwriting (3 hrs.) In this course, we will collectively work to develop and hone your ability to construct performance texts. We will use a selection of one-act plays written by some of the most accomplished playwrights of the 20th century, seminal works of performance art, and a few foundational texts on dramatic analysis to isolate the features of effective performance compositions. From there the course will increasingly focus on your original compositions, which will be workshopped by the class as a whole. This process will culminate in your completion of a polished one-act play. Prerequisites: THE201, ENG/THE230, and ENG275.

ENG/JMP 380 Introduction to Digital Humanities (3 hrs.) Digital tools such as archives, data mining, data visualizations, and games are changing how students and scholars approach the study of the humanities. In this course, we will use digital tools to facilitate our own interpretation and research, with a particular focus on Mary Shelley's *Frankenstein* and its enduring influence on popular culture. No technical proficiency is assumed--you only need to be willing to learn. Our projects will include many hands-on (and, I hope, fun) opportunities to make things in addition to the analytical writing assignments you are familiar with from other English courses. Prerequisite: A 200-level course in literature (ENG 204, 205, 238, 239, 248, 249).

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 (4 hrs.) This course investigates global, national, regional, and local environmental issues by critically analyzing available data and examining alternative to current situations. Emphasis is placed on the use of scientific methods to investigate and solve environmental problems. Off-campus field trips are required. Class projects seek to extend the implications of the course material to the campus and local communities. Offered most semesters.

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. Prerequisites: BIO 124/125 and 114/115 for Biology and Environmental Science majors; BIO 108 and ENV 105 for non-majors.

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 114/115 for Biology and Environmental Science majors; BIO 108 and ENV 105 for non-majors.

ENV/ECN 377 Environmental and Resource 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. This course is offered every other spring semester. 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. Offered every other fall semester. Prerequisites: ENV 105, GEO 108 or GEO 110 and Junior or Senior standing.

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 (3 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.

FIN – Finance

FIN 310 International Trade and Finance (3 hrs.) Studies international movements of goods and services and monetary flows. Covers international trade theory, trade policy, institutional evolution of the world economy, balance of payments and exchange rates. Prerequisite: hes 101.

FIN 318 Corporate Financial Management (3 hrs.) Emphasis is placed upon the underlying principles and practices of finance and how they relate to the decision-making process faced by a corporate finance manager. Students learn to interpret financial data, assess financial position of a company, apply time-value of money analysis, conduct project evaluation through NPV, IRR, MIRR, etc. Although the course emphasizes on corporate financial

decision making, the principles learnt and skills developed will also help students in personal finance and small business decision-making. Prerequisites: ACC 215 with a grade of C or better and BUS 210 with a grade of C or better.

FIN 325 Money, Banking and Financial Markets (3 hrs.) A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing. Prerequisite: ECN 211.

FIN 328 Managerial Finance (3 hrs.) A continuation of FIN 318 Corporate Financial Management, this course focuses on long-term/strategic financial management. With a brief discussion on the methodologies of financially evaluating projects, this course spends considerable time on developing a sound understanding of how to finance those projects under different circumstances and make related decisions to maximize value creation. In particular, this course covers cost of capital, raising capital, capital structure, dividend policy, risk management, mergers and acquisitions, leasing, etc. Prerequisites: FIN 318 with a grade of C or better.

FIN 350 Investments (3 hrs.) The purpose of this course is to provide conceptual and theoretical foundations in determining the values of financial assets such as common stocks, bonds, etc., the timing of security purchases and sales, and an introduction to portfolio construction techniques. As part of this course, students form groups, select actual companies, conduct research on those companies, value the stock of those companies, make recommendations for investment, and present their research to the faculty. Prerequisites: FIN 318 with a grade of C or better and ECN/FIN 235.

FIN 351 Portfolio Management (3 hrs.) This course is designed to focus on the theoretical and practical aspects of forming optimal portfolios. Topics include mean-variance analysis, Markowitz portfolio theory, efficient frontiers, optimal portfolios, performance evaluations, etc. Prerequisites: FIN 318 with a grade of C or better, plus MAT 124 or MAT 122, plus ECN 235.

FIN 354 Options and Futures (3 hrs.) A challenging finance course emphasizing the analysis, pricing, and application of derivative securities. Topics include options, futures, forward, and swap contracts, arbitrage, hedging, portfolio risk and insurance, etc. This course requires relatively greater use of quantitative methods and theoretical reasoning than other finance courses. However, developing an intuition is as important as understanding the underlying mathematics to be able to use the techniques and models effectively. Prerequisite: FIN 350 with a grade of C or better, plus ECN 235.

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 offered with a 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 placement.

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 or placement.

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 or placement.

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.

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 Advanced Grammar and Composition (3 hrs.) A systematic review of all the common elements of French grammar, especially verbs and certain problem words. Oral and written exercises are designed to develop proficiency in both speaking and writing. 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. 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).

GEO 110 Earth Systems (4 hrs.) This course evaluates basic geographical and earth science principles and processes in the lithosphere (soils and landforms), hydrosphere (hydrologic cycle), atmosphere (weather and climate), and biosphere (biogeography). Study of the relationships between the natural environment and human habitation on the Earth. Lab and field exercises and data evaluation will give students an appreciation of the tools of study and more detailed look at the entire system of the Planet Earth in which there is human interaction. Offered every other 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 tsunamis. The course provides “hands on” experiences. In addition to laboratory work, off-campus field trips will be required. Offered every other year in the spring semester.

GEO 118 Historical Geology (4 hrs.) A physical history of Earth that examines the processes responsible for creating a dynamic planet. Students will evaluate origins, changes in continents and ocean basins as it relates to plate tectonics. Additionally, students will comprehend how tectonic changes influence climates, environments, and life. An emphasis on past environments and organisms based on the fossil record will be introduced. A better comprehension of the delicate relationship between organisms and the surrounding environment will be gained. Course content will be complemented with field and laboratory components. GEO 118 will satisfy the Scientific Inquiry (lab). This course is offered every other year in the spring semester.

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 fall 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 & 321 Geology and Environment of the National Parks Seminar & Trip (4 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 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 fall 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.

GTS – Global and Transnational Studies

GTS 105 International Student Transition Seminar (1 hr.) International Student Transition Seminar is a one-credit hour seminar course designed for new international students. The course offers a general orientation to American culture and to Westminster College campus culture. The course covers subjects such as adjusting to American culture and communication styles, developing a successful financial plan, workplace/classroom etiquette, navigating the American health system, and more. It also covers the rules and regulations all F-1 international students must understand in order to maintain their non-immigrant status. This course is an elective course consistent with our campus commitment to developing "leaders in a global community." CR/D/F only.

GTS 110 Introduction to Study Abroad (1 hr.) This course will introduce students to the study abroad experience. It will focus on why students should study abroad, how students go about studying abroad, and where they may want to study abroad. The course will also focus on the logistics of preparing to study and travel abroad.

GTS 115 Making Sense of Study Abroad (1 hr.) This course helps students reflect on their study abroad experience. Study abroad is a basic global experience, putting students in a different culture outside of their own cultural comfort zone. The act of spending an extended amount of time in a different culture makes the students transnational actors. The class will discuss the similarities and differences in cultures, the underlying structures of globalization that the students observed or experienced, and whether their perception of America (or their home countries) has changed. Formal writing, group interaction, and power point presentations are required for satisfactory completion of the course.

GTS 201 Introduction to Global & Transnational Studies (3 hr.) An introductory examination of the interconnected, multi-cultural, multi-national "global village" in which we live and work today, with special attention to social and cultural conflicts, problems and prospects. The course is designed to introduce and demonstrate the importance of Global & Transnational Studies in today's world and in the lives and careers of students. Students from all majors and backgrounds are welcome.

GTS 212 Model United Nations Team (2 hr.) Students will develop the skills of research, writing, debate, and negotiation in order to participate in the Westminster College Model United Nations team. Students will explore one country in depth and examine a range of global issues as they prepare to represent their country at the American Model United Nations Conference in Chicago.

GTS 300 Global Inequality (3 hr.) This seminar will examine economic inequality in global, historical, and socioeconomic perspective. After briefly reviewing classic works on the origin and nature of inequality, we will survey the broad sweep of economic history and then consider inter- and intra-national inequality from the perspective of a political economy of the world system. Although the focus is primarily on economic dimensions, there will be some attention to intersections with gender, race/ethnicity, religion, age and other axes of inequality. Prerequisites: At least one of the following: GTS 201, BUS 340, ECN 211, ECN 212, SOC 111, POL 212, or instructor permission. Writing-Intensive.

GTS 300 Revolutions & Global Social Change (3 hr.) This seminar investigates the causes, trajectories, and variable outcomes of revolutions as vehicles of global social change from a comparative perspective. The first part of the course surveys revolutions throughout world history through the lens of social science theories of social revolution. The remainder of the course is devoted to a series of case studies, with special attention to the East European revolutions of 1989, culminating in the fall of the Berlin Wall and the dissolution of the Soviet Union between 1989 and 1991, and to the revolutionary protest wave in North Africa and the Middle East known as the Arab Spring. Most broadly, we will ask: When can non-violent mass protest lead to lasting democratic transformation? Prerequisites: At least sophomore status and one prior course in Global & Transnational Studies, Security Studies, History, Sociology, or instructor permission.

GTS 300 The Global City (3 hr.) This seminar offers an intensive survey of social science literature on the city in global perspective. Topics examined will typically include: classical perspectives on urbanism and urbanization; historical transformations in the relationship between city and country; the role of cities in regional, national, and pan-national development; transnational inter-city networks; cities as platforms for collective action, including protest; as well as the impact of such factors as new inequalities, cultural flows, digital connectivity, human security, urban social problems, transnational migration, terrorism, and war. Prerequisites—any one of the following (or instructor permission): GTS 201, ENV 105, ECN 110, ECN 211, POL 212, SOC 111.

GTS 310 Memory and Culture in Global Perspective (3 hr.) What do we really know about the past? How do we acquire and internalize knowledge about our own lives, our family histories, or the events that shaped the societies, nations, and other groups to which we belong? Is this storehouse of “memory” reliable? How skeptical should we be about information that is presented to us about our collective past? This seminar will begin by reviewing influential writings on the social, cultural, and historical dimensions of memory. Participants will then examine case studies from different parts of the world in which people try to come to terms with challenging, even disturbing, collective experiences. The role of social memory will be explored in connection with national and transnational identities, religion, cultural trauma (e.g. slavery, genocide), truth and reconciliation efforts, monuments and commemorations, transition justice, and related topics. Finally, we will ask whether global media and education are creating a store of shared memory that is more truly transnational than ever before in history. The seminar welcomes all students who have completed at least one introductory course in the social sciences or humanities (including interdisciplinary listings). Prerequisites: Any ONE of the following—GTS 201, SOC 111, ANT 115, HIS 109, HIS 110, PHL 101, POL 212, PSY 112, PSY 113—OR instructor permission.

GTS 324 Central Europe (3 hr.) This course will examine the unique problems of this region from an interdisciplinary perspective. Since the demise of the Cold War in 1989, and with it the collapse of the wall between eastern and western Europe, this region has become a crucible for a changing world order and a changing Europe. Analysis of a series of current themes from a political science and a historical perspective will form the backbone of the course. We will also look at the issues from both a regional and a national point of view. These topics will include: the reunification of Germany; the ethnic/nationality question; the legacy of communism; the rise of neo-fascism; diplomatic integration into NATO or the European Union; tensions over Ukraine. Prerequisites: HIS 110, GTS 201, or POL 212.

GTS 401 Research Seminar (3 hr.) This interdisciplinary seminar is open to any student with an interest in national, transnational, and global issues and who has met the specified prerequisites. Its core objective is to cultivate an ability to comprehend, discuss, and produce scholarly research at an advanced undergraduate level. Required readings cover seminal works and exemplary texts in transnational and international studies. In class meetings, students work as a collaborative team to analyze assigned readings and provide feedback on classmates’ research. During the initial weeks of the course, students submit research proposals and begin assembling relevant scholarly sources. In the remainder of the term, students prepare cumulative portions and rough drafts of a research paper, culminating in a final draft approximately 25 pages in length. The most outstanding papers will be submitted as a session for the spring Undergraduate Scholars Forum. 3 credit hours. Prerequisites: GTS 201 or instructor permission; junior or senior status.

GTS 402 International/Transnational Studies Senior Thesis I (3 hr.) Students majoring in Global & Transnational Studies who have a cumulative GPA of 3.30 or higher in the major may elect to write a senior thesis for honors recognition. “Graduate with Honors” will be noted on their transcript provided they complete the thesis with a grade of B or better. Prerequisites: GTS 401.

HES – Health and Exercise Science

HES 101 Intro to Exercise Science (1 hrs.) This class will provide an opportunity for students to understand the scope of health professions related to Exercise Science as they begin their studies in the major and explore professions: e.g. medicine, nursing, physician assistant, physical therapy, occupational therapy, personal training, dietetics, chiropractic, strength and conditioning coaching. Students will also meet with WC Career Services, learn about major requirements/ advising, how to write professionally, and how to track and reflect on their progress in the major through major’s portfolio (in Canvas).

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. Offered fall and spring semesters.

HES 132 Wellness Concepts (2 hrs., second block, 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 health related fitness and wellness. Offered spring semester.

HES 204 Fitness and Wellness Concepts (3 hrs.) Students' baseline fitness values are assessed, fitness principles are learned, and training and behavioral strategies are developed through in-class activities. Students identify their current wellness status, acquire wellness information, develop skills to analyze health claims, and work toward personal wellness objectives. Offered spring semester.

HES 205 Stress Management (3 hrs.) This course introduces students to basic principles and theories of stress and techniques to effectively manage stress. Based on holistic health perspective, student will identify the various causes of stress and be introduced to a variety of stress management techniques and stress-reducing behaviors. Ultimately, students will develop and practice approaches that will contribute to optimal lifelong health.

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 in spring odd semesters.

HES/EDU 207 School Health, Physical Education and Safety in Elementary (3 hrs.) This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children. Offered in fall semesters.

HES 208 Creative Movement and Rhythms (3 hrs.) An introduction to the elements of creative movement and dance. Through a variety of learning experiences, students will examine movement forms as more than just physical activity, but as a means of self-expression and a vital aspect of culture. This course will give students practice in designing movement-learning experiences for persons of all ages. Offered in fall semester.

HES 215 Principles of Motor Learning (3 hrs.) The class will include lecture and laboratory experiences to study the principles and factors that influence motor skill acquisition and development. With an understanding of the theoretical bases, students will learn methods and teaching approaches that improve motor skill development and retention. Offered in odd numbered spring semesters.

HES 220 Social Science in Sport (2 hrs.) An analysis of the significance of physical activity in society and culture. Motivation and self-concept as applied to play, game, sport, and athletics are examined. Offered in fall semester.

HES 230 Introduction to Prevention and Care of Athletic Injuries (2 hrs.) This course is designed to provide students with general information of the care and prevention of injuries in the athletic setting. Students will learn terminology and anatomy for various injuries and basic care for these injuries as they pertain to the knee, ankle, shoulder, elbow, and head/face. Students will also be introduced to basic modalities used in the field of athletic training, basic training and conditioning guidelines, and how to deal with environmental issues as they pertain to athletics. Offered in the fall semester.

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 in fall semester.

HES 235 Care and Prevention of Injuries Lab (1 hrs.) Students will apply principles and practice taping and other skills that prevent and treat athletic injuries as described in HES 230*. The 1 hour Care and Prevention of Athletic Injuries lab course is required for Exercise Science major and Health and Wellness majors. The 1 hour lab is optional for Physical Education majors. Offered in fall semester.

HES 240 Introduction to Global Public Health (3 hrs.) The course will study foundational public health concepts in a global context, using an evidence based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease. Offered in fall semester.

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. Course fee required. Offered in fall semester.

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. Offered online spring semester.

HES 309 History and Philosophy of Physical Education (2 hrs.) Designed to assist students to develop an historical perspective and viable personal philosophy of physical education. Offered in fall odd semesters.

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 or BIO 114/115 or BIO 124/125.

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 is pertinent to teaching, coaching, and appropriate for students interested in health and exercise. Prerequisites: BIO 114/115 and BIO 124/125 (with a grade of B- or higher) or BIO 107. Offered fall semester.

HES 342 Exercise Prescription (3 hrs.) The class will cover general principles of exercise prescription for healthy persons and individuals with special needs. Particular emphasis will be on training to improve fitness and performance. Fitness testing and risk factor assessment will be the basis of developing a safe effective exercise program. Course Prerequisite: HES/PED 340 Exercise Physiology. Offered spring semester.

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, even fall semesters. 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. Prerequisite: One course from the following: PSY 112, PSY 113, BIO 108, BIO 114/115, SOC 111, WGS 210, REL 102. Offered spring odd semesters.

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 107, 108, 114, or 124; SOC 111; ECN 212; POL 112; or PHL 101. Course fee required. Offered spring semester.

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. Offered spring even semester.

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. Offered spring semester.

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 279 African Civilization (3 hrs.) A general survey of economic, political, and cultural world of sub-Saharan Africa from ancient times to the present. Offered 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 316 American Revolution (3 hrs.) This course examines a pivotal time in American history as Americans struggled to secure their independence and create the ideal republic. The bulk of the course will explore the causes and outcomes of the American Revolution. The class will also address the postwar years as Americans attempted to create a republican government that upheld the Spirit of '76. Topics discussed include aspects of colonial British North America, the Founding Fathers, the American Revolution, and the Constitution. Prerequisite: HIS 103.

HIS 319 The Civil War (3 hrs.) This course examines the American Civil War from 1850 to 1865. No discussion of the Civil War would be complete without understanding the tumultuous decade leading up to the conflict. Therefore, the course will begin in 1850. Although aspects of military strategy and implementation will be discussed, students will also dissect the social, political, economic, racial, and gender elements behind this historic conflict. Moreover, students will assess the Civil War's impact on ideas of nationalism and American identity. Prerequisite: HIS 103 or ENG 238.

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 110, HIS 104, GTS 201 or permission of the instructor.

HIS 324 Central Europe (3 hrs.) This course will examine the unique problems of this region from an interdisciplinary perspective. Since the demise of the Cold War in 1989, and with it the collapse of the wall between eastern and western Europe, this region has become a crucible for a changing world order and a changing Europe. Analysis of a series of current themes from a political science and a historical perspective will form the backbone of the course. We will also look at the issues from both a regional and a national point of view. These topics will include: the reunification of Germany; the ethnic/nationality question; the legacy of communism; the rise of neo-fascism; diplomatic integration into NATO or the European Union; tensions over Ukraine. Prerequisites: HIS 110, GTS 201, or POL 212.

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 HIS 110, 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 or HIS 104 or HIS 102.

HIS 331 American Slavery (3 hrs.) This course will look at the institution of slavery in the United States from 1492 to 1865. From discussing the roots and formation of slavery in the New World to its pivotal role in the founding of the American republic, the course will examine the parallel path of slavery and freedom in early America. Moreover, the course will allow students to explore the lives of slaves and their attempt to challenge, shape, and cope with American slavery. Several topics discussed include the Atlantic Slave Trade, slave religion, Antebellum slavery, and the Civil War. Prerequisites: HIS 103 or ENG 238.

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 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 courses: HIS 104, 106, 250, 267, 279, HUM 278, 294, POL 211, 212, ANT 115, ASN 201, GTS 201, REL 102 or ENV 105.

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 courses: HIS 104, 106, 250, POL 211, 212, REL 102, GTS 201, ANT 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. Prerequisites: HIS 103 or HIS 104 or WGS 210.

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: Any one of HIS 105, 106, 109, 110; GTS 201, POL 112, POL 212, SOC 111, or one or more semesters of German.

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.) 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.

HON 350 Honors Off-Campus Experience (1 hr.) Students will complete an off-campus experience in accordance with the contract developed in HON 301. Prerequisites: HON 301.

HON 450 Honors Thesis (1 hr.) Students will complete an advanced research project in accordance with the contract developed in HON 400. Students will also continue to serve as mentors to members of HON 150. Prerequisites: HON 400 Planning an Honors Thesis.

HUM – Humanities

HUM 277 Spanish Civilization (3 hrs.) An introduction to Spanish civilization from its beginnings to the present. Offered in English every spring semester.

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. Offered in English every fall semester.

HUM 294 Introduction to the French-speaking World (3 hrs.) An overview of French speaking cultures outside of Europe. Topics considered include the historical connections between France and the non-European Francophone world; the impact of colonialism on indigenous cultures, social relationships, and means of artistic expression; the interdependence of language and culture; and current issues of economic and political concern. Offered 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.

ITS – Internship

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/their learning and must initiate his/her/their own learning goals, keep a learning journal, participate in regular discussions with a faculty sponsor and complete a final project. Students must complete the necessary online form through the Internship Coordinator in the 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: Sophomore standing and initial discussion with the Internship Coordinator and approval from academic advisor. (Sophomores may take only one credit of ITS 399 except with approval of the Internship Coordinator and his/her/their academic advisor.)

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 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 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 351 Systems & Software Engineering Studio (3 hrs.) 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 are 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. Prerequisites: Concurrent enrollment in at least one of CSC 350, CSC 205, or CSC 327, and a declared Computer Science or Information Technology major.

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.

JMP – Journalism, Media, Publishing

JMP 220 Janus and the World of Publishing (3 hrs.) This course will introduce students to the world of publishing through a variety of means. Students will take part in all aspects of editing, designing and producing Westminster College's literary magazine, *Janus*, using In-Design and a variety of collaborative and individual exercises. Moreover, students will explore other publishing topics and avenues including but not limited to: learning the fundamentals of copy-editing, writing book and article proposals, creating and maintaining blogs and other social media sites, writing query letters, investigating and managing submissions, writing and submitting book reviews, evaluating publication options, promoting published material, and establishing and maintaining a writerly presence. Prerequisites: ENG 103 and ENG 275, or permission of the instructor.

JMP 260 Introduction to Journalism (3 hrs.) A survey of the field of journalism, with particular attention to its history, ethics, and the responsibilities of the journalist. Much of the class work is the writing of typical examples of journalism. Students enrolled in this course will participate in a practicum as writers or editors for *The Columns*. Prerequisites: ENG 103.

JMP 270 Expository Writing (3 hrs.) A course in advanced composition, with emphasis on reasoning and organization, and with special attention to principles of style. Part of the course will consist of discussion of student work, as well as the study of trends of thought and the literary techniques of published essayists. Prerequisites: ENG 103.

JMP 355 Message and the Media (3 hrs.) This course will study the nation's first media explosion, when innovative information technologies opened up the world and created a nation. We will examine the way literate and non-literate forms of communication formed an information network that drew people together on the North American continent, before the colonial era and up to the Early Republic. We will begin with Native American wampum and end with the telegraph. In between, we will evaluate written media—newspapers, pamphlets, magazines, letters, diaries, almanacs, and the first American novel. We will also consider drama, maps, advertising, painting, cartoons, money, folktales, food, and bar room ballads as media forms that unified the colonists in their political and social thinking. We will simulate and engage in some early American communication practices in order to understand the roots of our own media use today. Prerequisites: a 200- level course in literature or permission of the instructor.

JMP 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.

JMP/ENG 380 Introduction to Digital Humanities (3 hrs.) Digital tools such as archives, data mining, data visualizations, and games are changing how students and scholars approach the study of the humanities. In this course, we will use digital tools to facilitate our own interpretation and research, with a particular focus on Mary Shelley's *Frankenstein* and its enduring influence on popular culture. No technical proficiency is assumed—you only need to be willing to learn. Our projects will include many hands-on (and, I hope, fun) opportunities to make things in addition to the analytical writing assignments you are familiar with from other English courses. Prerequisite: A 200-level course in literature (ENG 204, 205, 238, 239, 248, 249).

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 100 Peer Mentoring (1 hr.) This course will encourage students who are serving as peer mentors for the Westminster First Year Experience to continue to develop their skills as mentors and effectively support new students' transition to college. Students will not only engage in service to the college by supporting their mentees and first-year instructors, but also will be asked to establish personal and professional goals that they will work to develop through the mentoring experience.

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 134 Career Management I (1 hrs.) Introduction to Career Management: is an overview of the basics of deciding on a major, which includes assessments, research, self-reflection and preparing job-searching materials (resume, cover letter, interviewing, etc.)

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; and 4) creating a stepping-stone for further study of leadership-related topics in other courses. The course will most likely have a mentor or mentors to help in the facilitation of dialogue and information.

LST 205 Mediation and Conflict 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 234 Career Management II (1 hrs.) Delves into additional resources for self-assessment within specific career areas and more occupational research, with additional focus on social media, informational interviews and job searching. A case study will be completed in the area of occupational interest for the applicant.

LST 240 Leading Oneself to Personal Wellness (3 hrs.) Wellness is an essential component to productivity, disease prevention and management, optimal functioning, and thus, overall personal development. This course will take a “whole-person” approach using the six dimensions of wellness: physical, emotional, spiritual, occupational, social, and intellectual. There will be an emphasis on practical and sustainable behavioral change that includes personal self-reflection and environmental awareness. Each topic will include a self-assessment plan. Topics include stress management, nutrition, fitness, worksite wellness programming, health-promotion and assessment of risk, and wellness leadership. Prerequisite LST201.

LST 250 Leadership Communication (3 hrs.) Excellent communication is essential for effective leadership and for any organization to thrive. This course offers an overview and application of the development of communication skills, whether it is learning to lead teams, resolving conflict, disseminating information clearly, or becoming a better public speaker. The influence of social media on our society will be covered to examine how individuals, as well as organizations can use these communication tools effectively. Additionally, the course will explore the use of technology as tools to enhance and improve organizational communication, and the many ways in which technology can be used to improve organizations and serve as a source of competitive advantage. Prerequisite LST201.

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 301 Organizational Leadership Mentoring (1-4 hrs.) This course will allow the upper-level Organizational Leadership minor or student who has completed an introductory course in Organizational Leadership to develop their mentoring and leadership skills while advancing their knowledge of leadership theory. In addition to the instruction provided, the student will develop their mentoring and leadership skills through one of the following instructor-approved experiences: 1) Serve as teaching assistant to LST 201 Leadership Theories/Practices and mentor to students taking this class; 2) Serve as a Westminster Seminar Mentor; 3) Assist with the course development and serve as teaching assistant for a Leadership Lab (LST 131/132/133); or 4) Serve in another leadership/mentoring role as approved by the instructor and the coordinator of the Organizational Leadership program. In addition to the leadership and mentoring experiences, the student will increase their knowledge of leadership theory and develop higher level mentoring skills through research, reflective journaling, or other methods as assigned by the instructor. Prerequisites: LST 201 or LST 205.

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. Prerequisites: LST 201, GTS 201, or GTS 210.

LST 330 Diversity & Ethics in Leadership (3 hrs.) Appreciating the opportunities and challenges that come from a diverse workforce is essential for leaders. This course reviews research on worker similarities and differences based on age, generation, culture, race, ethnicity, nationality, disability status, gender identification, and sexual orientation. In addition, this course will discuss ethical issues that arise in the workforce and in society which demand enlightened leadership. Students will learn to apply this knowledge as they become more competent leaders in a global society. Prerequisite LST 201.

LST 340 Great Leaders (3 hrs.) This course examines great leaders and focuses on the struggles they faced and the leadership habits and techniques they employed to transcend those difficulties. Drawing on their knowledge from previous leadership modules, this course will allow students to see examples of leadership in practice. The subjects chosen will reflect the broad diversity of leaders crossing all political, gender, and ethnic lines. This course will also provide a biographical overview Winston Churchill and of some of the other influential leaders Westminster College has welcomed to its campus to deliver the Green Lecture. From presidents to musicians, entrepreneurs, and activists, Westminster has become a key destination for global leaders to deliver transformative speeches. Prerequisite LST201.

LST 334 Career Management III (1 hrs.) Further tracks the progress of one's personal career development path and career goals with an emphasis on the current job market, employment trends, and completing more advanced job searching or graduate school application materials. In-depth case studies and research will be required.

LST 350 Leading Teams and Group Dynamics (3 hrs.) Collaboration, teamwork, and group cohesion are crucial elements to organizations and high performing work groups. This course focuses on high performance teams and what makes them work. Selected theories and concepts will describe the stages of team development, the establishment of group norms, barriers to effective teamwork, team productivity, and team-building techniques. The course also analyzes the process of group communication, particularly in the context of task-oriented and decision-making groups, and methods to mediate group conflicts. Prerequisite LST201.

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? LST 335 is a crossroads where communal song will be used to build bridges across divides of ethnicity, race, gender, religion, social class, sexual orientation, and age. As we explore ideas of identity and community, we will employ the tradition of shared song as a tool to unite people of diverse backgrounds upon a common ground of song. Through song, we will extend our sense of common ground by sharing cultural codes of songs from folk traditions around the world. In this course, we will learn the art of "lifting a song" in small groups and large gatherings. We will study historical examples of song lifting as practiced among members of the Labor Movement, participants of the Civil Rights Movement, and the Folk Movement of the 1960s and 70s. We will analyze the work of song leaders like Pete Seeger, Odetta, Bernice Johnson Reagon, and Ysaye M. Barnwell and learn the songs that played pivotal roles in their work building communities and addressing issues of social, economic, political, and environmental consequence. Like these song leaders, we will develop the skills to build coalitions through shared singing and to promote unity and solidarity for specific, relevant issues. This course will be experiential: students will read music, compose song lyrics, sing, play instruments, and lead singing. The ability to read music is required. Also there is a strong service-learning component to this course as students will lead in the making of music with various groups and organizations locally.

LST 380 College Tutoring III (2 hrs.) This course is designed to teach tutors about the issues typically encountered in peer tutoring. Students in this course design and carry out an independent project that addresses a student success support need identified by each student with assistance from the course instructor. Students in this course provide tutoring for a lower-level course and review information learned in the previous tutoring courses. 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 301 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 non-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/her/their designate will be responsible for assigning the final grade for the internship.

LST 410 Advanced Topics in Leadership (3 hrs.) Students will examine issues in selected topic areas of leadership at an advanced level. Selected topic areas may include change leadership, leadership agility, and political leadership. Prerequisite LST201.

MAT – Mathematics

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; estimating population parameters; hypothesis testing; random sampling; large and small sample theory and methods; and regression and correlation. Use of technology for analysis and testing is a required component of the course. Prerequisites: ACT math score 23 or SAT math score 540 and 4 years of high school math, including 2 years of algebra with at least B's. Not having prerequisite requires the student to successfully complete MAT 111 College Algebra with a grade of C- or better. Offered every semester.

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. Offered every semester, depending upon demand.

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. Offered every semester, depending upon demand.

MAT 124 Calculus I (5 hrs.) A study of plane analytic geometry with a formal introduction to calculus, including limits, derivatives, techniques of differentiation, anti-derivatives, definite integrals, and the fundamental theorem of calculus. Applications in science and engineering are included. Prerequisites: ACT math score of 25 (27 preferred) or SAT math score of 600 (630 preferred) and at least 4 years of high school math, including a pre-calculus or trigonometry course with a grade of at least B. Not having prerequisite requires the student to successfully complete MAT 121, Pre-calculus with a grade of C- or better. Offered every semester.

NOTE: A course *leading to the fulfillment* of the Breakthrough math requirement (MAT 114 **or** MAT 124) must be taken in the first year (MAT 090 Intermediate Algebra, MAT 111 College Algebra, MAT 114 Elementary Statistics, MAT 121 Pre-Calculus, or MAT 124 Calculus I).

MAT 214 Calculus II (4 hrs.) A continuation of MAT 124. This course includes integration of standard forms (integration by parts, trigonometric substitution, etc.), the definite integral, applications of integration and the study of sequences and series. Prerequisites: Completion of MAT 124 with a C- or better, or permission of the instructor. 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 every fall semester.

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 or Foundational math requirement in Breakthrough 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 with a C- or better, or permission of instructor. Offered in the 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. Offered in the fall semester of odd years.

MAT 312 Differential Equations (3 hrs.) A study of ordinary differential equations (ODEs). This course is focused on the analytical, geometrical, and numerical aspects of differential equations. First and second order ODEs are deeply studied using various analytical techniques. The Laplace transform is utilized to solve initial value problems of higher-order ODEs. Particular attention is paid to systems of ODEs using phase portraits and numerical analyses. Offered spring semester of odd years. Prerequisites: Completion of CSC 104 and MAT 224 with a C- or better, or by permission of instructor.

MAT 313 Mathematical Probability and Statistics (3 hrs.) This course introduces the student to the mathematics of probability and statistics. The concepts of discrete and continuous probability distributions are studied in detail. The material is applied to the areas of statistical inference, including estimation and hypothesis testing. Offered every spring semester. Prerequisites: 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 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 is on sets and number theory. This course prepares the mathematics major for success in other 300- and 400-level mathematics courses. Prerequisites: Completion of 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 every spring semester. Prerequisites: a C- or better in MAT 231 or permission of the instructor.

MAT 398 Independent Study (1-4 hrs.) Individual study and/or research 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 and department chair.

MAT 422 Modern Algebra (3 hrs.) A study of the axiomatic development of algebraic structures, including groups, rings, and fields, with selected introductions to symmetry groups, factorization, and integral domains. Offered every spring semester. Prerequisites: Completion of CSC 104, MAT 215, 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 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 fall semester.

MSC – Military Science

MSC 101 Fundamentals of Leadership and Management (1 hr.) An introduction to Army ROTC leadership qualities and responsibilities. Emphasis on development of individual skills through committee-taught, performance-oriented leadership development subjects. Instruction is centered around marksmanship, adventure education and self-development techniques.

MSC 102 Military Skills (1 hr.) An introduction to the use of the basic military skill of map reading and land navigation.

MSC 201 Advanced Individual Leadership Subjects (2 hrs.) An introduction to self-development/human relations and assertiveness techniques and practical application of these skills in leadership roles. Focus is on development through the application of interpersonal communications techniques, practical work with role play exercises, and learning through involvement. Prerequisite: Consent of instructor.

MSC 202 Introduction to Tactics and Operations (2 hrs.) A study of the fundamentals of small unit tactics and the application of leadership to changing situations. Prerequisite: Consent of instructor.

MSC 301 Leadership and Management I (3 hrs.) Develops principles and techniques of leadership and management. Course provides an introduction and practical application in first aid, nuclear-biological-chemical (NBC) operations, tactical communication and an introduction to infantry weapons. Prerequisite: MSC 101, 102, 201, 202, or their equivalent and instructor consent is required.

MSC 302 Advanced Tactics (3 hrs.) Development of intermediate techniques of leadership and management, tactical operations exercises, introduction to wire and radio communications, NBC operations, infantry weapons systems and the psychology of leadership. Prerequisite: MSC 101, 102, 201, 202, or their equivalent and approval of the Professor of Military Science.

MSC 401 Leadership and Management II (3 hrs.) Develop proficiency in leadership and management skills with emphasis on duties and obligations of an officer. Introduces students to basic concepts of military law and develops an understanding of training management. Prerequisite: MSC 301 and 302 or approval of the Professor of Military Science.

MSC 402 Fundamentals and Dynamics of the Military Team (3 hrs.) Develop proficiency in using tactical management skills with emphasis on the role of Army staffs, staff estimates and plans, command and control, decision making, platoon operations, and a practicum with Army ROTC Management Simulation Programs. Prerequisite: MSC 301 and 302 or approval of the Professor of Military Science.

*Additional courses and leadership labs may be completed at the Lincoln University campus through the MMACU consortium. Please contact the ROTC instructor at Westminster College for additional course information.

MUS – Music

MUS LB5 Churchill Singers (2 hrs.) The Churchill Singers uphold the mission of Westminster College and collectively embody the principles practiced by Churchill the statesman. Through choral singing the Churchill Singers consider issues of social, spiritual, and global significance and address these issues artistically, intellectually, and practically. Members of the Churchill Singers are not only recognized for their musical abilities but also for their campus and community leadership and the ways in which they personify the College values of integrity, fairness, respect, and responsibility. Membership in Churchill Singers is by audition only. Auditions are held at the end of every spring semester. If openings arise, auditions for specific voice parts will occur in December for the following spring semester.

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 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 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 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 course seeks "to integrate disciplinary knowledge and to explore its relevance to contemporary issues and problems." This course seeks to demonstrate the intersection of communal music with social and political movements. Prerequisite: MUS 105 or MUS 205.

MUS/LST 335 Song and the Community (3 hrs.) Have you ever lifted your voice in song? Are you drawn to the notion of peace, justice, and equality for all people of the world? Do you believe in the power of grass-roots efforts to transform communities? MUS 335 is a crossroads where communal song will be used to build bridges across divides of ethnicity, race, gender, religion, social class, sexual orientation, and age. As we explore ideas of identity and community, we will employ the tradition of shared song as a tool to unite people of diverse backgrounds upon a common ground of song. Through song, we will extend our sense of common ground by sharing cultural codes of songs from folk traditions around the world. In this course, we will learn the art of "lifting a song" in small groups and large gatherings. We will study historical examples of song lifting as practiced among members of the Labor Movement, participants of the Civil Rights Movement, and the Folk Movement of the 1960s and 70s. We will analyze the work of song leaders like Pete Seeger, Odetta, Bernice Johnson Reagon, and Ysaye M. Barnwell and learn the songs that played pivotal roles in their work building communities and addressing issues of social, economic, political, and environmental consequence. Like these song leaders, we will develop the skills to build coalitions through shared singing and to promote unity and solidarity for specific, relevant issues. This course will be experiential: students will read music, compose song lyrics, sing, play instruments, and lead singing. The ability to read music is required. Also there is a strong service-learning component to this course as students will lead in the making of music with various groups and organizations locally.

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 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. Course fee required.

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 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 (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. Course fee required.

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 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 Middle School and Secondary Physical Education (3 hrs.) This course is designed for students planning to teach middle school and secondary physical education programs. Topics include program development, selecting and implementing instructional units, class organization and management, assessment, integrating physical education with other disciplines, and professional development. Prerequisite: EDU 290.

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.) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do,

we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. “Agreeing” with the various religions we will be studying is not required; however, “understanding” them is. Typically offered every semester.

PHL 120 History of Philosophy (3 hrs.) This course explores the history of western philosophy with an emphasis on the ancient, medieval and modern philosophical eras. Pursued chronologically, most attention is given to central figures such as Socrates, Plato, Aristotle, Aquinas, Descartes, Locke, Hume and Kant though a broader range will be investigated with an emphasis on their views relating to ethics, political theory, and metaphysics/epistemology (relating to the nature of reality and how we come to know such). The course also focuses on applying historical philosophical thought to our contemporary world.

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

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 324 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. Prerequisite: Any ONE of the following: Bio 114/115, BIO 328 BIO 124/125, BIO 100 General Biology I, PHL 101, 212, 221, 222, 242, 244, 246, or REL 101, 102.

PHL 333 Asian Philosophy and Religion (3 hrs.) The purpose of this course is to provide a detailed overview of the key thinkers and issues of the four major traditions of Eastern Philosophy: Indian, Chinese, Japanese, and Islamic. A variety of primary and secondary source readings are used to elucidate issues in metaphysics (including philosophy of religion), epistemology, ethics, political philosophy, and aesthetics. Prerequisite: Any ASN, PHL or REL course.

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 114/115, BIO 328, BIO 124/125, BIO 100 General Biology I; 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 202 Algebra-Based Physics I (4 hrs.) Algebra-based Physics I is an introductory physics course which covers the topics of Newtonian mechanics, conservation laws, and fluid statics and dynamics. The course includes a laboratory. Prerequisite: MAT 111 or one year of high school Algebra.

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: Completion of PHY 201 with a C- or better.

PHY 213 Algebra-Based Physics II (4 hrs.) Algebra-based Physics II is a continuation of Algebra-based Physics I and covers the topics of oscillatory motion, waves, electricity and magnetism, optics, and selected topics in modern physics. This course includes a laboratory. Prerequisite: C- or better in Algebra-based Physics I.

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. Prerequisites: MAT 224 and PHY 201 with a C- or better.

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 328 Analog Circuits (4 hrs.) We will investigate the theory and experimental procedures of modern electronic analog circuits. There are two main classes of electronics: analog and digital. Analog circuits, covered this semester, deals with electrical signals that can have a continuous range of values, while digital circuits, covered during the second semester of the circuits sequence, involves digital signals that can have only a small number of discrete values. Prerequisites: PHY 212 and MAT 214.

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 explores key issues in the international system including war, terrorism, human rights, and international law, international institutions like the United Nations, and theories of international relations.

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 or POL 205 or ECN 110 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 or 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 314 American Constitutional Law and Politics (3 hrs.) This course, (1) explores how the decisions of the U.S. Supreme Court have influenced the country's understanding of the Constitution, (2) considers the political forces that shaped the decisions, as well as the political effects of those decisions and (3) details the contours of the significant rights articulated in the decisions. Prerequisites: POL 211.

POL 316 American Jurisprudence (3 hrs.) This course, (1) introduces and critiques the major philosophies of law, (2) applies these philosophies to various issues and cases and (3) orients the student to legal reasoning and other legal methods of analysis and inquiry. This course should help prepare students for the study of law, or law-related topics. Prerequisites: POL 211.

POL 324 Central Europe (3 hrs.) This course will examine the unique problems of this region from an interdisciplinary perspective. Since the demise of the Cold War in 1989, and with it the collapse of the wall between eastern and western Europe, this region has become a crucible for a changing world order and a changing Europe. Analysis of a series of current themes from a political science and a historical perspective will form the backbone of the course. We will also look at the issues from both a regional and a national point of view. These topics will include: the reunification of Germany; the ethnic/nationality question; the legacy of communism; the rise of neo-fascism; diplomatic integration into NATO or the European Union; tensions over Ukraine. Prerequisites: HIS 110, GTS 201, or POL 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 fall semester. Prerequisites: POL 112 or POL 211 or ENV 105.

POL 328 National Security Agencies (3 hrs.) To understand the politics and processes of national security, we must have an understanding of the national security labyrinth at the national level. The purpose of this course is to ensure the students' knowledge about the institutional design, oversight mechanisms and shortcomings, missions, and relationship of the varied institutions of the national security bureaucracy. Prerequisites: POL 211, SEC 201, or permission of the instructor.

POL 332 National Security Law I (3 hrs.) The purpose of this class is to provide an understanding of the sources, impact and limitations of laws that impact the national security of the United States. We will look at the three branches of government and the roles that each plays in the legal environment related to national security. Additionally, there will be discussion of international laws and their effect on the security of the United States. Prerequisites: Any of the following: POL 211; POL 301; POL 305; POL 314; POL 362; any Security Studies course (SEC designation); OR permission of the instructor.

POL 333 National Security Law II (3 hrs.) This class delves deeply into legal issues facing national security, including traditional legal frameworks, and legal questions in emerging areas of national security law. Prerequisite: POL 332.

POL 335 Politics and Security of Developing Nations (3 hrs.) In this course, students will undertake a comparative investigation of the political dynamics of the developing world. Looking across Latin America, Asia, and Africa, students will identify and contrast patterns of political behavior across regions and analyze models of economic development, governance, and security challenges that occur in the developing world. By taking a policy-making perspective, students will assess problems and analyze solutions to current issues in developing nations. Prerequisites: POL 112, 212, SEC 201 or permission of the instructor.

POL 337 Human Rights and Security (3 hrs.) This course examines the evolution of the international system of human rights. It will consider fundamental legal, moral, and political debates related to human rights and look for avenues to make progress in human rights protection. It will also examine the relationship between human rights and human security and the challenges associated with the provision of human security in the 21st century, with special attention paid to human trafficking and economic development. Prerequisites: POL 112, 212, SEC 201, GTS 201, or permission of the instructor.

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. Prerequisite: POL 211 or permission of the instructor.

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: Any of the following: FAR 215, HIS 104, POL 112, or POL 211.

POL 351 Women and Politics (3 hrs.) This course explores the connection between gender and politics in America and in international contexts. Topics under investigation include political participation and the exercise of political leadership by women, the evolution of social movements in support of women's rights, critical social and political issues of concern to women such as health, employment, security, and education, and debates over relevant public policies. Prerequisites: POL 112, 211, 212, WGS 210, or permission of the instructor.

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.

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/EDU 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 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, analyze data, and report results. Through a series of exercises using primarily PC computers in the psychology laboratory, students learn how to use the Internet to search for previously published research, how to locate and use electronic literature, how to use statistical packages such as Jamovi, and how to generate graphs and other APA style documents. Prerequisites: PSY 112, PSY 113, and MAT 114.

PSY 274 Methods in Experimental Psychology (3 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 once every two years. 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 occasionally. Prerequisites: PSY 112 or 113.

PSY 305 Industrial-Organizational Psychology (3 hrs.) This course applies the principles of psychology to work and other organizational settings. It presents both traditional industrial applications (personnel selection, job design, training, and performance evaluation), more recent perspectives on organizational performance (group dynamics, romance in the workplace, leadership, problem solving, organizational design, organizational development, and organizational culture and socialization), recent work in ergonomics and engineering psychology, and consumer psychology. Offered 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 a 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 PSY 270 or PSY 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 a 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 PSY 270 or PSY 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 315. Meets three hours per week. Offered one semester every two years. Prerequisites: PSY 113 and PSY 270 or PSY 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 PSY 270 or PSY 274.

PSY 330 Addictive Disorders (3 hrs.) This course will integrate biological, psychological, social and cultural aspects of the use and abuse of a wide variety of psychoactive substances ranging from caffeine to alcohol to heroin. The course will focus on the nature of and criteria for diagnosing substance use disorders (SUDs), and predictors of SUDs. Existing and new/emerging approaches to treatment (medications, counseling, support groups) will also be discussed and explored in class, with a strong focus on reading, understanding, and critiquing original peer-reviewed research on SUDs and their treatment. Offered occasionally. Prerequisites: PSY 274 or PSY 290 or BIO 107 or BIO 114.

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 occasionally.. Prerequisites: POL 112, POL 211, PSY 113, or SOC 111.

PSY 364 Stereotyping, Prejudice, and Group Conflict (3 hrs.) This course uses experimental social psychology as the foundation to explore the affective, behavioral, and cognitive processes associated with group interaction and conflict. Utilizing an interdisciplinary perspective, it will integrate psychological, sociological, political, historical, and security-related approaches to understanding stereotypes, prejudice, and discrimination on a local and global scale. Offered occasionally. Prerequisite: PSY 113.

PSY 390 Abnormal Psychology (3 hrs.) This course explores the psychological, cultural, and social factors involved in defining patterns of thought and behavior as abnormal with a focus on mental/psychiatric disorders as defined by the Diagnostic and statistical manual. A strong emphasis is placed on understanding scientific research on predictors of and biological 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 391 Abnormal Psychology Lab (1 hr.) Optional laboratory to accompany PSY 390. Meets three hours per week. Offered one semester every two years. Prerequisites: PSY 113 and 274.

PSY 398 Independent Study (1-4 hrs.) This course gives the psychology major an opportunity to increase his/her/their 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 occasionally. Prerequisites: PSY 113 and one of the following: HIS 334, 356, HUM 277, 278, 294, GTS 201, PHL 102, POL 212, REL 102, SOC 111, WGS 210.

PSY 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, SOC 111 or ANT 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. Some attention will be given to the questions of the Bible's relevance in addressing contemporary ethical issues. Typically offered every semester."

REL/PHL 102 World Religions (3 hrs.) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. "Agreeing" with the various religions we will be studying is not required; however, "understanding" them is. Typically offered every semester.

REL 302 The Meaning of Life (3 hrs.) What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make sense of how to make our own lives as meaningful as possible—to know not only why we're living, but that we're living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question. Prerequisite: One PHL or REL course, or permission of the instructors.

REL 305 Perceptions of Death (3 hrs.) No matter our gender, race, nationality, socio-economic status, and religious commitment, all of us shall one day die. And by whatever term it is referred—passing away, dying, croaking, giving up the ghost, passing, becoming fertilizer, succumbing to physical finitude, falling asleep (the euphemism in the time of Jesus)—not one of us shall be able to avoid death. Of course, death especially in Western, American culture, is not often discussed: Death is counter-cultural in that our society—with its obsession with youth, the new, and vitality—either dismisses death as an event that happens to someone else or denies death as an inevitable reality by emphasizing a false sense of personal earthly immortality. This interdisciplinary course will study the phenomenon of death in its biological, psychological, social, cultural, ethical, and religious dimensions. Topics will include the problem of defining death; the fear and denial of death; the institutionalization and secularization of death in the modern world; the dying person and the process of death; grief; funerals; suicide; beliefs concerning life after death; literary treatments of death; and ethical issues surrounding death (such as the artificial prolongation of life, euthanasia, capital punishment, cloning, and genocide). Typically offered every other year. Prerequisites: 3 hours of Religious Studies credit or permission of instructor.

REL 307 Social Justice in Modern Christian Thought (3 hrs.) With a focus on social ethics, this course will explore the moral implications of the Christian commitment, the formulation and development of the principles of Christian ethics for persons and within communities, and their applications to areas of contemporary life. The course will address issues such as economic justice, poverty and wealth, criminal justice and capital punishment, war and pacifism, as well as environmentalism and food consumption. We will give attention to Catholic Social Teaching, Liberation Theology, and Anabaptist thought, among others. Typically offered once every year. Prerequisites: REL 101 or REL 102.

REL 316 The Teachings of Jesus (3 hrs.) The emphasis of this course is upon developing a historical understanding of Jesus. The teachings of Jesus are examined, using the Biblical Gospels, parallel Jewish and Greek and Roman documents and early extra biblical Christian texts as source materials. Attention will be given to the interpretation of Jesus in the Gospels, Paul and other early Christian sources. Interpretations of Jesus throughout history and

in the contemporary world which shape the reception history of the “teachings of Jesus” will be studied. Typically offered every other year. Prerequisites: REL 101.

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 324 Religion and the Environment (3 hrs.) For decades, there have been warnings about what human presence on the planet has been doing to the rest of nature. Science has been consistent and persistent in pointing out the consequences of species extinction, deforestation, soil erosion, population growth, climate change, acid deposition, water pollution, and waste disposal. However, as important as noting and exploring the scientific foundations of environmental problems, it is not enough. For at the heart of environmental challenges is a spiritual crisis: The crisis involves how we regard nature, what our values are, and how we act as a result. This inevitably involves worldviews, attitudes toward nature, and ethics. Especially in this regard, the enlistment of the moral, spiritual perspectives of the various religious traditions of the world is crucial, since most of the world’s population follows various religious traditions. What if the religious, ethical resources of these traditions could be brought to bear on the way persons view, and act toward, nature? What if religious people in churches, mosques, synagogues, and temples took seriously on religious grounds the environmental problems that beset us, and drew on their varied traditions’ resources to respond to them? Despite the scope and gravity of environmental problems, there still remains hope, if the environmental consciousness that has been provided by science, and the environmental conscience that could be provided by the world religions, can come together to raise ecological awareness and stimulate environmental action. Typically offered every other year in the spring semester. Prerequisites: ENV 105, PHL 212/246 or 3 hours of Religious Studies credit.

REL 333 Asian Philosophy and Religion (3 hrs.) The purpose of this course is to provide a detailed overview of the key thinkers and issues of the four major traditions of Eastern Philosophy: Indian, Chinese, Japanese, and Islamic. A variety of primary and secondary source readings are used to elucidate issues in metaphysics (including philosophy of religion), epistemology, ethics, political philosophy, and aesthetics. Prerequisite: Any ASN, PHL or REL course.

REL 335 Sex and Gender in the Christian Tradition (3 hrs.) This course is a critical study of sexuality and gender within the Christian tradition. Using biblical perspectives, theological positions, ethical reasoning, church traditions, faith commitments and empirical data as our guides, we will explore several realms of contemporary Christian conversation. Lenses for interpretation used within the course include Womanist ethics, Queer theory and theology, and Feminist biblical exegesis. It examines key ethical variables such as human nature, God, the church, love, justice and empowerment in such major issues of sexuality and gender as human eroticism, marriage, partnering, divorce, contraception, reproduction, sexual identity and sexual violence. Typically offered every other year. Prerequisites: 3 hours of credit in REL or WGS.

REL 342 Religion and Science (3 hrs.) The common perception today is that, for centuries, science and religion have stood in conflict with each other—perhaps best typified and symbolized in the confrontation between Galileo and the Church concerning his sun-centered conception of the universe and in the confrontation between Charles Darwin and the Bible concerning his theory of evolution. However, this “warfare thesis” ignores the fact that most of those responsible for modern science were persons of religious faith and that in most cases they attempted to resolve issues between science and religion and thereby preserve their faith and honor their scientific discoveries. This has not always been easy or successful, and in several key cases, this situation has meant that science and religion have regarded each other as diabolical enemies, to be fought against, and fought-off, in every instance and by every available means. However, in the 21st century, a window of opportunity has opened for a potentially more positive and fruitful relationship. In this course, this fresh moment for a conversation between the two fields will focus on three themes—cosmology and creation, evolution and providence, and genetics and human nature. Prerequisite: One course in religious studies or one course in the natural sciences, or permission of the instructor.

REL 346 Religion and Violence: The Holocaust and other Genocides (3 hrs.) This course will investigate a number of large-scale outbreaks of violence among humans in the 20th and 21st centuries. The Holocaust will be studied first, and will then be used as a springboard to examine other genocides or atrocities. Among the key questions that will guide the course are, “What happened in each genocidal event? What are the historical, political, economic, social, and religious roots of the genocide that occurred? Are there patterns that can be discerned among the various atrocities? How did religion, in particular, contribute to resistance (religion as “defiance”)? How did religion, in particular, serve as an accomplice to the violence (religion as “compliance”)? And what steps can be taken to prevent such catastrophes in the future, or at least to reduce the odds that they will occur? Prerequisite: One course in religious studies, or permission of the instructor.

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.

SEC – Security Studies

SEC 201 Introduction to Security Studies (3 hrs.) This course will provide the foundations for the Security Studies minor and major, and will serve to introduce many issues in the modern search for security. By the end of the course, you should have a basic understanding of the major theories of security; current issues, conceptions threats to security; institutions related to security; and identify future threats that may loom on our horizon. Additionally, there will be several guest speakers in class who will discuss particular issues in more detail.

SEC 205 Intro to Homeland Security (3 hrs.) The principal objective of this course is to provide a comprehensive introduction to US homeland security, with a focus on the post-September 11, 2001 era. We will examine agency missions, laws, and regulations that govern America's efforts to protect the homeland. Through an examination of complex threats and threat environments, students will gain insight into contemporary issues relevant to the homeland security enterprise

SEC 312 Terrorism (3 hrs.) The major objective of this course is to increase your knowledge about terrorism: what it is, why it occurs, why targets are selected, and how to prevent it. Prerequisites: SEC 201.

SEC 325 Issues in Homeland Security (3 hrs.) The purpose of this class is to provide an understanding of the issues and policy spaces that comprise homeland security. The policy space is wide and oft-changing; as such, this course is designed to introduce the students to the critical policy spaces, and allow the student to explore these with some depth. Prerequisites: POL 211; POL 301; any Security Studies course (SEC designation); OR permission of the instructor.

SEC 328 National Security Agencies (3 hrs.) To understand the politics and processes of national security we must have an understanding of the national security labyrinth at the national level. The purpose of this course is to ensure the students' knowledge about the institutional design, oversight mechanisms and shortcomings, missions, and relationship of the varied institutions of the national security bureaucracy. Prerequisites: POL 211, SEC 201, or permission of the instructor.

SEC 335 Politics and Security of Developing Nations (3 hrs.) In this course, students will undertake a comparative investigation of the political dynamics of the developing world. Looking across Latin America, Asia, and Africa, students will identify and contrast patterns of political behavior across regions and analyze models of economic development, governance, and security challenges that occur in the developing world. By taking a policy-making perspective, students will assess problems and analyze solutions to current issues in developing nations. Prerequisites: POL 112, 212, SEC 201 or permission of the instructor.

SEC 337 Human Rights and Security (3 hrs.) This course examines the evolution of the international system of human rights. It will consider fundamental legal, moral, and political debates related to human rights and look for avenues to make progress in human rights protection. It will also examine the relationship between human rights and human security and the challenges associated with the provision of human security in the 21st century, with special attention paid to human trafficking and economic development. Prerequisites: POL 112, 212, SEC 201, GTS 201, or permission of the instructor.

SEC 346 Chinese Politics and Influence (3 hrs.) An examination of how China's emergence as an economic, diplomatic, and military heavyweight is shifting the global balance of power, shaping the responses of governments and intergovernmental organizations, and posing fundamental questions about the nature of world order itself. Prerequisites: GTS 201, SEC 201, POL 212, or permission of the instructor.

SEC 420 Security Studies Thesis (3 hrs.) Students will learn research methods and utilize them to write a thesis paper. The expectation is that these papers will be written at a level acceptable for off-campus conference. Prerequisites: junior or senior status; declared Security Studies major; 18 or more hours toward major completion. Students will learn research methods and utilize them to write a thesis paper. The expectation is that these papers will be written at a level acceptable for off-campus conference. Prerequisites: junior or senior status; declared Security Studies major; 18 or more hours toward major completion.

SOC – Sociology

SOC 111 Introduction to Sociology (3 hrs.) This course provides an introduction to the theories and methods used by sociologists to understand society. It explores topics ranging from culture to social institutions, including education, the economy, and government. It also examines how social identities, such as race, class, and gender affect people's lives and life chances.

SOC 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. Prerequisites include any one of the following: SOC 111 or WGS 210.

SOC 317 Race and Ethnicity (3 hrs.) This course explores various aspects of race and ethnicity, including the social construction of racial and ethnic categories, theoretical perspectives on prejudice and discrimination, and how race and ethnicity are embedded in social institutions. The course includes discussion of some of the most pressing issues in American society, such as new forms of discrimination, racial inequality in the criminal justice system, and how the racial/ethnic system is changing over time. Although the course focuses on the United States, it draws on international examples for comparative purposes. Prerequisite: SOC 111.

SOC 332 Prisons and Social Control(3 hrs.) This course offers a critical approach to the study of prisons and social control in society by focusing on prisons as complex social institutions that are shaped by social, historical, political, economic and cultural forces. The course examines such issues as the functions of incarceration and other forms of social control, the dynamics of the prison environment, and the effects of incarceration on prisoners and society more broadly. SOC 111 or ANT 115.

SOC 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. Prerequisites include any one of the following: SOC 111, ANT 115; REL 101, 102; CLA 215; HIS 105.

SOC 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. Prerequisites: SOC 111 or ANT 115.

SOC 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. Prerequisites: SOC 111 or ANT 115.

PSY 364 Stereotyping, Prejudice, and Group Conflict (3 hrs.) This course uses experimental social psychology as the foundation to explore the affective, behavioral, and cognitive processes associated with group interaction and conflict. Utilizing an interdisciplinary perspective, it will integrate psychological, sociological, political, historical, and security-related approaches to understanding stereotypes, prejudice, and discrimination on a local and global scale. Prerequisite: PSY 113.

SOC 375 Social Science Research Methods (3 hrs.) This course is designed to teach students how to collect and analyze data using the qualitative and quantitative methods most commonly employed in the social sciences, including surveys, ethnography, content analysis, qualitative interviews, experiments and focus groups. Students will acquire hands-on experience collecting data using four of these methods and learn how to interpret data presented in academic writing. The course will also address issues pertaining to validity, reliability, sampling, research ethics, and the use of secondary sources. Prerequisites: SOC 111, ANT 115, or POL 112.

SOC 398 Independent Study (1-4 hrs.) Topics of special interest on a tutorial basis, or supervised field research projects. Prerequisites: SOC 111 or ANT 115 or permission of instructor.

SOC 431 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.

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 103 Accelerated Elementary Spanish (4 hrs.) Designed for students with previous language experience who place in SPA 101. This accelerated course reviews what is typically studied in Elementary I (101) and II (102) combined. It focuses on the fast-paced practice of the four communicative skills: listening, reading, speaking, and writing at basic level. Prerequisites: Three years of High School Spanish, placement, or permission of the instructor.

SPA 200 Study Abroad Spain (3 hrs.) A fully immersive experience in Latin America and Spain designed to improve communication, comprehension, writing, and cultural appreciation skills. The course includes a mandatory preparation Spring Seminar (2 credit hours) and a May Term experience in the Hispanic country offered that year (1 credit). Offered every year. No prerequisites.

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 annually in the fall semester. Prerequisites: SPA 102 or 103.

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 (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 or 103.

SPA 303 Advanced Spanish Conversation (3 hrs.) Continued intensive work in Spanish. Oral practice will concentrate on helping students to organize and express their ideas on a variety of topics: literature, culture, and contemporary problems related to the Hispanic world. Offered annually in the spring semester. Prerequisites: SPA 204 or 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 330 Translation I (3 hrs) This is the first course in a series of three and introduces students to the principles of Spanish-English translation. Topics include: translation as a process and as a product, cultural issues, genre, and formal aspects of texts. The discussion seminars include in-class practical exercises, translation exercises and a final project allowing students to experiment with translation and translation theory. Prerequisites: SPA381 or permission of the instructor.

SPA 331 Translation II (3 hrs) This is the second course in a series of three. Topics include: issues with different registers and dialectical aspects, literal/connotative meaning, and stylistic editing. Students also practice specialized translation (scientific, technical, legal, and consumer-oriented translation). The Discussion seminars include in-class practical exercises, translation exercises and a final project allowing students to experiment with translation and translation theory. Prerequisites: Translation I

SPA 332 Translation III (3 hrs) This course is a capstone project for students completing the Spanish major (Translation Track only) and the Translation certificate. The topic and the nature of the project is determined in consultation with the instructor. Prerequisites: Translation II

SPA 351 Introduction to Spanish Literature (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 centuries. 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. Offered annually in the spring semester. 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. Offered annually in the fall semester. 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. Offered annually in the fall semester. 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 Business Communication majors covering theoretical and experiential concepts and techniques of communication in professional situations. Includes units in interviewing, persuasion and organizational communication. Prerequisites: completion of SPE 101 with grade of C or better and junior standing.

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 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 lifelong 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.

THE – Theater Arts

THE 201 Basic Acting (3 hrs.) This course introduces students to both practical and theoretical elements of acting for the stage. Students will learn basic principles of staging and theatrical terminology; develop the ability to invest and act truthfully in imaginary circumstances; and gain the physical, vocal, and analytical skills necessary to successfully interpret dramatic texts in performance. These skills will be applied to scene work as the semester progresses. This hands-on course will require outside rehearsal time, reading, critical/analytical writing, and in-class performance of scenes and exercises from all students.

THE 230 Play in Performance (3 hrs.) This course consists of a semester long study of the academic and artistic foundations of dramatic performance culminating in a fully staged production of a play. The course will include in depth play-analysis, acting, and technical theatre training as well as more traditional coursework and academic papers exploring the playwright, their other works, the performance history of those works, and the theatrical movements associated with that playwright. Prerequisites: Instructor Permission.

THE 231 Play in Performance II (1 hr.) This course allows students who have already completed ENG/THE 230 'Play in Performance I' to receive credit for participating in the fully staged production associated with that class. Students will continue to develop an appreciation for the academic and artistic foundations of dramatic performance through the production process. This will include in depth play-analysis, acting, and technical theatre training as well as an academic exploration of the playwright and his work, the performance history of those works, as well as the theatrical movements associated with that playwright. Prerequisites: Instructor Permission and ENG/THE 230.

THE 378 Playwriting (3 hrs.) In this course, we will collectively work to develop and hone your ability to construct performance texts. We will use a selection of one-act plays written by some of the most accomplished playwrights of the 20th century, seminal works of performance art, and a few foundational texts on dramatic analysis to isolate the features of effective performance compositions. From there the course will increasingly focus on your original compositions, which will be workshopped by the class as a whole. This process will culminate in your completion of a polished one-act play. Prerequisites: THE201, ENG/THE230, and ENG275.

THE 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.

THE 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.

THE LB3 One Act Play Production (1hr.) Course provides academic credit for participation in a one-act production or dinner theater. Participation includes those students who are actors in the production as well as those involved in the technical aspects of the production.

WGS – Women’s and Gender Studies

WGS 205 Mediation and Conflict Resolution (3 hrs.) The course 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).

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 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. Prerequisites include any one of the following: SOC 111, ANT 115, or WGS 210.

WGS 335 Sex and Gender in the Christian Tradition (3 hrs.) This course is a critical study of sexuality and gender within the Christian tradition. Using biblical perspectives, theological positions, ethical reasoning, church traditions, faith commitments and empirical data as our guides, we will explore several realms of contemporary Christian conversation. Lenses for interpretation used within the course include Womanist ethics, Queer theory and theology, and Feminist biblical exegesis. It examines key ethical variables such as human nature, God, the church, love, justice and empowerment in such major issues of sexuality and gender as human eroticism, marriage, partnering, divorce, contraception, reproduction, sexual identity and sexual violence. Prerequisites: One REL or WGS course.

WGS/ENG 340 Gender and Literary Expression (3 hrs.) A study of gender as a personal, social, and literary construction, this course examines literature in the context of contemporary social and cultural attitudes towards gender. Though poetry, fiction, or drama are usually included, this course often involves essays, journals, and letters as well. Course offerings may include Southern Women Writers, Women and Madness, or Theories of Gender in Literature. Offered at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

WGS 351 Women and Politics (3 hrs.) This course explores the connection between gender and politics in America and in international contexts. Topics under investigation include political participation and the exercise of political leadership by women, the evolution of social movements in support of women’s rights, critical social and political issues of concern to women such as health, employment, security, and education, and debates over relevant public policies. Prerequisites: POL 112, 211, 212, WGS 210, 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. Prerequisites: HIS 103 or HIS 104 or WGS 210.

WGS 355 Women’s Health Issues (3 hrs.) This course will explore the topic from three perspectives: holistic health perspective, a developmental perspective, and sociocultural or global perspective. Readings, discussion, lecture, writings, research, and presentations will consider these perspectives in better understanding women’s health issues. Prerequisite: One course from the following: PSY 112, PSY 113, BIO 105, BIO 108, BIO 114/115, SOC 111, ANT 115, WGS 210, REL 102.

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 opportunity 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 an 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 three times a week throughout Fall semester. 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 103 Freshman Transfer Westminster Seminar (3 hrs.) This section of Westminster Seminar seeks to particularly serve transfer freshmen, bringing in less than thirty credits from a previous institution and identified as academically at risk. The three-hour class is designed to include intensive study skill instruction to help transfer students to become successful in college work.

WSM 210 Westminster Seminar Mentor Training (1 hr.) The Westminster Seminar training course is designed to provide students with an opportunity to receive class credit for serving as a Westminster Seminar mentor. This course is designed to prepare students to be effective mentors. As such, we will cover the basics of the Westminster Seminar, characteristics of today's students, helping students with their needs, international and special needs students, study skills and time management, and critical thinking and other important academic skills. Students should register by permission of instructor only.

ADMINISTRATION & STAFF

Office of the President

President, **Dr. Don Lofe**
Executive Assistant to the President of the College, **Sarah Miller**

Academic Affairs

Vice President for Academic Affairs and Dean of Faculty,
Dr. David Roebuck
Associate Vice President for Academic Affairs and Associate Dean of
Faculty, **Dr. Cinnamon Brown**
Associate Dean of Student Success and Chief Retention Officer,
Dr. Ingrid Ilinca
Registrar, **Phyllis Masek**
Director of First Year Experience, **Dr. Kali Wright-Smith**
Director of Center for Teaching and Learning, **Dr. Carolyn Perry**
Executive Assistant to the Vice President and Dean of Faculty,
Janet N. Denton
Transfer Credit Evaluation and Advising Module Specialist,
Laura Murphy
Assistant to the Registrar, **Kristin Guerrant**
Administrative Assistant to the Office of Academic Affairs,
Wendi Barr
Director of Online Program, **Tanys Nelson**

Enrollment Management and Financial Aid

Vice President, **Paul Orscheln**
Associate VP of Enrollment Management & Director of Financial Aid,
Aimee Bristow
Director of Recruitment, **Jesse Taylor**
Office Manager, **Kara Lanteigne**
Financial Aid Coordinator, **Teresa White**
Loan Coordinator and Financial Aid Counselor, **Sandra Coffman**
Regional Admissions Counselor, **Lane Hume**
Regional Admissions Counselor, **Ali Jeffers**
Admissions Counselor, **Muhle Dlamini**
Admissions Counselor, **John Martin**
Admissions Counselor, **John Hall**
Slate CRM Administrator, **Kristy Chitwood**
Admissions Counselor, **Marina Turner**
Enrollment Services Specialist, **Stephanie Wieberg**

Athletics

Director of Athletics/Men's Basketball Coach, **Matt Mitchell**
Director of Sports Medicine and Performance, **Kelly Arends**
Head Football Coach, **John Welty**
Head Women's Volleyball Coach, **Natalia Koryzna**
Head Softball Coach, **Sara Stafford**
Head Baseball Coach, **Zach Bishop**
Head Men's Soccer Coach, **Adam Galla**
Head Women's Soccer Coach, **Wendy Sanchez**
Head Wrestling Coach, **Tony Eierman**
Head Men's Golf Coach & Assistant Football Coach, **Broc Silvers**
Head Tennis Coach, **Lexie Payne**
Assistant Football Coach and Assistant Track & Field Coach, **Beau
Roseblock**
Head Cross Country Coach & Track & Field Coach, **Will Crocker**
Head Women's Basketball Coach/Head Women's Golf Coach,
Talisha Washington
Director of Sports Information and Associate Men's Head Basketball
Coach, **Todd Creal**

Business and Financial Affairs

Associate VP & Chief HR Officer/Title IX Coordinator, **Mandy March**
Associate VP of Business and Controller, **Jennifer Yelton**
Senior Financial Analyst, **Vacant**
Senior Accountant, **Amanda Smurl**
Accounts Receivable Coordinator, **Lisa McIntire**
Business Office Assistant, **Angi Bailey**
Payroll & Benefits Administrator/Staff Accountant, **Jessica Jones**
Administrative Accounting Assistant, **Lori Anderson-Tutt**

Center for Career Services

Career Development Counselor & Coordinator, **Michelle Craighead**
Employer Connections Counselor, **Mandy Plybon**

Churchill Institute for Global Engagement

Director of Churchill Institute for Global Engagement, **Dr. Jeremy
Straughn**

Information Technology & Enterprise Data Management

VP for Information Technology, **Nick Watson**
Network Administrator, **Chad Doebelin**
Director of Enterprise Research and Data Applications, **Ryan
Smith**
User & Technology Support Manager, **Jon Knatcal**
Business and Research Analyst, **Cori Tynes**
Help Desk Manager, **Shaun Winters**
Institutional Research and Assessment Coordinator, **Matt Knudtson**
Mail & Printing Services Supervisor, **Donna Andrade**

Institutional Advancement

VP for Institutional Advancement, **J.R. Andrews**
Director of Alumni Engagement, **Vacant**
Director of Advancement Services, **Jeni Whittington**
Annual Fund & Alumni Engagement Coordinator, **Vacant**

Learning Opportunities Center

Director, **Karen Tompson-Wolfe**
Assistant Director, **Tirza Kroecker**
Academic Support Specialist, **Adrienne Fisher**
Director of the Academic Enrichment Program, **Stephanie Smith**
Administrative Assistant, **Kevin Hughes**

Library

Director of Library Services, **Angela Grogan**
Serial & Electronic Resource Coordinator, **Kathy Renner**
Assistant Technical Services, **Lisa Williams**
Public Service & Circulation Specialist, **Olivia Bailey**

Marketing & Communications

Executive Director, **Kristina Bright**
Media & Content Strategist, **Sarah Backer**
Director of Digital Media, **Brandon Bise**
Web Developer, **Vladimir Kuljak**
Graphic Designer, **Jennifer Litherland**

America's National Churchill Museum

Executive Director and Chief Curator, **Tim Riley**
Director of Operations, **Tyler Oberlag**
Manager of Guest Services and Museum Operations, **Suzie Whitmar**

Plant Operations

Executive Director of Plant Operations and Security, **Jack Benke**
Facilities Coordinator, **Dave Dillon**
Head of Campus Security, **Geoff Crosby**
Administrative Assistant/Coordinator of Events Scheduling, **Diane Hammerstone**
Maintenance Technician, **Zack Lane**
Mechanical Trades Technician, **Tim Diehl**
Painter/Foreman, **Justin Rogers**
Maintenance Technician, **Jeremy Vandeloecht**

Student Life

Dean of Student Life/Executive Director of the Wellness Center,
Dr. Kasi Lacey
Director of Residential Life, **Alexandra Bryan**
Assistant Dean of Student Life and Director of Greek Life, **Madison Shaw**
Coordinator of Student Life, **Margie Lechner**
Student Life Administrative Assistant, **Jaelin White**

Chaplain and Director of the Center for Faith & Service,
Rev. Kiva Nice-Webb
Chaplain Resident & Coordinator of Community Engagement,
Leah Limbaugh
Intercultural Engagement Fellow, **Yusuf Nuur**
Manager of College Bookstore, **Tony Elrod**

Student Success Center

Professional Advisor, **Raven Nelson**
Professional Advisor, **Lauren Hatfield**
Coordinator of Global Educational Services, **Jessey Reed**
WC Cares Coordinator and Student Retention Specialist,
Jessica Watson

Wellness Center

Executive Director of the Wellness Center and Dean of
Student Life, **Dr. Kasi Lacey**
Director of Counseling Services, **Sarah Stevens**
Student Wellness Coordinator, **Stephanie Shrewsbury**
Director of Health Services & Nurse Practitioner, **Kim Lorentz**
Counselor, **Courtney Groce**
Project Coordinator for OVW Grant, **Bettina Korte-Sweede**

FACULTY

Theresa Adams (2003), Professor of English. B.A., Adelphi University; M.A., Ph.D., University of Wisconsin-Madison.

Adelaide Akers (2020), Assistant Professor of Mathematics. B.S., Missouri Western State University; M.S., Ph.D., University of Missouri-Columbia.

Caleb Alexander (2018), Visiting Instructor of Guitar. B.M., Wichita State University; M.M., University of Missouri-Columbia.

Adrienne Allen (2018), Instructor of Military Science, ROTC. B.S., American Military University; M.S., Webster University.

Kelly T. Arends (2020), Visiting Instructor of Health and Exercise Science. B.S., M.Ed., Central Methodist University.

Linda Aulgur (1999), Professor Emeritus of Education. B.S., M.Ed., Ph.D., University of Missouri-Columbia.

Michael Allen Barger (2020), Visiting Assistant Professor of Biology. B.S., M.S., University of Nebraska; Ph.D., Wake Forest University.

Rabindra N. Bhandari (2007), Professor of Economics, John E. Simon Chair of Business. M.A., Jawaharlal Nehru University, India; M.A., Ph.D., Boston University

Mark Boulton (2012), Associate Professor of History, Harry S. Truman Fellow in History. B.A., University of Wales; M.A., University of Southern Mississippi; Ph.D., University of Tennessee.

Elise Broaddus (2019), Visiting Instructor of English. B.A., University of Kansas; M.A., ABD, University of Missouri.

Cinnamon Brown (2009), Associate Vice President for Academic Affairs and Associate Dean of Faculty, and Associate Professor of History. B.S., University of West Alabama; M.A., Ph.D., University of Tennessee.

Erikka Brown '13 (2017), Visiting Instructor of Education. B.A., Westminster College-Missouri; M.A., Specialist Degree; ABD, William Woods University.

Ryan P. Brunner (2013), Associate Professor of Psychology. B.A., University of Missouri-Columbia; M.A., Ph.D., Ohio State University.

Alexandra Bryan (2020) Visiting Instructor of Organizational Leadership. B.A., M.Ed., University of Missouri-Columbia.

Barri L. Bumgarner (2013), Associate Professor of Education. B.S.Ed., Missouri State University; M.Ed., Ph.D., University of Missouri.

William John Carner (2011), Professor of Business, William Gordon Buckner Chair of Business. A.B., Drury University; M.B.A., Ph.D., University of Missouri-Columbia.

Abby Coats (2008), Associate Professor of Psychology. B.S., Truman State University; M.S., Ph.D., Georgia Institute of Technology.

Tanner Cooper (2017), Visiting Instructor of Engineering. B.A., Westminster College; B.S., M.S., Washington University.

Chris Cox (2021), Instructor of Computer and Digital Technology. B.S., University of Missouri-Columbia; M.S., Bellevue University.

Michelle Craighead (2017) Instructor of Leadership Studies. BFA – University of Central Missouri; M.Ed., University of Missouri-Columbia.

Robert J. Cowles (2001), Professor Emeritus of Leadership Studies. B.S., Southeast Missouri State University; M.S., Ed.D. Southern Illinois University.

Wilton Crocker (2019), Instructor of Health and Exercise Science. B.S., M.Ed., University of Missouri-Columbia.

Clanton C.W. Dawson (2020), Visiting Assistant Professor of Religious Studies. B.S.S., Cornell College; M.Div., Princeton; M.A., Ph.D., University of Missouri-Columbia.

Bharat Dhital (2018), Assistant Professor of Chemistry. B.S., Tribhuvan University; Ph.D., Bowling Green State University.

Muhle Dlamini '15 (2020), Instructor of Organizational Leadership. B.A., Westminster College; MBA, North Central College.

Ashley Dodson (2018), Assistant Professor of Accounting. B.S, M.A., University of Missouri-Columbia.

Matthew Dye (2016), Visiting Instructor of French. B.A., Southern Adventist University; M.A., ABD, University of Missouri-Columbia

Robert Eames (2010), Associate Professor of Business. B.S., San Diego State University; B.S., M.B.A., Columbia College; Ph.D., University of Missouri-Columbia.

Tami Ensor (2018), Assistant Professor of Education. B.S., M.E., University of Missouri-Columbia; M.E. Admin, William Woods University; Ed.S. and Ed.D., University of Missouri-Columbia.

Connie Epperson (2020) Visiting Instructor of Health and Exercise Science. B.S., Culver-Stockton College; M.Ed., University of Missouri-Columbia; M. Ed., Specialist in Ed, William Woods University.

***Adrienne Fisher** (2018) Instructor of Learning Opportunities Center. B.A., University of Virginia; M.F.A., University of Houston.

Richard Geenen (2000), Professor of Philosophy. B.A., Northwestern University; M.A., Ph.D., University of Colorado.

Tobias T. Gibson (2009), Professor of Political Science. B.A., Indiana University; M.A., Ph.D., Washington University.

Samuel H. Goodfellow (1993), Professor of History, John Ashley Cotton Chair in the Humanities. B.A., Tufts University; M.A., Ph.D., Indiana University.

Amanda Gowin (2010), Visiting Instructor of Health and Exercise Science. B.S., M.Ed., University of Missouri-Columbia.

***Angela Grogan** (1998), Assistant Professor of Education, Director of Library Services. B.S., M.L.S., University of Missouri-Columbia.

Kandice Grossman (2019), Visiting Instructor of Sociology. B.A., Columbia College; M.A., University of Manchester

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.

Kristen Thurman Harris '12 (2015), Visiting Instructor of Physics. B.A., Westminster College; M.Ed., University of Missouri.

Dawn K. Holliday (2011), Associate Professor of Biology. B.S., State University of New York; M.S., Southwest Missouri State University; Ph.D., Ohio University.

- Joshua Holzer** (2019), Assistant Professor of Political Science. B.A., University of Denver; M.A., Monterey Institute of International Studies; M.A., University of Southern California; Ph.D., University of Missouri-Columbia.
- Melvin Hortman** (2021) Visiting Instructor of Engineering. B.S., M.S., Central Washington University.
- Matthew Howell** (2019), Assistant Professor of Biology. B.S., Columbia College; Ph.D., University of Missouri-Columbia.
- Beth Houf** (2020) Visiting Instructor of Education. B.S., M.A., Ed.Spec., University of Missouri-Columbia.
- W. Derek Hux** (2021) Visiting Instructor of Criminal Law, B.A., William Woods University; J.D., University of Missouri-Columbia.
- Ingrid Ilinca** (2010), Associate Professor of French; Associate Dean of Student Success. M.A., Ph.D., University of Illinois at Urbana.
- Joy Jackson** (2017) Visiting Instructor of Business. B.S., Truman State University; J.D., University of Missouri-Columbia.
- Wayne A. Johnson** (2018), Assistant Professor of Mathematics. B.A., Beloit College; M.S., Ph.D., University of Wisconsin-Milwaukee.
- David K. Jones** (1995), Professor of Psychology. A.B., Ph.D., University of Southern California.
- Zoia Kopeikin** (2017), Visiting Assistant Professor of Mathematical Sciences. B.A., M.S., Moscow State University; Ph.D., University of Missouri-Columbia.
- *Tirza L. Kroeker** (2004), Assistant Professor of Learning Opportunities. B.A., Carleton College; M.Ed., University of Missouri-Columbia.
- Dennis Kroll, Jr.** (2020), Visiting Instructor of Criminal Justice. B.A., University of Redlands; B.S., M.S., University of Phoenix.
- *Kasi Lacey** (2012) Assistant Professor of Psychology. B.A., Austin College; M.A., Ph.D., Texas Tech University.
- Margaret Langland** (2013), B.A., University of Minnesota; M.Ed., University of Missouri-Columbia.
- John Langton** (1981), Professor of Political Science. B.A., Albright College; Ph.D., Georgetown University.
- Anthony G. Laramore '07** (2020), Visiting Instructor of Political Science. B.A., Westminster College; J.D., Saint Louis University School of Law.
- Heidi L. LaVine** (2009), Associate Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Iowa.
- Nathaniel C. Leonard** (2013), Associate Professor of English. B.A., Kenyon College; M.A., University of York; Ph.D., University of Massachusetts.
- Leah Limbaugh** (2020), Visiting Instructor of Religious Studies; Chaplain Resident & Coordinator of Community Engagement. B.A., Furman University; M.Div., Harvard University.
- Mary Majerus** (1996), Professor of Mathematics, Lee Hunter Professor in Math and Physics. B.S. Ed., M.Ed., University of Missouri-Columbia; Ed.D., Vanderbilt University.
- Sonia H. Manzoor** (2009), Professor of Economics, McClure-Whitmarsh Professor in Economics. B.S., M.S., University of Dhaka, Bangladesh; M.B.A., University of Southern Mississippi; Ph.D., Texas A&M University.
- Gabriel D. McNett** (2007), Associate Professor of Biology. B.S., Ohio State University; M.S., University of California; Ph.D. University of Missouri-Columbia.
- Heather McRae** (2016), Visiting Assistant Professor of History. B.A., Furman University; M.A., University of Hawaii; Ph.D., University of Missouri-Columbia.
- James McRae** (2006), 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.
- Oleski J. Miranda-Navarro** (2020), Visiting Assistant Professor of Spanish. B.A., Universidad del Zulia (LUZ); M.A., Universidad de Chile; Ph.D., University of Edinburgh.
- Matt Mitchell** (1998), Athletic Director, Instructor of Physical Education and Transfer Westminster Seminar. B.S., University of Arkansas; M.S., Western Illinois University.
- Johanna Morrow** (2018), Assistant Professor of Biology. B.A., M.H.A., Ph.D., University of Missouri-Columbia.
- M. Daveiva Murillo** (2016), Visiting Instructor of Spanish. B.S., Technical University of Oruru, Bolivia; M.A., University of Missouri-Columbia.
- Raven Nelson** (2020), Instructor of Transfer Seminar. B.S., Texas A&M University; M.A., University of Tulsa.
- *Kiva Nice-Webb** (2017), Instructor of Religious Studies, and Chaplain. B.A., Elon University; M.A., M. Div., University of Chicago.
- Ryan Novatny** (2020), Instructor of Organizational Leadership. B.S., University of Missouri-Columbia; M.Ed., Central Methodist University.
- Joshua Nudell** (2020), Visiting Assistant Professor of Classic. B.A., Brandeis University; M.A., Ph.D., University of Missouri-Columbia.
- Tom O'Donnell** (2018), Instructor of Leadership Studies. B.A., DePauw University; M.S., Missouri Baptist University.
- *Carolyn J. Perry** (1991), Teaching and Learning Center Director; Professor of English. B.A., University of Missouri-Columbia; M.A., University of Nebraska; Ph.D., University of Missouri-Columbia.
- Jacob Pichelmeyer** (2021), Visiting Instructor of Mathematics. B.S., University of Wisconsin-Oshkosh; M.S., University of Wisconsin-Milwaukee; ABD, Kansas State University.
- Anisur Rahman** (2018), Assistant Professor of Finance and Economics. B.B.A., Khulna University; M.B.A., Willamette University; Ph.D. Florida International University.
- Jeremy Michael Reed** (2019), Assistant Professor of English. B.A., Valparaiso University; M.A., The University of Montana; Ph.D., The University of Tennessee-Knoxville.
- C. David Roebuck** (2018), Professor of Political Science; Vice President for Academic Affairs and Dean of Faculty. B.A., M.S.S., Mississippi State University; Ph.D., The University of Mississippi.
- Enrique Salas-Durazo** (2013), Associate Professor of Spanish. B.A., Whittier College; M.A., Ph.D., University of California-Riverside.
- David Schmidt** (2013), Associate Professor of Environmental Science. B.S., University of Missouri-Kansas City; M.S., Fort Hays State University; Ph.D., Texas Tech University.

Susan B. Serota (2004), Professor of Education. B.A., University of Missouri-Columbia; M.Ed., University of Nevada; Ph.D., University of Missouri-Columbia.

Natasia Sexton (2009), Associate Professor of Music. M.A., Belmont University; M.A., San Jose State University; DMA, Louisiana State University.

Madison Shaw '17 (2019) Instructor of Organizational Leadership. B.A., Westminster College-MO; M.S.W., University of Missouri-Columbia.

Broc Silvers '09 (2020) Visiting Instructor of Health and Exercise Science. B.A., Westminster College; M.S., William Woods University.

***Stephanie Smith** (2014), Instructor and Director of the Academic Enrichment Program. B.S., M.Ed., William Woods University.

Sarah E. Stevens (2019), Instructor of Organizational Leadership. B.A., William Woods University; M.S.W., University of Missouri-Columbia.

***Jeremy Straughn** (2012), Associate Professor of Transnational Studies; Director of Study Abroad and Off-Campus Programs. A.B., Brown University; M.T.S., Harvard Divinity School; M.A., Ph.D., University of Chicago.

Lauren M. Strawsine (2019), Assistant Professor of Chemistry. B.S., Michigan State University; Ph.D., Indiana University.

Laura Elizabeth Stumpe (2009), Associate Professor of Physics. B.S., Florida State University; Ph.D., University of Missouri-Columbia.

***Karen Tompson-Wolfe** (1995), Assistant Professor and Director of the Tomnitz Family Learning Opportunities Center. B.S.Ed., M.A., University of Missouri-Columbia.

Staria Vanderpool (2014), Visiting Assistant Professor of Biology. B.S. College of the Ozarks; M.S. Arkansas State University; Ph.D. University of Oklahoma.

Marsha Tyson (2019), Visiting Instructor of Education. B.S., M.S.Ed., University of Missouri-Columbia.

Katherine Wadley (2020), Visiting Instructor of Psychology. B.S., M.Ed., University of Missouri-Columbia.

Talisha Washington '14 (2019), Instructor of Health and Exercise Science. B.A., Westminster College; M.Ed., William Woods University.

Linda Webster (2001), Professor of Computer Science. B.S., Arkansas Tech University; M.B.A., University of Arkansas; Ph.D., University of Missouri-Columbia.

Matt Weinsting '15 (2019), Visiting Instructor of Mathematics. B.A., Westminster College; M.A., University of Missouri-Columbia.

Noel R. Wilbur (2020), Assistant Professor of Accounting. B.A., Arizona State University; M.B.A., Ashford University.

Linda Williams (2016), Visiting Instructor of Education. B.S., Illinois State University; M.Ed., Southern Illinois University-Edwardsville.

Kali Wright-Smith '04 (2013), Associate Professor of Political Science. B.A., Westminster College; M.A., Loyola University Chicago; Ph.D., Purdue University.

Peng Peng Yu (2015), Associate Professor of Mathematics. B.S., Beijing University; Ph.D., Dartmouth College.

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.*

***On Sabbatical leave*

Note: figure in parenthesis indicates date individual began instruction at Westminster.

Faculty Emeriti

Michael C. Amspoker (1986), Professor Emeritus 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 Emerita of Education. B.S., M.Ed., Ph.D., University of Missouri-Columbia.

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.

David G. Collins (1973), Professor Emeritus of English; B.A., M.A., University of Rhode Island; Ph.D., University of Wisconsin.

Robert J. Cowles (2001), Professor Emeritus of Education. B.S., Southeast Missouri State University; M.S., Ed.D., Southern Illinois University.

George B. Forsythe (2005), Professor Emeritus of Psychology and Leadership. B.S., United States Military Academy; MACT, Ph.D., University of North Carolina at Chapel Hill.

Glen A. Frerichs (1980), Professor Emeritus of Chemistry. B.S., South Dakota State University; M.S., University of Wisconsin; Ph.D., University of Oregon.

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.

William F. Guinee (1992), Professor Emeritus 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.

Robert N. Hansen (1986) Professor Emeritus of Leadership Studies; Coordinator of Organizational Leadership. B.A., M.Ed., Ph.D. University of Missouri-Columbia.

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.

Theodore B. Jaeger (1991), Professor Emeritus of Psychology. B.A., Washington and Lee University; M.A., Appalachian State University; Ph.D., University of Georgia.

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.

Jeffrey Mayne (2000), Professor Emeritus of Biology. B.S., Massachusetts Institute of Technology Ph.D., California Institute of Technology.

Kenneth R. Muse (1982), Professor Emeritus of Sociology. B.A., DePauw University; M.A., Ph.D., University of Chicago.

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., The Ohio State University.

Audrey Remley (1966), Professor Emerita of Psychology. B. S. in Education, M.A., Ph.D., University of Missouri-Columbia.

Sharon L. Salem (1980), Professor Emerita of Accounting. B.S., M.S., Pennsylvania State University; CPA.

Judith C. Schaneman (1996), Professor Emerita of French. A.B., The Colorado College; M.A., University of Wyoming; Ph.D., University of Colorado-Boulder.

Michael Z. Williams (1975), Professor Emeritus of Mathematics. B.A., West Texas State College; M.S., Ph.D., Colorado State 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 Emeritus 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.

Note: date in parenthesis indicates the year the individual began instruction at Westminster.

DEPARTMENT & DIVISION CHAIRS

Humanities

English	Dr. Nathaniel Leonard, Division Chair
Foreign Languages and Literature	Dr. Theresa Adams
History	Dr. Enrique Salas-Durazo
Classics, Philosophy, Religious Studies	Dr. Mark Boulton
Communication and Fine Arts	Dr. Rich Geenen
	Dr. Natasia Sexton

Natural and Mathematical Sciences

Biology and Environmental Science	Dr. Gabe McNett, Division Chair
Chemistry	Dr. Dawn Holliday
Mathematics and Physics	Dr. Bernie Hansert
Computing and Digital Technology	Dr. Laura Stumpe
	Dr. Linda Webster

Social Sciences

John E. Simon Department of Accounting, Business, Economics, and Finance	Dr. Sue Serota, Division Chair
Education	Dr. Sonia Manzoor
Health & Exercise Science	Dr. Barri Bumgarner
Political Science and Sociology	Dr. Amanda Gowin
Psychology	Dr. Tobias Gibson
	Dr. Abby Coats

Program Directors and Program Coordinators for 2020-21

Assessment	Mr. Matt Knudtson, Coordinator
Churchill Institute for Global Engagement	Dr. Jeremy Straughn, Director
Center for Teaching and Learning	Dr. Carolyn Perry, Director
Dual Degree Engineering Program	Dr. Peng Yu, Coordinator
Fine Arts (Humanities)	Dr. Natasia Sexton, Coordinator
First Year Experience	Dr. Kali Wright-Smith, Director
Health Professions Program	Dr. Dawn Holliday, Coordinator
Legal Careers Program	Dr. Tobias Gibson, Coordinator
Online Teaching Program	Dr. Susan Serota, Director
Organizational Leadership	Dr. Cinnamon Brown, Coordinator
Physical Education	Prof. Connie Epperson, Coordinator
Security Studies	Dr. Tobias Gibson, Coordinator
Teacher Education	Dr. Barri Bumgarner, Coordinator
Westminster Honors Program	Dr. Heidi LaVine, Director
Women's & Gender Studies	Dr. Cinnamon Brown, Coordinator

BOARD OF TRUSTEES

Members of the Westminster College Board of Trustees

2020-2021

Mr. Donald P. Lofe, Jr., President of the College and Chief Transformation Officer
Mr. James C. Morton, Jr., Chair of the Board
Mr. William D Daniels, Vice Chair
Mr. Franklin P Turner, Vice Chair
Vacant, Treasurer
Vacant, Interim Secretary

Active Members

Ms. Barbara A. Absher
Mr. Brock E. Ayers
Mr. John T. Baumstark
Mr. James F. Bennett
Mr. Philip J. Boeckman
Mr. William D. Daniels
Dr. Paul J. "Pepper" Davis
Mr. Nicholas R. Diefenbach, Alumni Council President
Mr. Warren K. Erdman
Ms. Elizabeth S. Humphreys
Mr. David M Jackson
Mr. James C. Morton, Jr.
Mr. G. Robert Muehlhauser
Mr. Kent C. Mueller
Mr. Kenneth H. Murer
Mr. Jeffrey A. Owens
Mr. J. Christopher Panettiere
Mr. Neal F. Perryman
Mr. Robert W. Price
Mr. Louis W. Riggs
Mr. William R Stonecipher, Young Trustee
Mr. L. Kenton Theroff
Mr. Franklin P. Turner
Mr. Scott J. Wilson
Ms. Olivia Wilson, Young Trustee
Dr. Lana A. Zerrer

Honorary Trustees and Trustees Emeriti

Ms. Jane Bell
Mr. William A. Bennett
Mr. Neal Creighton
The Honorable Jo Ann Emerson
Mr. James W. Harrod
Mr. Alan C. Henderson
Dr. Jerry D. Kennett
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. Anne E. Schneider
Ms. Linda Gill Taylor
Mr. Lloyd B. Taylor
Mr. C. Travis Traylor
Ms. Linda D. Ward
Mr. Ronald D. Winney

ACADEMIC CALENDAR

2020-2021

Fall Semester 2020

August 5 th	Residence Halls open for new students and families/New student days begin
August 9 th	Residence halls open for returning students (8:00 am)
August 12 th	Classes Begin (8:00 am)
August 18 th	Deadline to add courses, independent studies, and internships (4:00 pm)
August 20 th	Deadline to drop courses without receiving grade a WP/WF (4:00 pm)
August 21 st	Withdrawal period begins (WP/WF grades)
August 25 th	Deadline to elect CR-D-F and Writing Intensive Option (4:00 pm)
August 28 th	Course offerings for Spring Semester 2021 due
September 7 th	Labor Day – Classes will meet
September 16 th	Hancock Symposium for Democracy (student attendance required)
September 22 nd	Deadline for removing Spring 2020 incomplete grades
September 28 th	Academic Advising beings for Spring 2021 pre-registration (tentative)
September 29 th	Midterm
September 23 rd – October 3 rd	Westminster Homecoming
September 29 th – 30 th	Online Mid-Semester Classes begin
TBD	Fall Family Weekend
October 6 th	Midterm grades due (9:00 am)
October 20 th	Deadline for withdrawing from courses with grade of WP/WF (4:00 pm)
TBA	Fall Board of Trustees Meeting
November 17 th	Last day of fall semester classes
November 18 th – 21 st	Final Examinations (Wed-Sat)
November 23 rd	Holiday vacation begins
November 30 th	Grades due (9:00 am)
TBD	Winter online term begins (tentative)
December 4 th	Course offerings for Fall 2021 due

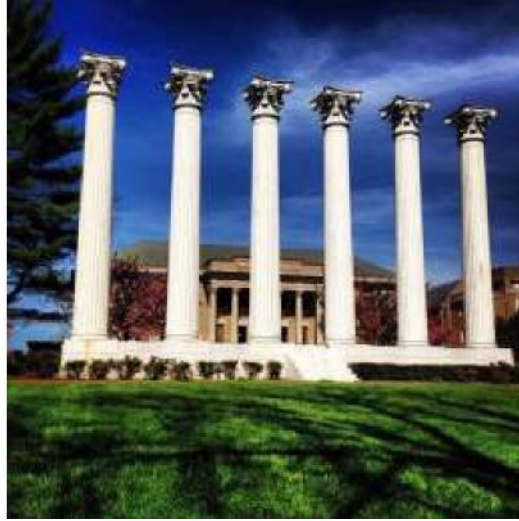
Spring Semester 2021

January 4 th	Online Add/Drop begins for returning students (8:00 am)
January 1 st	Winter online 3-in-3 ends
January 17 th	New Student Move-in and Orientation
January 19 th	Residence halls open for returning students (8:00 am)
January 20 th	Classes begin (8:00 am)
January 26 th	Deadline to add courses, independent studies, and internships (4:00 pm)
January 28 th	Deadline to drop courses without receiving grade of WP/WF (4:00 pm)
January 29 th	Withdrawal period begins (WP/WF grades)
February 2 nd	Deadline to elect CR-D-F and Writing Intensive Option (4:00 pm)
February 8 th	Academic Advising begins for fall 2021 pre-registration (tentative)
TBD	Winter Board of Trustees Meeting
March 2 nd	Deadline for removing incomplete grades from 2020 fall semester (4:00 pm)
March 9 th	Midterm
March 9 th – 10 th	Online mid-semester classes begin
March 16 th	Midterm grades due (9:00 am)
March 31 st	Deadline to withdraw from courses and receive grade of WP/WF (4:00 pm)
TBD	Alumni Weekend
April 22 nd	Virtual Undergraduate Scholars Forum (student participation required)
April 30 th	Last day of Spring semester classes
TBD	Spring Board of Trustees Meeting
May 3 rd – 6 th	Final Examinations
May 6 th	Grades due in Registrar's Office for graduating seniors
May 8 th	Columns Ceremony, Commencement
May 10 th	Final grades due in Registrar's Office (4:00 pm)
May 31 st	Memorial Day holiday (college offices closed)

Summer Semester 2021

May 10 th	Summer 3-in-3 online session begins
May 31 st	Summer 6-week online session begins
June 11 th	Deadline to add summer internships

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.