



# WESTMINSTER ONLINE

# 2024-2025

# Academic Catalog

Degree programs, course descriptions,  
college policies.

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WESTMINSTER  
COLLEGE

FULTON, MISSOURI

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# Westminster at a Glance

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

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

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

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

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



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

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

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

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

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

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

# The History of Westminster College



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# Accreditation and Registration

## Higher Learning Commission Accreditation

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

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

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

Westminster's Accreditation Liaison Officer (ALO) is:

Dr. David Jones  
Professor of Psychology and Chief Accreditation Officer  
[david.jones@westminster-mo.edu](mailto:david.jones@westminster-mo.edu)

## Department of Elementary and Secondary Education Accreditation

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

Contact: Dr. Sarah Hairston  
[sarah.hairston@westminster-mo.edu](mailto:sarah.hairston@westminster-mo.edu)

## Association of College Business Schools and Programs Accreditation

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

Contact: Dr. Linda Webster  
[linda.webster@westminster-mo.edu](mailto:linda.webster@westminster-mo.edu)

## Certified Financial Planner Board of Standards

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

Contact: Dr. Dilruba Moutusi  
[dilruba.moutusi@westminster-mo.edu](mailto:dilruba.moutusi@westminster-mo.edu)



# Compliance and Reporting

## State Authorization

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

A college or university that has been approved to participate in SARA may offer distance education programs to students in other SARA member states. Importantly, these institutions have met several requirements that help ensure their quality and student consumer protections, including:

The institution is a degree-granting institution, appropriately authorized (by Congress, a U.S. state, territory, or district, or a federally recognized Indian tribe) to award associate degrees or higher.

The institution is institutionally accredited by an accrediting body recognized by the U.S. Department of Education and whose scope of recognition, as specified by the U.S. Department of Education, includes distance education.

The institution agrees that, in cases where the institution cannot fully deliver the instruction for which a student has contracted, it will provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education the student did not receive.

To file a complaint about your educational experience, complete information is available at <https://nc-sara.org/student-complaints>.

## Higher Education Opportunity Act

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

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

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

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

## WESTMINSTER COLLEGE'S POLICY ON PROCTORED EXAMINATIONS

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

ways:

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

## Complaint Resolution

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

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

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

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

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

# Mission, Goals and Vision

## Mission

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

## Vision for the Institution

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



## Vision for Institutional Programs

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

## Vision for the Faculty and Staff

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

## Vision for the Campus

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

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

## Vision for the Student Body

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

## Vision for the Alumnae/ Alumni

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



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

## Educational Goals

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

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

and government;

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

## CONCEPT FOR STUDENT DEVELOPMENT

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

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

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

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

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

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

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

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



# Admissions

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

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

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

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

## Freshman Admission

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

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

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

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

advanced mathematics.

## Transfer Admission

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

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

There is no upper limit to the number of hours that can be transferred from another accredited institution of higher learning, however the transfer student will have to complete at least 48 credit hours as a full-time Westminster student, which must include the two semesters immediately preceding graduation; and be certified by a department as having met the department's requirements for a major. Each course on a transfer student's transcript is evaluated as to whether it can be accepted for transfer credit. Usually most of a student's academic credits will transfer; however, no course with a grade below "C-" will transfer. (For more information, please refer to "Transfer Credit" on page 68.)

## Readmission

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

## Admission to the Learning Disabilities Program

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

## Dual Enrollment

Through dual enrollment, select high school juniors and seniors can complete college level courses on the Westminster campus. Admission into this program is restricted to high school junior and senior level students with a cumulative GPA of 3.0 or higher. Enrollment is limited to three courses per semester on a space available basis and excludes developmental courses except when approved by the Provost, and courses for which necessary prerequisites have not been met. Those

interested in dual enrollment should plan with the appropriate secondary school officials and, in consultation with them, identify a course for study. Courses for study must be approved by the Associate Dean of Faculty. Information about dual enrollment is available from the Associate Dean of Faculty. Area high school students who complete at least 6 hours of dual enrollment courses through Westminster College qualify for a renewable \$1000 Dual Enrollment Award if they attend WC as a full-time freshman.

## **Credit by Examination**

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

### **COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

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

### **COLLEGE BOARD - ENTRANCE EXAMINATION (AP)**

Examinations passed at the "B" level (4) or higher are accepted for credit automatically if the credit is submitted

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

### **CAMBRIDGE INTERNATIONAL A LEVEL EXAMINATION**

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

### **COLLEGE LEVEL EXAMINATION – INTERNATIONAL BACCALAUREATE (IB)**

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

#### **International Baccalaureate Credit**

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

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

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

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

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

based on actual IB exams, scores, and major area of study. For more information about transferring IB credits, please contact [RegistrarsOffice@wcmo.edu](mailto:RegistrarsOffice@wcmo.edu).

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

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

Some students may qualify for advanced placement in a foreign language. This possibility applies to students who have completed two years of study of a single foreign language in high school. They can take a placement examination with a provider through their high school or another local organization. They can also take a placement test at Westminster College once they submit their tuition deposit. Based on their performance on the test, the students are placed in the corresponding level of language (Elementary: FLG 101 and 102; Intermediate: 203-204; Advanced: 300-level). By taking and completing the course in which they were placed with a C- or better, the students qualify to get full or partial credit for the courses below the level they completed. For instance, if they are placed in Spanish 203 at Westminster (3rd semester of language) and they finish this class with a C- or better, they can receive

credit for the previous two semesters, or levels (Spanish 101 and 102). In order to get these advanced placement credits, the students need to submit a Foreign Language Advanced Placement request form to the Office of the Registrar. If the student wishes to take the placement test at Westminster College with the purpose of earning advanced placement credits, they need to take the proctored version of the test. Contact the chair of the Foreign Languages department to take the proctored placement exam at Westminster College.

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

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

Please see “College Expenses” on page 26 for placement exam costs.

## Credit for Prior Learning

The Associate Dean of Faculty, in collaboration with the appropriate department or division chair, will evaluate industry and workplace experience, corporate training, and professional certifications according to the [ACE National Guide](#). The student should upload certificates, any official documents of completion, and a copy of ACE equivalency with college application materials in order to have industry and workplace experience

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

## Credit for Military Service

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

## **U.S. Army Concurrent Admissions Program (ConAP)**

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

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



# College Expenses

## Tuition

Description	Amount
Application fee	No charge
New student deposit	Waived
Additional course materials	Varies
Credit hour rate (audit only)	\$57.00
<i>Fall 2024</i>	
Credit hour rate	\$350.00
Instructional technology fee per credit hour *	\$36.00
Course materials fee per class	\$96.00
<i>Spring and Summer 2025</i>	
Credit hour rate	\$310.00
Instructional technology fee per credit hour *	\$34
Course materials fee per credit hour	\$31

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

## Miscellaneous Fees

Fee type	Amount
Course/Lab Fee	Varies
Graduation Fee (Charged to all seniors for caps, gowns, diploma folders, dinners and other associated costs)	\$175
Course Audit Fee (per credit hour)	\$57

Fee type	Amount
Credit by Examination (per credit hour for credit granted on the basis of examinations administered by Westminster College)	\$30
Myers Briggs, Strong Interest Inventory and Strengths Quest Assessments	Varies
Apostille Fee for Transcript or Diploma (Per document)	\$30
Official Transcript	\$12
Special Course Fee (may include materials, travel, accommodations, admission charges, labs, music, etc.)	Varies
Credit Card Fee (Business Office transactions)	2.75%

## Learning Disabilities Program Fee

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

For each semester thereafter: \$1,000.00

## Payment Policy

Payment is due in full by August 1 for the Fall Semester, by January 1 for the Spring Semester, and May 1 for the Summer Semester.

## Payment Plan

An optional payment plan is available. Enrollment in the payment plan must be completed once each semester. Enrollment is open through Census Day

for Fall and Spring semesters, and June 15 for Summer semester. Enroll in the MyWC student portal at <https://mywc.westminster-mo.edu>.

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

## Refunds for Withdrawals

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

Failure to attend class does not constitute an official withdrawal.

When students receiving Federal Title IV assistance fail to attend class, the college may be required by Federal regulation to perform an unofficial withdrawal. In this case, the midpoint of the semester, or the last date of attendance that can be documented will be the withdrawal date. When the withdrawal forms are completed, the student's financial accounts are settled based on the following policies:

## Institutional Refund Policy

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

## FALL/SPRING SEMESTER REFUND POLICY

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

## 4-WEEK REFUND POLICY

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

## 7-WEEK REFUND POLICY

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

## Room Refunds

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

Miscellaneous fees will not be refunded.

## Financial Aid Refunds

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

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

## Federal Title IV Recipients

Federal Title IV assistance must be returned according to federal guidelines. A return calculation will be completed for Title IV recipients. The amount of Title IV program assistance earned is determined using a specified formula. The amount of assistance earned is determined on a pro rata basis. For example, if 30% of the payment period is completed, then 30% of the assistance originally scheduled to receive is earned. This percentage is calculated by comparing the official date of withdrawal with the total number of days in the semester. The total number of days in a semester includes every calendar day of the semester starting with the first day of the semester through the last day of finals, not including breaks from class exceeding more than 5 days (including weekends). For example, if a student withdraws on day 33 of a semester, which has a total of 110 days, the student has completed 30% of the semester. Once more than 60% of the payment period has been completed, all assistance for the

period has been earned.

The requirements for Title IV program funds are separate from the institutional refund policy; therefore, a balance for unpaid institutional charges may still be owed. All institutional and federal aid is offered on the assumption that the student will be enrolled as a full-time student for the entire academic year. When a student withdraws from classes, the institutional and federal award will be recalculated based on the above policies. Federal funds will be returned according to the specific order prescribed in the law and Federal regulations. These policies are subject to change without notice in the event there are changes in the Federal Policy. Westminster College will always follow current Federal regulations when dealing with Federal Title IV assistance. Withdrawal from or failure to attend classes may trigger a mandatory return of federal financial aid, resulting in a balance due on the student account.

The preceding policy is part of the financial contract the student makes with the College. Westminster College assumes that by entering the College and registering the student accepts these terms. All students are required to sign promissory notes. No other contract or promise is binding on the College unless it is in writing and signed by the President, Vice President and Provost, or Vice President for Business and CFO.

A student who registers accepts these terms. All students are required to sign promissory notes. No other contract or promise is binding on the College unless it is in writing and signed by the President, Vice President and Provost, or Vice President for Business and CFO.

# Financial Aid

**FAFSA School Code  
002523**

Financial aid awards are made without regard to the race, sex, religion, color, sexual orientation, or national or ethnic origin of the applicant. In no case shall a student's total aid award exceed the total estimated annual cost of attending Westminster. All applicants for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) to determine aid eligibility for federal and state support and to be considered for institutional aid. The Director of Financial Aid is the only person authorized to make offers of financial aid on behalf of the College.

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

The Director of Financial Aid determines whether a student satisfies the stated conditions for eligibility for financial aid. However, mitigating circumstances are taken into consideration when eligibility

is determined. Students may appeal the Director's decisions regarding their eligibility for financial aid to a committee composed of the Dean of Student Affairs, the Vice President and Provost, Vice President of Enrollment Services, the Provost, and a representative from the Office of Business Affairs. Such appeals should be made in writing to the Director of Financial Aid.

## Types of Financial Aid Available

Financial aid may be classified into these categories: grants, loans, scholarships, and veterans benefits. The remainder of this section deals with each individual category. A student's total financial aid for a given year may include several types of aid. Westminster College encourages students to explore all avenues of assistance. In some cases, Federal Title IV financial assistance is available to qualified student applicants whose enrollment period includes a program of study abroad that is approved for credit by Westminster.

The first step in applying for (or renewing) any of the grants described below, Federal College Work-Study, or a Federal Stafford Loan is the submission of the Free Application for Federal Student Aid. Priority for Supplemental Educational Opportunity Grant (SEOG) are given to students who are accepted for admission and whose financial aid application results have been received on or before November 15th.

Priority for all college-based grants and

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

## **GRANTS**

### **Federal Pell Grant**

Eligibility for a Federal Pell Grant is determined on the basis of financial need. Eligible students may receive up to \$6895 per year, depending on need and program funding.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

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

### **Access Missouri Award**

Missouri residents who file the FAFSA by February 1 with an EFC (Expected Family Contribution) of \$12,000 or less will be considered for an Access Missouri Award up to \$2,850. Students must be enrolled full-time to receive this award. This program is administered by the Missouri Department of Higher Education and Workforce Development and is subject to budget appropriations. Students must maintain a cumulative grade point average of at least 2.50/4.00 to be considered for renewal.

### **Westminster Grant**

These grants may be awarded to freshmen and upper-class students who demonstrate financial need. Grants are awarded for one academic year. Renewal

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

## **LOANS**

### **Federal Direct Subsidized Student Loan**

Loans of up to \$3,500 per year for freshmen, \$4,500 for sophomores and \$5,500 for juniors and seniors are available to students who file the FAFSA and demonstrate financial need. Interest does not accrue until six months after the student ceases to be enrolled at least half-time. The fixed interest rate for borrowers is 4.99%. Monthly repayments of at least \$50 begin six months after the borrower ceases to be a half-time student and may extend over a 10-year period. An origination fee of 1.057% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

### **Federal Direct Unsubsidized Student Loan**

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

is 4.99%; the interest, however, begins accruing at the time of disbursement. An origination fee of 1.057% will be deducted from the proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

### **Federal Direct PLUS Loan**

Parents of dependent students may borrow funds under the Federal PLUS Loan program, provided they do not have an adverse credit history. The cost of attendance at the institution where the student is enrolled and the amount of financial assistance awarded to each student determine the maximum amount that may be borrowed. The fixed interest rate for borrowers is 7.54%. An origination fee of 4.228% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

### **VETERANS BENEFITS**

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

After the first semester of enrollment, it is the responsibility of the student receiving veteran benefits to notify the Registrar

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

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

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

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



# Scholarships

## OUTSIDE/PRIVATE SCHOLARSHIPS

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

## Maintaining Financial Aid Eligibility

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

Completed Credits	0-26	27+
Min. Cumulative GPA	1.85	2.00
Min. % of total hours completed (Measured as hours earned ÷ hours attempted)	67%	67%

Maximum total hours attempted allowed to complete degree requirements for current primary program of study.	150% of the specific degree programs published length of 122 hours completed, which is 183.
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## STANDARDS OF ACADEMIC PROGRESS (SAP) EVALUATION

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

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

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

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

SAP Suspension will be imposed for students not meeting the requirements shown above, and they will be ineligible for financial aid during the period of suspension. (See Appeals.)

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

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

Eligibility is reestablished after the student improves their academic record to meet the minimum standards or an appeal due to unusual and/or mitigating

circumstances is approved.

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

## **Grades**

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

## **Additional Earned Credits**

Credit hours earned by testing or other non-standard means are counted in the SAP calculations as both hours attempted and earned. This includes hours earned from Credit by Exam, CLEP and CEEB Tests, AP and IB Courses, and Foreign Language Placement.

All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus programs, and through Consortium Agreements with other institutions count in both attempted and earned calculations.

## **Transfer Students**

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

Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Admissions before the beginning of their first semester at Westminster College. A standard SAP calculation including this work and Westminster College hours will be run by the next scheduled increment.

Students failing SAP will be placed on SAP Suspension, and they will be ineligible for financial aid during the period of suspension. (See Appeals.)

## **Re-admit Students**

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

## **APPEALS AND REINSTATEMENT**

SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such

circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

To appeal, the student must submit a letter to the Office of Financial Aid no later than 15 business days before the beginning of the semester for which reinstatement is desired. This should explain in detail why they failed to meet the minimum SAP standards, what unusual and/or mitigating circumstances caused the failure, and how their situation has improved to allow the student to meet the SAP standards at the next evaluation.

The SAP Appeal Committee's decision will be sent to the student by mail or electronic means. Approvals will be granted for students who will be able to meet SAP standards by the end of the next payment period, or the student will be placed on an academic plan that will ensure the student is able to meet SAP standards by a specific point in time.

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

Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be re-evaluated. In order for the student to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.

SAP Appeals Committee decisions cannot be appealed to another source.

Students who raise their cumulative standards to equal or exceed the minimum requirements should contact the Director of Financial Aid to see if they may be reinstated to SAP Good Standing from that point forward.

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

# Withdrawal Policy and Information

## Drop/Withdrawal Deadline Information

### FALL AND SPRING SEMESTER

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

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

### SEVEN WEEK TERMS (AND MID-SEMESTER CLASSES)

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

### FOUR WEEK TERMS

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

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

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

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

## Official Withdrawal Date

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

## Medical Withdrawal

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

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

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

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

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

## WHO QUALIFIES FOR A MEDICAL WITHDRAWAL

A student must be significantly affected by a health-related problem to the degree that they are unable to successfully engage in academic work. The types of problems that qualify for a medical withdrawal range from situations affecting one's physical capabilities (i.e. significant and/or chronic physical ailments/illnesses) to severe mental health concerns. It is important to note that each medical withdrawal is determined on a case-by-case situation and having one of these challenges may not, alone, qualify individuals for this policy



since many students are able to manage these health problems and succeed in their courses. However, a medical withdrawal is appropriate when the level of challenge exceeds one's ability to continue with the present course load.

## VERIFICATION BY A HEALTH CARE PROFESSIONAL

A health care professional (i.e. medical doctor, nurse practitioner, licensed psychologist, licensed clinical social worker, etc.) must provide a statement that verifies that a significant physical or mental health concern exists and specifically how this is affecting the student's level of academic engagement. This letter should be sent directly to the Director of Counseling Services in the Wellness Center. This verification letter must include the following information

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

## EXTENT OF WITHDRAWAL

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

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

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

## Notification of Withdrawal and Medical Withdrawal Forms

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

1. Advisor

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

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

### **Important Note**

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

official notification otherwise.

## **Transcript Notations**

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

## **Financial Implications, Refunds**

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

## **Re-Admission**

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

## Involuntary Withdrawal (Non-Medical)

When it is determined that a student is no longer engaged in the academic process (not attending classes, not completing class work, etc.), and has not responded to interventions developed by the Academic Review Board, the Academic Review Board may decide to administratively withdraw the student who has not attended after the 50th class day from the College. In addition, when, in the judgment of the Vice President/Dean of Student Affairs and the Wellness Center health care provider, a student's behavior constitutes a disruption or danger to the living/learning environment which the college seeks to create or presents a threat to the health and safety of the student or others, the College has the right to intervene. The College may execute an involuntary withdrawal when a student engages in behavior that poses a danger of causing harm to themselves or others or disrupts the learning environment. Such dangerous and/or disruptive behavior may be in the form of a single behavior incident or somewhat less severe but persistent dangerousness or disruption over an extended period of time. At the time of involuntary withdrawal, the instructor for the course must submit a grade (either a WP 'Withdrew Passing' or a WF 'Withdrew Failing') for the student's work in the course to the date of withdrawal, will be noted on the student's transcript and does not calculate into the student's grade point average (GPA).

## Involuntary Medical Withdrawal

Westminster College strives to maintain a safe and healthy environment that

is supportive to one's academic and personal goals. An involuntary medical withdrawal is initiated in extraordinary circumstances for medical, mental health, and/or substance misuse related concerns that are impacting one's ability to function safely within the college environment. The college will make every effort to provide support and counseling within the scope of its mission but may deem the student's needs are beyond the capabilities of the services we provide. The college reserves the right to mandate immediate medical care, implement reasonable accommodations, devise a personalized success plan, seek evaluation by 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 Affairs and Wellness Center health care providers. In the case of an involuntary medical withdrawal, there is no academic penalty for the student, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected. Room and board costs will be prorated based on upon the date of involuntary withdrawal.

At any time during the semester, the Academic Review Board has the authority to place a student on Academic Warning, Academic Probation, or to administratively

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

## **Withdrawal Due to Military Deployment**

Students who begin a semester and must withdraw due to military deployment will receive a credit on the student account for all fees that exceed the amount of federal financial aid earned excluding federal loans. Federal Title IV assistance must be returned according to federal guidelines as outlined in the above “Withdraws and Refunds” section. If there is a credit balance remaining on the student account after all calculations are complete, a refund will be issued to the student.

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

## **Disruptive Student**

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

involuntary withdrawal, for students who have not attended after the 50th day of classes, the instructor for the course must submit a grade for the student’s work in the course to the date of withdrawal. On the basis of this grade, either a WP (Withdrew Passing) or a WF (Withdrew Failing) is recorded on the student’s transcript. Neither a WP nor a WF enters into the computation of the student’s grade point average. In the case of an involuntary withdrawal, decisions made by the Vice President/Dean of Student Affairs and Director of the Wellness Center may be appealed to the Provost.

# Collegewide Policies

## Policy on Complaint Resolution

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

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

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

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

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

Phone: 800-621-7440 or 312-263-0456  
Fax: 312-263-7462  
Email: [info@hlcommission.org](mailto:info@hlcommission.org)

## ADA/Equal Access Policy

Under the Americans with Disabilities Act, the College must provide a reasonable accommodation requested by a student to ensure access to instructional programs, unless it would present an undue hardship to the College. A student who feels they may need an accommodation based on the impact of a disability should contact the Assistant Dean of First Year Experience and Learning Opportunities located in Room 34 of Westminster Hall or 573-592-5304. At that time, the Assistant Dean will discuss possible curricular and co-curricular accommodations and may make appointments with all of the student's professors to discuss course formats and to anticipate the student's needs. For a full statement of the College's ADA policies, see the Westminster College – ADA/Equal Access Policy.

## Policy on Harassment and Discrimination

Westminster College expects all members of its community to treat each other with respect and dignity. Westminster College seeks to create and maintain an academic, social, and work environment in which all members of the community – students, staff, administrators, and faculty – are free from harassment and discrimination. Westminster College prohibits harassment and discrimination on its campus, as well as at, or on, any college sponsored activities and trips, of any of its community members or guests and visitors based on an individual's race, color, national or ethnic origin, religion, age, sex, gender,



sexual orientation, gender expression and identity, marital status, veteran status, disability, or any proscribed category set forth in federal or state regulations.

Harassment and/or discrimination subvert the mission of the college and threaten the careers, educational experiences, and well-being of its students, staff, administrators, and faculty. Each member of the Westminster community has the right to work, study and/or socialize in an environment that is free from harassment or discrimination. Each member of the Westminster community, therefore, has the corresponding responsibility and obligation to conduct himself or herself so as to create an environment that is free of harassment or discrimination. This includes the acts of supervisors, managers, faculty, employee subordinates and peers, fellow students, guests, visitors, vendors, consultants, and customers. In addition to being responsible for their own conduct, supervisors and managers must ensure that their employees contribute to a work environment that is free of harassment and discrimination.

By issuing a clear policy to members of the Westminster community and by alerting, as well, those non-community members, such as vendors, consultants, and customers, with whom it has a relationship, Westminster College reaffirms its commitment not to tolerate any form of harassment or discrimination on its campus, at campus sponsored events, activities, or trips.

## Title IX

The College does not discriminate on the basis of sex in its education programs and activities. Furthermore, the College strictly prohibits Sexual Harassment, as defined in this policy. This policy applies to

any member of the College community, including students, faculty, and staff, as well as contractors, vendors, visitors, guests and other third parties. Additionally, the College prohibits retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against individuals who make reports or complaint of prohibited Sexual Harassment or participate in an investigation, proceeding, or formal hearing concerning a violation of this Policy.

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

## Student Respect Policy

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

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

- Respect for individuals is one of the cornerstone values of ethical conduct;
- Professors have worked diligently to earn advanced degrees and distinguish themselves as scholars and teachers in their fields, and are, therefore, entitled to students' respect;
- A liberal arts education is meant to cultivate the moral and intellectual virtues that one needs to be a good member of society. Students should strive to develop respect for superiors, peers, and subordinates as a habit

that will help them thrive in their professional and personal lives.

Professors have the authority to establish and enforce their own standards of respectful classroom behavior along with communication boundaries in and out of class. Professors are institutionally authorized and obligated to cite violations of any of those established standards. In addition, professors are also entitled to impose their own consequences for disrespectful behaviors. Because providing students with evaluative feedback is part of the teaching job, students are always encouraged to discuss specifics of their grades with their professors for the purpose of future improvement. Negative evaluations (academic or behavioral), however, do not in any way entitle students to communicate with a professor in a disrespectful or inappropriate tone (as deemed by the individual professor) in person, over the telephone, or other written or electronic means. If any such violation occurs, the professor, at their discretion, may simply choose to alert the Provost for official college sanctions against the student, which can include a suspension/expulsion from that professor's class.

## Student Conduct

Students enrolling in Westminster College are expected and required to conduct themselves in a manner consistent with the College's function and mission as an educational institution. By registering as a Westminster student, one assumes an obligation to live according to the values of integrity, fairness, respect, and responsibility and to comply with all generally accepted standards of conduct. Conduct which contravenes such standards includes violations of the rules, regulations and restrictions contained

in the Westminster College Catalog, the Student Life Handbook, the Student Government Association Constitution, the Honor Code, and all other rules, regulations and restrictions of the College, whether written or oral, as well as violations of the laws of the city, state, or nation. More specific information is contained in the Student Handbook.

## Emergency Procedures

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

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

General emergency response procedures can be found in section 6.0 of the Westminster College Emergency Response Plan at <https://www.wcmo.edu/student-life/security/response-plan.html>.

# Student Services and Academic Programs

## The Tomnitz Family Learning Opportunities Center

The Tomnitz Family Learning Opportunities Center (LOC) offers academic support to students through a variety of programs. The LOC's academic support services assist students in developing those skills they will need in the classroom and in their professional and personal lives after College. The Professional Academic Staff of the center offers assistance through Supplemental Studies courses, the Learning Differences Program (LDP), the College Transition Program (CTP), the Academic Enrichment Program (AEP), the Academic Achievement Program (AAP), the Peer Tutoring Program (PTP) and an Online Academic Resource Center. In addition to these programs, the Director of the LOC serves as the academic ADA coordinator for those students who need to seek reasonable academic accommodations.

### ADA ACCOMMODATIONS

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

Present current documentation to the Assistant Dean of the Tomnitz Family Learning Opportunities Center before any accommodations can be discussed. This documentation must include a diagnosis, an explanation, and recommended

accommodations. Individualized Education Plans are acceptable documentation, and will be accepted. Documentation must come from a professional source with verifiable credentials.

Complete the accommodation request form, and set up a meeting with the Assistant Dean to discuss the requested accommodations.

If the request form includes testing, the student must also complete the LOC Testing Agreement Form.

If the request form includes note takers, then the student must also complete the Note Taker Accommodation Form. Students should also discuss the approved accommodations with their instructors, and notify these instructors of their needs.

The group of students on campus not enrolled in the LDP who seek academic accommodations through the Americans with Disabilities Act (ADA) are designated as Others Served. Typical reasonable accommodations include support through class notes, the provision of an alternate testing environment, and other technology-based support (screen readers, audio books, etc.).

### ACADEMIC ACHIEVEMENT PROGRAM (AAP)

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

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

## **ACADEMIC ENRICHMENT PROGRAM**

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

## **LEARNING DIFFERENCES (DISABILITIES) PROGRAM**

The Learning Differences (Disabilities) Program (LDP) is a comprehensive disability support program that provides individualized support tailored to meet the specific needs of students with professionally diagnosed neurodevelopmental disorders, including but not limited to, Attention Deficit/Hyperactivity Disorder, Dyscalculia, Dyslexia, Reading Comprehension

Disorder, and Disorder of Written Expression.

## **COLLEGE TRANSITION PROGRAM**

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

## **ONLINE ACADEMIC RESOURCE CENTER**

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

## **PEER TUTORING PROGRAM**

The Tomnitz Center coordinates Westminster College's Peer Tutoring

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

## **STUDY STRATEGIES AND SUPPLEMENTAL COURSES**

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

## **OTHERS SERVED**

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

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

## **The Student Success Center**

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

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

## **GREG RICHARD OFFICE OF ADVISING AND CAREER DEVELOPMENT**

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

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



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

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

## INTERNSHIP PROGRAM

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

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

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

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

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

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

\*Based on 15-week semester

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

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

## THE FIRST YEAR EXPERIENCE

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

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

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

## THE TRANSFER EXPERIENCE

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

advisor in their new program.

## **THE EARLY INTERVENTION PROGRAM**

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

## **The Office of Global Educational Services**

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

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

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

## **RECIPROCAL EXCHANGE PROGRAM**

Westminster maintains exchange programs with the following:

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

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

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

## **DIRECT-ENROLLMENT PROGRAMS**

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

Westminster maintains direct-enrollment

agreements with the following:

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

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

## **AMERICAN INSTITUTE FOR FOREIGN STUDY (AIFS)**

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

## **ARCADIA UNIVERSITY CENTER FOR EDUCATION ABROAD**

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

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

## **INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES)**

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

## **INTERNATIONAL STUDIES ABROAD (ISA) AND GLOBALINKS**

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

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

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

## **SCHOOL FOR INTERNATIONAL TRAINING (SIT)**

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

## **SEMESTER-AT-SEA**

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

## **SPANISH STUDIES ABROAD (SSA)**

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

## **OFF-CAMPUS PROGRAMS**

### **The Semester on the United Nations**

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



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

### **Washington Semester Program**

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

### **STUDY ABROAD AND OFF-CAMPUS PROGRAMS**

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

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

### **APPLICATION FOR REDUCED COURSE LOAD**

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

denied.

## Reeves Memorial Library

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

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

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

## Academic Resource Center

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

## Academic Programs

### MAJORS

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

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

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

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

Our list of majors are:

- Accounting
- Business Administration
  - Finance concentration
  - Management concentration
  - Marketing concentration
  - No concentration
- Finance
- General Studies
- Organizational Leadership
- Psychology

## MINORS

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

A complete statement of the requirements for each of the minor programs may be found in the Majors and Minors section. Students are bound by the minor requirements published in the College Catalog for the academic year of the student's first degree-seeking enrollment at Westminster College. Exception (for academic minor requirements only): If changes have been made to minor requirements since the student's first year of degree-seeking enrollment, the minor coordinator may require the student to change to the degree requirements in place at the time of their declaration of the minor. This determination is made

when a student declares a minor, and the outcome is indicated on the Declaration of Minor form. Coordinators of minors have authority to waive or allow substitutions for minor programs of study.

Students may declare a minor as early as the second semester of their freshman year. A student's choice of a minor is not recognized by the college until the student has submitted an electronic form that has been approved by both the chair of the minor department and the student's advisor. All grades in minor courses must be C- or higher to count towards the completion of the minor. A minor may not be earned in the same program as the student's major program of study. No more than three credit hours of internship or other experiential form of study will be counted toward a minor. Students may complete only one minor in a department. Otherwise, there is no restriction on the numbers of minors that may be completed.

- Accounting
- Business Administration
- Economics
- Organizational Leadership
- Psychology

## UNDERGRADUATE CERTIFICATES

Undergraduate certificates are postsecondary awards conferred as the result of successful completion of a formal program of study below the baccalaureate level.

- Business Essentials
- Business Presentation
- Leadership

- Professional Communication
- Workplace Diversity

## **Eligibility**

A high school diploma is required to earn an undergraduate certificate. Candidates must apply and be admitted to the college to earn an undergraduate certificate.

A student pursuing a bachelor's degree may also earn an undergraduate certificate.

## **Grades and GPA**

Students must earn a C- or better in all courses and have a minimum 2.00 GPA in all courses in the certificate. Individual programs may specify a higher minimum GPA requirement.

Courses required for a certificate are excluded from the CR-D-F grade option.

## **Overlap Policy**

If a student is pursuing a bachelor's degree, a minor, and a certificate, no overlap is allowed between the minor and the certificate. If a student is pursuing two certificates (with or without a bachelor's degree), no overlap is allowed between the certificates. Should the same course satisfy a requirement in more than one of a student's certificates or minors, the departments representing the certificates must approve an elective to replace the course in one of the programs.

A student pursuing a bachelor's degree and a certificate cannot have any overlap in courses between the major and the certificate.

All applicable credits earned in an undergraduate certificate can be applied toward a degree completion.

## **Transfer Credit**

The college accepts transfer credit into an undergraduate certificate. No more than 50% of the credit hours required by the certificate may be transfer credit.

## **ARTICULATION AGREEMENTS**

### **Northcentral University Agreement**

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

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

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

Westminster College applicants must meet Northcentral program and admission standards. While enrolled, they must

comply with all academic and other policies of Northcentral.

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

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

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

registration. All course fees must be paid directly to the cooperating institution.

### **Washington University Olin Business School Articulation Agreement for Advanced Accounting Education**

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

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



# Academic Policies and Procedures

## Academic Advising

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

## Academic Warning

A student is placed on academic warning when they have a semester grade point average (GPA) that falls below 2.0 but their cumulative GPA is above 1.85 for students who completed fewer than 27 credits or 2.0 or above for students who completed 27 credits or more. As a 2.0 is required for graduation, the academic warning status is intended to give students notice that their academic success is in eventual jeopardy unless their grades improve. Students on academic warning will be required to participate in the Academic Achievement Program. When a student

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

## Academic Probation

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

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

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

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

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

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

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

- Fraternity or sorority recruitment, rush, or pledgship

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

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

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

## Academic Dismissal

Students not making satisfactory progress towards a degree are subject to academic dismissal. Students become subject to dismissal by failing to meet the probation GPA standards above for two consecutive semesters or by earning a GPA of 1.0 or less in any single semester. Extenuating circumstances will be considered before a final decision to academically dismiss a student. Positive or negative evidence of academic effort, contribution to the campus community, or other outside circumstances may be considered. Academic dismissal is noted on the student's official transcript.

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

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

Any student who has been dismissed for academic reasons and who seeks to return to Westminster College after a gap of one semester or more must apply for readmission through the Admissions Office and appeal their ineligibility to the Provost as part of the readmission process. Applications for readmission are not usually accepted until at least a year after the student was dismissed, although in exceptional circumstances an application for readmission may be considered after only one semester. Once their appeal is granted, readmitted students are placed or continued on academic probation.

## Academic Review Board

The Academic Review Board (ARB) is a group (Dean of Student Affairs, Provost, Executive Director of the Wellness Center, academic advisor, coach, and others as appropriate) which convenes as necessary during a semester when it is determined that a student is no longer engaged in the academic process—not attending classes, not completing class work, etc. The Academic Review Board works with the student to develop a plan of action for completing the semester successfully. At any time during the semester, this board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college during the first 50 class days, if they determine that the student cannot successfully complete the semester or doesn't comply with terms of their ARB contract. Typically, grades of WF or WP (as appropriate) are recorded on the student transcript if the student is administratively withdrawn.

## Academic Honesty

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

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

### HONOR CODE

All students must adhere to the Westminster Honor Code.

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

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

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

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

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

## PROCESS FOR HANDLING HONOR CODE VIOLATIONS

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

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

temporary or permanent suspension from the College.

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

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

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

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

Evidence may consist of any or all the following:

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

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

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

## Assessment

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

Assessments of the college mission, college learning goals, major learning goals, the goals of the co-curricular program, and college services are made on a regular basis. Student participation in assessment activities is critical and invaluable in helping the college to maintain and improve its programs and services and to maintain its accredited status. Thus, all students are expected to participate in all college-wide and department assessments. All students are responsible for participating in the assessment activities for each major they have declared.

For more information about assessment at Westminster College, please contact Institutional Research & Assessment Director, Matt Knudtson.



## Attendance

### ONLINE CLASSES

Online students are expected to regularly attend class. Attendance in online classes is determined by the student's active participation in instructional activities that are automatically tracked and recorded in the learning management system. Active participation in instructional activities includes, but is not limited to:

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

Active participation in instructional activities does not include:

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

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

## College Duty Policy

### A. CLASSIFICATION OF COLLEGE DUTY

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

### B. APPROVAL TIMETABLE & PROCESS

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

- A list of students planning to participate. Coaches shall distribute

to all faculty via e-mail or otherwise the names of athletes and dates of games at the start of each semester and provide changes to the roster and schedule to faculty as the semester progresses. Within two weeks before each event they shall continue to provide faculty the names of students attending and when and where the games will be played. After each event, should any student-athlete not have attended the athletic event, the coaches will notify the relevant faculty of the names of these absent students within two class days after their return to campus.

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

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

- A description of the educational value and/or how the activity benefits the College
- How participation constitutes "representing the College," as defined in the College Catalog

## C. GENERAL RULES

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

hours of the scheduled course time slot, which may conflict with other courses, it is the student's responsibility to seek permission from the faculty member whose class is being missed. At least one week's notice shall be given. The faculty member has no obligation to grant permission to miss class, tests or assignments that are due.

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

## Auditing Courses

Students may visit a class with the permission of the instructor and in this case no record is kept. There is a fee of \$57 per credit hour for non-degree seeking students who audit a class. A student may register to audit a course with the permission of the instructor. Auditors are not necessarily responsible for the completion of class work or taking examinations but should attend class on a regular basis. A course that is entered on the student's permanent record as audited earns no credit and fulfills no requirements. See the Registrar for more information.

## Course Loads

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

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

## Credit Hour

Westminster College adheres to U.S. Department of Education requirements on the award of academic credit, and uses the semester hour as the basic unit of credit. All Westminster College courses, regardless of term or modality of instruction, will consist of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for each academic credit given. This policy also applies to non-classroom work, including independent studies, laboratory work, internships, practica, studio work, student teaching, travel courses, and other academic work leading toward the award of credit hours.

For a 1-credit course, students must complete at least 45 hours of work; for a 2-credit course, a student must complete at least 90 hours of work; for a 3-credit course, a student must complete at least 135 hours of work; for a 4-credit course, a student must complete at least 180 hours of work; for a 5-credit course, a student must complete at least 225 hours of work; and for a 12-credit course, a student must complete at least 540 hours of work. Faculty must document, in each course syllabus, how each course taught meets the above requirements.

## Grade Reports

By entering their confidential username and password, students may access their

midterm and final grades through the campus computer network. A printable version of the grade report is also available to students on MyWC. Westminster College does not mail grade reports. (Information regarding the Family Educational Rights and Privacy Act is included in this catalog or can be obtained online.

## GRADES AND QUALITY POINT SYSTEM

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

College policy stipulates that only courses

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

## CREDIT-D-F

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

Since courses with grades of CR do not enter into the computation of a student's grade point average, the CR-D-F option allows a student to take courses in unfamiliar subjects or in subjects the student finds difficult at a reduced risk to their grade point average. However, if a student earns a D or F, this grade does enter into the computation of the GPA. Students who desire to take a course on a CR-D-F basis must complete and file the appropriate electronic form by the time specified in the academic calendar.

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

## INCOMPLETE GRADES

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

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

### Incomplete Grades for International Students

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

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

(if applicable) of why an Incomplete is necessary before approval will be granted.

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

If an INCOMPLETE is approved, the grade for the class **MUST** be posted before the student begins the next semester. The student will not be allowed to begin the next semester until a grade is posted for the INCOMPLETE.

## Independent Study and Independent Course Credit

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

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

**Independent Studies and Independent Courses** must be approved by the



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

## Registration

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

## Repeating Courses

A student may not repeat a course in which they have earned a grade of A, A-, B+, B, B-, C+, C or C-. When a course with a grade of D+, D, D- or F is repeated, only the grade (quality points) and credit hours for the most recent taking of the course will enter into computations of the student's grade point average and be counted toward graduation.

## Student Classification

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

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

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

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

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

## Summer Terms

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

## SEVEN WEEK SUMMER ONLINE SESSIONS

Online classes provide the opportunity for students to complete course work from home or another location during a seven-week period. Students enrolling in online classes will work closely with their faculty instructor via the computer to complete their assignments online. Students who enroll for online classes should carefully review the course description

and information for online classes before enrolling. Online classes will also receive letter grades that will be calculated in the Westminster GPA unless noted otherwise. Students may take the equivalent of one credit hour per each week of the session, so a total of seven hours. Any exceptions to this must be approved by the student's advisor and by the Provost or their designate.

## Winter Session

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

## Transfer Credit

### POLICY STATEMENT FOR GRANTING TRANSFER CREDIT

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

- The institution from which the credits were earned must be an accredited institution of higher learning, as accredited by an established regional accrediting organization. Westminster College may award credit from

accredited institutions that are not regionally accredited but reserves the right to refuse transfer credit from such institutions.

- The grades received for such credits must be a C- or higher. Where the student earned a grade of CR, that student must be able to document that the course was passed with a C or better (or a C- from schools with a plus/minus grading system).
- The course must be comparable to a course offered at Westminster in order for equivalent course credit to be awarded. Courses that are not comparable to specific Westminster courses may be awarded departmental or divisional (NSC, HUM, SSI) elective credit, if the course fits with our college-wide learning goals. Courses that meet the criteria for a General Education course will be awarded appropriate credit if the course has a course equivalency with an existing Westminster course or can be determined to meet the college learning goals associated with a particular requirement. Courses from a community college or other two-year institution will generally be awarded lower-level credit at the 100 or 200 level, but credit for 300 or 400 level courses may be awarded by the Associate Dean of Faculty, in consultation with the appropriate department chair, if the content of the course is equivalent to a Westminster 300 or 400 level course and the course taken at the community college has at least one prerequisite.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course

description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.

- Although there is no limit to the number of hours that can be transferred in from another institution, transfer students must fulfill all of Westminster's graduation requirements. This includes but is not limited to the following: complete at least 48 credit hours as a full-time student at Westminster, which must include the two semesters immediately preceding graduation; be certified by a department as having met the department's requirements for a major; and complete the College's Breakthrough general education program. (See the Graduation Requirements section of this catalog for additional requirements.) Should a course a student wishes to transfer in not match a course included in General Education, but meet the college-wide learning goals associated with the General Education context, substitutions may be made by the Associate Dean of Faculty; likewise, should a student wish to transfer in a course for a major or minor that does not match the departmental requirements, the Department Chair will decide if the course may count toward the major or minor.
- Transfer students who have completed an Associate of Arts (A.A.) degree from a regionally accredited community college will

have their Foundational and Themes requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. One of the two Exploration Cluster courses will also be waived. Breakthrough's Lifetime Leadership requirements will be waived with the exception of one upper-level Writing Intensive course, and one Research course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)

- Transfer students who have completed an Associate of Science (A.S.) degree from a regionally accredited community college will have their Foundational requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. The Themes requirements for Natural Science, Institutions & Society, and Human Development will also be waived. One of the two Exploration courses will also be waived. Breakthrough's Lifetime Leadership requirements will be waived with the exception of one upper-level Writing Intensive course, and one Research course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)
- Transfer students who have completed the CORE 42 framework at a participating Missouri Institution will have their Foundational and Themes requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer

students (WSM 102). The requirement for a PE activity course will likewise be waived. Breakthrough's Lifetime Leadership requirements will be reduced to one upper-level Writing Intensive course, one Research course, and one Information & Digital Literacy course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)

- There is no "age limit" on credits that may transfer. However, students should be aware that when a course, either required or elective, is awarded credit in some disciplines, such as information technology or nursing, the student may need to take additional courses so that they have current knowledge in the major.
- Credit for developmental-level courses, defined as below the Westminster College 100 level, will not be accepted for transfer credit.
- When a course offered by one department is a required course for the major in another department, the course prefix will guide the final decision regarding the evaluation of transfer credit. If the other department does not agree with the evaluation, they may substitute the course as a requirement for the major.
- The Office of Enrollment Services will solicit the required information from incoming students as part of their regular mailing of materials to accepted students. That information will be forwarded to the Associate Dean's office for review.
- Written confirmation of course equivalencies will be available from the Registrar's Office after the official

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

#### **For Current Westminster Students:**

Current Westminster students who wish to take courses at another institution (in either regular or summer sessions) and want to guarantee the transferability of the credit must have the prior approval of their advisor and the appropriate Department Chair (or the Associate Dean of Faculty). Individual departments have the right to set their own limits regarding the number and/or type of courses counting toward a major that may be transferred in by current students. Transfer Approval forms are available from the Registrar's office.

For courses to be considered for transfer credit, the student must have an official college transcript of all coursework completed elsewhere mailed directly to the Registrar's office. Under federal law, only the student can request that a college transcript be sent to Westminster. Courses being considered for transfer must also meet the following conditions:

- The institution from which the credits were earned must be an accredited institution of higher learning, as accredited by an established regional accrediting organization.
- The grades received for such credits must be a C- or higher. Where the student earned a grade of CR, that student must be able to document that the course was passed with a C or better (or a C- from schools with a plus/minus grading system).
- For a student who has secured official prior approval on the Transfer Approval form, the course will be

transferred in accordance with the stipulations on the form.

- For a student who has not secured official prior approval, the office of the Associate Dean of Faculty through the Transfer Credit Evaluator and Advising Module Specialist, in consultation with the appropriate Department or Division Chair(s), will determine whether the course taken elsewhere is indeed comparable to a particular Westminster course. Courses that are not comparable to specific Westminster courses may be awarded departmental or divisional elective credit. A student not securing prior approval risks taking a course that will not count as they may have intended.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.
- Students and advisors can view any updated transfer credit awarded and entered on the Westminster transcript through MyWC.
- The grades for courses transferred in to Westminster will not count toward the Westminster GPA. No credit will be awarded for developmental courses.

**Transfer Credit Appeals:** Student appeals of course transfer and equivalency decisions should be made initially through

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

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

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

#### **International Baccalaureate Credit:**

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



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

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

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

## Articulation Agreements

Westminster College maintains articulation agreements with the following institutions:

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

## Dual Enrollment and Dual Credit Programs

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

## Consortial Courses

Westminster College is a member of the Council of Independent Colleges Online

Course Sharing Consortium (CIC-OCSC). Our membership allows students to enroll in online courses that are taught at other member institutions.

Consortial courses count as Westminster College credit on transcripts, are calculated in the GPA, and are eligible for financial aid. Consortial courses are transcribed with a leading C- followed by the course code (e.g., C-ENG 106).

All deadlines, semester start and end dates, withdrawal dates are set at the teaching institution. Students are responsible for adhering to the academic dates and deadlines of the teaching institution where the course is offered.

Students in online degree programs will be enrolled in consortial courses under the following circumstances:

- A course is required to stay on track for graduation and is not offered in the required semester the student seeks to enroll in a consortial course
- A student is interested in extra coursework in a focus area that is not offered at Westminster

## **LIMITATIONS ON ENROLLMENT IN CONSORTIAL COURSES**

Enrollment in consortial courses is subject to the following limitations:

- Students may not exceed a total of 16 credits in consortial courses while enrolled as a Westminster College student
- Students may not enroll in more than 4 consortial credits in a fall or spring semester or more than 7 consortial credits in the summer terms
- The Provost may grant approval

for a student to enroll in credits above the limit only in extraordinary circumstances

- Departments establish their own limitations on the maximum number of courses and which courses count toward a major, minor, or certificate program
- If Westminster College is offering a course that is equivalent to a consortial course that is being offered in the same semester, the student must enroll in the Westminster College course. The student may enroll in the consortial course if there are no remaining seats in the Westminster College course or with approval from the Provost for extenuating circumstances

## **COST OF CONSORTIAL COURSE**

See the Business Office for current costs.

## **DROP AND WITHDRAWAL FROM CONSORTIAL COURSES**

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

## **REFUND FOR CONSORTIAL COURSES**

Students who drop a course according to the teaching institution's policy will receive a full refund. A refund will not be issued after the last day to drop a course.

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

## ELIGIBILITY TO ENROLL IN CONSORTIAL COURSES

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

- Have earned at least 12 Westminster credits at the time of enrollment in a consortial course
- Be financially cleared at Westminster College in the academic term in which they intend to enroll

Residential students who are in good academic standing may enroll in courses offered through the Westminster Online program only with the prior approval of the Provost. Online students who are in good academic standing may enroll in courses offered to residential students only with the prior approval of the Provost. Summer and Winter session courses may include online and residential students.

## Study Abroad and Off-Campus Programs

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

off-campus program will be recorded on the Westminster College transcript for those students who do not receive credit while studying abroad on an affiliated off-campus program.

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

## International Transcript Policy

Westminster College will consider transfer credit so long as it is presented on an official transcript from an accredited college or university with the grade of "C-" or better. The transcript may be delivered in person from the student, if it is presented in a sealed envelope with the seal signed by the granting institution. Keep in mind that photocopies and unofficial copies may be used for advising purposes only. If a student submits an original International Baccalaureate (IB) diploma, the Registrar's Office will photocopy it, note that it has been copied from the original, and return the original to the students. The same policy applies to domestic as well as international students. For international students who may be unable to produce an official transcript, advisors supported by the US Department of State may assist with this process. Education Advising Information Centers around the world, together with additional information, can be found online. Students should contact the Registrar for more

information regarding international transcripts.

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

## Types of Courses

The College recognizes three categories of courses:

1. **Traditional** – while some content and assignments may be managed through online methods, the course meets in a physical classroom during regularly scheduled times;
2. **Blended** – from 25% up to 74% of the course instruction is delivered in virtual format, with classroom time reduced accordingly;
3. **Distance** – 75% or more of content delivered in a virtual format. Distance education uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
  - The Internet.

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

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

## Missouri Reverse Transfer Program

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

# FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) governs the release of educational records maintained by an educational institution and access to the records in order for the student to be afforded certain rights to privacy. This law applies to all elementary, secondary, and postsecondary institutions that receive federal funds under any program administered by the U.S. Secretary of Education. Westminster College complies fully with the Family Educational Rights and Privacy Act of 1974 as noted in the policy information below:

## ANNUAL NOTIFICATION

Students will be notified of their FERPA rights via Westminster Website or by requesting a copy of the policy available in the Registrar's Office at Westminster College.

## PROCEDURE TO INSPECT EDUCATION RECORDS

Students may inspect and review their education records upon request to the appropriate record custodian. Students should submit to the record custodian or appropriate staff person a written request, which identifies as precisely as possible the record or records they wish to inspect.

The record custodian or appropriate staff person will make the needed arrangement for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. Once students have requested access to their education records, such students' records

cannot be destroyed until inspection and review have been provided. When a record contains information about more than one student, the student may inspect and review only the records, which relate to him.

## RIGHT TO REFUSE ACCESS

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

1. The financial statement of the student's parents;
2. Letters and statements of recommendation for which the student has waived their right of access, or which were placed in file before January 1, 1975;
3. Records which are excluded from the FERPA definition of education records. Refusal to Provide Copies: Westminster College reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:
  - The student has an unpaid financial obligation to the College;
  - There is an unresolved disciplinary action against the student.

## RECORD OF REQUESTS FOR DISCLOSURE

Westminster College will maintain a record of all requests for and/or disclosure of



information from a student's education records. The record will indicate the date of the request, the name of the party making the request, and the legitimate interests these parties had in requesting or obtaining the information.

## **FEES FOR COPIES OF RECORDS**

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

## **CORRECTION OF EDUCATION RECORDS**

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

## **LOCATION OF EDUCATIONAL RECORDS**

Educational records at Westminster are

located as follows:

1. Academic records are kept by the Provost and the Registrar in Westminster Hall; records on student life including records on student housing, organizations, and disciplinary matters are kept by the Dean of Student Affairs in Hunter Activity Center;
2. Health records are kept by the Executive Director in the Wellness Center of the Wellness Center in Westminster Hall;
3. Records on student financial affairs are kept by the Vice President for Business & Finance in Westminster Hall and by the Director of Financial Planning in the Admissions/Financial Planning offices in Champ;
4. Career service records are kept by the Career Development Counselor and Coordinator in Reeves Library, Student Success Center;
5. Internship records are kept by the internship coordinator in Reeves Library, Student Success Center; and
6. Athletic records are kept by the Director of Athletics located in the Westminster Gymnasium.

## **DISCLOSURE OF EDUCATION RECORDS**

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

1. To school officials who have a legitimate educational interest in the records;
2. To officials of another school, upon

request, in which a student seeks or intends to enroll;

3. To certain official of the U.S. Department of Education, the Comptroller, General, and state and local educational authorities, in connection with certain state and federally support education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. If required by a state law requiring disclosure that was adopted before November 19, 1974;
6. To organizations conducting certain studies for or on behalf of the college;
7. To accrediting organizations to carry out their functions;
8. To parents of a student who provide evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form;
9. To comply with a judicial order or a lawfully issued subpoena;
10. To appropriate parties in a health or safety emergency;
11. To an alleged victim of any crime of violence or the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

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

- through written consent of the

student,

- in compliance with a subpoena, or
- by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form.

## Grade Reporting

Westminster faculty report midterm and final grades for all enrolled students to the Registrar's Office. Westminster College does not mail grade reports. By entering their confidential username and password, students may access their midterm and final grades through the campus computer network. A printable version of the grade report is also available to students on MyWC for hard copy access. Letters regarding academic ineligibility and academic probation will be sent to the student at their legal, home, permanent address and by email. International students should expect any correspondence to be sent to their local address in the United States rather than their legal, home, permanent/campus address, and email.

## Definitions

At Westminster the phrase "other school officials" refers to any

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

- student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing their tasks.
- school official has a legitimate educational interest if the official is:
  - maintaining, monitoring, or evaluating the record-keeping system itself;
  - implementation, monitoring, or evaluating the academic curriculum;
  - counseling, advising, or otherwise assisting a particular student; or
  - evaluating particular students with respect to financial or academic awards, honors, or achievements.

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

## E-Mail or Other Electronic Communication

FERPA does not provide information on, or prohibit the use of e-mail for non-directory information. Therefore, it is the policy of Westminster College to authorize e-mail correspondence containing non-directory information only if the e-mail is being sent to and received from the official Westminster College e-mail account created for the student or faculty/staff (the college e-mail address must

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

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

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

## Directory Information

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

received from the student.

Westminster directory information includes: a student's name, address, fraternity or sorority affiliation, telephone/cell number, E-mail address, date and place of birth, parents' names and address(es), major field of study, minor field of study, picture, class, academic advisor, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance at Westminster College, veteran status, full-time or part-time enrollment status, honors, degrees and awards received, the most recent previous educational institution attended, and high school attended. A student has the right to object to the publication of this information and may do so by presenting his objection in writing to the Registrar before the end of the first fifteen days of classes.

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

# Degree Requirements

To receive a baccalaureate degree, students must:

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

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

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

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

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

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

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

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

The student's advisor, staff in the Office of the Registrar and the Vice President and Provost will assist students in interpreting degree requirements and in determining which requirements have or have not been met, but ultimate responsibility for being informed about and satisfying graduation requirements rests with the individual student.



Reasonable precautions are taken to ensure that students' academic records are correct and complete and that faculty advisors know the various degree requirements and are kept informed about their advisees' status. Nevertheless, it is strongly recommended that students periodically review their transcripts and degree requirement worksheet. All students must review their academic records with the Office of the Registrar during the spring semester of their junior year to be sure they understand correctly where they stand with respect to meeting graduation requirements. Students who wish to participate in commencement exercises must submit an application to the Registrar's Office no later than the first week of classes in the fall semester preceding the May graduation of their choosing.

## Requirements for the Bachelor of Arts Degree

1. Earn 122 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation. No more than 2 hours of credit in developmental courses, 2 hours of credit in physical education activity courses, 12 hours of credit in internships, or 18 hours of credit in military science courses may be counted toward the minimum 122 credit hours required for graduation.
2. Earn credit in ENG 106, a three-hour course in composition.
3. Earn credit in two courses designated as Writing Intensive (WI) in the Schedule of Classes published each semester. The first course must be taken by the end of the sophomore year. At least one of the courses must be an upper-level course. Students

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

4. Earn credit in one Physical Education activity course and LST 101: The Leader Within.
5. Complete at least 48 credit hours as a full-time Westminster student, including the two semesters immediately prior to graduation. If necessary to meet requirements for a degree, a student may take up to 9 credit hours of approved courses at another institution after the last two semesters in residence. Any exception to this requirement must have the approval of the Vice President and Provost.
6. Be certified by a department as having met the department's requirements for a major. No more than 40 credit hours in any one major subject may be counted toward the 122 credit hours required for graduation.
7. Complete two 3-hour, upper-level Exploration courses that are outside the student's major requirements. This applies to interdisciplinary majors as well as traditional majors. A student with more than one major can apply the upper-level Exploration courses to one of their majors. The upper-level cluster courses can be applied to a student's minor.
8. All students must complete the College's Breakthrough general education program. (See detailed requirements below.)

## "Breakthrough" General Education Curriculum

Edwina Sandys' sculpture, Breakthrough,

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

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

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

Global Perspectives, Values and Diversity, Institutions and Society, and Natural Science Inquiry – the new curriculum stresses the connection between knowledge and methodology that is so essential for successful careers in today's world. These categories expose students to fundamental questions about creativity, psychology and the brain, shared global responsibilities, ethical communities, the structures of modern life, and the potential of science.

General education should also provide some depth. Rather than simply require students to take random upper-level courses, Breakthrough has the student select two upper-level courses from an approved list of interdisciplinary courses grouped under the name, "Explorations." The students pursue a set of questions rather than checking off requirements and, in effect, earn a mini-minor of three courses. The concentration is not in a single discipline like a major or minor might be, but is explicitly interdisciplinary, encouraging students to apply different methodologies to finding answers. Students will take one course in each of the six themes and two courses in one of the corresponding Exploration Clusters.

## FOUNDATIONAL COURSES

Students will aim to take Foundational courses during their Freshmen year

ENG 106: Academic Writing II
WSM 104: Transformations
MAT 110: Quantitative Reasoning for Mathematical Problem Solving or
MAT 114: Elementary Statistics or
MAT 122: Business Calculus or
MAT 124: Calculus

## THEMES

Students will take one course in each of the six Themes.

**Aesthetics:** Focuses on the importance and impact of human creativity either through the study of artistic expression or participating directly in the creative process. One course required.

**Values and Diversity:** Addresses the role diverse values play with respect to how individuals and groups interact with one another in society and across social boundaries. One course required.

**Global Perspectives:** Examines either the relationship of local society to the global, the nature of non-American cultures, and/or the background for understanding contemporary global issues. One course required.

**Human Development:** Addresses the interaction between human biology and society from a variety of contexts, such as functional, cognitive, emotional, philosophical, and social, and how these contexts relate to the human experience. One course required.

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

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

## EXPLORATION

Successfully complete two 3-hour, upper-level courses approved for the Exploration requirement in Breakthrough. For

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

## LIFETIME LEADERSHIP SKILLS

Breakthrough is dedicated to the development of Lifetime Leadership Skills. These practical skills are necessary in the rapidly evolving workplace facing our graduates and, in fact, are in high demand among employers. The ability to communicate clearly and directly either orally or in written form is not only part of our general education, it is stressed in nearly every class. Westminster makes sure that students graduate with appropriate information and digital literacy. After four years, our students will also have to show that they understand the link between research and analysis that underpins an evidence-based society such as ours. Students will take a total of five to six courses that address a particular Lifetime Leadership competency.

Students will take a total of five to six courses that address a particular Lifetime Leadership competency.

**Written and Oral Communication:** Communication includes the ability to write, speak, read, and listen effectively.

Development of these skills is essential for preparing students to be confident communicators with the capacity to convey, engage, apply, and reflect on knowledge accessed within their chosen fields.

Students will complete at least two Writing Intensive courses and one course dedicated to oral communication.

**Digital and Information Literacy:**

Westminster prioritizes the development of skills in information technology, the ability to employ computer and other technologies in writing, the manipulation of data, and understanding the nature and limits of technology.

Students will complete one course dedicated to digital and/or information literacy.

**Research Inquiry and Analysis:** From exploring issues, objects, and works through the collection of evidence to investigating complex topics or issues in order to gain more knowledge, learning methods of inquiry and analysis further develop students' ability to think on a higher level.

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

The Breakthrough curriculum strengthens the purpose of Liberal Arts by encouraging students to think of their courses as providing practical and useful ideas and methodologies for real world problems. Westminster students will graduate with the critical thinking, communication and technological skills necessary to succeed in a dynamic marketplace. Breakthrough retains the goal of transforming individual students, instilling in them a commitment to responsible and informed decision-making, and giving them the tools to make

their own breakthrough.

# **Majors and Minors**



# Accounting Major

Professor: S. Manzoor

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

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, N. Bergan, A. Goodman, J. Jackson, B. Lowe, M. Miller, C. Mills, C. Session, J. Tucker, R. Shah, J. Williams

Contact: Dr. Linda Webster

Email: [Linda.Webster@wcmo.edu](mailto:Linda.Webster@wcmo.edu)

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

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

CIP CODE: 52.0301

## PROGRAM OBJECTIVES

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

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

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

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

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

## ACCOUNTING MAJOR

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	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		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Finance I	3		
MAT 114	Elementary Statistics	3		
Choose one of the following elective courses				
BUS 327	Operations Management	3		
ECN 351	Price Theory and Managerial Decisions	3		
Choose one of the following mathematics courses				
MAT 122	Business Calculus*	3		
MAT 124	Calculus I	5		
Choose one of the following speech courses				
SPE 101	Intro to Speech Communication	3		
SPE 203	Interpersonal Communication	3		
SPE 220	Public Speaking	3		
	<b>Total Core Hours</b>	<b>39-41</b>		
* MAT 122 - Business Calculus is recommended for students planning to attend graduate school.				
Accounting Major Courses				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial and Cost Accounting	3		

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

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

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Advisor Signature

Department Chair Signature

## Accounting Minor

Professor: S. Manzoor

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

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, N. Bergan, A. Goodman, J. Jackson, B. Lowe, M. Miller, C. Mills, C. Session, J. Tucker, R. Shah, J. Williams

Contact: Dr. Linda Webster

Email: [Linda.Webster@wcmo.edu](mailto:Linda.Webster@wcmo.edu)

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

CIP CODE: 52.0301

### PROGRAM OBJECTIVES

Graduates of the Accounting Minor have demonstrated their ability to:

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

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

## Accounting Minor

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

Advisor	Date Major Declared
---------	---------------------

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

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

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Advisor Signature

Department Chair Signature



# Business Administration Major

Optional concentrations in Finance, Management or Marketing.

Professor: S. Manzoor

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

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, N. Bergan, A. Goodman, J. Jackson, B. Lowe, M. Miller, C. Mills, C.

Session, J. Tucker, R. Shah, J. Williams

Contact: Dr. Linda Webster

Email: [Linda.Webster@wcmo.edu](mailto:Linda.Webster@wcmo.edu)

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

CIP: 52.0201, Business Administration and Management

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

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

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

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

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

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: BUSINESS ADMINISTRATION

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

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

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

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Advisor Signature

Department Chair Signature

## Business Administration Minor

Professor: S. Manzoor

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

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, N. Bergan, A. Goodman, J. Jackson, B. Lowe, M. Miller, C. Mills, C.

Session, J. Tucker, R. Shah, J. Williams

Contact: Dr. Linda Webster

Email: [Linda.Webster@wcmo.edu](mailto:Linda.Webster@wcmo.edu)

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

CIP: 52.0201, Business Administration and Management

### PROGRAM OBJECTIVES

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

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

Student’s Last Name First Name Middle Initial

Advisor Date Major Declared

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

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

Advisor Signature Department Chair Signature



## Economics Minor

Professor: S. Manzoor

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

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, N. Bergan, A. Goodman, J. Jackson, B. Lowe, M. Miller, C. Mills, C.

Session, J. Tucker, R. Shah, J. Williams

Contact: Dr. Linda Webster

Email: [linda.webster@wcmo.edu](mailto:linda.webster@wcmo.edu)

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

### PROGRAM OBJECTIVES

Graduates of the Economics minor have demonstrated their ability to:

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

### ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course Code	Title	Hours	Semester	Grade
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 331	Intermediate Macroeconomic Theory	3		
Economics Electives (6 hours; must include at least one upper-level)				
ECN		3		
ECN		3		
	<b>Total Hours For Minor</b>	<b>15</b>		

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

Advisor Signature

Department Chair Signature

# Finance Major

Professor: S. Manzoor

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

Visiting Professor: M. Rockett

Lecturer: S. Wilson

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

Contact: Dr. Linda Webster

Email: [linda.webster@wcmo.edu](mailto:linda.webster@wcmo.edu)

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

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

CIP CODE: 52.0801

## PROGRAM OBJECTIVES

Graduates of the finance major demonstrate mastery in the ability to:

- I. Evaluate the performance of securities and portfolios using risk-return models such as the Capital Asset Pricing Model (CAPM) and multi-factor models.
- II. Price intangible and tangible assets and securities.
- III. Manage investments in a global context.
- IV. Measure risk and calculate the weighted average of the required returns to evaluate revenue generating projects.
- V. Raise capital to finance projects.

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

Majors must have at least a grade of C in all finance courses (only courses with FIN as the prefix) or the major as well as maintain a grade point average of 2.00 or higher to complete the requirements of the major.

**Graduates of the major earn a Bachelor of Arts in Finance degree**

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: Finance

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
<b>Required Courses</b>				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 355	Research Methods for Business and Social Sciences Applications	3		
FIN 318	Corporate Finance I	3		
MAT 114	Elementary Statistics	3		
SPE 101	Introduction to Speech Communication	3		
<i>Choose one of the following mathematics courses</i>				
MAT 122	Business Calculus	3		
MAT 124	Calculus I	5		
<b>Finance Major Courses (21 hours):</b>				
ECN 325	Money, Banking and Financial Markets	3		
ECN 331	Intermediate Macroeconomics Theory	3		
ECN 337	Open-Economy Macroeconomics	3		
FIN 351	Portfolio Management	3		
FIN 328	Corporate Finance II	3		
FIN 350	Investments	3		
FIN 354	Options & Futures	3		
<i>Major Elective: One from the following list (3 hours):</i>				
ACC 312	Intermediate Accounting I	3		

Course Code	Title	Hours	Semester	Grade
ACC 419	Federal Income Tax II	3		
ECN 310	International Trade & Finance	3		
ECN 360	Mathematical Economics	3		
ECN 367	Econometrics	3		
MAT 312	Differential Equations	3		
MAT 313	Mathematical Probability and Statistics	3		
<b>Total Hours For Major</b>		<b>60-62</b>		

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

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Advisor Signature

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Department Chair Signature

## General Studies Major

Contact: Dr. Linda Webster

Email: [linda.webster@wcmo.edu](mailto:linda.webster@wcmo.edu)

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

Must complete at least one minor in any discipline.

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

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

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



ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: GENERAL STUDIES

Student’s Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Minor Courses: Completion of a minor is required (use the following spaces to list required classes for minor)				
300-400 Level Courses (minimum 30 hours)				
Total Hours For Major				

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

Advisor Signature Department Chair Signatu

# Organizational Leadership Major

Instructor: J. Hazel, R. Lapham, C. Stewart

Contact: Abby Coats

Email: [abby.coats@westminster-mo.edu](mailto:abby.coats@westminster-mo.edu)

The Organizational Leadership major equips the career-minded achiever to advance their professional status. This program teaches the skills demanded of leaders in today's workforce including strategic planning, conflict resolution, team building, budgeting, and employee relations. Participants in the program also refine their critical thinking, problem-solving, communication, and ethical decision-making abilities.

Courses include instruction on organizational planning, dynamics of leadership, finance, team building, data-driven decision-making, conflict resolution and mediation, communication, and change management. Each course incorporates themes that allow learners to develop and implement their values-centered and strengths-based leadership philosophy, grounded in ethics and contemporary leadership theory.

CIP CODE: 52.0213

## PROGRAM OBJECTIVES

Graduates of this program will have successfully demonstrated their ability to:

- I. Integrate theories of effective leadership and ethics in the strategic decision making and problem-solving process
- II. Consider the impact and nuance of culture and diversity in relationships, communication, and workforce management
- III. Effectively communicate across diverse audiences and within employee relationships to encourage strong team dynamics, resolve conflict, and promote collaboration
- IV. Apply change management frameworks to leading organizations through transformation, volatility, and innovation

**Graduates of the major earn a Bachelor of Arts in Organizational Leadership.**

ACADEMIC REQUIREMENTS SUMMARY SHEET		ACADEMIC YEAR 2024-2025		
Student's Last Name		First Name	Middle Initial	
Advisor		Date Major Declared		
Course Code	Title	Hrs.	Semester	Grade
<i>Required courses</i>				
BUS 210	Spreadsheet Applications for Business	3		
BUS 305	Industrial-Organizational Psychology	3		
LST 201	Intro to Leadership Theories and Practice	3		
LST 240	Leading Oneself to Personal Wellness	3		
PHL 212	Introduction to Ethics	3		
SPE 101	Introduction to Speech	3		
<i>One of the following</i>				
MAT 110	Quantitative Reasoning for Problem Solving	3		
MAT 114	Elementary Statistics	3		
<i>Leadership and Practice (6 hours)</i>				
LST 340	Great Leaders	3		
LST 420	Leadership Capstone	3		
<i>Management and Leadership (9 hours)</i>				
BUS 220	Fundamentals of Management	3		
BUS 326	Human Resource Management	3		
BUS 353	Non-Profit Management	3		
<i>Cross-Cultural Leadership (9 hours)</i>				
BUS 322	Cross-Cultural Management	3		
LST 330	Diversity and Ethics in Leadership	3		
PSY 374	Stereotyping, Prejudice, and Group Conflict	3		
<i>Communication and Leadership (6 hours)</i>				
LST 205	Mediation and Conflict	3		
SPE 203	Interpersonal Communication	3		
SPE 310	Business and Professional Communication	3		
<b>Total Hours for Major</b>		<b>51</b>		

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

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Advisor Signature

Department Chair Signature

## Organizational Leadership Minor

Instructor: J. Hazel, R. Lapham, C. Stewart

Contact: Abby Coats

Email: [abby.coats@westminster-mo.edu](mailto:abby.coats@westminster-mo.edu)

The Organizational Leadership minor involves a balance of classroom and community-based learning experiences. Students are exposed to contemporary leadership concepts and theories, and to their application in a variety of contexts. This minor includes skill development in critical thinking, creative problem solving, and ethical decision-making, which are the foundation to becoming a positive change agent, whether the change occurs at the personal, group, organizational, community, or global level. The courses help students develop and implement their own values-centered and strengths-based leadership philosophy and style that is grounded in ethics and contemporary theory.

This 21-credit hour minor involves courses in five core areas: leadership theory, cross cultural leadership, communication/conflict resolution, ethical decision-making, and management. The sixth requirement provides an opportunity to apply the core areas to an intensive leadership experience on campus or in the community.

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course Code	Title	Hours	Semester	Grade
<b>Required Courses (12 hours)</b>				
BUS 220	Fundamentals of Management	3		
BUS/PSY 305	Industrial-Organizational Psychology	3		
LST 201	Leadership Theories and Practice	3		
SPE 203	Interpersonal Communication	3		
<i>Choose one of the following</i>				
LST 340	Great Leaders	3		
LST 399	Leadership Internship	3		
LST 420	Organizational Leadership Capstone	3		
<i>Choose one of the following</i>				
PHL 212	Introduction to Ethics	3		
PHL 242	Biomedical Ethics	3		
PHL 244	Business Ethics	3		
PHL 246	Environmental Ethics	3		
<i>Choose one of the following</i>				
BUS 322	Cross-Cultural Management	3		
PSY 405	Cross-Cultural Psychology	3		
PSY 374	Stereotyping, Prejudice, and Group Conflict	3		
	<b>Total Hours For Minor</b>	<b>21</b>		

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

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Advisor Signature

Department Chair Signature



## Psychology Major

Most students will complete the psychology major without a concentration. If students wish to complete the psychology major with a forensic psychology concentration, they should follow that course worksheet.

Professor: A. Coats (Chair), D. Jones

Associate Professors: R. Brunner

Assistant Professor: M. Schmitt

Instructor: J. Davis, S. Sinclair

Coordinator of Forensic Psychology: S. O'Kelley

Contact: Dr. Abby Coats

Email: [abby.coats@westminster-mo.edu](mailto:abby.coats@westminster-mo.edu)

Psychology is defined as the science of mental processes and behavior. The Department of Psychology offers both a major and a minor in psychology and a certificate in Human Development and Family Studies. The courses that comprise the psychology major are designed to acquaint the student with the systematic and quantitative demands of scientific thought, as well as to ensure that students will be able to comprehend human behavior from cognitive, environmental, and biological perspectives.

The Psychology Department's learning goals are for students to:

1. Develop a conceptual framework that includes important psychological facts, principles, and theories.
2. Analyze human behavior using critical thinking.
3. Apply quantitative reasoning skills to a level enabling organization and analysis of data from survey, field, or laboratory research.
4. Summarize and present psychological findings in oral and written format that incorporate APA style elements
5. Write a synthesis paper and presentation, demonstrating mastery of information gathering and integration, in which knowledge from several subfields in psychology is synthesized to address a major question.
6. Create and execute a plan for a meaningful professional direction after graduation
7. Develop, practice, & demonstrate interpersonal, intercultural, and ethical skills for working with people.

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

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

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

Majors are strongly urged to take a biology course, such as NSC 110. MAT 114 Elementary Statistics is a required pre-requisite for the required PSY 270 course. No more than six credit hours of PSY 398 Independent Study may be counted towards meeting major requirements and only three credit hours from 200 level electives may be counted toward the major. Majors must earn a grade of C- or better in all psychology courses needed to satisfy major requirements. PSY 422 or PSY 431 must be taken while enrolled at Westminster. Graduation with a psychology major at Westminster will require that a student complete at least 20 hours of Westminster psychology courses with grades of C- or higher.

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: PSYCHOLOGY

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
<b>Required Courses (12 hours)</b>				
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		
<b>Four of the Following, with AT LEAST ONE from each list (12 hours):</b>				
<i>List One:</i>				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
<i>List Two:</i>				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
<b>Two of the following Laboratories (2 hours):</b>				
PSY 311	Social Psychology Laboratory	1		
PSY 313	Developmental Laboratory	1		
PSY 316	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391	Abnormal Psychology Laboratory	1		
<b>A Senior Capstone Course or Courses (3-6 hours):</b>				
PSY 422	Senior Seminar	3		
<i>or both of the following courses</i>				
PSY 430	Pre-Thesis and	3		
PSY 431	Senior Thesis	3		
<b>Three Psychology electives- 9 hours. (6 hours must be upper level)</b>				

Course Code	Title	Hours	Semester	Grade
PSY 1xx/2xx				
PSY 3xx/4xx				
PSY 3xx/4xx				
	<b>Total Hours For Major</b>	<b>38-41</b>		

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

Advisor Signature

Department Chair Signature

# Psychology Minor

Contact: Dr. Abby Coats

Email: [abby.coats@westminster-mo.edu](mailto:abby.coats@westminster-mo.edu)

## ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
<b>Required Courses</b>				
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
<b>One of the following courses</b>				
PSY 274	Methods in Experimental Psychology	3		
PSY 270	Research Tools	3		
<b>One of the following courses</b>				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
<b>One of the following courses</b>				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
<b>One Laboratory course from the following list</b>				
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		
	<b>Total Hours For Minor</b>	<b>16</b>		

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.

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Advisor Signature

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Department Chair Signature



# Programs

## Learning Disabilities Program

Contact: Karen Thompson-Wolfe  
Email: [karen.tompson-wolfe@westminster-mo.edu](mailto:karen.tompson-wolfe@westminster-mo.edu)

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

## Self-Designed Major and Minor

Contact: Dr. Linda Webster  
Phone: (573) 592-6128  
Email: [linda.webster@westminster-mo.edu](mailto:linda.webster@westminster-mo.edu)

Students with particular interests may prefer to design their own program of study in concert with a team of teacher-scholars. Westminster's Self-Designed

Major and Minor allows a student to design a personalized program drawing upon the strengths of several disciplines and departments. For example, students have designed individualized programs of study through the Self-Designed Major leading to majors in advertising, classics, public relations, and sports medicine. If the Self-Designed Major is approved by the Associate Dean of Faculty, completion will satisfy the general degree requirement for a major. All other degree requirements must be fulfilled.

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

Generally, a student will begin the work under the Self-Designed Major after the freshman year, but in no case later than the start of the second semester of the junior year. Any exceptions to the start of a student's Self-Designed Major or Self-Designed Minor program must be approved by the Dean of Faculty. The

academic advisor must meet with the student at least once each semester to review progress. A minimum of three semesters must be spent working under an approved plan. Forms are available from the Registrar's Office.

# Undergraduate Certificates

## Business Essentials

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

This certificate delivers an overview of major functional areas of business. Topics in accounting, economics, management, and marketing equip individuals to understand how specific units of a company work together and separately toward overall productivity.

### REQUIREMENTS FOR THE CERTIFICATE IN BUSINESS PRESENTATION

Course Code	Title	Hours
BUS 220	Fundamentals of Management	3
BUS 250	Principles of Marketing	3
ECN 110	Introduction to Economics	3
ACC 215	Principles of Financial Accounting	3
Total Hours		12

## Business Presentation

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

Build a foundational understanding of the business environment, develop basic skills to communicate professionally with

colleagues and external audiences, use Microsoft Office to analyze data, and clearly and professionally present information to different audiences.

### REQUIREMENTS FOR THE CERTIFICATE IN BUSINESS PRESENTATION

Course Code	Title	Hours
BUS 131	Introduction to Business	3
BUS 210	Spreadsheet Application for Business	3
SPE 101	Introduction to Speech Communication	3
BUS 2XX	Digital Presentation	3
Total Hours		12

## Leadership

Contact: Abby Coats  
Phone: (573) 592-6121  
Email: [Abby.Coats@westminster-mo.edu](mailto:Abby.Coats@westminster-mo.edu)

A leadership certificate builds advanced management skills that you can apply within your workplace. Improve your ability to use sound judgment in decision-making, mediate and resolve workplace conflict, and collaborate with your team.

## REQUIREMENTS FOR THE CERTIFICATE IN LEADERSHIP

Course Code	Title	Hours
LST 201	Leadership Theories and Practices	3
LST 205	Mediation and Conflict Resolution	3
LST 350	Leading Teams and Group Dynamics	3
LST 3XX	Decision Making	3
<b>Total Hours</b>		<b>12</b>

## Professional Communication

Contact: Dr. Tyler Sorg  
 Phone: (573) 592-5593  
 Email: [Tyler.Sorg@westminster-mo.edu](mailto:Tyler.Sorg@westminster-mo.edu)

A professional communication certificate enhances your written, verbal, and digital communication. These skills are important to deliver clear, concise, and professional messages to colleagues, managers, and external audiences.

## REQUIREMENTS FOR THE CERTIFICATE IN PROFESSIONAL COMMUNICATION

Course Code	Title	Hours
SPE 101	Introduction to Speech Communication	3
SPE 203	Interpersonal Communication	3
SPE 220	Public Relations	3

Course Code	Title	Hours
SPE 3XX	Intercultural Communication	3
SPE 310	Business and Professional Communication	3
<b>Total Hours</b>		<b>15</b>

## Workplace Diversity

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

Diversity training increases employee morale, improves retention, and fosters a safe and welcoming environment. Engage with confidence in your workplace with the knowledge and skills related to communicating across diverse cultures, understanding values and behaviors of different cultures, working toward organizational social justice, and building an inclusive team.

## REQUIREMENTS FOR THE CERTIFICATE IN WORKPLACE DIVERSITY

Course Code	Title	Hours
LST 201	Leadership Theories and Practices	3
LST 330	Diversity and Ethics in Leadership	3
SPE 3XX	Intercultural Communication	3
BUS 3XX	Workplace Diversity	3
<b>Total Hours</b>		<b>12</b>

# Course Descriptions

## ACC - Accounting

### ACC 215 PRINCIPLES OF FINANCIAL ACCOUNTING (3 HRS.)

This course emphasizes principles and procedures involved in the accounting process. An understanding and use of basic accounting data are stressed. The major topics covered include the basic accounting framework, financial statements, current and long-term assets and liabilities and corporate accounting.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

### ACC 216 PRINCIPLES OF MANAGERIAL ACCOUNTING (3 HRS.)

This course emphasizes principles and techniques used in the managerial accounting process. An understanding of cost behavior, cost determination and budgeting are stressed.

Offered: Every Semester

Prerequisite(s): ACC 215

### ACC 307 GOVERNMENT AND NON-PROFIT ACCOUNTING (3 HRS.)

This course deals with financial accounting and reporting concepts, standards and procedures applicable to (1) state and local government; and (2) non-profit and governmental universities, hospitals and other non-profit organizations. Financial management and accountability considerations peculiar to government and

non-profit organizations are emphasized throughout the course.

Offered: Fall Semester - Odd Years

Prerequisite(s): ACC 216

### ACC 308 MANAGERIAL AND COST ACCOUNTING (3 HRS.)

A course designed to acquaint students, whether or not they plan to continue accounting studies, with the uses of accounting for business operation and management. The content of the course emphasizes the accounting process in manufacturing organizations. Topics include cost allocation and control, cost systems, budgeting, variance analysis, break-even analysis and problems of alternative choice.

Offered: Fall Semester - Even Years

Prerequisite(s): ACC 216

### ACC 312 INTERMEDIATE ACCOUNTING I (3 HRS.)

A study of the nature, content and interpretation of corporate financial statements. Major topics covered include the conceptual framework of financial accounting, current assets, plant assets, and intangible assets.

Offered: Fall Semester

Prerequisite(s): ACC 216

### ACC 319 FEDERAL INCOME TAX I (3 HRS.)

A study of federal income tax laws and their current application to individuals and partnerships, with emphasis on the individual income taxes.

Offered: Fall Semester  
Prerequisite(s): ACC 216

### **ACC 320 ACCOUNTING INFORMATION SYSTEMS (3 HRS.)**

This course explores effective and efficient accounting information systems from a user's perspective. Specific coverage is devoted to the areas where the accountant interfaces with the system analyst.

Offered: Fall Semester  
Prerequisite(s): ACC 216 AND BUS 210

### **ACC 322 INTERMEDIATE ACCOUNTING II (3 HRS.)**

This is a continuation of Intermediate Accounting I. Major topics include current and long-term liabilities (including bonds, pensions, and leases), corporate capital, with special attention to paid-in capital and retained earnings; investments, earnings per share, the statement of cash flows, and full disclosure issues.

Offered: Spring Semester  
Prerequisite(s): ACC 312

### **ACC 418 ADVANCED ACCOUNTING (3 HRS.)**

This course is designed to study specialized accounting problems including partnerships, consolidated financial statements, international operations and segment reporting.

Offered: Spring Semester  
Prerequisite(s): ACC 322

### **ACC 419 FEDERAL INCOME TAX II (3 HRS.)**

This tax course focuses on corporations, partnerships, trusts and estates. The course addresses C Corporations, S Corporations, Flow-through Entities and partnership

capitalization issues. The course utilizes research cases based on revenue rulings to further enhance the learning process.

Offered: Spring Semester  
Prerequisite(s): ACC 319

### **ACC 421 AUDITING (3 HRS.)**

This is a study of auditing standards, professional ethics, legal responsibility, various types of audits and their uses. A detailed examination of auditing procedures and techniques is made. Case studies are used in the course.

Offered: Spring Semester  
Prerequisite(s): ACC 322  
Breakthrough Lifetime Leadership: Writing Intensive

## **BUS - Business**

### **BUS 131 INTRODUCTION TO BUSINESS (3 HRS.)**

This introductory course will briefly explore the critical topics of the business environment. Beginning with business trends in the global environment, the course moves through small business ownership and how economics affects business, working with and understanding employees, fundamental marketing, human resource management, and managing financial resources. This is an excellent course to explore the subject matter of the general business world for those who have not done any business courses before and would like to get an introduction to the subject matter or to pursue further studies in the various fields in business administration. This course does not count as an elective in the business administration department and is meant for nonbusiness major students interested in exploring the basics of the major. It will count for credit towards



graduation.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

### **BUS 205 INTRODUCTION TO SPORTS MANAGEMENT (3 HRS.)**

This course is an introduction to the contemporary world of sport business. The learning objectives of the course will be addressed in three discrete modules over the course of the semester. The first module introduces basic sport management concepts. In this module, students will learn what constitutes managing a sport, how to develop a professional perspective in the sport industry, and basic management concepts and practices in sport organizations. The second module dives deep into various segments of sport management. In this module, students will explore topics specific to sport participation, interscholastic athletics, intercollegiate athletics, professional sport, international sport, and new developments in the sport industry. The final module relates specific to sport business and management concepts. Using the sports industry perspective, many business principles will be covered, such as: marketing, strategic management, communication, sales and revenue generation, facility management and finance.

Offered: Every Semester

Prerequisite(s): None

### **BUS 210 SPREADSHEET APPLICATION IN BUSINESS (3 HRS.)**

This course is designed to enable students to use Microsoft Excel to perform important data analysis and presentation

for various business problems and thereby provide essential decision-making support to management. In the first few weeks of the course, students work on developing a functional understanding of Microsoft Excel by learning its basic capabilities for data analysis and presentation. Then the course exposes the students to more advanced data analysis tools in Excel such as Scenario Manager, Data Tables, Solver, etc. for a more complicated and comprehensive analysis of business problems.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Lifetime Leadership: Information and Digital Literacy

### **BUS 220 FUNDAMENTALS OF MANAGEMENT (3 HRS.)**

An introduction to the basic concepts of management and organization. A review of the historical development of management practices will precede the core areas of study, which include the processes of decision making and planning in organizations, concepts of organization design, measurement and control of organizational performance, and leadership and the direction of human activity. Case studies of actual organizations are used.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

### **BUS 221 ORGANIZATIONAL BEHAVIOR (3 HRS.)**

This course explores management practice in the workplace with an emphasis on the dynamics of individual and group behavior. Topics include organizational structure and design, managing in a global context,

conflict in organizations, organizational culture, decision-making, group dynamics, and other contemporary issues in organizational behavior.

Offered: Spring Semester

Prerequisite(s): None

### **BUS 223 BUSINESS LAW (3 HRS.)**

This course is designed to provide an understanding of rights, duties, and liabilities in business transactions. Topics covered include contracts, agency and employment, negotiable instruments, personal property, bailments, sales of goods, partnerships, corporations, real property and leases, insurance, security devices, bankruptcy, trusts, estates, and government agencies and regulations.

Offered: Fall Semester

Prerequisite(s): None

### **BUS 250 PRINCIPLES OF MARKETING (3 HRS.)**

A survey of current concepts in marketing theory. Topics include the theory of exchange; product characteristics; channels of distribution; sales, promotion, and price policy; marketing research; and the marketing concept.

Offered: Every Semester

Prerequisite(s): None

### **BUS/PSY 305 INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (3 HRS.)**

This course applies the principles of psychology to work and other organizational settings. It presents both traditional industrial applications (personnel selection, job design, training, and performance evaluation), more recent perspectives on organizational performance (group dynamics, romance in

the workplace, leadership, problem solving, organizational design, organizational development, and organizational culture and socialization), recent work in ergonomics and engineering psychology, and consumer psychology.

Offered: As Needed

Prerequisite(s): PSY 112 OR PSY 113

Breakthrough: Exploration Course

### **BUS 315 SPORT PROMOTION AND SALES MANAGEMENT (3 HRS.)**

This course is designed to give the student hands on experience with a professional or non-profit sports enterprise. Working with local and regional organizations, the students will develop a marketing or promotion plan or design and perform a research project. This is the capstone course for the Sports Management major.

Offered: Spring Semester

Prerequisite(s): ACC 215, BUS 205, BUS 220, AND BUS 250

### **BUS 322 CROSS CULTURAL MANAGEMENT (3 HRS.)**

This course explores ethnic, behavioral, demographic, and religious dimensions to show how cultural factors affect behavior in the US workplace and how cultural behavior affects managerial action. Within a guiding framework of contemporary management practice, particular emphasis is focused on dispelling stereotypical thinking, and identifying the interpersonal skills needed to be a successful and effective manager with a diverse work group.

Offered: Spring Semester

Prerequisite(s): BUS 220 OR BUS 221 OR BUS 250

Breakthrough: Exploration Course

### **BUS 325 ENTREPRENEURSHIP (3 HRS.)**

This course is designed to develop an understanding of the environment within which small business concern's function. The practical application of business theory will be stressed. Topics include areas of management, advertising, marketing research, customer credit, financing, and personnel.

Offered: Fall Semester

Prerequisite(s): ACC 215 OR BUS 250

### **BUS 326 HUMAN RESOURCE MANAGEMENT (3 HRS.)**

A review of the human resource management function in which the practices and underlying theory of the procurement, development, and the maintenance of the individual in an organization will be examined. The basic issues of employee satisfaction and employee productivity will be analyzed throughout the course. Cases will be utilized to explore the various concepts introduced.

Offered: Spring Semester

Prerequisite(s): BUS 220 OR BUS 221

Breakthrough: Exploration Course

### **BUS 327 OPERATIONS MANAGEMENT (3 HRS.)**

This course covers basic concepts, practices, and current themes of Operations Management in both production and service industries. Students learn how to make operations decisions such as those relating to capacity planning, inventory management, quality control, facility layout, and product design. Analytical and qualitative tools, as well as key metrics, are applied to real life and realistic problems. The class also

emphasizes the interrelatedness and complexity of real-life operations and their place in strategic, global, and ethical contexts.

Offered: Every Semester

Prerequisite(s): MAT 114 AND BUS 210

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Writing Intensive Optional

### **BUS 330 ADVERTISING AND BRAND PROMOTION (3 HRS.)**

This course examines the role of advertising in marketing and in society. Topics include communication theory, deception, regulation, the advertising campaign, message tactics, and media tactics.

Offered: Fall Semester

Prerequisite(s): BUS 220 OR BUS 250 OR ECN 212

### **BUS 334 CONSUMER BEHAVIOR (3 HRS.)**

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

Offered: Spring Semester

Prerequisite(s): BUS 250

Breakthrough Lifetime Leadership: Writing Intensive Optional

### **BUS 340 INTERNATIONAL BUSINESS (3 HRS.)**

An examination of various factors surrounding the conduct of business internationally. Topics include the economics of trade, U.S. trade policy,

finance, culture, politics, and the workings of multinational corporations.

Offered: Fall Semester

Prerequisite(s): BUS 220 OR BUS 250

### **BUS 345 DIGITAL MARKETING (3 HRS.)**

This course is designed to provide knowledge and awareness of the digital marketing techniques needed for successful marketing campaigns in a digital economy. In addition, the course will also provide the students with a theoretical understanding of the internet marketplace that is necessary to adapt to its many changes, while also equipping them with the skills they'll need to become a successful digital marketer.

Offered: Fall Semester

Prerequisite(s): BUS 220 AND BUS 250

### **BUS 353 NON-PROFIT MANAGEMENT (3 HRS.)**

This course emphasizes a research experience that produces a business plan for a new nonprofit organization. Students will work in small groups and choose projects from various nonprofit ventures designed by the instructor that will produce workable operating plans to manage such nonprofit organizations. Students should expect a high level of interaction with the instructor, their fellow group members, and other students in the class as research results and methods are shared and analyzed. Classwork on the project will be supplemented with appropriate lecture and discussion topics relevant to understanding nonprofit organizations and how to manage them. Additionally, this course is meant to provide a capstone experience for the Nonprofit Management Certificate. This course also qualifies as an elective in the

ABEF department and as an elective for the Management Concentration of the Business Administration degree.

Offered: Fall Semester

Prerequisite(s): BUS 220 OR BUS 221 OR BUS 250

Breakthrough Lifetime Leadership:

Research Inquiry & Analysis

### **BUS 367 HOTEL & TOURISM (3 HRS.)**

This course provides an in-depth look at hospitality operations in the general context of the tourism industry. Topics include an overview of the tourism industry, lodging operations, and food and beverage operations, as well as an examination of the duties of the hotel general manager, revenue management, the front office, and housekeeping. Students should expect a combination of textbook based assignments, drop box assignments involving online articles, discussion forum postings and responses, as well as online exams based on the lecture material and course readings.

Offered: As Needed

Prerequisite(s): BUS 220 AND BUS 250

### **BUS 450 BUSINESS STRATEGY (3 HRS.)**

A course for second-semester seniors in which principles and theories of management, marketing, accounting, finance, and economics are used to analyze comprehensive case studies. A model for company-wide strategy planning will be studied.

Offered: Spring Semester

Prerequisite(s): ACC 215, ACC 216, BUS 220, BUS 250, BUS 318, ECN 211 AND ECN 212

Breakthrough Lifetime Leadership: Writing Intensive

## CLA - Classics

### CLA 215 MYTHOLOGY (3 HRS.)

An introduction to the nature of myth and its functions in society. The course will examine carefully myths of Greece, along with myths from a variety of other areas—typically northern Europe, India, Africa, the Near East, North and South America, and Asia.

Offered: Every Semester

Prerequisite(s): None

Fees: \$45

Breakthrough: Aesthetics Theme

Breakthrough Lifetime Leadership: Writing Intensive Optional

## ECN - Economics

### ECN 110 INTRODUCTION TO ECONOMICS (3 HRS.)

This introductory course will briefly explore the historical foundations of economics systems including the foundation of private property rights, the emergence of capitalism and market-based economy, and its rise in different forms in the US and around the world. The course will then move to the study of microeconomic topics such as scarcity, theory of markets and effects of the market structures on the resource allocation and social welfare. After exploring markets and market structures, the course will move into topics from macroeconomic such as measurements of an economy, basic classical and Keynesian theory and the macroeconomic tools of fiscal and monetary policy. Finally, this course will conclude with a look at the economics of international trade, and exchange rates. This is an excellent course to explore subject matter of

economics for those who have not done any economics before and would like to get an introduction to its subject matter or to pursue further study in business and economics. This course does not count towards any major in business administration department, it is meant for non-business major students interested in exploring the basics of the major. It will count for credit towards graduation.

Offered: Summer

Prerequisite(s): None

### ECN 211 PRINCIPLES OF MACROECONOMICS (3 HRS.)

An introductory course that examines, in an international context, the causes and consequences of economic growth, inflation and unemployment, and how government fiscal and monetary policies affect macroeconomic outcomes.

Offered: Every Semester

Prerequisite(s): MAT 114 OR MAT 122 OR MAT 124

Breakthrough Theme: Institutions and Society

### ECN 212 PRINCIPLES OF MICROECONOMICS (3 HRS.)

An introductory course to acquaint the student with consumer choice, the market system, resource allocation, and the decisions of firms in markets with varying degrees of competition with applications relating to public policy.

Offered: Every Semester

Prerequisite(s): MAT 114 OR Higher

Breakthrough Theme: Human Development

### ECN/FIN 310 INTERNATIONAL TRADE AND FINANCE (3 HRS.)

Studies international movements of



goods and services and monetary flows. Covers international trade theory, trade policy, institutional evolution of the world economy, balance of payments and exchange rates.

Offered: Spring Semester - Even Years  
Prerequisite(s): ECN 211 AND ECN 212

### **ECN/FIN 325 MONEY, BANKING, AND FINANCIAL MARKETS (3 HRS.)**

A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing.

Offered: Spring Semester  
Prerequisite(s): ECN 211

### **ECN 331 INTERMEDIATE MACROECONOMIC THEORY (3 HRS.)**

This course provides a working understanding of the economy as a whole in an international context. It examines the relationship between such measures of aggregate economic activity as income, unemployment, inflation and interest rates. It develops models of economic activity and uses them to analyze the effects of changes in the economic environment, private behavior and government policy. It also evaluates the potential for government fiscal and monetary policies to affect economic activities.

Offered: Fall Semester  
Prerequisite(s): ECN 211, ECN 212 AND (MAT 114 OR MAT 122 OR Higher)

### **ECN 334 ECONOMIC DEVELOPMENT (3 HRS.)**

This course examines the concept and measurement of development, the main factors that prevent development from taking place, alternative approaches to guiding development, and how development can be made sustainable. It investigates how human resources are transformed in the process of economic development and how that transformation contributes to the development process itself. It discusses how capital is mobilized and allocated for development purposes. It also explores the importance of agriculture, primary production, and industrial development, and analyzes the macroeconomic management of a developing economy open to world markets.

Offered: As Needed  
Prerequisite(s): ECN 211

### **ECN 337 OPEN ECONOMY MACROECONOMICS (3 HRS.)**

This is an applied macroeconomics course, where students will be exposed to the theories of open market international aspects of finance and macroeconomics. The course will investigate modern monetary and exchange rate relationships between countries. We will analyze the balance of payments of countries, understand the issues related to international capital flows, and explain how exchange rates are determined. In addition, the standard aggregate supply and demand and the IS-LM models will be expanded to open market economies.

Offered: Fall Semester  
Prerequisite(s): ECN 211 AND ECN 212



### **ECN 351 PRICE THEORY AND MANAGERIAL DECISIONS (3 HRS.)**

An intensive study of the tools which economists use to analyze the allocation resources among alternative uses. Topics discussed include consumer demand (consumer's choice); the determinants of price, output, and employment in various market situations (production and markets); the effects of imperfect competition on resource allocation; and it will then use the concepts to examine business decision techniques. Special emphasis will be placed on the statistical derivation and interpretation of demand and cost curves, and decision making under uncertainty.

Offered: Spring Semester

Prerequisite(s): ECN 212, MAT 114 AND MAT 122

### **ECN 355 RESEARCH METHODS FOR BUSINESS & SOCIAL SCIENCES APPLICATIONS (3 HRS.)**

This course provides the students with an overview of research methods that are commonly used to support economic, business, public policy research and decision-making. The course emphasizes business and social sciences applications. This course will enhance students understanding of quantitative, statistical and qualitative methods used in business, economics and other social sciences. Students will learn survey methods, sampling and probability distribution, statistical inference, multiple regression technique, time-series analysis and forecasting, and analysis of multivariate system using matrices such as input-output model, activity analysis, and simple linear programming.

Offered: Fall Semester

Prerequisite(s): MAT 114, BUS 210, ECN 211, and ECN 212

Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation, Research Inquiry & Analysis, Information and Digital Literacy

## **EDU - Education**

### **EDU/PSY 221 EDUCATIONAL PSYCHOLOGY (3 HRS.)**

The application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

Offered: Spring Semester; Summer - ONLINE

Prerequisite(s): None

### **EDU 225 HUMAN EXPERIENCES ACROSS THE YEARS (3 HRS.)**

The course explores scientific theory and practice in the field of human growth and development with an emphasis on experiences of the individual through the course of the lifespan. From pre-birth through end of life, humans are defined by momentous occasions and changes, and they grow accordingly. The emphasis of the course is on socio-emotional life events, but will also address both cognitive and physical development. The course is targeted to non-Education majors as a course intended to meet the Human Behavior Theme. Some topics include: infertility issues, childhood obesity, adolescent issues in the 21st century,

concerns of young adults and career, the family, middle-age adjustment, and senior living arrangements.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

### **EDU 385 DIVERSITY IN EDUCATION (3 HRS.)**

This course will introduce both education and non-education majors to the role of the 21st century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others' values and belief systems, learning the language of prejudice, and creating unity in a diverse America.

Offered: Every Semester; most summers and winters taught online

Prerequisite(s): One of the Following: EDU 101, EDU 290, PSY 113, SOC 111, POL 211, OR PHL/REL 102

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive

## **ENG - English**

### **ENG 105 ACADEMIC WRITING I (3 HRS.)**

A first-semester composition course designed to introduce students to academic writing. Grounded in the process-based approach to writing, the course treats reading, thinking, and writing as integrated skills. Writing skills covered may include audience analysis/rhetorical awareness, narrative, expository, and beginning argumentation.

Offered: Every Semester

Prerequisite(s): Placement in Course

### **ENG 106 ACADEMIC WRITING II (3 HRS.)**

A second-semester composition course designed to prepare students to succeed as college writers. Based on the process-approach to writing, the course treats reading, thinking and writing as integrated skills. Writing skills covered include summary, synthesis, analysis, argumentation, and research.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Foundation Requirement

## **FIN - Finance**

### **FIN/ECN 310 INTERNATIONAL TRADE AND FINANCE (3 HRS.)**

Studies international movements of goods and services and monetary flows. Covers international trade theory, trade policy, institutional evolution of the world economy, balance of payments and exchange rates.

Offered: Spring Semester - Even Years  
Prerequisite(s): ECN 331

### **FIN 318 CORPORATE FINANCE I (3 HRS.)**

Emphasis is placed upon the underlying principles and practices of finance and how they relate to the decision-making process faced by a corporate finance manager. Students learn to interpret financial data, assess financial position of a company, apply time-value of money analysis, conduct project evaluation through NPV, IRR, MIRR, etc. Although the course emphasizes on corporate financial decision making, the principles learnt and skills developed will also help students in personal finance and small business decision-making.

Offered: Every Semester  
Prerequisite(s): ACC 215 AND BUS 210 (C Or Higher); BUS 210 And FIN 318 Can Be Taken Concurrently

### **FIN/ECN 325 MONEY, BANKING AND FINANCIAL MARKETS (3 HRS.)**

A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing.

Offered: Spring Semester  
Prerequisite(s): ECN 211

### **FIN 328 CORPORATE FINANCE II (3 HRS.)**

A continuation of FIN 318 Corporate

Financial Management, this course focuses on long term/strategic financial management. With a brief discussion on the methodologies of financially evaluating projects, this course spends considerable time on developing a sound understanding of how to finance those projects under different circumstances and make related decisions to maximize value creation. In particular, this course covers cost of capital, raising capital, capital structure, dividend policy, risk management, mergers and acquisitions, leasing, etc.

Offered: Spring Semester  
Prerequisite(s): FIN 318 (C Or Higher)

### **FIN 350 INVESTMENTS (3 HRS.)**

The purpose of this course is to provide conceptual and theoretical foundations in determining the values of financial assets such as common stocks, bonds, etc., the timing of security purchases and sales, and an introduction to portfolio construction techniques. As part of this course, students form groups, select actual companies, conduct research on those companies, value the stock of those companies, make recommendations for investment, and present their research to the faculty.

Offered: Fall Semester  
Prerequisite(s): ACC 215, BUS 210, AND FIN 318

### **FIN 351 PORTFOLIO MANAGEMENT (3 HRS.)**

This course is designed to focus on the theoretical and practical aspects of forming optimal portfolios. Topics include mean-variance analysis, Markowitz portfolio theory, efficient frontiers, optimal portfolios, performance evaluations, etc.

Offered: Fall Semester

Prerequisite(s): (FIN 318 (C Or Higher) AND MAT 124) OR (MAT 122 AND ECN 355)

### **FIN 354 OPTIONS AND FUTURES (3 HRS.)**

A challenging finance course emphasizing the analysis, pricing, and application of derivative securities. Topics include options, futures, forward, and swap contracts, arbitrage, hedging, portfolio risk and insurance, etc. This course requires relatively greater use of quantitative methods and theoretical reasoning than other finance courses. However, developing an intuition is as important as understanding the underlying mathematics to be able to use the techniques and models effectively.

Offered: Spring Semester

Prerequisite(s): FIN 350 (C Or Higher) AND ECN 355

## **GTS - Global and Transnational Studies**

### **GTS/HES 240 INTRODUCTION TO GLOBAL PUBLIC HEALTH (3 HRS.)**

The course will study foundational public health concepts in a global context, using an evidence-based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and

strategies for prevention and treatment of disease.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

### **GTS 300/PSY 405 INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY (3 HRS.)**

Utilizes an interdisciplinary perspective to focus on a contemporary challenge facing our world: the need to understand persons from different cultures as the globalization of our communications and commerce forces close contact with persons who have a different cultural background from our own. The course includes a cross-cultural examination of many of the basic topics in the field of psychology such as sensation-perception, gender, personality and abnormal. Also focuses on cross-cultural behavioral expectations and fosters development of the skills needed to evaluate a situation and determine the behavioral rules existing in that situation.

Offered: As Needed

Prerequisite(s): PSY 113 AND One of the following: GTS 201, HIS 109, HIS 110, HIS 350, HIS 360, HUM 277, HUM 278, HUM 294, PHL 102, POL 212, REL 102, SOC 111, WGS 210

Breakthrough: Exploration Course

## **HES - Health and Exercise Science**

### **EDU/HES 207 SCHOOL HEALTH, PE, & SAFETY IN ELEMENTARY (3 HRS.)**

This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children.

Offered: Fall Semester  
Prerequisite(s): None  
Fees: \$15.55 (If out in field)

### **HES/PSY 231 SPORTS PSYCHOLOGY (3 HRS.)**

An examination of the psychological factors influencing participants and, to a lesser extent, spectators in sport. Topics include the use of behavioristic principles to develop skills, and the effects of causal attribution, attention, anxiety, coaching strategy, and imagery on athletic performance. Additional special topics include audience effects, children in sports, and the psychological benefits of exercise.

Offered: Fall Semester  
Prerequisite(s): None

### **HES/GTS 240 INTRODUCTION TO GLOBAL PUBLIC HEALTH (3 HRS.)**

The course will study foundational public health concepts in a global context, using an evidence-based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease.

Offered: Fall Semester  
Prerequisite(s): None  
Breakthrough: Global Perspectives Theme

### **HES 251 INTRODUCTION TO NUTRITION (3 HRS.)**

This is an introductory nutrition class covering the major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, and water) and their role in energy balance, weight management, the digestive process, and overall health. Students will learn the basics of healthy eating through the life cycle along with the basic nutritional science concepts of metabolism and digestion. Students will also learn about nutrition misinformation, fad diets, and food politics. This course will give students the fundamental knowledge they will need to make informed decisions about foods.

Offered: Fall Semester  
Prerequisite(s): None  
Fees: \$10

### **HES 261 INTRODUCTION TO EPIDEMIOLOGY (3 HRS.)**

This course will introduce basic principles and concepts of epidemiology by describing the various ways that disease (and other health-related conditions and events) occurs in populations. The course will emphasize the practical use of epidemiology and lectures will be complemented by case studies and readings of contemporary issues in disease and public health.

Offered: Spring Semester - ONLINE  
Prerequisite(s): None  
Breakthrough Theme: Institutions and Society



## **LST - Organizational Leadership**

### **LST 201 LEADERSHIP THEORIES AND PRACTICE (3 HRS.)**

This course will serve as an introductory seminar for students interested in minoring in Organizational Leadership at Westminster or studying leadership in general. The course will focus on: 1) familiarizing students with the academic literature and general theories of leadership in the social sciences and other disciplines; 2) aiding students in developing academic skills that improve their leadership abilities; 3) providing practical opportunities for students to apply their leadership skills; and 4) creating a stepping-stone for further study of leadership-related topics in other courses. The course will most likely have a mentor or mentors to help in the facilitation of dialogue and information.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

### **LST 205 MEDIATION/CONFLICT RESOLUTION (3 HRS.)**

LST 205 is designed for students pursuing a minor in Organizational Leadership but is open to all students. It satisfies the Communication Skills requirement of this minor. This course focuses on the analytical, methodological and practical tools of conflict mediation with an emphasis on conflict prevention, management, and resolution. The course provides students with an introduction to the theories of conflict, conflict resolution, and mediation. Students will then be challenged to apply these theories to real

cases taken from history, current events, and community or campus conflicts. The course will also provide a laboratory for students to learn and develop their mediation and conflict resolution skills. Students may choose a service-learning alternative that allows them to integrate out of the classroom experiences with theory through campus or community placements (e.g., involvement with the Fulton Housing Authority Mediation Program).

Offered: Spring Semester - Odd years

Prerequisite(s): None

### **LST 210 LEADERSHIP FOR NON-PROFIT ORGANIZATIONS (3 HRS.)**

This 3-credit hour course introduces students to the nonprofit sector, nonprofit organizations, and the concepts of leadership and governance. Topics covered will include: nonprofit essentials, fundraising and donor management, grant writing, governance, volunteer engagement, marketing, accounting and finance, ethical and moral imperatives of nonprofit work, and DEI initiatives. Students will also understand how technology plays a role in nonprofit governance across topic areas.

Offered: Spring Semester - Even Years

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

Breakthrough Lifetime Leadership: Information and Digital Literacy

### **LST 330 DIVERSITY AND ETHICS IN LEADERSHIP (3 HRS.)**

Appreciating the opportunities and challenges that come from a diverse workforce is essential for leaders. This course reviews research on worker similarities and differences based on



age, generation, culture, race, ethnicity, nationality, disability status, gender identification, and sexual orientation. In addition, this course will discuss ethical issues that arise in the workforce and in society which demand enlightened leadership. Students will learn to apply this knowledge as they become more competent leaders in a global society.

Offered: Spring Semester - Even Years  
Prerequisite(s): One of the Following Courses: LST 201, 205, BUS 220, PSY 113, GTS 201  
Breakthrough: Exploration Course  
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

### **LST 340 GREAT LEADERS (3 HRS.)**

This course examines great leaders and focuses on the struggles they faced and the leadership habits and techniques they employed to transcend those difficulties. Drawing on their knowledge from previous leadership modules, this course will allow students to see examples of leadership in practice. The subjects chosen will reflect the broad diversity of leaders crossing all political, gender, and ethnic lines. This course will also provide a biographical overview Winston Churchill and of some of the other influential leaders Westminster College has welcomed to its campus to deliver the Green Lecture. From presidents to musicians, entrepreneurs, and activists, Westminster has become a key destination for global leaders to deliver transformative speeches.

Offered: Fall Semester - Even Years  
Prerequisite(s): LST 201  
Breakthrough: Exploration Course

### **LST 350 LEADING TEAMS AND GROUP DYNAMICS (3 HRS.)**

Collaboration, teamwork, and group

cohesion are crucial elements to organizations and high performing work groups. This course focuses on high performance teams and what makes them work. Selected theories and concepts will describe the stages of team development, the establishment of group norms, barriers to effective teamwork, team productivity, and team-building techniques. The course also analyzes the process of group communication, particularly in the context of task-oriented and decision-making groups, and methods to mediate group conflicts.

Offered: Spring Semester - Odd Years  
Prerequisite(s): LST 201

### **LST 420 ORGANIZATIONAL LEADERSHIP CAPSTONE**

Students will apply the concepts and techniques they have learned in the program to guide an organization through a leadership crisis scenario. In a team project, students will choose an organization, identify and analyze a problem, and create an evidenced-based plan to address the problem. Through a capstone paper, students will reflect on what they have learned in the program and the impact it will have on them as organizational leaders.

Offered: As Needed  
Prerequisite(s): LST 201 and any LST 300-level course.  
Breakthrough Lifetime Leadership: Writing Intensive

## **MAT - Mathematics**

### **MAT 110 QUANTITATIVE REASONING FOR MATHEMATICAL PROBLEM SOLVING (3 HRS.)**

This course emphasizes basic mathematical principles through problem solving. The focus is on solving problems encountered in typical college courses such as interpreting graphs, applying formulas, computing interest and percentages, understanding statistical output, and solving equations. The quantitative reasoning approach builds critical thinking skills in solving problems and analyzing the outcomes of those contextually. This course is designed for those students who will broadly use mathematics in everyday life, with less technical emphasis on skills for future math courses. This course is for those who do not intend to major in programs requiring additional mathematics.

Offered: As Needed

Prerequisite(s): None

Breakthrough Theme: Foundation Requirement Math Option

### **MAT 111 COLLEGE ALGEBRA (3 HRS.)**

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

Offered: Every Semester

Prerequisite(s): Prerequisite(s): ACT math score 19-23 OR SAT math score 41-530 and at least 2 years of high school math, including 2 years of algebra (C's or higher)

Not Meeting Prerequisite: MAT 110

Fees: TI-84+ Calculator Required

### **MAT 114 ELEMENTARY STATISTICS (3 HRS.)**

A study of the organization and analysis of data including the normal, binomial, chi square and t distributions; estimating population parameters; hypothesis testing; random sampling; central limit theorem; and simple linear regression and correlation. A term project using technology for analysis and testing of data collected from real life is a required component of the course.

Offered: Every Semester

Prerequisite(s): ACT math score of 23 OR SAT math score 540 OR Accuplacer Advanced Algebra and Functions score of 260 AND four years of high school math (B's or higher)

Not Meeting Prerequisite: MAT 110 OR MAT 111 (C- or better) Students who have completed MAT 110 and not MAT 111 must enroll in MAT 100 in the same semester they enroll in MAT 114.

Fees: TI-84+ Calculator Required

Breakthrough Theme: Foundation Requirement Math Option

### **MAT 122 BUSINESS CALCULUS (3 HRS.)**

A terminal calculus course, including a brief review of algebra and the study of the derivatives and integrals of algebraic, exponential and logarithmic functions. Business applications of the derivative and the definite integral are also studied.

Offered: Every Semester

Prerequisite(s): ACT math score 23 OR SAT math score 540 and at least 4 years of high school math, including 2 years of pre-calculus (B's or higher)

Not Meeting Prerequisite: MAT 111 (C- or Higher)

Fees: TI-84+ Calculator Required

Breakthrough Theme: Foundation  
Requirement Math Option

### **MAT 124 CALCULUS I (5 HRS.)**

A formal introduction to calculus, including limits, derivatives, techniques of differentiation, optimization, anti-derivatives, definite integrals, and the fundamental theorem of calculus. Applications in science and engineering are included.

Offered: Every Semester

Prerequisite(s): ACT math score 25-27 OR SAT math score 600-630 and at least 4 years of high school math, including 2 years of pre-calculus or trigonometry (B's or higher)

Not Meeting Prerequisite: MAT 121 (C- or Higher)

Fees: TI-84+ Calculator Required

Breakthrough Theme: Foundation  
Requirement Math Option

## **NSC - Natural Science**

### **NSC 108 INTRODUCTION TO BIOLOGY PRINCIPLES (4 HRS.)**

This survey course for non-majors is an introduction to the major areas of study in the biological sciences. Emphasis is placed on the general functions of prokaryotic and eukaryotic cells, and various plant and animal systems. Ecological relationships between the organisms and their environment are also investigated. The laboratory elaborates on the general principles and concepts introduced in lecture. Function and interrelationships are the themes.

Offered: Spring Semester; online only

Prerequisite(s): None

Fees: \$50

Breakthrough: Natural Science Inquiry  
Theme

## **PHL - Philosophy**

### **PHL/REL 102 WORLD RELIGIONS (3 HRS.)**

One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. Agreeing with the various religions we will be studying is not required; however, understanding them is.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

Breakthrough Lifetime Leadership: Oral  
Communications and Presentation

### **PHL 212 INTRODUCTION TO ETHICS (3 HRS.)**

An introductory survey that begins with a brief introduction of ethical theory before moving on to explore specific applied ethical issues such as the following: abortion, euthanasia, sexual morality, human cloning, animal rights, war and terrorism, and distributive justice. The focus of the course is developing critical ethical reasoning that enables deeper normative insights in to how we should live

our lives.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Values and Diversity Theme

### **PHL 244 BUSINESS ETHICS (3 HRS.)**

A study of moral problems arising in business and industry: consumer rights, property rights and employee rights; the obligations of employees, owners and managers, governmental regulation and economic justice.

Offered: Spring Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

### **PHL/REL 302 THE MEANING OF LIFE (3 HRS.)**

What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make sense of how to make our own lives as meaningful as possible to know not only why we're living, but that we're living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question.

Offered: Spring Semester - Even Years

Prerequisite(s): One PHL OR REL Course

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive

## **PSY - Psychology**

### **PSY 112 PSYCHOLOGY AS A NATURAL SCIENCE (3 HRS.)**

An introductory analysis of mental processes and behavior from the perspective of natural science. Includes such topics as the nervous system, sensation and perception, cognition, memory, and intelligence. Includes a computer-based laboratory designed to explore methodology and key concepts.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

### **PSY 113 PSYCHOLOGY AS A SOCIAL SCIENCE (3 HRS.)**

An introduction to human behavior and mental processes from the social science perspective. Includes such topics as social inference, interpersonal relations, cognitive and social development, personality structure and function, motivation and emotion, stress and adjustment, abnormal behavior, and psychotherapy. Includes a computer-based laboratory designed to explore methodology and key concepts.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

### **EDU/PSY 221 EDUCATIONAL PSYCHOLOGY (3 HRS.)**

The application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation,

management of the classroom, and assessment of student learning.

Offered: Spring Semester; Summer -  
ONLINE

Prerequisite(s): None

### **PSY/HES 231 SPORTS PSYCHOLOGY (3 HRS.)**

An examination of the psychological factors influencing participants and, to a lesser extent, spectators in sport. Topics include the use of behavioristic principles to develop skills, and the effects of causal attribution, attention, anxiety, coaching strategy, and imagery on athletic performance. Additional special topics include audience effects, children in sports, and the psychological benefits of exercise.

Offered: Fall Semester

Prerequisite(s): None

### **PSY 270 RESEARCH TOOLS (3 HRS.)**

A hands-on exploration of how the psychologist searches for literature, analyzes data, and reports results. Through a series of exercises using primarily PC computers in the psychology laboratory, students learn how to use the Internet to search for previously published research, how to locate and use electronic literature, how to use statistical packages such as Jamovi, and how to generate graphs and other tables in APA style.

Offered: Fall Semester

Prerequisite(s): PSY 112, PSY 113, AND MAT  
114

Breakthrough Lifetime Leadership:  
Information and Digital Literacy

### **PSY 274 METHODS IN EXPERIMENTAL PSYCHOLOGY (3 HRS.)**

An examination of experimental methods and designs utilized in laboratory research. Topics include the assumptions of science, hypothesis formation, statistical analysis of data, and assessment of theory. Also, technical skills associated with reading literature and presenting findings using APA-style elements are emphasized.

Offered: Spring Semester

Prerequisite(s): PSY 112 AND PSY 113; MAT  
114 is Recommended

Breakthrough Lifetime Leadership: Writing  
Intensive Optional AND Research Inquiry &  
Analysis

### **PSY/WGS 301 HUMAN SEXUAL BEHAVIOR (3 HRS.)**

The focus of this course is on the scientific study of human sexual behavior. Current research findings are presented and discussed in class. Topics include human anatomy and sexual functioning, pregnancy/childbirth, sex education, sexual and gender expressions, intimate relationships, as well as sexual problems and sex therapy. Students will discuss and process their own beliefs, attitudes, and assumptions about sexuality through in-class discussion and assignments.

Offered: Fall Semester, Even Years

Prerequisite(s): PSY 112 OR PSY 113

Breakthrough: Exploration Course

### **PSY/BUS 305 INDUSTRIAL- ORGANIZATIONAL PSYCHOLOGY (3 HRS.)**

This course applies the principles of psychology to work and other organizational settings. It presents both traditional industrial applications



(personnel selection, job design, training, and performance evaluation), more recent perspectives on organizational performance (group dynamics, romance in the workplace, leadership, problem solving, organizational design, organizational development, and organizational culture and socialization), and recent work in ergonomics and engineering psychology.

Offered: Fall Semester - Even Years  
Prerequisite(s): PSY 112 OR PSY 113  
Breakthrough: Exploration Course

### **PSY 310 SOCIAL PSYCHOLOGY (3 HRS.)**

A survey of the field of social psychology emphasizing social cognition and inference, patterns of interpersonal relationship, the development and change of attitudes, and group structure and function.

Offered: Fall Semester  
Prerequisite(s): PSY 113

### **PSY 311 SOCIAL PSYCHOLOGY LABORATORY (1 HR.)**

Optional laboratory to accompany PSY 310. Students work in groups to complete an empirical research project.

Offered: Fall Semester  
Prerequisite(s): PSY 113 AND (PSY 270 OR PSY 274)  
Fees: \$30  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

### **PSY 320 MEMORY AND COGNITION (3 HRS.)**

An investigation of theories and research dealing with cognitive structure and processes. Such topics as long-and short-term memory, forgetting, iconic and echoic storage, concepts, heuristics, and

problem solving are included.

Offered: Spring Semester - Even Years  
Prerequisite(s): PSY 112 OR PSY 113

### **PSY 321 MEMORY AND COGNITION LABORATORY (1 HR.)**

Optional laboratory to accompany PSY 320. Students work in groups to complete an empirical research project.

Offered: Spring Semester - Even Years  
Prerequisite(s): PSY 112 AND (PSY 270 OR PSY 274)  
Fees: \$30  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

### **PSY 330 ADDICTIVE DISORDERS (3 HRS.)**

This course will integrate biological, psychological, social and cultural aspects of the use and abuse of a wide variety of psychoactive substances ranging from caffeine to alcohol to heroin. The course will focus on the nature of and criteria for diagnosing substance use disorders (SUDs), and predictors of SUDs. Existing and new/emerging approaches to treatment (medications, counseling, support groups) will also be discussed and explored in class, with a strong focus on reading, understanding, and critiquing original peer-reviewed research on SUDs and their treatment.

Offered: Spring Semester - Odd Years  
Prerequisite(s): One of the Following: PSY 274, PSY 290, NSC 107, NSC 210 or BIO 114  
Breakthrough: Exploration Course

### **PSY/SEC 374 STEREOTYPING, PREJUDICE, AND GROUP CONFLICT (3 HRS.)**

This course uses experimental social



psychology as the foundation to explore the affective, behavioral, and cognitive processes associated with group interaction and conflict. Utilizing an interdisciplinary perspective, it will integrate psychological, sociological, political, historical, and security-related approaches to understanding stereotypes, prejudice, and discrimination on a local and global scale.

Offered: Fall Semester  
Prerequisite(s): PSY 113

### **PSY/GTS 405 INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY (3 HRS.)**

Utilizes an interdisciplinary perspective to focus on a contemporary challenge facing our world: the need to understand persons from different cultures as the globalization of our communications and commerce forces close contact with persons who have a different cultural background from our own. The course includes a cross-cultural examination of many of the basic topics in the field of psychology such as sensation-perception, gender, personality and abnormal. Also focuses on cross-cultural behavioral expectations and fosters development of the skills needed to evaluate a situation and determine the behavioral rules existing in that situation.

Offered: As Needed  
Prerequisite(s): PSY 113 AND One of the following: GTS 201, HIS 109, HIS 110, HIS 350, HIS 360, HUM 277, HUM 278, HUM 294, PHL 102, POL 212, REL 102, SOC 111, WGS 210  
Breakthrough: Exploration Course

### **PSY 422 PSYCHOLOGY SEMINAR (3 HRS.)**

Discussions, readings, and individual papers based on special problems in psychology. Topic varies. Students

complete a synthesis paper and presentation in which they integrate what they have learned in the psychology curriculum.

Offered: Spring Semester  
Prerequisite(s): PSY 112 AND PSY 113 AND (PSY 270 OR PSY 274)  
Breakthrough Lifetime Leadership: Writing Intensive

### **PSY 430 PRE-THESIS (3 HRS.)**

The first course in a two-semester sequence for students wishing to complete a senior thesis. Students will be asked to complete an extensive literature review of a topic approved by their thesis advisor.

Offered: Spring Semester  
Prerequisite(s): PSY 112 AND PSY 113 AND (PSY 270 OR PSY 274)  
Breakthrough Lifetime Leadership: Writing Intensive

### **PSY 431 SENIOR THESIS (3 HRS.)**

The senior thesis is a report of extended library research and an experimental study focusing on a topic chosen by the student and approved by a sponsoring member of the department. Library research is performed during enrollment in pre-thesis and the experimental project is executed while taking this course.

Offered: Fall Semester  
Prerequisite(s): PSY 112, PSY 113, PSY 270, PSY 274, PSY 430 (C Or Higher) AND Senior Standing  
Fees: \$30  
Breakthrough Lifetime Leadership: Writing Intensive

## REL - Religion

### REL/PHL 102 WORLD RELIGIONS (3 HRS.)

One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. Agreeing with the various religions we will be studying is not required; however, "understanding" them is.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

Breakthrough Lifetime Leadership: Oral Communication and Presentation

### REL/PHL 302 THE MEANING OF LIFE (3 HRS.)

What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make sense of how to make our own lives as meaningful as possible-to know not only why we're living, but that we're living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question.

Offered: Spring Semester, Even Years

Prerequisite(s): One PHL OR REL course

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive

### REL 346 / GTS 300 RELIGION AND VIOLENCE (3 HRS.)

The Holocaust and Other Genocides:

This course will investigate a number of large-scale outbreaks of violence among humans in the 20th and 21st centuries.

The Holocaust will be studied first, and will then be used as a springboard to examine other genocides or atrocities.

Offered: As Needed

Prerequisite(s): Any REL OR GTS course

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Oral Communication and Presentation AND Research Inquiry & Analysis

## SPA - Spanish

### SPA 103 ELEMENTARY SPANISH (6 HRS.)

This seven-week course covers the material taught in our regular elementary Spanish I and II classes. This is an introductory language course in which the student is expected to acquire and develop basic communicative and written competence in Spanish. The class is designed to provide an introduction of the vocabulary, verbs, and grammatical concepts typical of an elementary Spanish course.

Offered: As Needed

Prerequisite(s): None

## **SPE - Speech**

### **SPE 101 INTRODUCTION TO SPEECH COMMUNICATION (3 HRS.)**

This course provides an overview of the speech communication discipline with an emphasis on public speaking. The class includes experiential and theoretical explorations of public speaking, group dynamics and interpersonal communication.

Offered: Every Semester  
Prerequisite(s): None  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

### **SPE 203 INTERPERSONAL COMMUNICATION (3 HRS.)**

A skills and theory examination of communication within human relationships. The class covers communication-related areas of self-concept, self-disclosure, perception, semantics, nonverbal communication, listening, defensive communication and conflict resolution.

Offered: Every Semester  
Prerequisite(s): None  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

### **SPE 220 PUBLIC RELATIONS (3 HRS.)**

Introduction to concepts, techniques, and application involved in researching and planning programs in public relations. Such programs are designed to influence public opinion and human behavior. Students should be able to define public relations, understand PR's historical perspective, and apply relevant information toward participating in a PR campaign. ENG 260 and SPE 101 are

strongly recommended but not required.

Offered: Spring Semester  
Prerequisite(s): None  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

### **SPE 310 BUSINESS AND PROFESSIONAL COMMUNICATION (3 HRS.)**

The capstone course for Business Communication majors covering theoretical and experiential concepts and techniques of communication in professional situations. Includes units in interviewing, persuasion and organizational communication.

Offered: Fall Semester  
Prerequisite(s): Completion of SPE 101 (C or Higher) AND Junior standing  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

## **WGS - Women's and Gender Studies**

### **WGS/PSY 301 HUMAN SEXUAL BEHAVIOR (3 HRS.)**

The focus of this course is on the scientific study of human sexual behavior. Current research findings are presented and discussed in class. Topics include: Human anatomy & physiology; the sexual response cycle; developmental factors in sexuality; sexual difficulties & therapy; sexually transmitted diseases; and atypical sexual behavior. Additionally, opportunities are provided for students to explore their feelings and attitudes about human sexual behavior in general and their own sexuality in particular.

Offered: Every other Fall

Prerequisite(s): PSY 112 OR PSY 113  
Breakthrough: Exploration Course

## **WSM - Westminster Seminar**

### **WSM 104 TRANSFORMATIONS (3 HRS.)**

Students in the online program will learn how to succeed as online learners and become part of the Westminster community from a distance. Students will sharpen critical thinking skills and learn how to build and contribute to an educational community of inquiry while learning about an interdisciplinary topic. Students are introduced to Westminster, academic expectations, the structures and policies of the college, and support resources and services. Upon completion of Transformations, students will be equipped to succeed in online courses, and to navigate the college resources and services from a distance.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Foundation  
Requirement

# Administration and Staff

## Office of the President

President and Chief Transformation Officer, Mr. Donald P. Lofe, Jr.

Executive Assistant to the President of the College and Assistant Board Secretary, Jessie Jones

Administrative Assistant, Kelsie Slaughter

## Academic Affairs

Provost, Vice President and Chief Academic Officer and Student Retention Officer, Dr. Ingrid Ilinca

Associate Vice President for Academic Affairs and Associate Dean of Faculty, Dr. Linda Webster

Assistant Dean of Online Program, Tanys Hines

Chief Accreditation Officer, Dr. David Jones

Registrar, Vacant

Co-Director of Center for Teaching and Learning, Dr. Abby Coats

Co-Director of Center for Teaching and Learning, Dr. Kali Wright-Smith

Executive Assistant, Angela Hayward

Assistant to the Registrar, Vacant

Administrative Assistant, Vacant

Instructional Designer, Dr. Jhansi Chagalakonda

Coordinator of Teaching Laboratories, Rebekah Mulhern

## Enrollment Management and Financial Aid

Vice President and Dean of Enrollment Management and Student Affairs, Paul Orscheln

Associate Vice President of Enrollment Management and Director of Financial Aid, Aimee Bristow

Director of Recruitment, Kimberly Luebbering

Executive Director of Enrollment Marketing, Kristina Bright

Enrollment Services Coordinator, Heather Maddock

Financial Aid Coordinator, Teresa White

Financial Aid Counselor, Sandra Coffman

Slate CRM Administrator, Kristy Chitwood

Assistant Director of Admissions– Yield Management, Madyson Carroll

Assistant Director of Admissions – Yield Management, Jessica Cook

Assistant Director of Admissions– Yield Management, Jerod Rottinghaus

Director of Strategic Partnerships and Outreach, Jennifer Nowak

Student Support Specialist – Online Programs, Brenda Orscheln

Digital Marketing Specialist, Laura Harcharick

Admissions Representative, Erin Winn

Admissions Representative, Vacant

## Athletics

VP Intercollegiate Athletics and Athletics Advancement and Strategic Programs, Derek Zander

Associate Athletic Director/ Head Men's Basketball Coach, Todd Creal

Assistant Athletic Director and Head Women's Basketball Coach, Talisha Washington

Head Football Coach, Luke Butts

Head Volleyball Coach, Dalton Tucker

Head Softball Coach, Sara Stafford

Head Baseball Coach, Jake Jourdain

Head Men's Soccer Coach, Brian O'Connor

Head Women's Soccer Coach, Courtney Howe

Head Men's Wrestling Coach, Tony Eierman

Head Women's Wrestling Coach, Mike Eierman

Head Golf Coach, Alex Kueker

Tennis Coach, Samantha Pennington

Head of Track and Field and Cross Country Programs, Hunter Briggs

Cheerleading Coach, Vacant

Director of Sports Information, Tyler Oberlag

Assistant Volleyball Coach, Nicholas Allen

Assistant Men's Basketball Coach, Andy Blair

Assistant Football Coach, Thomas Kelly

Athletic Trainer, Jacob Kent

Athletics Operations Coordinator and Executive Assistant, Rosie Kent

Assistant Football Coach, William Koustmer

Assistant Football Coach, Retention Specialist, Raul Lozano

Assistant Softball Coach, Jessica Moss

Athletic Trainer, Ryan Novatny

Assistant Cross Country and Track and Field Coach, Keegan Rich

Offensive Coordinator and Assistant Football Coach, Kendall Roberts

Assistant Baseball Coach, Reece Tanguay

## Business and Financial Affairs

Senior Vice President, Chief Financial Officer and Chief Operating Officer, Dr. Steve Tyrell

Interim Chief Fiscal Officer, George Peterson

Controller, Charity Snell

Budget and Procurement Manager, Bob Lamb

Associate VP of Financial Planning and Analysis, Vacant

Accounting Manager, Vacant

Administrative Accounting Assistant, Lori Anderson-Tutt

Staff Accountant, Amanda Hawkins

Accounts Receivable Coordinator, Lexi Kingsley

Accounts Receivable Clerk, Ina Henry



## Human Resources

Associate VP and Chief HR Officer/Title IX Coordinator, Mandy March

Human Resources Generalist, Jessie Jones

Human Resources Administrator, Emilee Bluth

## Information Technology

Director of Information Technology, Nick O'Neil

Associate Director of IT, Luke Mason

Technology Services Manager, Jonathan Crosby

Mail and Printing Services Supervisor, Donna Andrade

Mail and Printing Services Assistant, Chelsea Newingham

Helpdesk Technician, Elisha Hatton

## Office of Institutional Effectiveness

Executive Director of Enterprise Research and Data Applications, Ryan Smith

Business and Research Analyst, Vacant

Institutional Research and Assessment Coordinator, Matt Knudtson

## Institutional Advancement

VP of Institutional Advancement, Keith Brant

Director of Alumni Engagement, Shelby Rufkahr

Director of Advancement Services, Patricia Weisenfelder

Administrative Assistant, Shelly Clingman

Alumni Outreach Officer, Landon Kurz

Assistant Director Stewardship and Donor Relations, Hannah Masek

Director of Development and Major Gift Officer, Matthew Mitchell

Assistant Director of Annual Giving Campaigns, Catherine Nicholson

## Learning Opportunities Center

Assistant Dean of First Year Experience and Learning Opportunities, Karen Thompson-Wolfe

Assistant Director, Tirza Kroeker

Academic Support Specialist, Stephanie Smith

Academic Achievement Program Coordinator and Coach, Sherry Taggart

Administrative Assistant, Elizabeth Combs

## Library

Director of Library Services, Victoria Knight

Electronic Access and Resource Coordinator, Kathy Renner

Cataloging and Technical Services Assistant, Lisa Williams

Research and Engagement Librarian, Vacant

## Marketing and Communications

VP, Strategic Communication, and Institutional Marketing, Dr. Stephanie Wells

Director of Media Relations and Senior Writer, Sarah Backer

Director of Digital Media, Brandon Bise  
Web Master, Smit Rana  
Graphic Designer, Jen Garcia  
Administrative Assistant, Suzie Whitmar

## America's National Churchill Museum

Sandra L. and Monroe E. Trout Director and  
Chief Curator, Tim Riley

Interim Director of Museum Operations,  
Alex Parnia

Associate Director for Programming,  
Vacant

Assistant Director for Member and Fellow  
Relations, Vacant

Collections Assistant, Lena Leuci

Coordinator of Guest Services, Stephen  
Rogers

## Plant Operations

Director of Plant Operations and College  
Facilities Management, Vacant

Director of Security and Student  
Accountability Officer, Tim Howell

Assistant Director of Plant Operations and  
Compliance, Kate Gipson

Administrative Assistant, Raeann  
Thompson

Assistant Director of Maintenance and  
Custodial Services, Adam Bordoni

Maintenance Technician, Tewain Pruitt

Maintenance Technician, Shannon Cave

Mechanical Trades Technician, Tim Diehl

Maintenance Technician, Nathan

Schutzenhofer

Maintenance Technician, Jeremy  
Vandeloecht

Custodian, Renee Dews

Custodian, Larry Eaton

Custodian, Dawn Humphrey

Custodian, Victoria Nolan

Custodian, Kayla Oliver

Custodian, Dani Robey

Custodian, Larry Walling

## Student Life

VP and Dean of Enrollment Management  
and Student Affairs, Paul Orscheln

VP Intercollegiate Athletics and Athletics  
Advancement and Strategic Programs,  
Derek Zander

Director of Residential Life, Darryl Glenn

Assistant Director of Fraternity and Sorority  
Life, Payton Cooley

Director of Student Engagement and  
Leadership, Marina Turner

Administrative Assistant, Rena Trappe

Chaplain and Director of the Center for  
Faith and Service, Logan John

Manager of College Bookstore, Zane  
Hoffman

Student Life Fellow, Vacant

Diversity and Inclusion Student Fellow,  
Dulcie Rosales-Foster

Manager of Dining Services, Vacant

## Student Success Center

Coordinator of Integrated Student Success Technology, Laura Murphy

Professional Academic Advisor and Student Success Coach, Sierra Pultman

Professional Academic Advisor and Student Success Coach, Kristine Mallinson

Professional Academic Advisor and Student Success Coach, Mandy Schick

Coordinator of Global Educational Services, vacant

Career Development Counselor and Coordinator, Stacie Gove-Ortmeyer

Employer Connections Coordinator, vacant

Coordinator of the Early Intervention Program and Student Success Coach, Mel Byers

## Wellness Center

Executive Director of the Wellness Center and Nurse Practitioner, Kim Lorentz

Wellness Center Assistant, LPN, Lori Pezold

Director of Counseling Services, Jen Engle

Student Wellness Coordinator, Stephanie Oestreich

Counselor, Adrienne Warren

Project Director for OVW Grant, Bettina Korte-Sweede

# Faculty

## Department of Biology and Environmental Science

**\*\*Gabriel D. McNett (2007)**, Professor of Biology. B.S., Ohio State University; M.S., University of California; Ph.D., University of Missouri-Columbia.

**Dawn K. Holliday (2011)**, Associate Professor of Biology, Cameron D. Day Chair - Endowed Professorship in Biology. B.S., State University of New York College; M.S., Southwest Missouri State University; Ph.D., Ohio University.

**Maryssa Loehr (2023)**, Assistant Professor of Biology and Environmental Science. B.S., Missouri University of Science and Technology, Ph.D., Washington University in St. Louis.

**David Schmidt (2013)**, Associate Professor of Environmental Science. B.S., University of Missouri-Kansas City; M.S., Fort Hays State University; Ph.D., Texas Tech University.

**Matthew Howell (2019)**, Assistant Professor of Biology. B.S., Columbia College; Ph.D., University of Missouri-Columbia.

**Johanna Morrow (2018)**, Assistant Professor of Biology. B.A., M.H.A., Ph.D., University of Missouri-Columbia.

## John E. Simon Department of Business

**Sonia H. Manzoor (2009)**, Professor of Economics. B.S., M.S., University of Dhaka, Bangladesh; M.B.A., University of Southern

Mississippi; Ph.D., Texas AandM University.

**Morgan Rockett (2022)**, Visiting Professor of Accounting. B.S., M.A., University of Missouri-Columbia.

**Rohit Bhandari '19 (2024)**, Assistant Professor of Accounting. B.A., Westminster College; Master of Accounting., Washington University – St Louis.

**Peter Chiappetta (2024)**, Assistant Professor of Finance, B.A., Providence College, RI; M.B.A., Columbia University-NY.

**Achyut Kulkarni (2021)**. Assistant Professor of Strategic and Sports Management. M.A., University of Hyderabad; M.S., Sheffield Hallam University; Ph.D., University of Louisville.

**Dilruba-Sharmin Moutusi (2023)**, Assistant Professor of Financial Planning. B.S. and MBA, North South University; M.S., West Texas AandM University; Ph.D., Texas Tech University.

**Shannon Wilson (2023)**, Lecturer of Business. B.S., J.D., University of Arkansas; M.B.A., William Woods University.

## Department of Chemistry

**Bharat Dhital (2018)**, Associate Professor of Chemistry. B.S., Master's, Tribhuvan University, Nepal; Ph.D., Bowling Green State University.

**Bernhard Hansert (2002)**, Associate Professor of Chemistry. B.S., M.S., Ph.D., University of Freiburg, Germany.

**Lauren M. Strawsine (2019)**, Assistant Professor of Chemistry. B.S., Michigan

State University; Ph.D., Indiana University.

## Department of Communication and Fine Arts

Natasia Sexton (2009), Associate Professor of Music. B.S., Belmont University; M.A., San Jose State University; DMA, Louisiana State University.

Tyler Sorg (2022), Assistant Professor of Business Communication. B.S., M.A., Purdue University at Fort Wayne. Ph.D., University of Missouri-Columbia.

## Department of Computing and Digital Technology

Linda Webster (2001), Professor of Computing and Digital Technology; Associate Vice President, Associate Dean of Faculty and Academic Operations. B.S., Arkansas Tech University; M.B.A., University of Arkansas-Fayetteville; Ph.D., University of Missouri-Columbia.

Christopher Cox (Spr. 2021), Assistant Professor of Computing and Digital Technology. B.A., University of Missouri-Columbia; M.S., Bellevue University.

Roy Manfredi (2023), Assistant Professor of Computing and Digital Technology, B.S., DeVry University, M.A., Iowa Wesleyan.

Christopher Webster '14 (2022), Assistant Professor of Computing and Digital Technology. B.A., Westminster College; M.A., M.Div., Midwestern Baptist Theological Seminary.

## Department of Education

\*\*\*Barri L. Bumgarner (2013), Professor of Education. B.S.Ed., Missouri State University; M.Ed., Ph.D., University of

Missouri-Columbia.

Susan B. Serota (2004), Professor of Education. B.A., University of Missouri-Columbia; M.Ed., University of Nevada; Ph.D., University of Missouri-Columbia.

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Note: date in parenthesis indicates the year the individual began instruction at Westminster.

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Education, Dr. Sarah Hairston

Health and Exercise Science, Dr. Amanda Gowin

Political Science and Sociology, Dr. Kali Wright-Smith

Psychology and Leadership Studies, Dr. Abby Coats

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