

# UNDERGRADUATE CATALOG



**WESTMINSTER  
UNIVERSITY**

2024-25

# TABLE OF CONTENTS

|  |            |  |            |
|--|------------|--|------------|
| <b>About.....</b>  | <b>3</b>   | Educational Studies.....                                     | 194        |
| About Westminster University.....                                | 3          | Elementary Education.....                                    | 197        |
| Administration and Faculty.....                                  | 5          | Outdoor Education and Leadership.....                        | 200        |
| <b>Academics.....</b>  | <b>12</b>  | Teaching English to Speakers of Other Languages (TESOL)..... | 204        |
| 2024–2025 Academic Calendar.....                                 | 12         | <b>School of Nursing and Health Sciences.....</b>            | <b>206</b> |
| Academic Policies and Procedures.....                            | 13         | School of Nursing and Health Sciences Programs.....          | 206        |
| Academics.....   | 18         | Nursing.....   | 206        |
| Degree Requirements.....   | 18         | Public Health.....   | 211        |
| External Credit.....   | 21         | <b>WCore.....</b>  | <b>215</b> |
| Grading and Academic Standards.....                              | 27         | WCore Requirements.....                                      | 215        |
| McNair Scholars Program.....                                     | 31         | WCore Fine Arts and Humanities Courses.....                  | 218        |
| <b>Reserve Officer Training Corps (ROTC).....</b>                | <b>33</b>  | WCore Science and Mathematics Courses.....                   | 224        |
| ROTC (Cooperative Program with the University of Utah).....      | 33         | WCore Social and Behavioral Sciences Courses.....            | 227        |
| <b>Undergraduate Admission, Expenses, and Financial Aid.....</b> | <b>37</b>  | WCore Diversity Emphasis Courses.....                        | 231        |
| Admission to the University.....                                 | 37         | WCore Quantitative Emphasis Courses.....                     | 234        |
| Expenses.....  | 40         | WCore Writing Emphasis Courses.....                          | 237        |
| Financial Aid.....   | 43         | WCore Research Emphasis Courses.....                         | 240        |
| New and Returning Student Orientation.....                       | 46         | WCore Engaging the World Courses.....                        | 242        |
| <b>Schools, Programs, and Requirements.....</b>                  | <b>48</b>  | WCore Senior Capstone Courses.....                           | 247        |
| <b>College of Arts and Sciences.....</b>                         | <b>48</b>  | <b>Course Descriptions.....</b>                              | <b>252</b> |
| Westminster College of Arts and Sciences Programs.....           | 48         | All Courses.....   | 252        |
| Art.....   | 49         |  |            |
| Arts Administration.....   | 52         |  |            |
| Arts and Social Justice Certificate Program .....                | 54         |  |            |
| Biology.....   | 56         |  |            |
| Business Computer Information Systems.....                       | 58         |  |            |
| Chemistry.....   | 60         |  |            |
| Coding Certificate Program .....                                 | 64         |  |            |
| Communication.....   | 65         |  |            |
| Computer Science.....  | 68         |  |            |
| Dance.....   | 71         |  |            |
| Data Science.....  | 79         |  |            |
| Diversity Equity and Inclusion Certificate Program .....         | 81         |  |            |
| Engineering 3+2.....   | 82         |  |            |
| Environmental Studies.....                                       | 84         |  |            |
| Film Studies.....  | 93         |  |            |
| First Scholars Program.....                                      | 94         |  |            |
| French.....  | 95         |  |            |
| Gender Studies.....  | 96         |  |            |
| Geology.....   | 97         |  |            |
| History.....   | 99         |  |            |
| Interdisciplinary Program.....                                   | 102        |  |            |
| Justice Studies.....   | 102        |  |            |
| Language Program.....  | 104        |  |            |
| Leadership Certificate.....                                      | 105        |  |            |
| Literature, Media, and Writing (formerly English).....           | 106        |  |            |
| Mathematics.....   | 114        |  |            |
| Media Literacy Certificate Program .....                         | 118        |  |            |
| Music.....   | 119        |  |            |
| Neuroscience.....  | 125        |  |            |
| Philosophy.....  | 128        |  |            |
| Physics.....   | 131        |  |            |
| Political Science.....   | 133        |  |            |
| Psychology.....  | 136        |  |            |
| Sociology.....   | 139        |  |            |
| Spanish.....   | 142        |  |            |
| Theatre.....   | 145        |  |            |
| <b>Bill &amp; Vieve Gore School of Business.....</b>             | <b>152</b> |  |            |
| Bill and Vieve Gore School of Business Programs.....             | 152        |  |            |
| Undergraduate Business Core.....                                 | 153        |  |            |
| Accounting.....  | 154        |  |            |
| Bachelor of Business Administration.....                         | 157        |  |            |
| Business Computer Information Systems.....                       | 160        |  |            |
| Business Minor.....  | 163        |  |            |
| Economics.....   | 164        |  |            |
| Entrepreneurship Minor.....                                      | 168        |  |            |
| Finance.....   | 168        |  |            |
| International Business.....                                      | 172        |  |            |
| Management.....  | 175        |  |            |
| Marketing.....   | 178        |  |            |
| Sports Management.....   | 182        |  |            |
| <b>Honors College.....</b>                                       | <b>186</b> |  |            |
| The Honors College.....  | 186        |  |            |
| Honors Courses.....  | 190        |  |            |
| IPSL Global Engagement.....                                      | 193        |  |            |
| <b>School of Education.....</b>                                  | <b>194</b> |  |            |
| School of Education Programs.....                                | 194        |  |            |

# ABOUT

## ABOUT WESTMINSTER UNIVERSITY

Westminster University is a private, accredited, and comprehensive liberal arts institution in Salt Lake City, Utah. Students experience the liberal arts through engaging and well-developed academic programs in a supportive atmosphere.

Since the university's founding, Westminster has remained dedicated to providing life-changing learning experiences for undergraduate and graduate students. Expert faculty focuses on teaching, learning, and developing distinctive, innovative programs. Students thrive on Westminster's Sugar House campus with access to the Rocky Mountains, downtown Salt Lake City, and many of Utah's natural wonders.

## Mission

Westminster University is a private, accredited, and comprehensive liberal arts institution dedicated to student learning. We are a community of learners with a long and honored tradition of caring deeply about students and their education. We offer liberal arts and professional education in courses of study for undergraduate, selected graduate, and other innovative degree and non-degree programs. Students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to accept responsibility for their learning, to discover and pursue their passions, and to promote more equitable and sustainable communities.

Our purposes are to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes critical for success in a diverse and interdependent world. We promote distinctive approaches to engaged learning that emphasize theory and practice in our academic and co-curricular programs. Grounded in a culture of creativity and innovation, we work to pursue excellence while promoting inclusiveness and respect for differences.

## History

Westminster University has played a pivotal role in the educational heritage of the intermountain area. Founded in 1875 as the Salt Lake Collegiate Institute, a preparatory school, Westminster first offered college classes in 1897 as Sheldon Jackson College. Named in honor of its primary benefactor, Sheldon Jackson, the college operated for many years on the Collegiate Institute campus in downtown Salt Lake City.

Gradually, the institute became identified as the college preparatory department, and high school classes continued to be an integral part of the curriculum until 1945. In 1902, college trustees adopted the new name, Westminster. Moving to its present location in 1911, Westminster became the first accredited two-year junior college in the intermountain area. In 1935, Westminster modified its curriculum to qualify as a four-year junior college. Later, in 1949, Westminster became a four-year liberal arts institution offering baccalaureate degrees in the arts and sciences.

Today, Westminster exists as a fully independent, privately funded, nondenominational, comprehensive liberal arts institution of higher learning with undergraduate, graduate, and professional and continuing programs, meeting the West's educational needs as it has since 1875.

## Core Values

As members of the Westminster University community, we are committed to the following values:

- Impassioned teaching and active learning
- Respect for diverse people and perspectives
- Collaboration and teamwork
- Personal and social responsibility
- University-wide excellence
- High ethical standards

## Educational Goals

To develop the skills and attributes crucial for success, Westminster graduates will achieve the following university-wide learning goals:

- **Critical Thinking**– Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.
- **Creativity**– Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.
- **Collaboration**– Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.
- **Communication**– Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.
- **Global Responsibility**– Students will (i) employ practices informed by social responsibility across the spectrum of differences and (ii) demonstrate knowledge of and evaluate solutions for, challenges affecting local, regional, and global communities.

## The Campus

Westminster University is a private, comprehensive university situated on 27 acres in the Sugar House neighborhood of Salt Lake City it is close to the outdoors, the arts, Utah Capitol, and the downtown business district, allowing you to cultivate a rich, well-rounded university experience in and outside of the classroom. Students residing on campus or in nearby housing are just 10 minutes from downtown, 15 minutes from nearby canyons, and less than an hour away from 10 world-class ski resorts. Many arts, cultural, and professional sporting events, volunteer opportunities, and opportunities to gain professional work experience are available to students year-round within the city.

Westminster has 39 facilities. The flagship building of campus, Converse Hall, features admissions offices, classrooms, art studios, and a bell tower. Richer Commons, between Converse and the Shaw Student Center, makes the center of campus a great place for students to study, relax, and spend time with friends outdoors.

Westminster offers a number of housing options for students living on campus, including different building style options. Hogle and Carleson Halls on the Westminster campus feature traditional style double occupancy rooms. Olwell, Behnken, and Stock Halls on the Westminster campus feature apartments with single occupancy rooms. And, university-owned houses next to campus feature single occupancy rooms.

The Shaw Student Center is the hub of student activity. Shaw houses the cafeteria, Winged Scholar Coffee, Associated Students of Westminster office, campus bookstore, Career Center, Campus Concierge, Counseling Center, Student Health Services, the Dean of Students, Student Life, and Interfaith and Spirituality offices.

The Bassis Center for Student Learning includes the institution's indoor student commons which features an architectural skylight, fireplace, and solar light gathering tubes that bring in natural light. Bassis is also home to the Dumke Center for Civic Engagement, the Environmental Center, Student Engagement and Belonging, the Writing Center, and photography labs.

Giovale Library is Westminster's state-of-the-art library and information services center, and a member of the Utah Academic Library Consortium. The library's physical location and online resources provide students, faculty, and staff with a collection of books, journal subscriptions, streaming videos, DVDs, maps, microforms, electronic journals, electronic books, online electronic databases, and research guides. All online resources are also available from off-campus via a proxy server. The library also has multiple areas dedicated to student learning including group study areas, a multimedia classroom, media viewing areas, a computer lab, an information commons area, and individual study carrels, all of which have wireless internet access. Additionally, the library staff is well-trained to assist students, staff, and faculty in formal classes or on an individual basis with accessing various databases, locating materials, and evaluating information. The library also houses the Information Services help desk, where students, faculty, and staff can get technology assistance, and the Testing Center, which administers paper, pencil, and computer-based exams for students who require testing accommodations outside the time, space, or conditions of the classroom.

The Jewett Center for the Performing Arts houses the learning and performance spaces for Westminster's performing arts academic programs. The center includes the Vieve Gore Concert Hall, Jay W. Lees Courage Theatre,

## About

Dumke Student Theatre, choral and music rooms, theatre rehearsal spaces, and a larger foyer for public receptions and art exhibits.

Located next to the Jewett Center for the Performing Arts is Florence J. Gillmor Hall. This 26,000-square-foot facility allows Westminster to better serve its performing and visual arts students through state-of-the-art classroom, rehearsal, performance, and display spaces. The building also includes a 93-seat recital hall, a costume studio, an expanded scene shop, and a grand lobby for art shows and receptions.

The Bill and Vieve Gore School of Business building includes interactive classrooms that facilitate discussion and case analysis, the Westminster Center for Financial Wellness (which enables students to bridge the theoretical and practical components of finance), the Behavioral Simulation and Team Learning Lab (which simulates group, teamwork, and interpersonal relationships), mentor-team rooms for students working on projects, and faculty offices. Foster Hall, Malouf Hall, Dick, and Payne Gymnasium house a variety of additional classrooms and faculty offices. Malouf Hall houses the nursing anesthesia skills lab which includes a simulation laboratory to support experiential learning. The Eccles Ceramics Center houses Westminster's ceramic art classes, including wheel-thrown and hand-built pottery.

The Meldrum Science Center is a four-story, 60,000-square-foot facility which features 14 high-tech classrooms with integrated laboratories and five dedicated research labs designed to support active, hands-on learning to prepare students to be critical thinkers and problem solvers. Meldrum provides space for undergraduate research, which is an important aspect of Westminster's inquiry-based liberal arts curriculum and a significant factor in the success of graduates. Meldrum's layout clusters faculty offices and student workspaces to promote interaction and cross-disciplinary learning. As a LEED® Platinum certified building, Meldrum is also the university's most visible example of sustainability in action. Among Meldrum's many energy-saving features are a rooftop 20kW solar panel system, use of ambient light and recycled water, and locally sourced building materials.

Walker Hall houses the Center for Veteran and Military Services, the Office for Global Engagement, and mail services. Bamberger Hall houses various campus administrative offices.

Nunemaker Place, home to the Honors College, serves as a gathering place for Honors students, staff, and faculty. Nunemaker is located beside Emigration Creek.

The Dolores Doré Eccles Health, Wellness, and Athletic Center (HWAC) first and second floors house a fitness complex featuring a gymnasium, climbing wall, swimming pool, fitness and training center, lockers, and training space. HWAC's third floor is home to the university's renowned School of Nursing and Health Sciences, which provides classrooms, offices, and a Skills Center that includes a state-of-the-art simulation laboratory to support experiential learning for students at all levels of nursing education.

Dumke Field and underground parking structure houses Westminster's soccer and lacrosse teams as well as other intramural and club sports. Westminster University Athletics is a member of the Rocky Mountain Athletic Conference (RMAC) and NCAA Division II. Westminster currently has 17 NCAA II sports teams and 7 non-NCAA sports teams, including: basketball (men's and women's), cross country (men's and women's), golf (men's and women's), alpine skiing (men's and women's), lacrosse (men's and women's), soccer (men's and women's), indoor/outdoor track and field (men's and women's), and volleyball (women's). Westminster's snowboard teams are members of the United States Collegiate Ski and Snowboard Association (USCSA). The Men's Soccer Club, Cycling Club, and the Spirit Team (cheer and dance) are non-affiliated programs in Athletics. The cycling team (men's and women's) is affiliated with USA Cycling and the Inter-mountain Collegiate Cycling Conference (ICCC).

## The Faculty

There are approximately 111 full-time faculty and 133 adjunct instructors who teach at Westminster University. Of the full-time faculty, more than 93% hold the highest degree available in their fields. Among the members of the faculty are published writers, active scholars, and many who left successful professional careers to teach.

Westminster faculty bring noteworthy scholars, performers, business leaders, and community advocates to campus through several lecture series. The Anne Newman Sutton Weeks poetry series brings distinguished poets from around the world. The Tanner-McMurrin Lecture Series attracts an outstanding scholar in the history and philosophy of religion each spring.

The Bastian Foundation Diversity Lectures Series helps focus the university's commitment to diversity, equity, and inclusion. The Kim T. Adamson Chair and annual lecture brings international perspectives to disciplines and majors throughout the university. The Westminster Concert Series features Westminster music faculty and other superb local and out-of-state musicians—many of them nationally or internationally respected—in the Vieve Gore Concert Hall.

## The Students

Deeply committed to each student's success, Westminster University is a challenging and supportive community of learners where students take full advantage of our campus, the city, and the mountains. In the Fall of 2023, Westminster enrolled approximately 1,214 students (895 undergraduate and 319 graduate students). In the Fall of 2023, 55% of first-time first-year students enrolled were from Utah, while 40% were from out of state and 5% were international or non-resident students.

## Academics

Westminster offers 38 undergraduate majors (conferring BA, BS, BBA, and BFA degrees) and 12 graduate programs. In addition to 39 undergraduate minors, Westminster also offers various emphases/concentrations/tracks within majors and programs, a unique degree or certificate through the Honors College; advising paths for pre-professional health, pre-med and pre-law; and Chinese, Japanese, Latin, and Human Performance and Wellness course-only areas of study. Westminster also offers a 3+2 Engineering program that allows undergraduate students to explore their interests in a liberal arts setting and begin to prepare for a career in engineering before completing studies at a partner school. All areas of Westminster's academics make extensive use of technology in the curriculum. Network connections are available in all classrooms and technology assistance is available on campus seven days a week for students, faculty, and staff.

All undergraduate and graduate students are encouraged to showcase their research at the annual Student Showcase, an all-day event that recognizes the academic achievement of students engaged in high-level research under the guidance of university faculty members. Many students also have the opportunity to present their work at national conferences or have it published in *The Myriad*, Westminster's student-published academic journal.

## Student Handbook

The Student Handbook is an essential guide for Westminster students. It outlines crucial information for community living at Westminster. The Student Handbook is available for download or viewing on the Westminster website. The Student Handbook contains information on:

- Academic Integrity
- Westminster Community Standards
- Code of Student Conduct
- Residential Student Living
- Campus Safety & Policies
- Student Rights & Responsibilities
- Campus Resources

## Accreditation and Affiliation

Westminster University is accredited by the Northwest Commission on Colleges and Universities.

- The Bill and Vieve Gore School of Business is accredited by the Association of Collegiate Business Schools and Programs
- The Nursing Programs are accredited by the Commission on Collegiate Nursing Education, the Council on Accreditation for Nursing Anesthesia Program, and the Council on Education for Public Health
- The Doctorate in Nursing Practice program has been approved by the Northwest Commission of Colleges and Universities. The Doctor of Nursing Practice - Nurse Anesthesia program has received full accreditation from the Council on Accreditation (COA).
- The Master of Public Health program is accredited by the Council on Education for Public Health
- The Master of Science in Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs

- The School of Education teacher licensure programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP):
  - Elementary Education, undergraduate and Master of Arts in Teaching
  - Secondary Education, Master of Arts in Teaching

Programs at Westminster are approved for veterans' benefits, and the university is authorized under Federal law to enroll non-immigrant students.

In addition, the university is a member of:

- American Association of Colleges and Universities
- American Council on Education
- American Association of Colleges of Nursing (AACN)
- Association of Collegiate Business Schools and Programs (ACBSP)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Adult and Experiential Learning
- Council for Independent Colleges (CIC)
- Council for the Advancement and Support of Education (CASE)
- Council on Accreditation of Nurse Anesthesia Education Programs (COA)
- Council on Education for Public Health (CEPH)
- National Association of Independent Colleges and Universities (NAICU)
- National Collegiate Honors Council
- National League of Nursing (NLN)
- Western Interstate Commission on Higher Education

Westminster is an independent, freestanding, nonsectarian, self-governing university.

This academic catalog describes the regulations, policies, fees, and curriculum at the time of its publication. The Board of Trustees reserves the right to change tuition and fees, to make changes in curricular offerings, academic and other policies, activate or eliminate courses and/or programs at any time. Students who enroll at the university in actuality give their implied consent to abide by all the policies and regulation contained herein, in the Student Handbook, and in program bulletins. All statements herein are true and correct as of the time of publication. Westminster University reserves the right to make any changes, deletions, or revisions it deems necessary from time to time. Students and faculty will be so informed through normal channels. Substantive changes to this catalog are kept on file in the Registrar's Office.

## Non-Discrimination Statement

Westminster University does not discriminate based on race, color, pregnancy, childbirth, or pregnancy-related conditions, age, religion, national origin, disability, sex, sexual orientation, gender identity, religion, military status, and genetic information, or other legally protected status. The university's commitment to nondiscrimination applies to students, employees, and applicants for admission and employment.

Westminster University has policies and procedures to ensure compliance with all related federal and state legislation and regulation including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1972; the Americans with Disabilities Act (ADA); the Age Discrimination Act; and the Age Discrimination in Employment Act.

## Inquiries

Letters of inquiry concerning the university may be addressed to:

Admissions Office  
Westminster University  
1840 South 1300 East  
Salt Lake City, Utah 84105

Phone: 801.832.2200 (local) or 1.800.748.4753

## ADMINISTRATION AND FACULTY

### Board of Trustees

#### Officers

| Position on Board | Name                  | Professional Title                           |
|-------------------|-----------------------|--|
| <b>Chair</b>      | Preston Chiaro        | Retired Executive, Rio Tinto                 |
| <b>Vice Chair</b> | Amy Wadsworth         | Retired Educator                             |
| <b>Secretary</b>  | Amy Wadsworth         | Retired Educator                             |
| <b>Treasurer</b>  | William "Bill" Orchow | Retired President & CEO, Kennecott Materials |

#### Board Members

| Name             | Professional Title   | Location                 |
|------------------|--|--------------------------|
| Kim T. Adamson   | Chief Warrant Officer-5 (Retired), U.S. Marine Corps, Utah Senior Justice Court Judge                  | Tucson, Arizona          |
| Preston Chiaro   | Chair, Westminster Board of Trustees, Retired Group Executive for Technology and Innovation, Rio Tinto | Salt Lake City, Utah     |
| Kim Cordova      | Attorney   | Salt Lake City, Utah     |
| Nancy Deford     | Vice President, Deford Ltd., Retired Superintendent, Park City School District                         | Virginia Beach, Virginia |
| Bethami Dobkin   | President, Westminster University  | Salt Lake City, Utah     |
| Ray Etcheverry   | Attorney   | Salt Lake City, Utah     |
| Bing L. Fang     | Retired CEO, AMT Labs, Inc.  | Bountiful, Utah          |
| Thomas Fey       | President and CEO, Blinkers USA, Inc.  | Park City, Utah          |
| Danny Giovale    | Founder and President, Kahtoola Inc.   | Flagstaff, Arizona       |
| Terry Grant      | President, KeyBank of Utah   | Salt Lake City, Utah     |
| Keri Hale        | Director of Charitable Giving  | Salt Lake City, Utah     |
| Thomas Kroesche  | Attorney   | Costa Mesa, California   |
| Adam Mangone     | CEO, Mangone & Co, LLC & Mangone Ventures  | Seattle, Washington      |
| Jerilyn McIntyre | Independent Writer   | Salt Lake City, Utah     |
| Muffy Mead-Ferro | Author, Creative Director, Cardon-Ferro Creative   | Salt Lake City, Utah     |

| Name                   | Professional Title   | Location                |
|------------------------|--|-------------------------|
| Peter Michell          | Retired Financial VP   | Fountain Hills, Arizona |
| O. Wood Moyle, IV      | Trustee, R. Harold Burton Foundation   | Salt Lake City, Utah    |
| L. Jackson Newell      | Professor Emeritus and President Emeritus  | Salt Lake City, Utah    |
| William "Bill" Orchow  | Retired President & CEO, Kennecott Minerals Company  | Salt Lake City, Utah    |
| Catherine Putnam-Netto | Vice-Chair, Westminster Board of Trustees, Pastoral Associate & Community Activist, Wasatch Presbyterian Church    | Salt Lake City, Utah    |
| Robert Rendon          | Senior Vice President & Community Development Director, Zions Bank   | Salt Lake City, Utah    |
| Engles Tejeda          | Trial Attorney, Holland and Hart   | Salt Lake City, Utah    |
| Amy Wadsworth          | Secretary, Westminster Board of Trustees, Retired Chief Administrative Officer and Founder, Salt Lake Arts Academy | Salt Lake City, Utah    |

### President's Cabinet

| Name               | Title   |
|--------------------|---|
| Bethami Dobkin     | President   |
| Deborah Tahmassebi | Provost   |
| Peter Greco        | Vice President and Chief Information Officer                          |
| Debra Glenn        | Vice President for Finance and Administration                         |
| Erica Johnson      | Vice President of Enrollment Management                               |
| Daniel Lewis       | Vice President for Institutional Advancement                          |
| Kathryn Holmes     | Secretary of the Corporation, General Counsel, and Chief Risk Officer |
| Tamara Stevenson   | Vice President for Diversity, Equity, and Inclusion                   |
| Glenn Smith        | Vice President of Student Affairs and Dean of Students                |
| Sheila Yorkin      | Chief Marketing Officer   |
| Emmalee Szwedko    | Executive Assistant and Director of Board Relations                   |

### The Faculty

#### The Honors College

| Name                     | Education   | Title  |
|--------------------------|---|--|
| Richard Badenhausen      | B.A., 1984, Colgate University; M.A., 1986, Ph.D., 1989, University of Michigan                           | Professor, Honors; Dean                      |
| Russell Costa            | B.A., 2001, Middlebury College; M.S., 2005, Ph.D., 2010, University of Utah                               | Professor, Honors, Neuroscience              |
| Alicia Cunningham-Bryant | B.A., 2006, University of California; M.Phil, 2010, Yale University; Ph.D., 2012, Yale University         | Professor, Honors                            |
| Connie Etter             | B.A., 2002, Concordia College; M.A., 2007, Ph.D., 2012, Syracuse University                               | Associate Professor, Honors, Justice Studies |
| Nick Pollock             | B.A., 2011, Colgate University; M.S., 2013, University of Washington; Ph.D., 2019, Boise State University | Assistant Professor, Honors, Geology         |
| Julie Stewart            | B.A., 1993, Cornell University; M.A., 1999, Tulane University; Ph.D., 2006, New York University           | Professor, Honors                            |

#### College of Arts and Sciences

| Name                   | Education  | Title   |
|------------------------|--|---|
| Ranjan Adiga           | B.A., 1997, Punjab University; MFA, 2006, University of North Carolina; Ph.D., 2013 University of Hawaii | Associate Professor, Literature, Media, and Writing |
| Jonathan Amburgey      | B.A., 2004, University of Kentucky; M.S., 2007, Ph.D., 2012, University of Utah                          | Associate Professor, Psychology                     |
| Deyanira Ariza-Velasco | B.A., 1991; M.A., 1996, Ph.D. 2002, University of Utah   | Associate Professor, Spanish                        |
| Kelly Asao             | B.A., 2008, University of Pennsylvania; PhD., 2017, University of Texas, Austin                          | Assistant Professor, Psychology                     |
| David Baddley          | B.F.A., 1983; M.F.A., 1987, University of Utah   | Professor, Art                                      |
| Spencer Bagley         | B.S., 2006, University of Utah; M.S., 2010, University of Utah; Ph.D., 2014, San Diego University        | Associate Professor, Math                           |

| Name                  | Education   | Title   |
|-----------------------|---|---|
| Matthew J. Baker      | B.A., 2000, Brigham Young University; M.A., 2004, University of Minnesota; Ph.D., 2008, University of Utah      | Associate Professor, Communication                  |
| Kara Barnette         | B.A., 2005, Gustavus Adolphus College; M.A., 2009, Ph.D., 2012, University of Oregon                            | Associate Professor, Philosophy                     |
| Bonnie Baxter         | B.S., 1988, Elon University; Ph.D., 1994, University of North Carolina at Chapel Hill                           | Professor, Biology                                  |
| Frank Black           | B.A., 2000, Dartmouth College; Ph.D., 2008, University of California, Santa Cruz                                | Professor, Chemistry                                |
| Bradford (Bill) Bynum | B.S., 1983, Northwest Nazarene College; M.A., 1985, University of Colorado                                      | Associate Professor, Mathematics                    |
| Eileen Chanza Torres  | B.A., 2005, City College of New York; Ph.D., 2013, State University of New York                                 | Associate Professor, Literature, Media, and Writing |
| Christine Clay        | B.A., 1996, Colorado College; Ph.D., 2007, University of Utah   | Professor, Biology/ Environmental Studies           |
| Erin Coleman Serrano  | B.A., 2002, Goshen College; M.F.A., 2008, Northern Illinois University  | Associate Professor, Communication                  |
| Russell Costa         | B.A., 2001, Middlebury College; M.S., 2005, Ph.D., 2010, University of Utah                                     | Professor, Neuroscience, Honors                     |
| Jocelyn Cuthbert      | B.S., 2013, Colorado State University; Ph.D., Utah State University   | Assistant Professor, Biology                        |
| Jonas D'Andrea        | B.S., 1991, United States Air Force Academy; M.A., 2004, Ph.D., 2008, University of Colorado                    | Professor, Mathematics                              |
| Christopher Davids    | B.A., 2010, Cornell College; M.A., 2012, Ph.D., 2015, University of Missouri-Kansas City                        | Associate Professor, Psychology                     |
| Brandon Derfler       | B.A., 1994, University of Utah; M.A., 1998, University of North Carolina; Ph.D., 2007, University of Washington | Associate Professor, Music                          |
| Georgiana Donavin     | B.A., 1983, M.A., 1985, California State University, Sacramento; Ph.D., 1992, University of Oregon              | Professor, Literature, Media, and Writing           |

| Name                 | Education  | Title  |
|----------------------|--|--|
| Connie Etter         | B.A., 2002, Concordia College; M.A., 2007, Ph.D., 2012, Syracuse University  | Associate Professor, Justice Studies, Honors |
| Gregory Gagne        | B.S., 1986, Bentley College; M.S., 1990, University of Vermont   | Associate Professor, Computer Science        |
| Stephen Haslam       | B.A., 1968, M.A., 1972, University of Utah   | Assistant Professor, French                  |
| Helen Hu             | B.S., 1995, Princeton University; Ph.D., 2003, University of Utah  | Professor, Computer Science                  |
| Robyn Hyde           | B.S., 1994, Northwest Nazarene University; Ph.D., 2001, University of Utah   | Professor, Chemistry                         |
| Jessica Johnston     | B.A., 2008, Washington and Jefferson College; Ph.D., 2014, University of Utah  | Associate Professor, Chemistry               |
| Julia Kamenetzky     | B.A., 2008, Cornell College; M.S., 2010, Ph.D., 2014, University of Colorado-Boulder   | Associate Professor, Physics                 |
| David Kimberly       | B.A., 2006, Otterbein College; M.S., 2008, University of Texas at Tyler; Ph.D., 2013, Texas Tech University  | Associate Professor, Biology                 |
| Matthew Kruback      | B.F.A., 2002, Colorado State University; M.F.A., 2006, Arizona State University  | Professor, Art                               |
| Jared Larkin         | B.S., 1999, Southern Utah University; M.F.A., 2003, University of Illinois   | Associate Professor, Theatre                 |
| Christopher LeCluyse | B.A., 1995, Oberlin College; M.A., 1997, Ph.D., 2002, The University of Texas at Austin  | Professor, Literature, Media, and Writing    |
| Kathryn Lenth        | B.S., 2005, New Mexico Institute of Mining and Technology; M.S., 2009, New Mexico Institute of Mining and Technology; Ph.D., 2013, University of Wyoming | Associate Professor, Computer Science        |
| Jingsai Liang        | B.S., 2008, M.S., 2012, North China University of Technology; M.S., 2014, Ph.D., 2017, Middle Tennessee State University                                 | Associate Professor, Computer Science        |
| Julian Mendez        | B.A., 2009, Eastern Washington University; M.A., 2011, Ph.D., 2014, University of Arizona  | Associate Professor, Psychology              |

| Name                | Education   | Title                                      | Name                       | Education  | Title                             |
|---------------------|---|--|----------------------------|--|-----------------------------------|
| Nicholas D. More    | B.A., 1987, University of Notre Dame; Ph.D., 1995, University of Texas at Austin  | Professor, Philosophy                      |                            | Northern Colorado; D.M., 2016, University of Missouri – Kansas City  |                                   |
| Lance Newman        | B.A., 1986, New College of Florida; M.A., 1993, Ph.D., 1998, Brown University   | Professor, Literature, Media, and Writing  | Sean Raleigh               | B.S., 2001, Vanderbilt University; M.A., 2003, Ph.D., 2008, University of California, San Diego  | Professor, Mathematics            |
| Matt Neves          | B.A., 1996, Brigham Young University; M.B.A., 2001, Illinois State University; M.F.A., 2004, University of Exeter                           | Dean; Associate Professor, Fine Arts       | Mark Rubinfeld             | B.A., 1980, University of Hartford; M.S.W., 1982, University of Connecticut; M.A., 1993, Ph.D., 1997, University of Massachusetts, Amherst | Professor, Sociology              |
| Jeffrey Nichols     | B.A., 1982, State University of New York College at Geneseo; Ph.D. 1998, University of Utah   | Professor, History                         | Christine Seifert          | B.S., 1997, M.A., 2000, North Dakota State University; Ph.D., 2005, Oklahoma State University  | Professor, Communication          |
| Kristjane Nordmeyer | B.S., 1997, M.S., 2002, 2005, Ph.D., 2008, University of Utah   | Professor, Sociology                       | Stephanie Stroud           | B.A., University of Washington, 2007; M.F.A., Pennsylvania State University, 2009  | Associate Professor, Theatre      |
| Brent Olson         | B.A., 1998, Carleton College; M.S., 2003, University of Denver; Ph.D., 2011, Syracuse University  | Professor, Environmental Studies           | Bianca Thompson            | B.A., 2009, Wellesley College; Ph.D., 2015, University of Hawaii at Manoa  | Associate Professor, Mathematics  |
| David Parrott       | B.S., 1990, Humboldt State University; M.A., 1993, Humboldt State University; Ph.D., 2003, Utah State University                            | Associate Professor, Biology               | Krista Todd                | B.A., 2002, University of Northern Iowa; Ph.D., 2013, University of California-San Diego   | Associate Professor, Neuroscience |
| Nick Pollock        | B.A., 2011, Colgate University; M.S., 2013, University of Washington; Ph.D., 2019, Boise State University                                   | Assistant Professor, Honors, Geology       | Meghan Wall                | B.A. Wellesley College; M.S. University of North Carolina Chapel Hill; M.F.A. University of Utah   | Associate Professor, Dance        |
| Michael A. Popich   | B.A., 1968, University of Scranton; M.A., 1970, University of Notre Dame; Ph.D., 1980, State University of New York at Binghamton           | Professor, Philosophy                      | Janine Wittwer             | B.S., New York University; M.S., University of Chicago; Ph.D., University of Chicago   | Professor, Mathematics            |
| Spencer Potter      | B.S., 2011, Dixie State University; M.F.A, 2014, Utah State University  | Associate Professor, Theatre               | Kimberly Zarkin            | B.A., 1992, James Madison University; M.A., 1994, Emerson College; Ph.D., 1998, University of Florida                                      | Professor, Communication          |
| Paul Presson        | B.A., 1992, Chapman University; M.A., 1994; Ph.D., 1997, University of New Hampshire  | Associate Professor, Psychology            | Mike Zarkin                | B.A., 1994, University of Minnesota-Twin Cities; M.A., 1997, Ph.D., 2000, University of Florida  | Professor, Political Science      |
| Xiumei Pu           | B.A., Sichuan Normal University; M.A., Sichuan University; M.A., Georgia State University; Ph.D., 2103, University of Minnesota-Twin Cities | Associate Professor, Environmental Studies | <b>School of Education</b> |  |                                   |
| Christopher Puckett | B.M., 2006, Wright State University; M.M., 2008, University of  | Associate Professor, Music                 | Margaret (Peggy) Cain      | B.A., 1980, Wartburg College; M.A., 1983, Ph.D., 1998, University of Wisconsin-Madison   | Professor, Education              |
|                     |   |  | Marilee Coles-Ritchie      | B.S., 1987, University of Utah; M.A., 1993, School for International Training;   | Professor, Education              |

| Name             | Education  | Title   |
|------------------|--|---|
|                  | Ph.D., 2006, University of Utah  |   |
| Shawn Coon       | B.S., 2005, Utah State University; M.Ed., 2017, Westminster University; Ph.D., 2022, University of Utah  | Assistant Professor, Education                      |
| Kellie Gerbers   | B.A., 2008, University of Georgia; M.S., 2010, Ph.D., 2017, Florida State University                     | Associate Professor, Outdoor Education & Leadership |
| Lowell Oswald    | B.A., B.S., 1983, University of Utah; M.S., 1988, Utah State University; Ph.D., 1995, University of Utah | Associate Professor, Education                      |
| Rebecca Penerosa | B.M., 2000, M.Ed., 2002, University of the Pacific-Stockton; Ph.D., 2016, University of Utah             | Associate Professor, Arts Education                 |
| AJ Verkouw       | B.S., 2013, Colorado State University-Pueblo; M.S., 2019, University of Utah                             | Assistant Professor, Outdoor Education & Leadership |

#### Bill and Vieve Gore School of Business

| Name                 | Education  | Title                           |
|----------------------|--|---------------------------------|
| Susan Scheller Arsht | B.A., 1983, Georgetown; M.B.A., 1987, Thunderbird School of Global Management; Ph.D., 2014, University of New Mexico                 | Assistant Professor, Management |
| Chelsea Dye          | B.S., 2004, Westminster University; M.Acc., 2008, University of Utah; J.D., 2008, Brigham Young University                           | Associate Professor, Accounting |
| Charlotta Farr       | B.A., 2008, Eastern Washington University; M.S., 2012, Ph.D., expected 2020, University of Utah                                      | Assistant Professor             |
| Michael Glissmeyer   | B.S., 2003, MBA, 2004, California State University; Ph.D., 2010, New Mexico State University   | Assistant Professor, Management |
| Victoria Graham      | B.S., 1985, Colorado State University-Fort Collins; M.B.A., 1991, Seattle University; Ph.D., 1997, University of Southern California | Professor, Management           |
| Richard Haskell      | B.S., 1995, Brigham Young University; M.S., 2011, Ph.D., 2015, University of Utah  | Professor, Finance              |

| Name                   | Education  | Title                                 |
|------------------------|--|---------------------------------------|
| Dara A. Hoffa          | B.S., 1980, Brigham Young University; M.Acc., 1987, Utah State University  | Associate Professor, Accounting       |
| Dax Jacobson           | B.A., 2002, Utah State University; M.B.A., 2006, Ph.D., 2012, Bentley University   | Dean; Associate Professor, Management |
| Brian Jorgensen        | B.A., 1981, MBA, 1982, University of Utah; J.D., 1985, Brigham Young University; Ph.D., 1995, University of California Los Angeles | Associate Professor, Marketing        |
| Michael A. Keene       | B.A., 1977, Princeton University; Ph.D., 1984, Harvard University; MBA, 1992, University of Iowa                                   | Associate Professor, MBATC            |
| Lauren Lo Re           | B.B.A., 1985, Baylor University; C.F.P., M.B.A., 1994, Westminster University  | Associate Professor, Finance          |
| Michael Mamo           | B.A., 1983, Addis Ababa University (Ethiopia); M.A., 1994, Ph.D., 2000, Western Michigan University                                | Associate Professor, Economics        |
| Alysse Morton          | B.S., 1990, Indiana University; Ph.D., 1997, Georgia Institute of Technology   | Professor, Management                 |
| A. Nancy Panos Schmitt | B.S., 1974, University of Utah; M.S., 1976, Virginia Tech; M.B.A., 1979, University of Utah  | Associate Professor, Marketing        |

#### School of Nursing

| Name              | Education   | Title   |
|-------------------|---|---|
| Daniel Bunker     | B.S., 1997, Westminster University; M.S.N.A., 2008, Westminster University; D.N.A.P, 2018, Midwestern University                    | Associate Professor, Nurse Anesthesia                   |
| Katie Christensen | B.A., 2009, Washington State University; M.A., 2016, Texas State University; Ph.D., 2021, University of North Carolina at Charlotte | Assistant Professor, Counseling and Counselor Education |
| John Contreras    | B.S., 1983, Arizona State University; M.S.P.H., 2000, Ph.D., 2008, University of Utah   | Professor, Public Health                                |

| Name               | Education  | Title   |
|--------------------|--|---|
| Roland (Sam) Davis | B.S.N., 2005, M.S.N., 2009, University of Utah   | Associate Professor, Nursing                            |
| Elizabeth Hanna    | M.S., London School of Economics, 2002; B.S.N, University of Utah, 2014; D.N.P, University of Utah, 2019                   | Assistant Professor, Nursing                            |
| Elizabeth Harald   | B.S.N., University of Vermont, 1971; M.S.N, University of Wisconsin, 1984; Ph.D., University of Utah, 2004                 | Associate Professor, Nursing                            |
| Susanne Jones      | B.S.N., Assistant Professor of Nursing, 2008; M.S.N., Westminster University, 2014; D.N.P., Westminster University, 2020   | Assistant Professor, Nursing                            |
| Han Kim            | B.S.E., 1991, University of Michigan; M.S.P.H., 1998, University of Utah; Ph.D., 2002, University of Washington            | Professor, Public Health                                |
| Ronda Lucey        | B.S.N., 1990; University of Utah; M.S., 1997, University of Utah; D.N.P., 2009, University of Utah                         | Professor, Nursing                                      |
| Heidi Mason        | B.A., 1985, University of Utah; B.S.N., 1990, M.S.N.E.D., 2009, Westminster University                                     | Assistant Professor, Nursing                            |
| Colette McAfee     | B.A., 2010, M.P.H., 2012, University of Michigan; Ph.D., 2015, University of Toledo  | Associate Professor, Public Health                      |
| Patrick McMillion  | B.S., 2008, Illinois State University; M.S., 2012, Northern Illinois University; Ph.D., 2022, Northern Illinois University | Assistant Professor, Counseling and Counselor Education |
| Cristina Monge     | B.S.N., 2015, Southern Utah University; M.S.N., 2020, University of Utah   | Assistant Professor, Nursing                            |
| Ted Morris         | M.S.N.A. Mayo School of Health Related Sciences, B.S.N. Weber State University   | Assistant Professor, Nursing                            |
| Rachel Myrer       | B.S., 2014, Brigham Young University; M.P.H., 2018, University of Utah   | Assistant Professor, Public Health                      |
| Curtis Nielsen     | BS, Weber State University, 2009; D.N.P.A., Texas Christian University, 2015   | Assistant Professor, Nurse Anesthesia                   |

| Name              | Education   | Title   |
|-------------------|---|---|
| Shauna Olsen      | B.S., 2002, Westminster University; M.S.N., 2009, Westminster University; D.N.P., 2022, University of Utah                      | Assistant Professor, Nursing                  |
| Rebecca Sanderson | B.S.N, 2006, M.S., 2016, University of Utah   | Associate Professor, Nursing                  |
| Art Shimata       | M.A.E., Gonzaga University; D.N.P., Midwestern University   | Professor, Nurse Anesthesia                   |
| Sheryl Steadman   | B.S., 1972, Brigham Young University; M.S., 1983, Ph.D., 2003, University of Utah   | Associate Professor, Nursing; Dean            |
| Juanita Takeno    | B.S., 1976, University of Utah; M.S., 2007, D.N.P., 2012, Regis University  | Assistant Professor, RN to BSN                |
| Cindy Thomas      | B.S.N., 1987, Brigham Young University; M.S.N., 2019, Westminster University  | Assistant Professor, Nursing                  |
| Chris Torman      | B.S.N, Weber State University, 1999; M.S.N, University of South Carolina, 2003; D.N.P.A., University of Northern Colorado, 2020 | Associate Professor, Nurse Anesthesia         |
| Heidi Waldrop     | B.S.N., 2011, M.S.N., 2013, Weber State University  | Assistant Professor, Nursing                  |
| Janine Wanlass    | B.S., 1978, Brigham Young University; M.S., 1984, Ph.D., 1991, University of Utah   | Professor, Counseling and Counselor Education |
| Jon Worthen       | B.S., 1992, University of Utah; M.S.N., 2009, Westminster University  | Associate Professor, Nursing                  |

### Faculty Emeriti

| Name            | Title                                  | Years at Westminster University |
|-----------------|--|---------------------------------|
| Stephen R. Baar | Professor Emeritus, English            | 1971–2006                       |
| Shannon Bellamy | Professor Emeritus, Management         | 1991–2015                       |
| Karlyn Bond     | Professor Emeritus, Music              | 1998–2020                       |
| Gaylen Bunker   | Professor Emeritus, Accounting/Finance | 1988–2015                       |
| Dan Byrne       | Professor Emeritus, Computer Science   | 2000–2018                       |

| Name                | Title                              | Years at Westminster University |
|---------------------|------------------------------------|---------------------------------|
| Mary Jane Chase     | Professor Emeritus, History        | 2000-2020                       |
| Carolyn Connell     | Professor Emeritus, Mathematics    | 1983-2018                       |
| Don Doxey           | Professor Emeritus, Art            | 1961-1994                       |
| Janet Dynak         | Professor Emeritus, Education      | 1997-2016                       |
| Charles Ehin        | Professor Emeritus, Management     | 1983-2001                       |
| Lesa Ellis          | Professor Emeritus, Neuroscience   | 2002-2022                       |
| Lottie Felkner      | Professor Emeritus, Nursing        | 1967-1991                       |
| Fred Fogo           | Professor Emeritus, Communication  | 1990-2013                       |
| Diane Forster-Burke | Professor Emeritus, Nursing        | 1991-2015                       |
| Michael Gaschler    | Professor Emeritus, Sociology      | 1969-2002                       |
| Peter Goldman       | Professor Emeritus, English        | 2001-2020                       |
| Susan Gunter        | Professor Emeritus, English        | 1988-2010                       |
| Elree Harris        | Professor Emeritus, English        | 1989-2014                       |
| Elizabeth Herrick   | Professor Emeritus, Mathematics    | 1984-2016                       |
| Helen Hodgson       | Professor Emeritus, Communications | 1992-2017                       |
| Steve Hurlbut       | Professor Emeritus, Management     | 1998-2018                       |
| Carolyn Jenkins     | Professor Emeritus, Education      | 1996-2011                       |
| Shirley Knox        | Professor Emeritus, Nursing        | 1969-1998                       |
| Kay Kuzminski       | Professor Emeritus, Pottery        | 1975-2013                       |
| Kenneth Meland      | Professor Emeritus, Management     | 1985-2019                       |
| Marsha Morton       | Professor Emeritus, Nursing        | 1981-2011                       |
| Robert Patterson    | Professor Emeritus, Finance        | 2004-2021                       |
| Barry G. Quinn      | Professor Emeritus, Biology        | 1962-2001                       |
| Chris Quinn         | Professor Emeritus, Music          | 1994-2021                       |
| Alan Rogers         | Professor Emeritus, Accounting     | 1979-2017                       |

| Name               | Title                                  | Years at Westminster University |
|--------------------|--|---------------------------------|
| Judith Hall Rogers | Professor Emeritus, Biology            | 1990-2017                       |
| Colleen Sandor     | Professor Emeritus, Psychology         | 2002-2021                       |
| Joyce Sibbett      | Professor Emeritus, Education          | 1997-2016                       |
| Gretchen Siegler   | Professor Emeritus, Anthropology       | 1994-2021                       |
| David Stanley      | Professor Emeritus, English            | 1991-2008                       |
| Thomas E. Steinke  | Professor Emeritus, Physical Education | 1966-2000                       |
| Charles Tripp      | Professor Emeritus, Political Science  | 1985-2012                       |
| Jerry Van Os       | Professor Emeritus, Accounting         | 1988-2019                       |
| Michael Vought     | Professor Emeritus, Theatre            | 1996-2021                       |
| Nina Vought        | Professor Emeritus, Theatre/Dance      | 2001-2021                       |
| Joy Woolf          | Professor Emeritus, Spanish            | 1990-2013                       |
| Maria Wrotniak     | Professor Emeritus, Economics          | 1989-2015                       |

## 2024–2025 ACADEMIC CALENDAR

### Fall Semester (FA) 2024

| Important Academic Deadlines and Holidays             | Date                                    |
|---|---|
| Faculty Retreat                                       | Friday, August 16                       |
| Residence halls open for first-year students          | Saturday, August 17                     |
| First-year student orientation begins                 | Sunday, August 18                       |
| Convocation (all university)                          | Monday, August 19                       |
| Residence halls open for continuing students          | Tuesday, August 20                      |
| <b>Classes begin</b>                                  | <b>Wednesday, August 21</b>             |
| Last day to add, drop, change to an audit             | Friday, August 30                       |
| <b>Labor Day Holiday (university closed)</b>          | <b>Monday, September 2</b>              |
| Fall and Annual Census                                | Tuesday, September 3                    |
| <b>Fall break (university closed on Friday)</b>       | <b>Monday–Friday, October 14–18</b>     |
| Last day to elect CR/NC option (undergraduates only)  | Friday, November 8                      |
| Last day to withdraw from classes without grade of WF | Friday, November 8                      |
| <b>Thanksgiving holiday (university closed)</b>       | <b>Wednesday–Friday, November 27–29</b> |
| Last day of classes                                   | Friday, December 13                     |
| Residence halls close at noon                         | Saturday, December 14                   |
| Final grades are due from faculty at noon             | Wednesday, December 18                  |
| <b>Winter break (university closed)</b>               | <b>December 24–January 1</b>            |

### Spring Semester (SP) 2025

| Important Academic Deadlines and Holidays         | Date                              |
|---|-----------------------------------|
| University reopens                                | Thursday, January 2               |
| Residence halls open                              | Monday, January 20                |
| <b>MLK holiday (university closed)</b>            | <b>Monday, January 20</b>         |
| <b>Classes begin</b>                              | <b>Tuesday, January 21</b>        |
| Last day to add/drop/change to audit              | Wednesday, January 29             |
| Spring Census                                     | Monday, February 3                |
| <b>Spring break (university closed on Friday)</b> | <b>Monday–Friday, March 17–21</b> |
| Last day to elect CR/NC option (undergraduate)    | Friday, April 11                  |

| Important Academic Deadlines and Holidays                              | Date              |
|--|-------------------|
| Last day to withdraw from classes without grade of WF                  | Friday, April 11  |
| Westminster Student Showcase (No UG Classes or faculty/staff meetings) | Friday, May 2     |
| Last day of classes  | Friday, May 9     |
| Residence halls close at noon  | Saturday, May 10  |
| Final grades are due from faculty at noon                              | Wednesday, May 14 |
| Commencement - Graduate Students                                       | Friday, May 16    |
| Commencement - Undergraduate Students                                  | Saturday, May 17  |

### Summer Term - First 4 Weeks, aka May-Term 2025

| Important Academic Deadlines and Holidays             | Date                  |
|---|-----------------------|
| <b>Classes begin</b>                                  | <b>Monday, May 19</b> |
| <b>Memorial Day (university closed)</b>               | <b>Monday, May 26</b> |
| Last day to add, drop, or change to an audit          | Tuesday, May 27       |
| Last day to elect CR/NC option (undergraduate)        | Friday, May 30        |
| Last day to withdraw from classes without grade of WF | Friday, June 6        |
| Last day of classes                                   | Saturday, June 14     |
| Final grades are due from faculty at noon             | Wednesday, June 18    |

### Summer Term - First 8 Weeks 2025

| Important Academic Deadlines and Holidays             | Date                   |
|---|------------------------|
| <b>Classes begin</b>                                  | <b>Monday, May 19</b>  |
| <b>Memorial Day (university closed)</b>               | <b>Monday, May 26</b>  |
| Last day to add, drop, change to an audit             | Tuesday, May 27        |
| <b>Juneteenth Holiday* (university is closed)</b>     | <b>Monday, June 16</b> |
| Last day to elect CR/NC option (undergraduates only)  | Friday, June 20        |
| Last day to withdraw from classes without grade of WF | Friday, June 27        |
| Last day of classes                                   | Saturday, July 12      |
| Final grades are due from faculty at noon             | Wednesday, July 16     |

**Summer Term - Full 12 Weeks 2025**

| Important Academic Deadlines and Holidays             | Date                     |
|---|--------------------------|
| <b>Classes begin</b>                                  | <b>Monday, May 19</b>    |
| <b>Memorial Day (university closed)</b>               | <b>Monday, May 26</b>    |
| Last day to add, drop, change to an audit             | Tuesday, May 27          |
| <b>Juneteenth Holiday* (university is closed)</b>     | <b>Monday, June 16</b>   |
| <b>Independence Day holiday (university closed)</b>   | <b>Friday, July 4</b>    |
| Last day to elect CR/NC option (undergraduates only)  | Friday, July 11          |
| <b>Pioneer Day holiday (university closed)</b>        | <b>Thursday, July 24</b> |
| Last day to withdraw from classes without grade of WF | Friday, July 25          |
| Last day of classes                                   | Monday, August 11        |
| Final grades are due from faculty at noon             | Thursday, August 14      |

**Summer Term - Second 4 Weeks 2025**

| Important Academic Deadlines and Holidays             | Date                    |
|---|-------------------------|
| <b>Juneteenth Holiday* (university is closed)</b>     | <b>Monday, June 16</b>  |
| <b>Classes begin</b>                                  | <b>Tuesday, June 17</b> |
| Last day to add, drop, change to an audit             | Monday, June 23         |
| Last day to elect CR/NC option (undergraduates only)  | Friday, June 27         |
| Last day to withdraw from classes without grade of WF | Monday, July 7          |
| Last day of classes                                   | Saturday, July 12       |
| Final grades are due from faculty at noon             | Wednesday, July 16      |

**Summer Term - Third 4 Weeks 2025**

| Important Academic Deadlines and Holidays            | Date                     |
|--|--------------------------|
| <b>Independence Day holiday (university closed)</b>  | <b>Friday, July 4</b>    |
| <b>Classes begin</b>                                 | <b>Monday, July 14</b>   |
| Last day to add, drop, or change to an audit         | Monday, July 21          |
| <b>Pioneer Day holiday (university closed)</b>       | <b>Thursday, July 24</b> |
| Last day to elect CR/NC option (undergraduates only) | Friday, July 25          |

| Important Academic Deadlines and Holidays             | Date                |
|---|---------------------|
| Last day to withdraw from classes without grade of WF | Friday, August 1    |
| Last day of classes                                   | Monday, August 11   |
| Final grades are due from faculty at noon             | Thursday, August 14 |

**Summer Term - Final 8 Weeks 2025**

| Important Academic Deadlines and Holidays             | Date                     |
|---|--------------------------|
| <b>Juneteenth Holiday* (university is closed)</b>     | <b>Monday, June 16</b>   |
| <b>Classes begin</b>                                  | <b>Tuesday, June 17</b>  |
| Last day to add, drop, change to an audit             | Monday, June 23          |
| <b>Independence Day holiday (university closed)</b>   | <b>Thursday, July 4</b>  |
| Last day to elect CR/NC option (undergraduates only)  | Friday, July 18          |
| <b>Pioneer Day holiday (university closed)</b>        | <b>Thursday, July 24</b> |
| Last day to withdraw from classes without grade of WF | Friday, July 25          |
| Last day of classes                                   | Monday, August 11        |
| Final grades are due from faculty at noon             | Thursday, August 14      |

**ACADEMIC POLICIES AND PROCEDURES****Registration****Credit Hours**

One credit hour is given for one 50-minute class per week for 14 weeks or the equivalent.

**Registration Sessions**

Registrations are accepted via the university's web system, Self-Service, or in person. Students are prioritized by class level and notified of their dates to register in advance by email. Registration dates are also published on the [Register for Classes](#) webpage.

**Academic Load**

| Fall/Spring/Summer                               | Hours      |
|--|------------|
| Full-time  | 12–16      |
| Part-time  | 6–11       |
| Less than part-time                              | 5 or fewer |
| Maximum for students on probation                | 13         |
| Full time for students with financial assistance | 12         |

## Academics

| Fall/Spring/Summer                             | Hours |
|--|-------|
| Full time for students with veterans' benefits | 12    |
| Minimum for international students             | 12    |

### Overload Hours

Students who wish to register for more than the maximum number of hours must have at least a 3.0 GPA. Students who wish to take more than 20 credit hours in a regular semester (Fall or Spring) must also have the permission of their academic advisor and the dean of the appropriate school.

### Prerequisite Requirements

Certain courses at the university have course and skill prerequisites. The prerequisites for a course are listed in the academic catalog and class schedule. Students are permitted to pre-register for a course that has prerequisites provided the prerequisite coursework is in progress at the time of the registration session. Students are responsible for making sure they have met prerequisites and grade standards prior to the beginning of each semester. The university reserves the right to withdraw a student from any course for which prerequisites and grade standards have not been met.

### Writing Emphasis Requirement

Undergraduate students must take a Writing Emphasis course (or equivalent course in the Honors College curriculum: HON 201, HON 202 or HON 203) within their first three terms of full-time enrollment at Westminster. A full-time semester is 12-16 credits hours during fall and spring semesters.

In the event that a student fails the Writing Emphasis in their third semester, the student must continue enrolling in a WE course every term until pass.

In the event that a student fails WRIT 109, and therefore, they cannot be placed into a Writing Emphasis by their third semester, the student may complete the Writing Emphasis requirement by their fifth semester.

### May Term

May Term is offered for undergraduate students during the first four weeks of Summer semester. May Term is designed to help students fulfill upper division elective requirements, as well as to offer unique courses where students can gain in-depth knowledge of interesting topics in classes which are not offered during the Fall and Spring semesters. May Term also gives instructors the opportunity to teach courses that devote focused attention to a subject that emphasizes their areas of expertise. May Term classes are typically two credits, and meet for six hours in class each week.

In addition to regular course offerings, we also offer several international and domestic study tours each May term under the direction of Westminster faculty. May Term study experiences have taken Westminster students to places such as southern Utah, California, New York, Africa, Australia, New Zealand, China, and many countries in Europe. The cost of a study experience is not included in May Term tuition.

Please note that if a student wishes to use a May Term Study Experience to receive world language credit towards fulfilling their world language requirement, then that language must be the native or predominant language of the country of destination, and a world language faculty member must co-teach the course, and a student must have already passed at least one semester of world language instruction in the same language at the university level.

### Holds

The university may place administrative holds for students with outstanding financial obligations, overdue library books, library fines, bad checks, or other obligations to the university. Once a hold has been placed, students may be prevented from registering or obtaining diplomas or official transcripts until the obligation is met. Unofficial informational transcripts are available on Self-Service.

### Adding Classes/Late Registration

Students may register through the last day to add/drop classes published in the [academic calendar](#). Classes that are not held for the full semester

may have alternative registration and withdrawal dates. Please reference Self-Service for alternative registration dates and the chart below for withdrawal information.

| Session Type         | Deadline          | Withdrawal Grade |
|----------------------|-------------------|------------------|
| 2 Meeting Sessions   | After 1st Session | WF               |
| 3 Meeting Sessions   | After 1st Session | W                |
|                      | After 2nd Session | WF               |
| 4-5 Meeting Sessions | After 1st Session | W                |
|                      | After 2nd Session | W                |
|                      | After 3rd Session | WF               |
| 6 Meeting Sessions   | After 1st Session | No W             |
|                      | After 2nd Session | W                |
|                      | After 3rd Session | W                |
|                      | After 4th Session | WF               |
|                      | After 5th Session | WF               |
| 7 Meeting Sessions   | After 1st Session | No W             |
|                      | After 2nd Session | W                |
|                      | After 3rd Session | W                |
|                      | After 4th Session | WF               |
|                      | After 5th Session | WF               |
|                      | After 6th Session | WF               |

### Class Schedules

Students can check their schedule and print a confirmation at any time using Self-Service. Students are expected to check these confirmations carefully and report discrepancies to the Registrar's Office.

### Wait Lists

Once a class reaches capacity, a student has the option of being put on a wait list for that class. As space becomes available, students are added in the class automatically by the Registrar's Office if they otherwise meet qualifications and have space in their existing schedule. Student athletes seeking to add a class through the waitlist should communicate with the Eligibility Coordinator in the Registrar's Office to have their hold removed. Although many students get into their classes from the wait list, students are encouraged to choose alternate courses whenever possible.

### Cross-listed and Meets-with Courses

Courses may be cross-listed with multiple department prefixes. When a course is cross-listed in two or more ways, it remains a single course. Students work from the same syllabus toward the same learning outcomes, and there is no differentiation of instruction. Course numbers, titles, descriptions, and prerequisites should normally match. Regardless of which course prefix a student registers under, the course counts toward the same requirement in their degree audit. Lower-division courses may not be cross-listed with upper-division courses, and upper-division courses may not be cross-listed with graduate courses.

Two different courses, including courses at different levels, may meet with each other. They should normally have different syllabuses and learning outcomes with clearly differentiated instruction, particularly when lower-division, upper-division, or graduate courses meet together. There should be clear pedagogical and/or operational reasons for the courses to meet at the same time in the same place. A course that meets with another counts in a student's degree audit only under its own prefix and course number.

## Class Attendance

Students are expected to attend all sessions of each class. Student attendance is tracked through the end of the first two weeks, also referred to as the census date. Students who have not attended any of their courses through this limited attendance taking period and have not made arrangements with their faculty members and/or made tuition payment arrangements may be administratively withdrawn and a grade of AW will appear for applicable courses on the student's transcript. After the census date, specific attendance requirements are established by each instructor, and such requirements are enforced by the university. Students are responsible for making sure they have dropped courses that they do not plan to attend.

## Census Date

Census date is the point at which a student's enrollment is locked for reporting and financial aid purposes. Census coincides with the end of the first two weeks of each semester. At this point in the semester, credit hours for financial aid are locked for the semester and aid is adjusted to reflect these official enrolled credits. For example, a student received aid at the beginning of the term based on full-time enrollment and then dropped credits. Aid is revised on the census date to match eligibility based on the number of credits enrolled. Students withdrawing from all courses after the census date may have further adjustments to federal aid eligibility based on the Return of Title IV calculation. The institution uses this census date for fall enrollment reporting.

## Excused Absence Policy

Westminster University recognizes that students may occasionally have to miss classes for legitimate reasons. The university further recognizes that not every learning experience a student has in university takes place in a classroom or by a predetermined schedule. Further, we are dedicated to giving students the space and time they need to fulfill spiritual and cultural obligations, to care for their own wellbeing, and to foster their own intellectual and professional growth. The university therefore encourages faculty members to excuse absences that are necessitated for reasons that spring from their priorities. At the same time, class attendance is especially important in a student-centered learning environment at Westminster. The excused absence policy is designed to help instructors balance these possibly competing values, and to inform them of certain legal obligations pertaining to class attendance.

If instructors choose to establish them, course-specific attendance policies must appear on the course syllabus and must be available to students within the first week of classes. Course-specific policies can supersede this policy when it comes to university-sponsored activities (item 1 below), but not when recognized religious holidays, authorized ADA accommodations, or military service require absences. Westminster University expects students to attend all class meetings with the following excused exceptions:

- Absences necessitated by university-sponsored activities, including athletics, academic-conference attendance, or mock trial contests. Students must provide documentation from the office sponsoring the events necessitating absences before the end of the add/drop period each semester. The documentation should provide a comprehensive list of all possible absences, including those that may not be necessary (for example, post-season competition). In some rare cases, the sponsoring office may not have complete information about events so early in this semester. Instructors should be informed in writing of these uncertainties before the end of the add/drop period.
- Absences required by religious or cultural observances of substantial import. Before the end of the add/drop period, the student must provide the instructor a comprehensive written list of absences necessitated by religious or cultural observances.
- Absences required under a university-administered ADA accommodation. The office of Disability Services will communicate the nature of the accommodation to the faculty member.
- Absences required by a student's military service. Before the end of the add/drop period, the student must provide the instructor a comprehensive written list of absences necessitated by military service.

Student responsibilities in case of excused absence: An excused absence does not excuse the student from work done in class on that day. The student should discuss the consequences of missing class with the instructor, and is responsible for obtaining notes or other documents associated with the missed meeting and making up any work produced in that meeting (including exams) on a timetable provided by the instructor. The student should understand that some work carried out in class, for example class discussions and associated pieces of writing, cannot be made up in any

reasonable way. Instructors should nonetheless make reasonable efforts to help students complete any learning activities they miss because of excused absences (e.g., providing any materials distributed or presented in class and providing opportunities for make-up exams and activities). It is important for students to recognize that no absence is without consequence, and that even excused absences may have some impact on their grades.

In the event that an instructor believes a student cannot complete the course objectives due to excused absences, the student may be advised to drop the class. In the event that a student misses so many class meetings that they cannot achieve the course-learning outcomes, the instructor may work with the Office of the Dean of Students to facilitate the student's withdrawal from the class.

Please note that this policy only applies if student-athletes have met with their instructors and provided them with the team travel schedule letters before the add/drop date each semester. See "Class Attendance" for more information.

## Directed Studies/Independent Learning

A completed [Application for Independent or Directed Studies](#) course, signed by the instructor and School Dean, must be submitted to the Registrar's Office.

## Auditing Courses

Students may elect to audit courses at Westminster according to the guidelines listed below. Courses that are entered on students' permanent records as audited (AU) earn no credit and fulfill no requirements.

### Regular Audit

Students may [register for a regular audit](#) (one-half of credit tuition) according to the following guidelines:

- Subject to space availability, students may sign up to audit a class on the first day of class.
- Only students accepted to Masters degree programs may audit graduate classes.

### Alumni Audit

Students who graduated from Westminster and who are not currently pursuing a degree [may register for an Alumni Audit](#) according to the following guidelines:

- Alumni must register through the Alumni Relations Office. Registrations accepted by the Alumni Office will be verified two business days prior to the first day of class and are subject to space availability.
- Alumni will not be added to waitlists when a course is considered full.
- Alumni Audit applications must be received at least two business days before the first day of the semester.
- Students wishing to participate in the Alumni Audit program are required to adhere to all university deadlines for withdrawal and payment of tuition and fees. Students who fail to withdraw will be charged accordingly. Alumni Audits will receive a bill from accounting.
- Students currently pursuing a graduate degree may not participate in the Alumni Audit program for an undergraduate course while taking classes at the graduate level.
- Not all classes are eligible for Alumni Audits. For example, it is not possible to take music lessons or independent art courses at the Alumni Audit rate due to the costs of hiring instructors. Please contact the Alumni Office for eligible courses.
- Only students with graduate-level degrees from Westminster University may choose to audit a graduate-level course. The following programs will allow alumni to audit courses in their programs:
  - Master of Education Program (MED)
  - Master of Community Leadership (MACL)
  - Master of Public Health (MPH)
  - Master of Business Administration (MBA)
  - Master of Business Administration in Technology Commercialization (MBATC)
  - Master of Accountancy (MACC)
- \$100 Fee per class and any applicable course fees + \$50 technology fee per semester
- Ceramics classes include a \$250 materials fee.

### Advising Services

Every student gets an advising team composed of Griffins from around campus who are there to support their entire academic journey. Academic advisors guide you through self-discovery, community involvement, and all the decisions you get to make at Westminster, assisting you in your intentional exploration and planning of educational opportunities. From the summer before you begin your Westminster journey through graduation, academic advisors are there to support you.

Academic advisors can help you with all of the following, and more:

- Exploring majors, minors, and advising paths
- Planning for course registration
- Selecting courses
- Developing study strategies
- Campus connection
- Community involvement
- Removing account holds
- Strengthening decision-making skills
- Declaring your major
- Website tutorials
- Determining if the credit/no credit option is right for you
- Exploring withdrawal options

### Compliance with F-1 or J-1 Student Regulations

Students attending Westminster in F-1 or J-1 nonimmigrant student status must abide by regulations established by the U.S. Department of Homeland Security. Students are responsible for being informed of the regulations specific to their nonimmigrant student status. The Office for Global Engagement provides orientation and regular updates about F-1 and J-1 regulations. Students can also find information about regulations at <https://studyinthestates.dhs.gov> and <https://j1visa.state.gov>.

A student who fails to comply with regulations will lose student status, their I-20 or DS-2019 will be terminated, and may be subject to deportation. A student whose I-20 or DS-2019 has been terminated due to loss of student status is not eligible to enroll in classes at Westminster unless the student has taken action to apply for reinstatement or travel and reenter with approval from the Office for Global Engagement.

### Study Abroad

To be eligible to apply for a study abroad program, a student must be enrolled at Westminster at the time of application; completed one full-time semester; and be in good academic, disciplinary, and financial standing. Credits earned on a study abroad program are considered transfer credit and will be evaluated based on the Criteria for the Acceptance of Transfer Credit in the Academic Catalog. Students must complete the study abroad credit pre-approval process with their faculty advisor to determine how credits can fulfill degree requirements. Students who study abroad in the final semester prior to graduation will not be certified as graduated until the transcript from the program has been received and the credits have been posted to the degree audit. Study abroad credit is exempt from the Residency Requirement policy which requires the last 36 hours of coursework be taken in residence.

For students to be eligible to use federal financial for a study abroad program, students must enroll full-time (equivalent to 12 U.S. credits) on the program and complete the verification of enrollment with the Financial Aid Office. Institutional merit scholarships and need based grants can only be used on study abroad exchange programs which bill Westminster tuition through a student's tuition account. Tuition remission and tuition exchange benefits can only be used on a study abroad exchange program for a maximum of one semester.

---

## Withdrawal and Leave of Absence

### Withdrawing from Courses

Students may withdraw from one or more classes while remaining enrolled in other classes by adjusting their schedules through Self-Service. To withdraw from all classes and inactivate your student status with the university, submit a [Withdrawal Request](#) to the Registrar's Office. For full-semester courses, students may withdraw from classes without penalty before the second full week of classes. For classes that meet in 7-week blocks, students may withdraw without penalty before the second class session. Please refer to the [Student Accounts Services](#) web page for the tuition refund schedule.

For full-semester courses, students may still withdraw from class through the eleventh week of class and receive a W. For classes that meet in 7-week blocks, students may withdraw from class before the sixth session and receive a W, which does not affect a student's GPA. Students who withdraw after these dates receive a grade of WF, which is calculated as an F in the GPA.

Specific withdrawal deadlines are listed in the Academic Calendar. In the case of illness or injury, family members may complete the student withdrawal from the university. In case of duress or special need, an administrative withdrawal may be initiated by the Dean of Students.

Students who fail to withdraw from courses are liable for all tuition and interest charged to their accounts. Students may be administratively withdrawn on the census date receiving a final grade of AW if they do not attend any classes during the first two weeks of the semester. Grades of F are assigned at the end of the semester for any classes when students remain enrolled.

### Late Withdrawal for Unusual or Extenuating Circumstances

Students sometimes face unusual or extenuating circumstances that prevent them from finishing a course or semester or otherwise complying with institutional deadlines. A Review Committee meets monthly to examine petitions made by students regarding retroactive record changes and/or full or partial charges of tuition and fees. A [student's petition](#), which includes a detailed letter and appropriate documentation of the unusual or extenuating circumstances, can be submitted to the Registrar's Office (Bamberger Hall, Upper Floor or [registrar@westminsteru.edu](mailto:registrar@westminsteru.edu)). A form and specific instructions are available on the Registrar's Office website.

All petitions must be submitted within six weeks after the end of the semester in question. Absent serious extenuating circumstances, requests submitted beyond six weeks after the end of the semester will not be considered. Because tuition insurance is recommended, petitions for removal of tuition charges are rarely approved even if the committee decides to approve a change to the academic record. If a petition for refund is granted, changes will be made retroactive only to the last date of attendance, and tuition charges will be adjusted according to Westminster University's posted refund schedule found on the [Student Account Services](#) webpage. Reevaluation by the student's physician or counselor may be required prior to re-enrollment.

Following these guidelines, the Review Committee will either approve or deny all petitions. A student who thinks there has been unfair bias or encountered a procedural error made by this committee may appeal it in writing within ten calendar days to an Appeals Committee chaired by the Vice President for Finance and Administration. The decision reached by this committee is final.

NOTE: The Review Committee cannot change rules regarding the amount of federal financial aid that must be returned when a student does not fulfill program requirements. Students are encouraged to read "Withdrawing and Its Effect on Financial Aid" section in the academic catalog and call or visit the Financial Aid Office to determine specific implications for anticipated registration changes. In many cases, if a student withdraws from classes both the federal and institutional financial aid award may be adjusted and all unpaid tuition resulting from the cancellation will become due immediately.

### Voluntary Leave of Absence

Westminster University recognizes that students occasionally find themselves in circumstances that require a voluntary leave for military or religious service, medical issues, employment, or financial reasons. A voluntary leave of absence at Westminster University is defined as an interruption of continuous enrollment usually less than three regular semesters (does not include May term or summer term). An approved voluntary leave of absence does not defer university loans and students should consult with the Financial Aid Office regarding their eligibility to maintain their current financial aid award.

To be eligible for a leave of absence, students must be a currently registered, degree-seeking student. Some academic programs may impose restrictions upon a leave of absence, so students are encouraged to consult with their academic program or department prior to submitting a request for voluntary leave. A leave of absence is not required for summer term. Students under voluntary leave are not required to readmit upon return and may stay enrolled in their declared governing catalog provided they return within the three semesters. Access to Westminster email and technology accounts remain active during a short-term leave of absence. Students who fail to return to school after an approved leave of absence will be considered withdrawn by the institution and will be expected to reapply.

## National or Religious Service

Students may engage in national (i.e., military) or religious service for an extended period of time (longer than three regular semesters) and will not be required to re-apply to the university upon their planned return date. Westminster will hold institutional scholarships, provided you do not attend another school before returning to Westminster and submit appropriate documentation of national or religious service as part of your leave request. In most cases, students will be placed under current, existing catalog requirements in effect at the time of return.

## Applying for a Leave of Absence

1. Discuss your desire to apply for a leave of absence with your academic or program advisor.
2. Complete the [Leave of Absence Form](#) available on-line or in the Registrar's Office.
3. Submit documentation of national or religious service if leave will extend beyond three regular semesters.
4. Meet with representatives in the Financial Aid Office, Student Account Services, and Residence Life/Housing (if applicable). Students with outstanding financial balances will be required to sign promissory notes and make adequate financial arrangements prior to taking leave.
5. Completed forms must be turned in to the Registrar's Office to complete the leave process.

**Note:** Students who are unable to apply for voluntary leave in person may designate an individual to apply for them, provided there is a Release of Information Form (FERPA) on file for that designated individual.

## Graduation

### Applying for Graduation

Students should submit a completed [graduation application](#) to the Registrar's Office to indicate plans to finish the coursework for their degree.

- **Due October 1** for students planning to graduate after spring, May Term, or summer.
- **Due April 1** for students planning to graduate after fall semester.

Steps:

1. Review your plan to graduate in Self-Service and ensure courses are planned to fulfill every requirement.
2. Schedule a meeting to discuss your plans with your academic advisors for each major, minor, and Honors degree/certificate (if applicable).
3. Update your plans in Self-Service based on your consultation with advisors.
4. Submit the completed graduation application to the Registrar's Office.

### Graduation Requirements

To be eligible for an undergraduate degree, students must satisfy the conditions outlined in each program and satisfy the following conditions:

- **Quantity Standard-** Students must complete a minimum of 124 semester credit hours, 30 of which must be upper-division courses (numbered 300 or above) from a four-year institution. Although some lower division transfer coursework from two-year institutions may be accepted as meeting upper division major requirements, these hours will not be counted toward the 30 upper division hours required for graduation. Students with 123.51 or more hours have completed the quantity standard for graduation.
- **Grade Point Average-** Students must maintain a minimum cumulative grade point average of 2.0 in all work completed at the university. Students must present a minimum cumulative grade point average of 2.3 in their major unless otherwise specified in the major program.
- Fulfill all WCore/Honors College requirements.
- Meet all requirements specific to individual majors and minors.
- Fulfill the residency requirements currently in effect as described under [Degree Requirements](#).

**Note:** Grades of CR or C- or above satisfy WCore requirements for graduation. However, only letter grades of C- or better may be presented to satisfy major or minor requirements including prerequisites (with the exception of Nursing, which requires a grade of C or better; and Education, which requires a grade of C+ or better in all education classes).

**The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.**

## Graduating with Honors

Academic Honors are only awarded at the undergraduate level.

Honors noted in the Commencement program for undergraduate students are based upon the grade point average at the end of the fall semester. Honors designations noted in the program are subject to change based on the calculation of final grade point averages for students attending May and Summer terms.

Grade point averages are not rounded in order to achieve honors. Honors are awarded to undergraduate students who complete 60 hours of coursework at Westminster with letter grades and who meet the following criteria:

- **Summa Cum Laude:** Top 10 percent of eligible students\*
- **Magna Cum Laude:** Second 10 percent of eligible students\*
- **Cum Laude:** Third 10 percent of eligible students\*

\* Eligible students are undergraduate students who complete 60 hours of coursework at Westminster with letter grades.

The grade point averages necessary to meet honors criteria are based on the previous year's graduating class GPA. The GPAs required to receive honors for graduation is determined after the entire class has been graduated in August and are published at the beginning of the Fall semester.

## Academic Rank

Westminster University does not rank its students.

## Dean's List

The Dean's List is an academic honor list computed after Fall and Spring semesters. To qualify for the list, students must complete at least 12 graded credit hours and achieve a 3.5 GPA or higher for the term. Courses graded credit/no credit are not counted toward the 12 hours.

## Commencement

Commencement is typically held in May. All students who complete or will complete their degree requirements within the academic year are eligible to participate in the commencement exercises.

## General Information

### Web Services

Students can use Self-Service to search and register for classes, view and print class schedules, print unofficial transcripts, print degree audits, change their address, and pay tuition. At the end of the semester, all final grades are posted in Self-Service. Self-Service requires a login name and password, which can be obtained through the Information Services department.

Canvas is Westminster's online learning management system. It includes online tools such as syllabi, discussion boards, electronic reserves and more. Students and faculty are automatically loaded into their Canvas courses at the start of a semester; however, as students add and drop, this may not be reflected in Canvas.

The Canvas database is **not connected** to the official main university database directly. Students dropped from Canvas are not considered dropped from courses officially and are still responsible for all tuition charges.

### E-mail Accounts

Each student is provided with a Microsoft Outlook e-mail account when they are accepted as a student. This campus e-mail system provides the e-mail address of all the students, staff, and faculty at Westminster. Students are required to check their campus e-mail frequently because important information is sent to students via e-mail, such as registration deadlines, campus events and activities, or general school announcements. Instructors also use Microsoft Outlook to contact students with specific class information. For instructions on how to check student e-mail or, linking university email to an off-campus email address, please contact the Help Desk on the main floor of the Giovale Library, submit a [Help Desk Request](#), or call the IS Support Phone at 801.832.2023.

### ID Cards

Student ID cards are available in the [Health, Wellness, and Athletics Center \(HWAC\)](#). The card gives access to the fitness center and acts as a library card (giving access to all academic libraries in Utah), a meal card, an activity card, a UTA pass, and official university identification. A semester sticker on the back of the card indicates that the card has been validated through the term indicated. Identification cards must be validated each semester. Replacement cost is \$10.

### Parking and UTA Bus Passes

Please visit the campus patrol web page for information on parking passes. Westminster offers a free UTA pass for students and employees good for all UTA buses (except ski and paratransit buses), Trax, and Front Runner. Visit the [Health and Wellness Center \(HWAC\)](#) to get a current year validation sticker for your ID card which serves as your UTA pass. To use your UTA pass remember to "Tap On and Tap Off".

## ACADEMICS

---

Westminster's instructional programs are characterized by an experienced and available faculty and staff; liberal arts, interdisciplinary and professional programs emphasizing both theoretical and practical learning; an administration committed to academic excellence; a genuine concern for each student's plans and aspirations; small classes that encourage involvement and active learning; and a diverse and friendly student body.

The university welcomes students from all backgrounds and ages, and believes that the knowledge and discipline acquired through the rigors of higher education will lead to new and expanded opportunities.

The university's undergraduate programs are organized and administered through four units: the Westminster College of Arts and Sciences which includes the School of Education, the Honors College; the Bill and Vieve Gore School of Business; and the School of Nursing and Health Sciences. Students choose majors in schools that will best assist them in achieving their academic goals and career interests, and they take courses through the other schools to ensure a balance in their academic endeavors. Close working relationships among the faculty in all the units are of utmost importance to the university in assisting its students.

Each unit is directed by a dean and has its own faculty. Instructional programs and procedures are recommended by the faculty members of each unit and approved by the entire university faculty. The four academic deans and the provost/vice president for academic affairs are responsible for the day-to-day administration of the instructional programs.

Westminster's academic calendar is divided into Fall and Spring semesters, followed by the annual commencement exercise and a 12-week summer term.

During the first four weeks of summer, May Term, undergraduate students concentrate on one or two offerings in a more time-intensive experience than would occur during the rest of the academic year. Some of the May Term courses are offered abroad, with past May Term study experiences including Mexico, Africa, Asia, Australia, France, England, China, Greece, and Italy.

Please refer to the Undergraduate Academic Catalog for detailed information on requirements and course descriptions of Westminster's academic programs. Courses listed are subject to change following normal academic procedures that call for action by each school and by the entire university faculty. Additions, deletions, or changes effected since the publication of this academic catalog are on file in the Office of the Registrar.

### Units

- [College of Arts and Sciences](#)
  - [School of Education](#)
- [Bill and Vieve Gore School of Business](#)
- [The Honors College](#)
- [School of Nursing and Health Sciences](#)

### Programs

- [International Partnership for Service Learning \(IPSL\)](#)

- [McNair Scholars Program](#)
- [ROTC](#)

## DEGREE REQUIREMENTS

---

### Governing Academic Catalog

Westminster offers courses leading to the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Business Administration. The faculties of the four schools determine which of these degrees is to be awarded under each instructional program. Students may meet degree requirements as specified in the Academic Catalog in effect at the time of their entrance into the university, or they may elect to meet requirements given in a later academic catalog. All major, minor, and WCore requirements must be contained within a single issue and may not be selected from several issues.

Students who leave the university for no more than two regular semesters retain the right to be considered under their previous catalog and retain the right for six years following the date of entrance to graduate under requirements current at the time of entrance.

### Graduation and Residence

#### Graduation Requirements

To be eligible for an undergraduate degree, students must satisfy the conditions outlined in each program and must satisfy the following conditions:

- **Quantity Standard**– Students must complete a minimum of 124 semester credit hours, 30 of which must be upper-division courses (numbered 300/3000 or above) from a four-year institution. Although some lower division transfer coursework may be accepted as meeting upper division major requirements, these hours will not be counted toward the 30 upper division hours required for graduation. Students with 123.51 or more hours have completed the quantity standard for graduation.
- **Grade Point Average**– Students must maintain a minimum cumulative grade point average of 2.0 in all work completed at the university. Students must present a minimum cumulative grade point average of 2.3 in their major unless otherwise specified in the major program.
- Fulfill all WCore/Honors College requirements.
- Meet all requirements specific to individual majors and minors.
- Fulfill the residency requirements.

**Note:** Grades of CR or C- or above satisfy WCore requirements for graduation. However, only letter grades of C- or better may be presented to satisfy major or minor requirements including prerequisites (with the exception of Nursing, which requires a grade of C or better; and Education, which requires a grade of C+ or better in all education classes). **The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.**

#### Residence Requirements

Undergraduate students earning baccalaureate degrees from Westminster must complete a minimum of 36 hours of coursework at the university. In addition, undergraduate students must complete in residence:

- their last 36 hours of course work
- at least 12 hours of upper-division course work in any major
- at least 8 hours of course work in any minor or certificate

A maximum of 88 credit hours of external credit is accepted toward a degree. External credit includes any transfer credit, credit by examination, and credit earned through Prior Learning Assessment.

Students may appeal for an exception to the residency policy to the Registrar in writing. Appeals should clearly explain extenuating circumstances and provide a graduation plan. Any courses approved for transfer within a student's last 36 hours must be preapproved as part of the appeals process.

## Academic Major

The university offers the academic majors listed below:

- Accounting
- Art
- Arts Administration
- Biology
- Business Computer Information Systems
- Chemistry
- Communication
- Computer Science
- Dance
- Economics
- Educational Studies
- Elementary Education
- Environmental Studies
- Finance
- Geology
- History
- International Business
- Justice Studies
- Literature, Media and Writing (formerly English)
- Management
- Marketing
- Mathematics
- Music
- Neuroscience
- Nursing
- Outdoor Education & Leadership
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health
- Sociology
- Sports Management
- Spanish - Latin American Studies
- Theatre

The requirements for each of these academic programs are listed according to the school to which they belong. Students are bound by the major requirements of their governing academic catalog. Changes made to program requirements for individual students by advisors are subject to the approval of program chairs, the school dean, and the Registrar.

### Declaring a Major & Planning Required Courses

All students are required to formally declare their major area of study during their sophomore year and complete an advising appointment with a faculty advisor in each of their academic programs (majors, minors, and certificates). A purpose of this advising appointment is to discuss and begin planning remaining degree requirements, with special attention paid to limited offerings and course sequencing within academic programs. A clear plan to complete a degree should be in place early in a student's junior year.

The process for formally declaring programs is explained on the Registrar's Office webpage. Students who have completed this process and turned in the required form(s) are then considered formally declared in their program(s). Students reaching 45 or more credits who have not formally declared their major and/or met with an advisor will not be eligible to register for upcoming semesters.

### Completing Two Majors

A major is an area of specialization within the degree. Students may complete more than one major at the same time but may not complete more than one degree at the same time. For a student completing two majors, or a major and minor, or any other combination of majors and minors, courses that are required for both majors/minors may be used to simultaneously fulfill requirements for both, but elective courses may be used in only one major or minor, unless a policy allowing double-counting of elective courses is stated in the catalog description of the major/minor. This is informally referred to as "double-dipping."

Specific information about combining two Gore School of Business majors may be obtained from the Gore School of Business or the Office of the Registrar to avoid "double-dipping" errors. Students may choose two majors,

one that leads to a B.A., and one that leads to a B.S., but may receive only one degree. The first-listed major on the graduation application determines the degree awarded.

## Customized Major

### Educational Goals

- **Critical Thinking:** Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.
- **Creativity:** Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.
- **Collaboration:** Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.
- **Communication:** Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.
- **Global Responsibility:** Students will (i) employ practices informed by social responsibility across the spectrum of differences and (ii) demonstrate knowledge of and evaluate solutions for, challenges affecting local, regional, and global communities.

### Overview

Highly motivated and creative students may propose individualized programs of study that combine work across multiple traditional disciplines. A Customized Major must consist of a coherent sequence of classes selected from the offerings of at least two academic departments or programs. This sequence must be unified by a consistent conceptual framework that reflects clear focus, along with both breadth and depth of inquiry. There must be a demonstrable relation to a specific set of career or educational objectives, and the program must culminate in an integrative project or thesis. Possible subjects for Customized Majors include historical periods, keystone ideas, enduring questions, and new problems. For instance, a student might study Modernism in history, literature, art, and music; or she might explore the ideas of freedom and responsibility in philosophy, sociology, and political science; or she might combine insights from environmental studies, communications, and education to investigate the challenge of teaching ecological literacy. With the Customized Major, the possibilities are limited only by the student's imagination and capacity for self-direction.

### Program Requirements

The Customized Major is not designed for students who are unable or unwilling to satisfy the requirements of existing academic programs. Applicants must have completed the equivalent of one full-time semester of academic work at Westminster University and must have earned a grade-point average of 3.0 or higher in all classes completed here. Only classes passed with a C or higher may be counted toward the major.

The Customized Major must consist of a minimum of fifty (50) semester credit hours, 80% of which must be taken at Westminster University. The curriculum should reflect a reasonable balance and sequence of introductory, intermediate, and advanced courses, and should include at least one course in research methods from one of the primary disciplines.

It is strongly recommended that each student complete a minimum of eight (8) hours of world language classes, though introductory language classes should not be counted toward the major. As many as eight (8) semester credit hours may be satisfied in field-based coursework such as independent study, internships, community work, and supervised work experience.

Each student must complete a capstone project that integrates insights, information, and methods from the relevant disciplines into a focused inquiry or experience. This project must be proposed to the Advisory Committee (see below) at the beginning of the senior year. The results of the project should be presented in a public forum at Westminster or elsewhere. The completed capstone project must be submitted to the Director by the last day of classes in the student's final semester.

### Applying to the Program

Since the application process can take several months, students interested in pursuing the Customized Major should contact the Director as early as possible in their academic career. The Director will conduct an extensive intake interview with each prospective major, assess the applicant's academic history and interests, provide advice on the process of designing a

## Academics

---

Customized Major, and refer the student to faculty members who can provide field-specific advice regarding the selection and sequencing of courses into a rigorous interdisciplinary curriculum.

The applicant will design an individualized plan of study in consultation with an Advisory Committee consisting of two or more faculty members from across the College. The application to the program should include:

- the title of the proposed major as it will appear on the transcript,
- a list of courses providing both breadth and depth in the major,
- a statement of the specific learning goals of the proposed major,
- a description of the career or educational objectives the major will support,
- a statement of how the proposed major compares to existing programs in the same field at other institutions.

The application should be submitted to the Customized Major Director for approval at least three semesters before the applicant's planned graduation date.

**Contact:** Julie Stewart, Program Director

**Office:** Foster 314

**Phone:** 801.832.2418

**Email:** [jstewart@westminsteru.edu](mailto:jstewart@westminsteru.edu)

### Completing Additional Major or Minor After Graduation

Westminster graduates may choose to complete an additional major or minor after their graduation date and are allowed to use their same governing catalog as long as they stay continuously enrolled. Requirements must be completed within one year of their graduation date and students must meet all requirements in residence at Westminster. The student must notify the Registrar's Office of his or her intention to complete an additional major or minor.

---

## Academic Minor

The university offers an academic minor in most areas of instruction. Each instructional program lists specific minor requirements. Several majors require an accompanying minor. In lieu of a minor, students may support their majors with a broad variety of courses selected in consultation with their academic advisors. A minimum 2.0 GPA is required for coursework used to fulfill requirements for an academic minor. Minimum GPA requirements are listed for each academic minor. Only grades of C- or better may be presented to satisfy minor requirements.

Courses that are required for both a major and a minor may be used to fulfill requirements for both the major and the minor, but elective courses may be used in either the major or the minor. The hours may be used only once. In addition to the above-listed majors, the university offers minors in many of these areas plus minors only in Business, Data Science, Entrepreneurship, French, and Gender Studies. Information about combining Gore School of Business majors and minors may be obtained from the Gore School of Business or the Office of the Registrar.

## Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in applying their learning outside the classroom.

Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid. See individual certificate requirements for details about double dipping courses with requirements from other majors or minors.

---

## Second Bachelor's Degree

Students who have earned a bachelor's degree and are working toward a second bachelor's degree must complete a minimum of 36 credit hours at Westminster University beyond the first degree and must meet all degree requirements. Students may not complete two degrees concurrently.

Students who already have earned a bachelor's degree are considered to have met WCore and upper division hour requirements. Transfer students who have earned a bachelor's degree are automatically awarded 88 credit hours of transfer credit. Nursing prerequisite courses need to be fulfilled by students with prior degrees. Individual evaluations of comparable coursework will be made by the nursing program.

---

## WCore Requirements

WCore at Westminster University is designed to foster the intellectual skills and values that are necessary as a foundation for learning and to encourage the thoughtful integration of different disciplines. The WCore offers a wide range of challenging courses that expands the knowledge of our students and allows them to investigate and express their interests. It is our belief that the WCore will revitalize our liberal education program and will create a climate in which more critical questions are asked and answered by our students. A priority of the reform is to have more full time faculty and instructional staff teaching in the WCore. This goal recognizes the importance of students interacting with faculty specifically in the first two years and throughout their tenure at Westminster. The following university-wide goals form the core of liberal education courses and are reinforced across the curriculum in major areas of study:

- Critical thinking
- Creativity
- Communication
- Collaboration
- Global responsibility

### Fulfilling World Language Requirements

World Language requirements are listed as part of the major requirements for each major (see individual academic program listings). Most majors require eight credit hours to be completed in one of the following two ways:

- Eight credit hours of a single world language, obtained at Westminster or by transfer through two regular semester language classes. Note that if transferred from a quarter-hour school, you must have had all three quarters to equate to two semesters of a world language at Westminster University.
- Four credit hours of a world language and either: four credit hours of a Westminster May/ Summer international study experience or four credits of an international study tour transferred from an accredited university or university. Note that students may only receive such world language credit for participating in a May Term Study Experience (or equivalent from another institution) when the language is the native or predominant language of the country of destination, when a world language faculty member co-teaches the course, and when the student has passed at least one semester of world language instruction in the same language at the university level.

Adequate AP or CLEP examination scores may be used to satisfy all or part of the world language requirement. See [World Language Testing Options](#).

Students may take a Westminster University challenge examination in French or Spanish with approval by a faculty member in the Language program.

Students who have acquired native proficiency in language other than English (including ASL) may be exempt from the world language requirement but must meet with a language faculty member to receive a waiver. (Native proficiency is defined by the US Department of State and the International Center for Language Studies as fluency equivalent to that of an educated native speaker.)

---

## Learning Communities

**Christie Fox**, Director

All new first-year students are required to enroll in a Learning Community. These interdisciplinary learning experiences are part of Westminster's commitment to teaching and are a "best practice" in student engagement and learning. These interdisciplinary experiences are designed to help students:

1. Develop critical, analytical, writing and presentation skills, and
2. Establish strong relationships with other students and with faculty, and
3. Transition to Westminster.

Learning communities at Westminster link two classes together with a common theme. Typically, at least one of the classes also fulfills a WCore requirement. Sometimes, a course is paired with an INTR course which is a course designed for first-year students as a seminar class that focuses on issues of university life. Learning communities are taught primarily by full-time faculty members. One of the benefits of learning communities is that students get to interact with professors who have chosen to teach first-year students as part of their teaching responsibilities at Westminster. These faculty also join the student's advising team.

Learning Communities have been a part of our liberal education program since 2006. These classes vary widely on theme and topic areas. Recently, learning community classes have focused on holistic wellness; business; creating a more just world; and fantasy fiction and music. Current learning community (LC) class offerings are listed in the class schedule and on the Westminster [Learning Communities webpage](#).

#### Notes:

- Honors students' "Welcome to Thinking" class serves as their Learning Community.
- Students who do not pass one or both courses contained within a first-year learning community are not required to repeat the learning community experience but will be required to successfully pass any WCore category represented by courses within the learning community.

## EXTERNAL CREDIT

### Transfer Credit

Westminster University participates with the Utah Transfer Articulation Committee and has established well over 72,000 course equivalencies from Utah schools and schools around the country. Transfer evaluations are processed in the Registrar's Office within 48 hours of the receipt of most university transcripts.

#### Criteria for the Acceptance of Transfer Credit

Westminster University awards transfer credit for coursework that meets the following criteria:

- The transfer institution is regionally accredited.\*
- The credit awarded is for non-remedial coursework taken in general academic areas that are part of the Westminster curriculum. Transfer decisions can be appealed following the process outlined below.
- The credit awarded is for coursework with grades of C- or better. Marks of credit (CR) or pass (P) are not accepted unless verified as equivalent to a C- or above. (Except physical education classes which are offered only for grades of CR or P.) Some programs have a higher minimum grade requirement.

A maximum of 72 credit hours may be awarded from two-year institutions and it is not possible to earn upper division hours from a two-year institution. A maximum of 88 credit hours transferred from all collegiate institutions (two-year and four-year) and external credit (i.e., CLEP, AP, or other credit earned by external means) may be applied toward meeting the total number of hours required for graduation.

Courses transferred from other academic institutions count for credit hours and requirements only; grades from transfer course work are not calculated into the Westminster University GPA.\*Note: Westminster University will accept transfer credit from a nationally accredited institution when:

- Westminster has put in place a formally approved articulation agreement targeted towards a specific Westminster academic program. *Students who are admitted to one of these programs and who later change to a different academic program are subject to a revision of transfer credit.*

- The nationally accredited institution holds additional accreditations in the relevant academic discipline. For the RN to BS program, the following guidelines apply:
  - The transferring nationally-accredited institution must be accredited by one or more of the following accrediting bodies recognized by the Department of Education:
    - Accrediting Bureau of Health Education Schools (ABHES)
    - Accrediting Commission of Career Schools and Colleges (ACCSC)
    - Accrediting Council for Independent Colleges and Schools (ACICS)
    - Council on Occupational Education (COE)
  - The transferring nationally-accredited institution must also be accredited by a national Nursing Accreditation body (ACEN, CCNE, or COA). The transferring institution's board scores and pass rates will be taken into consideration at the time of Admissions and reviewed yearly.
  - The transferring nationally-accredited institution must be in good standing with all accrediting agencies at the time of Admissions for transfer credit to be approved.
  - All incoming applicants must have successfully passed the NCLEX examination.

Information about qualifying schools may be obtained from our Admissions Office.

### Transfer Credit Appeal

Westminster makes every effort to award transfer credit that is relevant to a student's anticipated major, fits within our general academic areas, and does not artificially inflate completed hours in a way that might jeopardize a student's ability to be eligible for continued financial aid. However, it is not always possible to determine the nature of a class from just a course title on the transcript and often, more information is required to determine Westminster equivalencies. Any student that wishes to appeal a transfer decision may proceed as follows:

- Review your transfer evaluation thoroughly with your admissions counselor or academic advisor.
- Provide a syllabus for any course in question to the Academic Records in the Registrar's Office for review.
- The Academic Records will coordinate review of the course with the appropriate faculty Department or Program Chair
- You will receive written confirmation regarding any transfer decision either with an adjusted Transfer Evaluation award or a letter outlining any decision to deny your appeal.

A change in intended major may necessitate a revision of transfer credit if particular courses were eliminated as part of our initial screening for course work applicable to your stated major. Transfer students are advised to meet with faculty advisors in their major as soon as possible to resolve any remaining transfer issues.

### International Transfer Credit

All international transcripts are evaluated by external services such as Academic Credentials Evaluation Institution (ACEI) or World Education Services (WES), which determines the level of coursework taken and the semester hour and grade equivalents. Only coursework that is determined to be equivalent to university-level academic work that meets the criteria noted above will be considered for transfer. A thirteenth year of high school study from a non-U.S. institution may be considered for transfer credit. Consideration for awarding transfer credit for coursework taken during the thirteenth year of high school will be based on the country and institution of study, rigor of coursework, grades earned in coursework, and based on the results of the external evaluation. Equivalencies to Westminster courses will be determined as outlined below. Transfer acceptance of hours from international institutions does not guarantee fulfillment of like courses in majors and minors at Westminster unless approved by the faculty.

## Determination of Course Equivalencies

Transfer courses fulfill course requirements on a course-by-course basis when the transfer courses are deemed equivalent to the corresponding Westminster courses. The Academic Records Coordinator makes this determination in accordance with guidelines established by faculty.

## Major and Minor Requirements

An advisor in the major or minor program of study determines whether transfer credit fulfills specific requirements in the major or minor. A student who receives elective transfer credit for a course may not necessarily be able to apply that course to the major or minor. In addition, some programs have minimum grade requirements.

### Transfer Credit and Prerequisite Knowledge

Although the university accepts transfer credit for courses with a C- grade or higher, individual programs may require verification of prerequisite knowledge, require a higher minimum grade, and/or may require students to repeat coursework.

### Upper Division Transfer Credit

By definition, it is not possible to earn upper division credit from a two-year institution. In certain cases, lower division coursework will be accepted as meeting upper division program requirements; however, these hours will not count toward the 30 upper division hours required for graduation.

### Converting Quarter Credit Hours to Semester Credit Hours

A quarter hour is equal to two-thirds of a semester hour, so one quarter hour transfers as 0.67 credit hours. Students transferring from institutions using the quarter system do not lose credit, because semesters are longer than quarters.

### Quarter Hours and Westminster Hours Requirements

To be accepted as meeting Westminster University requirements, courses must not only have equivalent academic content, they must also equal at least two-thirds of the Westminster required hours, e.g., a language class must be 2.68 semester credit hours or more.

### Waiver of WCore Requirements

#### Associate Degrees (Utah & Out-of-State Institutions) and Letters of Completion (Utah Schools Only)

Students who have Associate of Arts (A.A.) or Associate of Science (A.S.) degrees from regionally accredited institutions are considered to have completed WCore Explorations and Seminar requirements.

Students who have Associate of Applied Science (A.A.S.) degrees are not eligible for waivers.

Students should note that certain WCore courses also serve as prerequisites or are required courses in their academic programs and would not be waived, even if a previous A.A. or A.S. degree has been attained. All students are advised to check the catalog for individual program requirements.

## Credit by Examination

Westminster University values university-preparatory work and awards university credit for appropriate scores. Students may earn a maximum of 40 credit hours under credit by examination programs: Advanced Placement (AP), College Level Examination Program (CLEP), Challenge Examinations, Nursing Examinations, and International Baccalaureate (IB). Credit by examination is not counted as in-residence credit and cannot be counted towards completing WCore requirements. See the following charts for minimum scores and Westminster equivalencies.

### Advanced Placement

Advanced Placement (AP) examinations in most subjects cover a full-year university course equivalent to six credit hours. Some subject areas such as Computer Science A, Economics (Macro and Micro), Environmental Science, Comparative Government and Politics, U.S. Government and Politics, Physics C, Psychology, Statistics, and Human Geography, are equivalent to one semester of university-level coursework and are awarded credit based on the credit hours for the equivalent course at Westminster.

A score of 3 is the minimum score accepted by the university; however, individual departments may require a minimum score of 4 to award credit for the equivalent course. Individual departments determine how they will apply AP credits toward specific major or minor requirements. Students may

receive a maximum of 40 hours of Advanced Placement and International Baccalaureate (IB) credit. Listed below are the AP tests that fulfill Westminster courses or elective credits and the required scores.

| Title                                | Minimum Score | Equivalency                      | Credit      |
|--------------------------------------|---------------|----------------------------------|-------------|
| African American Studies*            | 3             | HIST 100T                        | 4           |
| Drawing*                             | 3             | ART 100T                         | 3           |
| 3D Art and Design*                   | 3             | ART 100T                         | 3           |
| 2D Art and Design*                   | 3             | ART 100T                         | 3           |
| Art History                          | 3             | ART 100T                         | 6           |
| Biology                              | 4             | BIOL 100T                        | 6           |
| Calculus AB*                         | 4             | MATH 201                         | 4           |
| Calculus BC                          | 4             | MATH 201<br>MATH 202             | 4<br>4      |
| Chemistry                            | 3             | CHEM 100T                        | 4           |
| Chemistry                            | 4             | CHEM 100T                        | 6           |
| Chinese Language and Culture         | 3             | CHIN 110<br>CHIN 111             | 4<br>4      |
| Chinese Language and Culture         | 4             | CHIN 110<br>CHIN 111<br>CHIN 220 | 4<br>4<br>4 |
| Comparative Government and Politics* | 3             | PLSC 100T                        | 4           |
| Computer Science A*                  | 3 or 4        | CMPT 100T                        | 3           |
| Computer Science A*                  | 5             | CMPT 201                         | 4           |
| Computer Science Principles*         | 3             | CMPT 100T                        | 3           |
| Economics: Macro*                    | 4             | ECON 253                         | 3           |
| Economics: Micro*                    | 4             | ECON 263                         | 3           |
| English Language and Composition*    | 4             | LMW 100T                         | 4           |
| English Literature and Composition*  | 4             | LMW 100T                         | 4           |
| European History                     | 3             | HIST 100T                        | 4           |
| Environmental Science*               | 3             | BIOL 100T                        | 3           |
| French Language and Culture          | 3             | FREN 110<br>FREN 111             | 4<br>4      |

| Title                                 | Minimum Score | Equivalency                         | Credit      |
|---------------------------------------|---------------|-------------------------------------|-------------|
| French Language and Culture           | 4             | FREN 110<br>FREN 111<br>FREN 220    | 4<br>4<br>4 |
| German Language and Culture           | 3             | LANG 110T<br>LANG 111T              | 4<br>4      |
| German Language and Culture           | 4             | LANG 110T<br>LANG 111T<br>LANG 220T | 4<br>4<br>4 |
| Human Geography*                      | 3             | ELEC 100T                           | 3           |
| Italian Language and Culture          | 3             | LANG 110T<br>LANG 111T              | 4<br>4      |
| Italian Language and Culture          | 4             | LANG 110T<br>LANG 111T<br>LANG 220T | 4<br>4<br>4 |
| Japanese Language and Culture         | 3             | LANG 110T<br>LANG 111T              | 4<br>4      |
| Japanese Language and Culture         | 4             | LANG 110T<br>LANG 111T<br>LANG 220T | 4<br>4<br>4 |
| Latin                                 | 3             | LATN 110<br>LATN 111                | 4<br>4      |
| Latin                                 | 4             | LATN 110<br>LATN 111<br>LATN 220    | 4<br>4<br>4 |
| Music Theory                          | 3             | MUSC 171                            | 3           |
| Music Theory                          | 4             | MUSC 171<br>MUSC 271                | 3<br>3      |
| Physics 1: Algebra-Based*             | 3             | PHYS 100T                           | 4           |
| Physics 2: Algebra-Based*             | 3             | PHYS 100T                           | 4           |
| Physics C: Electricity and Magnetism* | 3             | PHYS 100T                           | 4           |
| Physics C: Mechanics*                 | 3 or 4        | PHYS 100T                           | 4           |
| Physics C: Mechanics*                 | 5             | PHYS 211                            | 4           |
| Precalculus*                          | 4             | MATH 144                            | 4           |
| Psychology*                           | 4             | PSYC 100T                           | 4           |
| Research*                             | 4             | WRIT 100T                           | 3           |
| Seminar*                              | 4             | ELEC 100T                           | 3           |
| Spanish Language and Culture          | 3             | SPAN 110<br>SPAN 111                | 4<br>4      |
| Spanish Language and Culture          | 4             | SPAN 110<br>SPAN 111<br>SPAN 220    | 4<br>4<br>4 |
| Statistics*                           | 4             | DATA 100T                           | 4           |

| Title                                  | Minimum Score | Equivalency | Credit |
|--|---------------|-------------|--------|
| United States Government and Politics* | 3             | PLSC 100T   | 4      |
| United States History                  | 3             | HIST 100T   | 6      |
| World History: Modern*                 | 3             | HIST 100T   | 3      |

\* Designates AP examinations equivalent to only one semester of university-level work.

Art exams: While we do not grant credit for specific art courses for AP test scores, students may petition to enroll in intermediate sections of ART courses through a portfolio submission sent to the Art Department chair. Portfolios should consist of 8 original artworks (preferable) or 8 high-quality images on CD (1024 x 768 pixels minimum), along with an image list that includes your current contact information, and the titles, dimensions, media, and dates of your work.

### College Level Examination Program (CLEP)

CLEP is a national program of examination to evaluate, confirm, and assess the academic achievement of individuals who have reached a university level of education through either traditional or non-traditional means of study. Credit is not awarded if duplicated by previous coursework.

**Important Note:** The College Level Examination Program prohibits candidates from repeating a CLEP exam of the same title within three months. Scores of exams repeated earlier than three months will be cancelled and test fees forfeited.

### CLEP Candidates are Awarded Credit as Follows

For CLEP exams taken since June 2001, a minimum score of 50 is required. Westminster does not administer CLEP exams on campus but students may choose to take the exam through At-Home Proctoring or external testing centers.

| CLEP Subject Examination              | Westminster Equivalent                        | Credits |
|---------------------------------------|---|---------|
| American Government                   | ELEC 100T                                     | 4       |
| American Literature                   | LMW 100T                                      | 4       |
| Analyzing and Interpreting Literature | LMW 100T                                      | 4       |
| Calculus                              | MATH 201 and 202                              | 4       |
| College Algebra                       | MATH 144                                      | 4       |
| College Mathematics                   | ELEC 100T                                     | 4       |
| Educational Psychology                | ELECT 100T                                    | 3       |
| English Literature                    | LMW 100T                                      | 4       |
| Financial Accounting                  | ACCT 213                                      | 4       |
| French                                | FREN 110 and 111<br>(score 59+ also FREN 220) | 8       |
| General Biology                       | ELEC 100T                                     | 4       |
| General Chemistry                     | CHEM 111 and 112                              | 8       |
| German                                | LANG 100T (score 60+<br>total 12 credits)     | 8       |

| CLEP Subject Examination               | Westminster Equivalent                     | Credits |
|--|--|---------|
| History of the United States I         | ELEC 100T                                  | 3       |
| History of the United States II        | ELEC 100T                                  | 3       |
| Human Growth and Development           | ELECT 100T                                 | 3       |
| Humanities                             | ELEC 100T                                  | 3       |
| Information Systems                    | ELEC 100T                                  | 3       |
| Introduction to Business Law           | ELEC 100T                                  | 3       |
| Introduction to Educational Psychology | ELEC 100T                                  | 3       |
| Introductory Psychology                | ELEC 100T                                  | 4       |
| Introductory Sociology                 | ELEC 100T                                  | 4       |
| Natural Sciences                       | ELEC 100T                                  | 3       |
| Pre-Calculus                           | MATH 143                                   | 4       |
| Principles of Macroeconomics           | ECON 253                                   | 3       |
| Principles of Management               | MGMT 305                                   | 4       |
| Principles of Marketing                | MKTG 300                                   | 3       |
| Principles of Microeconomics           | ECON 263                                   | 3       |
| Social Science and History             | ELEC 100T                                  | 3       |
| Spanish                                | SPAN 110 and 111 (score 63+ also SPAN 220) | 8       |
| Western Civilization I                 | ELEC 100T                                  | 3       |
| Western Civilization II                | ELEC 100T                                  | 3       |

### World Language Testing Options at Westminster University

Westminster administers the FLATS by computer in the Testing Center located in the basement of Giovale Library. Exams must be scheduled at least 3 business days in advance by calling 801-832-2116.

|  | FLATS Exams   |
|--|---|
| <b>Fee</b>                               | \$50 Test Fee (payable when registering for exam)<br><br>\$60 Proctoring Fee (payable at the Cashier's Window, Bamberger Basement, prior to your test date) |
| <b>URL for more info and to register</b> | <a href="https://info.flats.byu.edu/">https://info.flats.byu.edu/</a>   |
| <b>Length of Exam</b>                    | 2.5 hours   |
| <b>Test Results</b>                      | Results mailed within 1-6 weeks to the student and the university.  |
| <b>Languages Tested</b>                  | Albanian  |

|                                  | FLATS Exams   |
|----------------------------------|---|
|                                  | Arabic<br>Armenian<br>Bulgarian<br>Cambodian<br>Cantonese<br>Cebuano<br>Croatian<br>Czech<br>Danish<br>Dutch<br>Estonian<br>Fijian<br>Finnish<br>French<br>German<br>Greek<br>Haitian Creole<br>Hmong<br>Icelandic<br>Ilonggo/Hiligaynon<br>Indonesian<br>Italian<br>Japanese<br>Korean<br>Latvian<br>Lithuanian<br>Malagasy<br>Malay<br>Mandarin<br>Norwegian<br>Polish<br>Portuguese-Brazilian<br>Portuguese-Continental<br>Romanian<br>Russian<br>Samoan<br>Serbian<br>Spanish<br>Swedish<br>Tagalog<br>Tahitian<br>Thai<br>Tongan<br>Ukrainian<br>Vietnamese<br><br><b>Up to 12 credit hours of foreign language possible.</b><br><br>FLATS scores are broken down in each language - 101, 102, and 201 - for 4 credit hours each, recorded as pass/fail. |
| <b>Re-Testing Options</b>        | Students who fail the exam must wait at least six months in order to re-take another FLATS exam. May take CLEP exam immediately following a failed FLATS exam.  |
| <b>Transferability of Scores</b> | Not all colleges and universities recognize and accept FLATS exam scores.   |

### American Sign Language Proficiency Interview

Students may participate in the [American Sign Language Proficiency Interview \(ASLPI\)](#) administered by Gallaudet University to earn credit by exam in ASL. Qualifying scores are as follows: 1+ equals four (4) credits of LANG 100T; 2+ equals eight (8) credits of LANG 100T, and 3+ equals twelve (12) credits of LANG 100T.

## Approval, Registration, Scheduling, Payment, and Testing Procedures

### Approval

Students may earn a maximum of 40 credits through examinations and a maximum of 88 credits overall from external sources (i.e. transfer and examinations) and should normally be applied before a student reaches senior status. You may not receive additional credit through exams for credit already received through coursework. If you have any concerns about how the credits earned from the CLEP/FLATS will impact your degree at Westminster, we highly suggest meeting with your faculty advisor or the Graduation Coordinator in the Registrar's Office before registering for any exam(s). The Registrar's Office is located in the upper level of Bamberger Hall.

### Registration

The student sends email request to [testingcenter@westminsteru.edu](mailto:testingcenter@westminsteru.edu) in order to request registration information for their intended test (FLATS or CLEP). Student will receive email response that provides them with detailed registration instructions for how to pre-register for the exam online.

### Scheduling

Once the student receives confirmation that they have successfully registered online they may then schedule a time to take the test. This may be done by calling the Testing Center at 801.832.2672 or by providing a list of three preferred dates and times via email to [testingcenter@westminsteru.edu](mailto:testingcenter@westminsteru.edu). The student will receive scheduling confirmation and additional reminders about how to pay the remaining test fee and what items to bring the day of the test.

### Payments

During the online registration process, the student will be asked to submit an online payment. The remaining testing fees are paid at the Cashier's Window in the lower level of Bamberger Hall. The Cashier will issue a payment receipt to the student; the student will bring the receipt to the testing appointment to show that payment has been made. Note: the Cashier's Window accepts cash, personal checks, money orders, Master Card, Discover, and American Express.

### Testing

Student arrives in the Testing Center at the scheduled exam time and brings:

- Signed permission form
- Registration confirmation
- Payment receipt
- Photo identification

### Additional Information

- Students are not allowed to bring any written or electronic materials into the testing center (no notes, no cell phones, and no other personal items).
- Scratch paper, pencils, and headset will be provided by the Testing Center.
- Both types of exams include written and auditory portions of the test and are administered in a multiple choice format.
- FLATS exams consist of 150 questions and the score needed to pass varies, depending on the language being tested. CLEP exams consist of "approximately 120 questions" and require scores of 50-63, depending on the exam. (Scaled score, not percentage).
- Passing scores allow students to earn 8-12 language credits.

### Challenge Examinations

- Students may earn credit for independent learning in certain academic areas by means of the Challenge Examination. This is a comprehensive examination covering a given course according to the following conditions:
- The course challenged must be offered by Westminster University, and the student requesting the examination must be currently enrolled as a degree-seeking student in the university.
- The student must pay a non-refundable fee of \$50 per credit hour prior to taking the examination.
- Permission to take the Challenge Examination must be secured from the dean of the school under which the course falls and the instructor who teaches the course. The instructor prepares, administers, and grades the examination. Permission to take the examination must be secured 30

days prior to examination, and reasonable assurance of the student's ability to pass the examination must be provided when the request is made.

- The course being challenged must not be a course for which the student has previously received credit, a course in which the student is enrolled, or a course in which the student was previously enrolled and dropped later than the first week of class.
- When students complete the Challenge Examination, they receive a letter grade of A, B, C, or D and the appropriate number of credit hours. Students not passing their examinations receive no grade or credit.
- A course may be challenged only once.
- Seminars, directed studies, laboratory portions of a course, or activity courses may not be challenged.
- No more than 30 credit hours by Challenge Examination may be offered toward graduation. Credit received through Challenge Examination is not counted as in-residence credit.

## Westminster Policy for Accepting Selected Cambridge A-Level Examinations

Westminster University recognizes the A-Level curriculum from the United Kingdom as exceptional preparation of students and grants credit for superior performance on those A-Level examinations.

Westminster University grants up to 8 semester credits (equivalent of two courses) for A-Levels with passes of A, B, and C in most academic subjects. A grade of C or higher on an AS exam will earn the first course listed for that subject in the list below. The College does not recognize "O Levels" as advanced standing credit.

| Cambridge Exam      | Grade   | Westminster University course/ equivalent                                      | Credits        |
|---------------------|---------|--|----------------|
| Accounting          | A, B, C | ACCT 213   | 3              |
| Art & Design        | A, B, C | *note below  | 0              |
| Biology             | A, B    | BIOL 100T  | 3              |
| Chemistry           | A, B, C | No AS level credit awarded, CHEM 111 for A level credit***                     | 4              |
| Classical Studies   | A, B, C | ELEC 100T  | 3              |
| Computer Science    | A, B, C | CMPT 140   | 4              |
| Economics           | A, B, C | ECON 253 and ECON 263  | 6              |
| English Literature  | A, B, C | LMW 222 and ELEC 100T  | 8              |
| Global Perspectives | A, B, C | ELEC 100T  | 4              |
| History             | A, B, C | *note below  | See note below |
| Marine Science      | A, B    | ELEC 100T  | 4              |
| Mathematics         | A, B, C | MATH 144   | 4              |
| Mathematics Further | A, B, C | MATH 201 and MATH 202  | 8              |
| Media Studies       | A, B, C | ELEC 100T  | 4              |
| Music               | A, B, C | MUSC 110, MUSC 161, and MUSC 171 (all 3 classes for both A and AS level exams) | 7              |

| Cambridge Exam   | Grade   | Westminster University course/ equivalent | Credits |
|--|---------|---|---------|
| Physical Science (AS level)  | A, B, C | ELEC 100T                                 | 4       |
| Physics  | A, B, C | ELEC 100T                                 | 4       |
| Psychology   | A, B, C | ELEC 100T                                 | 4       |
| Sociology  | A, B, C | ELEC 100T                                 | 4       |
| <b>World Languages</b>   |         |   |         |
| Chinese  | A, B, C | CHIN 110 and CHIN 111                     | 8       |
| French   | A, B, C | FREN 110 and FREN 111                     | 8       |
| Japanese   | A, B, C | JAPN 110 and JAPN 111                     | 8       |
| Spanish  | A, B, C | SPAN 110 and SPAN 111                     | 8       |
| For all other world languages, two courses of unassigned world language credit is given, or one course credit for an AS-level examination. | A, B, C | LANG 100T                                 | 8       |

Exam subjects listed in this table are only the most commonly seen subjects on the A-level and AS-level exams. Subjects not listed above will be reviewed individually.

\*Art & Design examination: While we do not offer ART credit for Cambridge coursework, students may petition to enroll in intermediate sections of ART courses through a portfolio submission sent to the Art Department chair. Portfolios should consist of 8 original artworks (preferable) or 8 high quality images on CD (1024x768 pixels minimum), along with an image list that includes your current contact information, and the titles, dimensions, media, and dates of your work.

\*\* History examination: Credit is determined by departmental review of scores and content of courses taken. Submit a detailed written description of topics studied to the chair of the history program.

\*\*\* Note: Must talk with program chair if you are a pre-health student.

### International Baccalaureate

Credit may be given for selected higher level (HL) and standard level (SL) International Baccalaureate (IB) examinations. Students are required to submit official transcripts from the International Baccalaureate Organization upon admission to the university. Students may receive a maximum of 40 hours of combined IB and AP credit. International Baccalaureate examinations currently accepted at Westminster, along with the minimum required score and examination level, appear below.

| IB Examination                   | Min. Score Required | Westminster Equivalency | Credits |
|----------------------------------|---------------------|-------------------------|---------|
| Anthropology                     | 5                   | ELEC 100T               | 3       |
| Biology (HL)                     | 5                   | BIOL 100T               | 4       |
| Business and Management (SL)(HL) | 5                   | BUSI 100T               | 4       |
| Chemistry (HL)                   | 5                   | CHEM 111                | 4       |

| IB Examination  | Min. Score Required | Westminster Equivalency          | Credits     |
|---|---------------------|----------------------------------|-------------|
| Computer Sciences (SL)  | 4                   | CMPT 100T                        | 3           |
| Computer Sciences (HL)  | 4 or 5              | CMPT 100T                        | 4           |
| Computer Sciences (HL)  | 6 or 7              | CMPT 201                         | 4           |
| Dance (SL)  | 4                   | DANCE 100T                       | 3           |
| Dance (HL)  | 4                   | DANCE 100T<br>DANCE 180          | 3<br>2      |
| Design Technology   | 5                   | BUSI 100T                        | 4           |
| Economics (HL)  | 5                   | ECON 253                         | 3           |
| English A: Language and Literature (HL)                                   | 5                   | LMW 100T                         | 4           |
| English A: Literature and Performance (HL)                                | 5                   | LMW 100T                         | 4           |
| Environmental Systems (HL)  | 5                   | ENVI 100T                        | 4           |
| Film (SL)(HL)   | 5                   | FILM 100T                        | 4           |
| French (SL)*  | 4                   | FREN 110<br>FREN 111             | 4<br>4      |
| French (HL)*  | 4                   | FREN 110<br>FREN 111<br>FREN 220 | 4<br>4<br>4 |
| Geography (SL)  | 5                   | ELEC 100T                        | 3           |
| Geography (HL)  | 5                   | ELEC 100T                        | 6           |
| History (Africa and Middle East, Americas, Asia and Oceania, Europe) (HL) | 4                   | HIST 100T                        | 6           |
| Japanese (SL)*  | 4                   | JAPN 110<br>JAPN 111             | 4<br>4      |
| Japanese (HL)*  | 4                   | JAPN 110<br>JAPN 111<br>JAPN 220 | 4<br>4<br>4 |
| Latin (SL)*   | 4                   | LATN 110<br>LATN 111             | 4<br>4      |
| Latin (HL)*   | 4                   | LATN 110<br>LATN 111<br>LATN 220 | 4<br>4<br>4 |
| Mandarin (SL)*  | 4                   | CHIN 110<br>CHIN 111             | 4<br>4      |
| Mandarin (HL)*  | 4                   | CHIN 110<br>CHIN 111<br>CHIN 220 | 4<br>4<br>4 |
| Mathematics: Applications and   | 4                   | MATH 144                         | 4           |

| IB Examination   | Min. Score Required | Westminster Equivalency             | Credits     |
|--|---------------------|-------------------------------------|-------------|
| Interpretation (SL)  |                     |                                     |             |
| Mathematics: Applications and Interpretation (HL)                                      | 5                   | MATH 201<br>MATH 100T               | 4<br>2      |
| Mathematics: Analysis and Approaches (SL)  | 4                   | MATH 144                            | 4           |
| Mathematics: Analysis and Approaches (HL)  | 5                   | MATH 201<br>MATH 100T               | 4<br>2      |
| Music (SL) (HL)  | 5                   | MUSC 100T                           | 3           |
| Other Foreign Languages (besides French, Japanese, Latin, Mandarin, and Spanish) (SL)* | 4                   | LANG 110T<br>LANG 111T              | 4<br>4      |
| Other Foreign Languages (besides French, Japanese, Latin, Mandarin, and Spanish) (HL)* | 4                   | LANG 110T<br>LANG 111T<br>LANG 220T | 4<br>4<br>4 |
| Philosophy (SL)  | 5                   | PHIL 100T                           | 3           |
| Philosophy (HL)  | 5                   | PHIL 100T                           | 4           |
| Physics (SL) (HL)  | 5                   | PHYS 100T                           | 4           |
| Psychology (HL)  | 5                   | PSYC 100T                           | 4           |
| Spanish (SL)*  | 4                   | SPAN 110<br>SPAN 111                | 4<br>4      |
| Spanish (HL)*  | 4                   | SPAN 110<br>SPAN 111<br>SPAN 220    | 4<br>4<br>4 |
| Sports Exercise and Health Science (HL)  | 5                   | HPW 100T                            | 3           |
| Theatre Arts (HL)  | 6                   | THTR 100T                           | 2           |
| Visual Arts* (SL)  | 6                   | ART 100T                            | 2           |
| Visual Arts* (HL)  | 6                   | ART 100T                            | 2           |

\*Foreign language scores are accepted for both Language A and Language B tests.

Art exams: While we do not grant credit for specific ART courses for IB test scores, students may petition to enroll in intermediate sections of ART courses through a portfolio submission sent to the Art Department chair. Portfolios should consist of 8 original artworks (preferable) or 8 high-quality images on CD (1024 x 768 pixels minimum), along with an image list that includes your current contact information, and the titles, dimensions, media, and dates of your work.

## Prior Learning Assessment

### Military

Students who have served at least 6 consecutive months of active military services and were honorably discharged or who are currently on active duty may qualify to receive undergraduate credits at Westminster University for ACE (American Council on Education)-approved course work taken while in military service. Up to 30 general elective hours may be awarded from an official Joint Services transcript or Community College of the Air Force.

### Credential or Specific Certifications

Individual programs may elect to award credit for certifications that align with the program learning goals and demonstrate in a measurable way that the student possesses the competencies associated with those goals. Credit for certificates or credentials may be awarded in one of two ways:

- Programs may designate that each certificate that is approved fulfills a specific program requirement (course).
- A student could be awarded a predetermined number of credit hours, which can be applied towards graduation requirements. Examples of certificate-based PLA include the Leadership Certificate Program, the NCLEX examination and the Finance Series E Examinations.

All certificate-based PLA is approved by the established university curriculum process.

### Demonstration of Competencies

Students may demonstrate competencies via a portfolio, or other means, and are given credit towards specific courses. For a course to be eligible for PLA consideration, there must be clear learning goals and rubrics to measure the learning outcomes. In addition, each course must be approved for PLA through the university curriculum process. An example of PLA through demonstration of competencies includes the portfolio for the Bachelor of Business Administration program. Students pay a \$500 evaluation fee and then \$50 for each approved credit.

## Academy College Consortium

Westminster belongs to the Academy College Consortium (academy.com), through which students can take online courses offered by other private institutions in the Council for Independent Colleges (CIC) or other approved institutions as if they were Westminster courses. That is, these courses appear on the Westminster transcript and impact GPAs just as if they were taken at Westminster. Tuition is billed at the regular rate and applicable financial aid can be applied. Students may take no more than one consortium course per semester (two allowed for summer) and no more than four courses overall towards an undergraduate or nine credits towards a graduate degree. These courses will fulfill elective credit, but if merited, students can seek consideration for a course to count towards WCore, major, or minor requirements by contacting the Registrar's Office, which will coordinate review with respective department chairs or committee representatives.

## GRADING AND ACADEMIC STANDARDS

### Class Standing

Students are classified by the Registrar's Office at the beginning of each semester. Class standing is determined as follows:

| Class Standing | Hours         |
|----------------|---------------|
| Freshman       | fewer than 28 |
| Sophomore      | 28 to 59      |
| Junior         | 60 to 89      |
| Senior         | 90 to 124     |
| Fifth Year     | More than 124 |

| Class Standing          | Hours     |
|-------------------------|-----------|
| Graduate                | 1 to 65   |
| Special (interest only) | 1 or more |

## Grading Information and Transcripts

### Grading System

Westminster uses the following grades:

| Letter Grade | Description               |
|--------------|---------------------------|
| A, A-        | Excellent                 |
| B+, B, B-    | Above Average             |
| C+, C, C-    | Average                   |
| D+, D, D-    | Poor                      |
| F            | Failure                   |
| CR           | Credit                    |
| NC           | No Credit                 |
| W            | Withdrawn                 |
| WF           | Withdrawn Failing         |
| AW           | Administrative Withdrawal |
| AU           | Audit                     |
| I            | Incomplete                |
| T            | Temporary                 |

Grading criteria is established by each faculty member and communicated through the corresponding course syllabus. Grades of NC, W, AU, T, and I yield no credit toward graduation and are not computed in the grade point average. Grades of NC or I may not be used to replace any previous grade for a course. "T" grades are intended to be a short-term, temporary grade to clear the registration for a given term and should only be used for senior projects, graduate or undergraduate thesis work, continuing registration coursework, and internships that require a very short extension only. "T" grades should be resolved and replaced with regular grades within one week of the end of the term. "T" grades are not intended to take the place of an incomplete grade when the student meets the criteria for an incomplete (provided below) and should not be used for regular coursework when the student has failed to take a final examination or turn in final coursework that would otherwise result in a lowered grade. WF grades count as F in GPA calculations.

### Grade Points and Grade Point Average

A student's academic standing is expressed by a grade point average. Grade points are assigned as shown below:

| Letter Grade | Grade Points Per Credit Hour |
|--------------|------------------------------|
| A            | 4.0                          |
| A-           | 3.7                          |
| B+           | 3.3                          |
| B            | 3.0                          |
| B-           | 2.7                          |
| C+           | 2.3                          |
| C            | 2.0                          |

| Letter Grade | Grade Points Per Credit Hour |
|--------------|------------------------------|
| C-           | 1.7                          |
| D+           | 1.3                          |
| D            | 1.0                          |
| D-           | 0.7                          |
| F            | 0.0                          |
| WF           | 0.0                          |

### Calculating the Grade Point Average

The grade point average (GPA) is determined by dividing the sum of grade points earned by the total number of hours attempted. All hours taken at Westminster are counted except those for which a mark of CR, NC, W, AU, T, or I is recorded. Hours transferred from other academic institutions count for credit only; they do not count in the grade point average.

### Grade Changes

Changes to final grades submitted to the Registrar's Office are only made in the case of instructor error and require the signatures of the instructor, the dean of the appropriate school, and the Provost.

### Grade Reports

Grade reports are available on Self-Service at the end of each semester or term. Individual course grade rosters are not posted. Students needing additional copies of grade reports for reimbursement programs or other verifications may obtain additional copies from the Registrar's Office.

### Credit/No Credit Option

Students may elect to take a maximum of two courses on a credit/no credit basis. However, students must earn passing letter grades in courses applied toward their majors or minors. Therefore, if a student chooses to elect credit/no credit on a course that is required in his or her major or minor, the student will need to repeat that course in a future semester. Courses offered only on a credit/no credit basis are excluded from these limitations. Students who declare a major or minor in a given subject after having taken a course in that subject on a credit/no credit basis may be required by their major or minor department to retake the course for a letter grade. Students who take courses credit/no credit must perform work at the level of C- or higher to receive credit. Grades of credit/no credit are not included in GPA calculations.

### Incompletes

When extenuating circumstances occur beyond a student's control, such as medical issues or family emergencies, students can request that faculty assign them an incomplete grade. At the time of request, students should have a passing grade and have completed at least two-thirds of the required course-work. Generally, incomplete grades are not given when the incomplete work includes team-based projects and assignments, although exceptions can be made.

If a faculty member determines an incomplete grade is warranted, all work must be completed by the date specified by the faculty member within 10 weeks after the course has ended. Adjunct faculty members must inform the department chair of the incomplete and devise a plan to assure follow through during the extended period. If the work is not completed by the end of the period specified, the temporary mark is changed to the grade indicated by the instructor, or if no grade has been indicated the mark is changed to an F. When coursework in which a student has received an Incomplete has been made up, the final grade is entered with I and the letter grade (for example, IA).

Alternatives to incomplete grades may include a) students repeating a course to improve the grade and their GPA, or b) filing a petition with the Review Committee for a late withdrawal when the extraordinary circumstances faced by the student are documented and resulted in failing all classes in a term. Faculty members may adopt late assignment rules or more restrictive incomplete policies and are encouraged to articulate those policies on the syllabus.

**Note for graduating students:** A grade of "I" for any class in a student's last semester will automatically move them to the next graduating semester.

## Ordering Official Transcripts

Specific information for ordering official transcripts may be found on the [Registrar's Office](#) webpage.

Unofficial transcripts for current students are available on the web using Self-Service regardless of outstanding obligations.

## Course Audits and Repeats

### Auditing Courses

Students may elect to audit courses at Westminster according to the guidelines listed in the Academic Policies and Procedures section of this catalog. Courses that are entered on students' permanent records as audited (AU) earn no credit and fulfill no requirements.

### Repeated Courses

The grade and credit hours for a repeated course are entered into the computation of a student's grade point average and counted toward graduation only once. That is, the credit hours and grade points cannot be used or counted twice. In the case of repeated courses, the highest grade awarded is used in the calculation of the student's grade point average and completion of requirements. Repeated course grades on student transcripts are marked by an R in front of the final grade.

Note: Some courses, such as HPW courses and some music courses such as Westminster Chorale, are designated as repeatable courses and are so noted in the individual course descriptions. These courses will count in the hours and the GPA more than one time.

### Academic Renewal

After at least one semester's grades have been posted, a currently enrolled undergraduate student may petition the Registrar in writing for academic renewal. This is a procedure which allows students to request that their academic records be reviewed for the purpose of discounting for grade point average computation all courses bearing grades of D+ or lower and entered on the academic record ten or more calendar years prior to the request. Under this procedure, courses meeting the criteria do not count toward the total hours, upper division hours, or WCore hours needed for graduation. The renewal option can be used only once during a student's undergraduate career. ***This procedure does not apply to students pursuing a second undergraduate degree.***

## Academic Standing, Probation, and Suspension

### Good Standing

The academic standing of each undergraduate student is determined by examining records at the end of Fall and Spring semesters and when corresponding final grades are submitted for incomplete work. Students must earn the minimum semester grade point average shown below to be in good academic standing at the university. Students already on probation may be returned to good standing during summer semesters but cannot be placed on probation or suspended during summer semesters.

| Total No. of Hours Attempted at Westminster* | Minimum Semester GPA Required |
|--|-------------------------------|
| 1-13   | 1.70                          |
| 14-27  | 1.80                          |
| 28 and above                                 | 2.00                          |

\* This policy is intended to aid first-time students and does not apply to students who have been awarded transfer hours from other institutions.

### Probation

Students failing to achieve good academic standing are placed on academic probation. While on academic probation, students may register for no more than 13 credit hours, may not register for an internship, and may participate in only one curricular or extracurricular activity, unless an additional activity is required for the major and is approved by the program director. Curricular activities include choir, drama, and journalism. Extracurricular activities include student government and students on academic probation are not eligible to participate in university athletics.

Students who meet semester grade point average requirements, but not cumulative grade point average requirements, may be considered for continued probationary status rather than suspension if the term grade point average shows substantial progress toward meeting all grade point average requirements. To be returned to good standing, students must have a 2.0 semester and cumulative grade point average. This applies only to Fall, Spring, and Summer semesters.

### Suspension

Students who fail to earn the minimum grade point average required for good standing during a probationary semester are suspended from the university. Students may not register for any classes while suspended and must remain out of the university for one or more regular semesters. To be readmitted, students must appeal for readmission.

### Academic Appeals Procedure for Readmission

Students who have been suspended must reapply for Admission to the College and will submit additional academic appeals information as part of that process. Normally, suspended students remain out of the university for one or more regular semesters; however, if students feel extenuating circumstances contributed to their failure to meet minimum grade point averages, they may choose to appeal for readmission immediately following the suspension. Students will be notified of the Appeals Committee meeting and given an opportunity to present their case to the Committee. Decisions of the Appeals Committee are final.

### Admission and Retention in Academic Programs

Supplemental applications for admission and standards for retention are established by the faculties of some programs, and students may be excluded from a program for cause, as outlined in the appropriate sections of this academic catalog.

## Academic Grievance Procedures

Students have the right to appeal or petition an academic decision. For the appeals procedure to be followed after suspension, see Academic Appeals Procedure for Readmission. The other appeals reside within each school. The student must make the appeal or petition, in writing, in accordance with the applicable school or program procedure. Please see the appropriate dean or program director for a copy of the procedure. Written appeals must be submitted during the first four weeks into the next semester and must include documentary evidence that the student feels has a bearing upon the request.

A faculty committee from the school involved reviews the appeal. The student may be present at the hearing. The decision of the faculty appeals committee will be reported to the student within five school days of the date of the hearing.

If the decision of the faculty committee within the school is not acceptable to the student, the student may file a written appeal to the provost within five (5) school days following notification of the faculty committee. The provost will assemble a committee, consisting of the dean of students and deans of the schools not involved to consider the appeal. All materials included in the faculty's deliberations, including the student's written appeal and the proceedings of the faculty hearing, are made available to this provost committee and become part of the proceedings. The hearing before the provost committee will be held within fifteen (15) school days of receipt of the written appeal. The student may be present at the provost committee hearing. The student and faculty representatives may call members of the university as supporting witnesses. The decision of the provost committee is reported to the student within five (5) school days of the date of the hearing.

**Note:** The individual school grievance process must happen before the grievance goes to the Provost's office.

### Decisions of the Provost's Committee are final.

Students have the right to continue their enrollment and participation in academic programs until final decisions are reached. Failure of students to file appeals within specified time limits is considered acknowledgment of the action without intent to appeal.

---

## Academic Integrity

Westminster University is a community of learners where students, faculty, and staff gather to create and share knowledge and ideas. In an academic community, integrity is the core principle that guides our individual and shared work. Members of such a community consistently and directly acknowledge how their thoughts and products build on and incorporate the work of others. Westminster is committed to engaging students through well-developed academic programs in a supportive atmosphere. A Westminster education invites students to become lifelong learners who lead lives of consequence and responsibility. All members of the Westminster community are expected to maintain the highest standard of academic integrity and to exemplify the values of honesty, trust, fairness, respect, responsibility, and courage. These values are further defined below.

When first learning how to conduct research and incorporate sources into their academic work, students often struggle with academic writing style and correct citations. These struggles are opportunities to learn new skills and to develop self-awareness. In order to maintain academic integrity, students have a responsibility to learn the accepted practices for acknowledging their use of others' ideas and language. Intentional and repeated breaches of academic integrity may result in serious academic consequences and even disciplinary sanctions.

### Academic Misconduct Definitions

Intentional actions that violate the principle of academic integrity are referred to as academic misconduct. Academic misconduct includes, but is not limited to, cheating, plagiarism, helping another person cheat or plagiarize, and furnishing false or misleading information to any community member.

**Cheating** includes but is not limited to copying from another student's work, using unauthorized notes or technology, arranging for a substitute to take an exam or quiz, giving or receiving unauthorized information prior to an exam or quiz, unauthorized collaboration with others on an assignment, and submitting the same material for more than one class without the authorization of the instructors.

**Dishonesty** includes but is not limited to fabrication of data or furnishing false or misleading information to any faculty or staff member.

**Plagiarism** includes but is not limited to unauthorized use of language, information, or ideas generated by another person or by technology such as an AI language model, whether directly quoted or paraphrased, without acknowledging the source. Students must identify the sources they use in their work by using one of the generally accepted citation methods.

All members of the university community — students, faculty, and staff — have the responsibility to report academic misconduct.

### Academic Misconduct Process

Faculty are encouraged to adopt instructional and assessment methods that teach students how to use and acknowledge sources responsibly and that limit opportunities for academic misconduct. Faculty are further encouraged to include academic integrity statements in their syllabuses, to include links to the Academic Integrity Policy, and to state the course-specific consequences for academic misconduct.

When a faculty suspects that a student has engaged in academic misconduct, they should begin by considering the seriousness of the incident.

**Level 1** misconduct is usually characterized by unintentional error, although more serious misunderstanding of citation and its purposes may be involved. If the student has made a Level 1 error, they should meet with their professor for additional instruction and may be referred to the Writing Center, a research librarian, an individual tutor, or other supports as appropriate. There is no need to submit a report. Academic consequences and/or conduct sanctions are not recommended.

**Level 2** misconduct is characterized by poor, perhaps spontaneous, decision-making. The student's actions may have been intentional, but they may

not have recognized the seriousness of their actions or how to complete their work in ways the academic community would regard as honest and appropriate.

**Level 3** misconduct reflects pre-meditated dishonesty. The student's actions were intentional, they recognized the seriousness of their actions, and they understood how to complete their work in ways the academic community would regard as honest and appropriate.

If a Level 2 or Level 3 infraction is suspected, the faculty must meet with the student(s) involved, present relevant documentation, and assess their level of understanding and intent. If the faculty determines that a student is responsible for intentional academic misconduct, they should impose appropriate course-specific academic consequences in accordance with the academic integrity policy stated in their syllabus. Recommended academic consequences include 1) warning the student of the seriousness of academic misconduct and assigning an appropriate learning experience, 2) requiring the student to resubmit the assignment or exam, 3) giving a reduced or failing grade for the assignment or exam, or 4) giving a reduced or failing grade for the entire course.

Faculty must report all Level 2 and Level 3 violations of academic integrity to the appropriate academic dean and the Dean of Students. In the case of repeated infractions by a single student, a student conduct officer, in consultation with appropriate academic dean(s), may recommend that the student be required to engage in remediation, be placed on probation or suspension, or be expelled from the University. The Dean of Students will notify the student of the remediation plan or the change in their academic status. Students may appeal such decisions following the Academic Grievance Procedures discussed above.

### Academic Integrity Values

The International Center for Academic Integrity (ICAI) states that "the fundamental values of academic integrity are honesty, trust, fairness, respect, responsibility, and courage." ICAI explains the meaning of these terms as follows:

**Honesty:** "Honesty begins with individuals and extends out into the larger community. As students and faculty seek knowledge, they must be honest with themselves and with each other. In study halls and laboratories, in libraries, playing fields, and classrooms, cultivating and practicing honesty lays a foundation for lifelong integrity."

**Trust:** "The ability to rely on the truth of someone or something is a fundamental pillar of academic pursuit and a necessary foundation of academic work. Members of the academic community must be able to trust that work, whether student work or research, is not falsified and that standards are applied equitably to all.... Trust is reciprocal: being worthy of others' trust and allowing oneself to trust others go hand-in-hand."

**Fairness:** "All members of the academic community have a right to expect fair treatment and a duty to treat others fairly. Faculty members are fair ... when they lead by example, communicating expectations clearly, responding to dishonesty consistently, and upholding academic integrity principles unflinchingly. Students engage in fairness by doing their own original work, acknowledging borrowed work appropriately, respecting and upholding academic integrity policies, and by maintaining the good reputation of the institution."

**Respect:** "Respect in academic communities is reciprocal and requires showing respect for oneself as well as others. Respect for self means tackling challenges without compromising your own values. Respect for others means valuing the diversity of opinions and appreciating the need to challenge, test, and refine ideas."

**Responsibility:** "Upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community—each student, staff, faculty member, and administrator—is accountable to themselves and each other for safeguarding the integrity of its scholarship, teaching, research, and service."

**Courage:** "Being courageous means acting in accordance with one's convictions. Like intellectual capacity, courage can only develop in environments where it is tested. Academic communities of integrity, therefore, necessarily include opportunities to make choices, learn from them, and grow.... Only by exercising courage is it possible to create communities that are responsible, respectful, trustworthy, fair, and honest and strong enough to endure regardless of the circumstances they face."

(International Center for Academic Integrity, "The Fundamental Values of Academic Integrity.")

**Guidance for Applying the Academic Integrity Policy**

| Level/<br>Seriousness   | Examples<br>of Student<br>Behavior   | Considerations  | Academic<br>Consequences   |
|---|--|---|--|
| <b>Level 1:</b> Usually characterized by unintentional error, although more serious misunderstanding of citation and its purposes may be involved.  | Editorial errors, incomplete quotations, missing textual citations, failure to properly acknowledge individual contributions to group work.  | Repeated incidents of these behaviors by a single student should be reported.   | Consequences should be minimal (e.g., 10% reduction in grade of this assignment only).<br><br>Warn student of consequences of repeated incidents. Provide additional instruction to student and urge them to meet with a writing consultant, librarian, or tutor to learn more about citation practices. |
| <b>Level 2:</b> Behaviors characterized by poor, perhaps spontaneous, decision-making. Student's actions may have been intentional but they may not have recognized the seriousness of their actions or how to complete their work in ways the academic community would regard as honest and appropriate. | Feigning illness to avoid an exam; giving aid in quizzes, exams, papers, or other homework without specific permission from the instructor; seeking and receiving such aid; submitting work completed in one course to satisfy an assignment in another course; minor plagiarism (one or two short excerpts of improperly cited material or limited use of an unsanctioned AI language model to complete an assignment). | Faculty must hold a meeting with the student before responding. This meeting should be a fact-finding effort and may include a third-party, such as a program chair, another faculty member, or dean. Level 2 incidents must be reported and consequences should be imposed. To determine appropriate consequences, faculty may consider whether the behavior was premeditated and its potential impact on the student's grade. | Student may be required to resubmit an assignment or exam, typically for a reduced grade. Student may be given a failing grade without the opportunity to resubmit. For the most serious Level 2 incidents, instructors may choose to assign a failing grade for the course.                             |
| <b>Level 3:</b> Behaviors reflect pre-meditated dishonesty. Student's actions were intentional, they recognized the seriousness of their actions, and they  | Buying, selling, or providing a paper or a copy of an exam; having someone else take an exam or taking an exam for someone else; using hidden notes or other   | Faculty must hold a meeting with the student before responding. This meeting should be a fact-finding effort and may include a third-party, such as a program chair,  | Level 3 incidents deserve the most severe penalties. The student should earn a failing grade on the assignment with no opportunity to resubmit. Students   |

| Level/<br>Seriousness  | Examples<br>of Student<br>Behavior  | Considerations  | Academic<br>Consequences  |
|--|---|---|---|
| understood how to complete their work in ways the academic community would regard as honest and appropriate. | unauthorized materials during an exam; possessing and/or using a cell phone, calculator, or other device, or AI language model when they are not permitted; sabotaging someone else's work; altering or forging documents or identities; changing the letter or numerical grade on an exam or assignment after the instructor has assigned the final grade; multiple instances of plagiarism in one assignment or across several assignments. | another faculty member, or dean.<br><br>All Level 3 incidents must be reported and consequences should be imposed. To determine appropriate consequences, faculty may consider whether the behavior was premeditated and its potential impact on the student's grade. | may earn a failing grade in the course. In the most serious cases, faculty may recommend to the dean that the student be placed on probation, suspended, or expelled. |

**MCNAIR SCHOLARS PROGRAM**

Since 2003, the Westminster University McNair Scholars Program has served low-income, first-generation, and students underrepresented in graduate education on their path to graduate school under the guidance and funding of the U.S. Department of Education. The McNair Program contributes to the institution's purpose to prepare students to lead lives of learning, accomplishment, and service by offering a distinctive academic program in which students pursue excellence while promoting inclusiveness and respect for difference. To achieve this end, the McNair Program: encourages low-income and first-generation scholars to complete their programs of postsecondary education; celebrates and cultivates the strengths students bring as diverse scholars; supports the development of their academic talents and interests through faculty-mentored research that encourages students to critically examine alternatives and to accept responsibility for their learning; and provides access to graduate school financial and admissions assistance, as well as related support services. Regardless of learning style or background, participants are empowered to realize their goals of doctoral study in the field of their choice at the institution of their choice.

As the only McNair Program in Utah, we draw students from 3 campuses: Westminster University, Salt Lake Community College, and College of Southern Idaho. By encouraging and supporting qualified students through undergraduate school and the transition to graduate school, the ultimate goal is to increase faculty diversity in colleges and universities.

Of the 169 graduates who have gone through the Westminster University McNair Scholars Program, 72% (122) of students have an advanced degree or are currently in graduate school; 42% (71) have masters degrees; 5.9% (10) have professional degrees; and 12% (21) have PhDs.

**Eligibility**

All scholars must:

- Be a sophomore, junior, or senior who will graduate in Spring 2025 or later;

## Academics

---

- Have a minimum 3.0 GPA OR significant academic progress in the last 30 credit hours or in your major;
- Be a U.S. Citizen or Permanent Resident; and
- Have a sincere desire to pursue graduate education.

They must also qualify as:

- Both first-generation (neither parent has a bachelor's degree) and [low-income](#)

AND/OR

- A member of a group underrepresented in graduate education (Native American, Hispanic/Latinx, African American or Pacific Islander).

## Program Benefits

- Be eligible to receive a \$2,800 stipend for the summer research project.
- Establish a relationship with a faculty mentor for ongoing academic advising and assistance developing an academic plan.
- Establish a relationship with a research mentor for guidance through the research project and an introduction to your academic discipline.
- Receive support services including academic seminars, individual surveys and assessments, tutoring services as needed, GRE preparation.
- Opportunities to visit graduate school programs.\*\*
- Opportunities to attend local, regional, and national conferences to present research.\*\*
- Receive financial education and counseling including individual financial counseling services, a money management seminar, and a seminar on graduate and doctoral program funding alternatives.
- Receive personal support services including individualized technology/computer/library assistance, career counseling, academic career planning, and a peer support system.
- Receive assistance applying to graduate schools.
- Receive assistance applying for financial aid.
- Application fee waivers from participating graduate schools.
- Be eligible for GRE test fee waivers.
- Free summer tuition at Westminster University for required McNair courses.
- Eligible Westminster McNair Scholars may also receive financial aid packages totaling 100% of tuition.\*\*\*

\*\* Travel funds are contingent upon program participation and are granted at the discretion of the director.

\*\*\* Funds are distributed at the discretion of the Financial Aid office. The McNair Program has no control of these funds.

Visit [our website](#) to apply. Our applications are due on March 31 every year. Here's the [application checklist](#) to help you plan your application.

## Courses

All McNair scholars enroll in the *McNair Scholars Seminar* (MCNR 200) course each semester. In the spring semester, juniors take *Writing for Professional Research* (MCNR 301) and *Introduction to Research Methods I* (MCNR 311); seniors take *Advanced Research I* (MCNR 411). In the summer, juniors take *Introduction to Research Methods II* (MCNR 312), while seniors take *Advanced Research Methods II* (MCNR 412) during the Summer Research Program.

## RESERVE OFFICER TRAINING CORPS (ROTC)

### ROTC (COOPERATIVE PROGRAM WITH THE UNIVERSITY OF UTAH)

#### Reserve Officers Training Corps (ROTC) Programs

Westminster offers students an opportunity to participate in the ROTC programs of the U.S. Air Force, the U.S. Army, and the U.S. Navy through cooperative programs at the University of Utah.

ROTC programs offered through Westminster University correspond to those listed in the University of Utah's General Catalog. Students are advised to contact Westminster's Director of Veteran and Military Services or personnel associated with the appropriate military program at the University of Utah for detailed information.

#### U.S. Air Force ROTC (AIRF)

**Department Office: Naval Science Building, Room 205, 110 South 1452 East, Salt Lake City, Utah 84112**  
**Department Chair: Lt.Col. Trek Potter**

The Department of Aerospace Studies offers four-year and three-year programs through the Air Force Reserve Officer Training Corps (AFROTC). These provide matriculated men and women an opportunity to earn a commission as officers in the United States Air Force in conjunction with completing baccalaureate degree requirements in academic fields of the student's choice.

AFROTC is a military training program that offers academic preparation in interdisciplinary areas including communication skills, Air Force history, leadership and management principles and practices, decision-making theory and policy formulation, ethics and values, socialization process within the armed services, national and international relations, national defense structure, national security policy, and military law. In addition to their traditional college courses, AFROTC cadets are required to be enrolled in two Aerospace Study (AS) courses every semester.

Entry into the academic Aerospace Study (AS) courses during the first two years of AFROTC is open to all students and does not require a military obligation (unless on an AFROTC scholarship). Entry into the Leadership Laboratory AS courses during the final two years is selective and is normally initiated during the student's sophomore year. Students may qualify to be commissioned in any of more than 60 technical and nontechnical officer career areas or as flight officers (pilots or navigators). For complete information concerning the Air Force ROTC Program, prospective students should contact: Department of Aerospace Studies, University of Utah at 801.581.6236.

| Courses |      |   | Credit Hours |
|---------|------|---|--------------|
| AIRF    | 1010 | Foundations of the USAF I                             | 1            |
| AIRF    | 1011 | Foundations of the USAF II                            | 1            |
| AIRF    | 1110 | General Military Leadership Laboratory I              | 1            |
| AIRF    | 1111 | General Military Leadership Laboratory II             | 1            |
| AIRF    | 2006 | Aerospace Studies Physical Fitness                    | 1            |
| AIRF    | 2010 | Airpower History I                                    | 1            |
| AIRF    | 2011 | Airpower History II                                   | 1            |
| AIRF    | 2110 | General Military Leadership Laboratory III            | 1            |
| AIRF    | 2111 | General Military Leadership Laboratory IV             | 1            |
| AIRF    | 2960 | Special Topics  | 1-3          |
| AIRF    | 3000 | Air Force ROTC Field Training                         | 4            |
| AIRF    | 3010 | Leadership Studies I                                  | 3            |
| AIRF    | 3011 | Leadership Studies II                                 | 3            |
| AIRF    | 3110 | Professional Officer Course Leadership Laboratory I   | 1            |
| AIRF    | 3111 | Professional Officer Course Leadership Laboratory II  | 1            |
| AIRF    | 4010 | National Security Affairs I                           | 3            |
| AIRF    | 4011 | National Security Affairs II                          | 3            |
| AIRF    | 4110 | Professional Officer Course Leadership Laboratory III | 1            |
| AIRF    | 4111 | Professional Officer Course Leadership Laboratory IV  | 1            |
| AIRF    | 4990 | Directed Study  | 1-5          |

**U.S. Army ROTC (ARMY)****Department Office: University of Utah, 255 Ft. Douglas Blvd #638, Salt Lake City, Utah 84113****Department Chair: LTC Andrew Brown [www.milsci.utah.edu](http://www.milsci.utah.edu)****Assistant Professor of Military Science, CPT Matthew Lehman; [matthew.lehman@milsci.utah.edu](mailto:matthew.lehman@milsci.utah.edu)**

The Military Science Department (Army ROTC) offers a leadership program for college men and women to earn commissions as second lieutenants in the United States Army (Active, Reserve, or National Guard). Two- and four-year programs are available. All courses receive academic credit toward graduation. Instructors, textbooks, uniforms, and equipment are provided by the Department of the Army without cost to the student.

The Basic Course provides instruction in basic leadership and hands-on military adventure training such as rappelling, survival instruction, skiing, land navigation, and rifle marksmanship. There is no military obligation for students taking the Basic Course. Students normally take this program during their freshman and sophomore years.

The Advanced Course provides extensive instruction in leadership development, military organization, management, tactics, and administration. Students may have the opportunity to attend specialty training such as Airborne or Air Assault School. This program is normally taken during the final two years of college.

Financial aid/scholarships are available from the Department of Military Science. For further information, contact the enrollment advisor at 801.581.1855.

| Courses |      |  | Credit Hours |
|---------|------|--|--------------|
| ARMY    | 1010 | Introduction to the Army and Critical Thinking | 2            |
| ARMY    | 1020 | Introduction to the Profession of Arms         | 2            |
| ARMY    | 1060 | Military Physical Readiness                    | 1            |
| ARMY    | 2010 | Leadership and Decision Making                 | 3            |
| ARMY    | 2020 | Army Doctrine and Team Development             | 3            |
| ARMY    | 2090 | Ranger Challenge                               | 2            |
| ARMY    | 2950 | Independent Study                              | 2-3          |
| ARMY    | 3010 | Training Management and Warfighting Functions  | 3            |
| ARMY    | 3020 | Applied Leadership in Small Unit Operations    | 3            |
| ARMY    | 3950 | Independent Study                              | 1-3          |
| ARMY    | 3960 | Military History Leadership in Adversity       | 3            |
| ARMY    | 4010 | The Army Officer                               | 4            |
| ARMY    | 4020 | Company Grade Leadership                       | 4            |
| ARMY    | 4950 | Senior Seminar                                 | 1-4          |

**U.S. Navy ROTC (NAVY)****Department Office: Naval Science Building, Room 100, 110 South 1452 East, Salt Lake City, Utah 84112****Department Chair: CAPT. Brent A. Trickel**

The major goals of the U.S. Navy and Marine Corps ROTC Program are:

1. To help educate midshipmen in a major field of interest to the Navy or Marine Corps leading to a baccalaureate degree.
2. To provide midshipmen with fundamental concepts and principles of naval science and with the professional naval knowledge necessary to establish a sound basis for future growth as a Naval or Marine Corps officer.
3. To prepare midshipmen for service with the highest sense of honor and integrity as commissioned officers; to cultivate the essential elements of military leadership; and to foster the growth of a strong sense of loyalty and dedication to the service and to the nation.
4. To prepare midshipmen to continue their education in a field of interest to the Navy or Marine Corps later in their careers.
5. To instill the values of civilian higher education into the naval service by utilizing the expertise of civilian faculty instruction.

For complete information concerning the Naval ROTC Program, prospective students should contact Lisa Huff-Rottman at 801.581.6723.

| Courses |      |   | Credit Hours |
|---------|------|---|--------------|
| NAVY    | 1010 | Introduction to Naval Science             | 2            |
| NAVY    | 1020 | Seapower and Maritime Affairs             | 3            |
| NAVY    | 2000 | Leadership and Management                 | 3            |
| NAVY    | 2020 | Naval Ships Systems II: Naval Engineering | 3            |

|      |      |  |   |
|------|------|--|---|
| NAVY | 2110 | Evolution of Warfare                                       | 3 |
| NAVY | 3010 | Navigation   | 3 |
| NAVY | 3020 | Naval Operations and Navigation II Prerequisite: NAVY 3010 | 3 |
| NAVY | 3110 | Fundamentals of Maneuver Warfare                           | 3 |
| NAVY | 3210 | Marine Corps Bulldog Preparation                           | 2 |
| NAVY | 4000 | Naval Ships Systems I: Weapons                             | 3 |
| NAVY | 4020 | Leadership and Ethics Prerequisite: NAVY 2000              | 3 |

## Military Leadership Minor

### Program Goals

- Develop knowledge of military science appropriate to each branch of service
- Apply leadership concepts to plan, communicate, and implement training, motivate personnel, and direct military operations
- Think critically to understand and solve problems ethically and effectively
- Understand global, historical, and social contexts for military leadership

### Objectives

The military leadership minor integrates ROTC courses for each branch of service (Air Force, Army, Navy, and Marine Corps) with a range of electives to help future military officers develop their skills as ethical leaders who understand the historical and social contexts in which US military forces operate. The minor is designed to help ROTC cadets enrich their military training through Westminster's focus on liberal and professional education.

### Program Requirements

ROTC cadets completing a Military Leadership minor select an option specific to their branch of service. Each option involves 12-14 credits of ROTC courses and 8-10 credits of electives chosen from a range of business, history, philosophy, political science, public health, or psychology courses.

Students must meet the university-wide graduation requirements in addition to those for the Military Leadership minor:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

| Requirement Description                                     | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. ROTC Branch Courses</b>                               | <b>12-14</b> |               |
| Air Force Option  |              |               |
| AIRF 3010 Leadership Studies I                              | 3            |               |
| AIRF 3011 Leadership Studies II                             | 3            |               |
| AIRF 4010 National Security Affairs I                       | 3            |               |
| AIRF 4011 National Security Affairs II                      | 3            |               |
| Army Option 14  |              |               |
| ARMY 3010 Training Management and the Warfighting Functions | 3            |               |
| ARMY 3020 Applied Leadership in Small Unit Operations       | 3            |               |
| ARMY 4010 The Army Officer                                  | 4            |               |
| ARMY 4020 Company Grade Leadership                          | 4            |               |
| Navy Option 12  |              |               |
| NAVY 1020 Seapower and Maritime Affairs                     | 3            |               |
| NAVY 2020 Naval Ship Systems II: Naval Engineering          | 3            |               |
| NAVY 3010 Navigation  | 3            |               |
| NAVY 4020 Leadership and Ethics                             | 3            |               |
| Marine Corps Option 12                                      |              |               |

Reserve Officer Training Corps (ROTC)

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| NAVY 1020 Seapower and Maritime Affairs  | 3            |               |
| NAVY 2110 Evolution of Warfare   | 3            |               |
| NAVY 3110 Fundamentals of Maneuver Warfare   | 3            |               |
| NAVY 4020 Leadership and Ethics  | 3            |               |
| <b>II. Electives*</b>  | <b>8-10</b>  |               |
| <p>Take eight to ten credits from the following list:</p> <p>HIST 214 Vietnam and America 4</p> <p>HIST 316 Slavery, Civil War, Legacy 4</p> <p>HIST 317 The U.S. as a World Power, 1890-1945 4</p> <p>HIST 325 Global Cold War 4</p> <p>HIST 329 Culture and Society in East Asia 4</p> <p>HIST 330 Middle Eastern History 4</p> <p>INTR 305 Citizen Diplomacy 4</p> <p>MGMT 210 Teams 2</p> <p>PHIL 131 Philosophy of Gender and Power 4</p> <p>PHIL 216 Ethical Issues in Health and Healthcare 3</p> <p>PHIL 221 Ethics of Diversity 4</p> <p>PHIL 280 Philosophy Without Borders 4</p> <p>PLSC 316 Global Politics 4</p> <p>PLSC 348 Congress and the Presidency 4</p> <p>PSYC 216 Social Psychology 3</p> <p>PUBH 110 Introduction to Public Health 3</p> <p>PUBH 210 Infectious and Chronic Diseases 3</p> <p>*Electives for the Military Leadership minor may double-count toward requirements for WCore, majors, other minors, or certificates.</p> |              |               |
| <b>Total Hours For Military Leadership Minor</b>   | <b>20-24</b> |               |

# UNDERGRADUATE ADMISSION, EXPENSES, AND FINANCIAL AID

## ADMISSION TO THE UNIVERSITY

Westminster University seeks students whose academic and life experiences demonstrate that they are prepared to thrive in our classrooms and bring vibrancy to our campus. Applications are reviewed holistically and take into consideration the quality of a student's academic preparation, which includes both difficulty of course work and grades, extracurricular activities, individual talents and character, recommendations, and demonstrated interest in the university. A campus visit is recommended, as it helps complete the picture for both the prospective student and the university. Westminster University admits students whose academic records indicate that they possess the preparation and skills necessary for success in university. Individuals are admitted without discrimination as to race, color, religion, gender, sexual orientation, age, national or ethnic origin, disability, or a person's status as a veteran.

Admission to the university does not constitute acceptance into all of its programs. Students applying for admission into the Nursing and Honors College programs should consult the appropriate sections of this Academic Catalog for additional admission requirements. Music students must audition to be accepted into the program as a major or minor. Students applying to graduate programs should review the appropriate sections in the Graduate Academic Catalog.

Undergraduate applicants may apply Early Action Decision by December 1 or Regular Decision by February 1. Applications for undergraduate admission are accepted on a rolling basis after the Regular Decision deadline of February 1. Westminster University reserves the right to close the application earlier than dates specified if enrollment goals are met before those dates. To accept an offer of admission and reserve a place in the class, an admitted student must submit an admitted student reply form and a non-refundable \$500 tuition deposit by the National Reply Date, May 1, or within thirty days of admission.

Westminster University administers all of its educational programs, related support services, and benefits in a manner that does not discriminate against students or prospective students with regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, disability, or a person's status as a veteran. Westminster University seeks to provide equal access for people with disabilities to its programs, services, and activities. Please contact Disability Services at 801.832.2272 (TTY 832.2286) if you require admission information in an alternative format or if you need other accommodations.

## Admission Requirements

### New First-Year

Applications are reviewed holistically on the basis of a student's demonstrated academic preparation, motivation, and potential for success at Westminster. Academic preparation, which includes both coursework and grades, is most important. The submission of standardized test scores is optional. Other measures, including essays, extracurricular activities and accomplishments, and recommendations are given consideration and may be requested by the Office of Admission as supporting evidence of academic preparedness, motivation, or potential for success.

Westminster University recommends the following curriculum:

| Subject  | Number of credits/years |
|--|-------------------------|
| Math   | 4                       |
| English  | 4                       |
| World Language   | 2                       |
| Social Science (such as history, government, geography, psychology or other similar courses) | 3                       |
| Lab-based Science (such as biology, chemistry, and physics)                                  | 3                       |

| Subject  | Number of credits/years |
|--|-------------------------|
| Fine Arts (such as music, dance, theatre, visual arts, ceramics, graphic design, or other similar courses) | 1                       |

A student currently enrolled in high school may be accepted for admission on the basis of six semesters of high school work. The university may require additional grade reports during the student's senior year, and will require final official transcripts showing the date of high school graduation.

### Transfer Students

A student with a cumulative grade point average of 2.75 (B-) or better in academic courses from all previous university work, and who is in good academic standing at their previous institution(s) may be considered for admission as a transfer student. Exceptions can be made on a case-by-case basis.

Detailed information regarding Westminster University transfer credit policies can be found in the [External Credit](#) section of this catalog. Students transferring from Salt Lake Community College may find these [advising pathways](#) helpful.

### Non-degree Seeking Students

Non-degree seeking students are defined as students who are enrolled at the university but have not applied for, or been accepted into, a degree program. Non-degree seeking students, therefore, are those who plan to take courses for "interest only." Non-degree seeking students are subject to the academic regulations of the university. Credit earned while in non-degree seeking student status is not considered toward a degree unless the student applies for admission to, and is accepted by, the university as a degree-seeking student. A maximum of 30 semester hours of coursework taken as a non-degree-seeking student may be considered for credit earned toward a degree. Non-degree seeking students are not eligible to receive institutional or federal financial aid. Those who wish to pursue a degree must complete the admission process as a degree-seeking student. Non-degree seeking students must be admitted as degree-seeking prior to the first day of classes in the semester in which they wish to be considered degree-seeking.

### Readmission of Former Students

Students who wish to register at the university after an absence of three or more academic semesters (not including summer terms) must apply for readmission through the Office of Admissions. Returning students are subject to the academic requirements in effect at the time of their re-entry. Westminster University makes every effort to honor coursework taken in previous years; however, due to curriculum changes, this cannot be guaranteed. Previous coursework in question must be reviewed by individual academic departments with a final agreement submitted in writing to the Registrar's Office.

Former students who have attended other colleges or universities during their absence must apply for readmission as a returning student and must meet all applicable requirements for admission. Students will be reevaluated for transfer merit scholarships based on all university credits taken, including those from Westminster. It should be noted that students who attend other colleges or universities during a summer session are not required to reapply. Transfer credit for such courses are subject to the university's regular transfer policies as stated in the Degree Requirements section of this catalog.

In accordance with the Higher Education Reauthorization Act, Westminster University will readmit veterans at the same academic status in which they left the institution, provided the veteran notifies the university in advance of their deployments and are not absent from the institution for more than five years, cumulatively. Those students who fail to provide advance notice may re-enroll after providing proof of service.

### Readmission of Servicemembers and Veterans

In accordance with the Higher Education Reauthorization Act, Westminster University will readmit military service members at the same academic status in which they left the institution for service activation or deployments, provided the student notifies the university in advance of their deployments

## Undergraduate Admission, Expenses, and Financial Aid

---

and are not absent from the institution for more than five years, cumulatively. Those students who fail to provide advance notice may re-enroll after providing proof of service.

To readmit a servicemember with the same academic status means that the institution readmits the servicemember:

- To the same program, unless the servicemember requests or agrees to admission to another program (if the servicemember's program is no longer offered, the institution must admit the servicemember to the program that is the most similar);
- At the same enrollment status (for example, full-time), unless the servicemember requests or agrees to a different enrollment status;
- With the same number of credit hours or clock hours completed, unless the servicemember is admitted to a different program and the hours are not transferable;
- With same academic standing (for example, satisfactory academic progress status);
- For the first academic year, with the same tuition and fee charges as when the servicemember left, unless military benefits will pay the increase, but never more than the institution is charging other students; and
- For subsequent academic years or for a different program, by assessing tuition and fee charges that are no more than the institution is charging other students.

### Concurrent Enrollment

Qualified high school junior and senior students (grades 11 and 12) may apply and enroll to take university coursework during the Fall and Spring semesters at Westminster while still attending high school.

Applicants for concurrent enrollment must:

- Be a junior or senior in high school
- Have a 3.0 cumulative GPA or higher in academic course work (confirmed by high school transcript)
- Complete the Concurrent Enrollment Application (including the Parent Permission Form and School Permission Form)
- Meet application deadlines:
  - June 1 (Fall semester)
  - December 1 (Spring semester)

A new application is required each semester that a student seeks to enroll or re-enroll for concurrent enrollment courses at the university.

### Non-High School Graduates

Students who have not completed high school, or who have graduated from a non-accredited or non-traditional educational environment, may be considered for admission to the university. Westminster accepts the General Educational Development examination (GED), a state high school equivalency diploma, or demonstration of academic performance that aligns with Westminster's recommended curriculum.

Please speak to an admissions counselor for additional information.

---

## Applying for Admission

### How to Apply

Students must submit:

- Online Common Application or Westminster Application
- High school transcript
- Official transcript(s) from each college or university attended. This is primarily, but not exclusively, applicable to incoming transfer students.
- Personal statement or essay, if requested
- Standardized test scores, if requested
- School counselor or school official report, if requested
- Letters of recommendation, if requested or required by program

Incoming first-year students must submit a final official high school transcript including a high school graduation date, a GED, or other high school equivalency diploma prior to beginning classes.

Incoming transfer students must submit a final official high school transcript documenting a high school graduation date, a GED, or other high school equivalency diploma if they do not have at least one of the following:

- 60 transfer credit hours
- An associate's degree
- Interstate transfer passport

All records submitted to the university become the property of Westminster University as part of each student's permanent record and are not returnable.

### When to Apply

The applications for undergraduate admissions opens on August 1 for the subsequent Spring, Summer and Fall terms.

### Notification of Admission

Applicants who apply as Early Action Decision by the December 1 deadline, will receive an admissions decision by the first week of January (based on open business hours). After the Early Action Decision Deadline, applicants will receive an admissions decision approximately three weeks after the Office of Admissions receives all required materials. Transfer students receive a separate summary of transfer credit evaluation. The summary of transfer credit evaluation does not guarantee admission, rather is provided to the student as a guide of which credits will transfer if admitted to the university. Once admitted, students intending to enroll at Westminster must submit an admitted student reply form and a \$500 non-refundable enrollment deposit must be submitted to guarantee a place in the entering class.

### Accepting Offer of Admission

The tuition deposit should be submitted by the National Reply Date of May 1 or within 30 days of receiving an admissions decision if after May 1. Students requesting an extension to the enrollment deposit deadline should contact the Office of Admissions. Students may choose to defer their admission after paying the tuition deposit for up to two years. Extensions may be considered on a case-by-case basis. New first-year students are required to live in campus housing during the fall and spring semesters of their first two years. Residence Life may grant exceptions for students with extenuating circumstances after an exemption form is submitted.

### Deferred Admission (Gap Year)

Deferred admission is offered to undergraduate students who plan to delay their enrollment to a different semester than they were admitted to.

Requests for deferred admission must be submitted by August 1 and approved by the Office of Admissions. Deferred admission may be requested for up to 4 semesters. Deferred admission is not intended to allow students to begin or continue their university career elsewhere, though students may take a limited number of courses as a part-time student during their deferred admission period. Westminster assumes that any academic work pursued during the deferred admission period will be at an academic level consistent with or above the student's academic performance record with which they gained acceptance to Westminster University. Students must submit all transcripts from college-level coursework completed during the deferred admission period. The university reserves the right to reverse a prior admissions decision based on poor results of academic work completed during the deferred admission period.

Prior to their return, students must confirm their intention to enroll by submitting a second non-refundable tuition deposit of \$500. [Learn more about deferred enrollment and gap year.](#)

---

## International Students

Westminster University is authorized under federal law to enroll non-immigrant students. The Office of Admissions begins processing I-20 Certificates of Eligibility for non-immigrant international students after they have been admitted and confirmed their enrollment to the university.

### Admission Requirements

To be considered for enrollment at the university, international students must meet the same admissions requirements as domestic students in addition to other specific international requirements. International students must submit the following materials to the Office of Admissions:

- Online application for admission.
- Personal statement or essay (optional).

- Official transcripts, academic records, diplomas, national examination results, certificates or degrees received from all secondary, post-secondary, university and/or professional schools and any necessary translations. International college or university transcripts must be submitted to an external evaluation service company for a course-by-course evaluation. World Education Services or SpanTran are two evaluation companies that Westminster University recommends using. There may be other exceptions granted on a case-by-case basis.
- International students who are non-native speakers of English must provide evidence of English language proficiency by submitting official scores from one of the standardized tests listed in the chart below. Test date must be within two years of application for scores to be valid.
- Recommendation letter from high school counselor or teacher, upon request.
- Submit International Student Financial Aid Questionnaire in admissions portal

After international students are admitted, they will be required to provide evidence of adequate financial support to cover the total cost of attendance for two semesters. This most commonly comes in the form of a certified bank statement or bank letter as well as a Statement of Financial Responsibility as issued by Westminster University.

All applicants, regardless of citizenship status, must demonstrate proficiency in English to obtain admission to Westminster University. To fulfill this requirement, applicants must satisfy **one** of the following criteria:

A. Provide transcripts showing attendance for a minimum of three years at a U.S. accredited high school in a curriculum with passing grades.

B. Provide transcripts showing attendance for a minimum of three years in English education at an American International School, Cambridge affiliated school, or International Baccalaureate (IB) affiliated school with passing grades.

C. Provide transcripts showing a minimum of 15 transferable college level credits of general education or major requirements with a minimum grade of C- from a U.S. accredited college or university. Credits from ESL and orientation style courses will not be accepted.

D. Provide transcripts showing either attendance for a minimum of three years at a high school with passing grades or a minimum of 15 transferable college level credits of general education or major requirements with a minimum grade of C- from a high school, college or university in one of the following countries:

- American Samoa
- Anguilla
- Antigua and Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- Bermuda
- Botswana
- British Virgin Islands
- Canada (except the Province of Quebec)
- Cayman Islands
- Christmas Islands
- Cocos Islands
- Cook Islands
- Dominica
- Falkland Islands
- Fiji
- Gambia
- Ghana
- Gibraltar
- Grenada
- Guam
- Guyana
- Ireland
- Jamaica
- Kenya
- Lesotho
- Liberia
- Malawi
- Malta
- Micronesia Islands
- Montserrat

- New Zealand
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Palau
- Papua New Guinea
- Pitcairn Islands

- Ryuku Islands
- Seychelles
- Sierra Leone
- Singapore
- Solomon Islands
- South Africa
- St Helena
- St Kitts and Nevis
- St Lucia
- St Vincent and the Grenadines
- Swaziland
- Tanzania
- Tonga
- Trinidad and Tobago
- Turks and Caicos Islands
- Uganda
- United Kingdom
- S. Virgin Islands
- Zambia
- Zimbabwe

E. Provide English proficiency test results taken within the past two years that meet one of the following score requirements:

### English Proficiency Exam Results:

| Undergraduate: Test                             | Full Admit                | English Bridge 2          | English Bridge 1                              |
|---|---------------------------|---------------------------|---|
| TOEFL iBT                                       | 79                        | 66                        | 55 and no subset below 12                     |
| IELTS   | 6.5                       | 6                         | 5.5 and no subset below 5.0                   |
| PTE   | 53                        | 44                        | 39  |
| MET 4-Skill (Michigan English Test)             | 53-63                     | 40-52                     |   |
| CEFR (Common European Framework of Reference)   | B2                        | B1                        |   |
| Duolingo  | 105                       |                           |   |
| Norwegian Upper Secondary School English Course | 4                         | 3                         |   |
| SAT-EBRW  | 560                       | 510                       | 430-500 and Duolingo required                 |
| ACT-English & Reading                           | 22 English and 22 Reading | 19 English and 19 Reading | 15 English and 15 Reading (Duolingo required) |

Westminster University will consider scores from the IELTS Indicator and the TOEFL iBT Home Edition. The university will accept TOEFL iBT superscores for the purpose of meeting TOEFL iBT requirements.

F. Complete English language instruction through one of the following programs:

| Articulation Agreements             | Program Level | Westminster Level         |
|-------------------------------------|---------------|---------------------------|
| Associates in Cultural Exchange ACE | 6             | Full Admit; take WRIT 110 |
| ELS Language Schools                | 112           | Full Admit; take WRIT 110 |
| English Language Institute (ELI)    | 8 "B" Average | Full Admit; take WRIT 110 |

Westminster University reserves the right to require demonstration of English proficiency, even if a candidate demonstrates eligibility for a proficiency waiver.

## International Exchange Students

The university accepts and enrolls students from our partner institutions who are citizens of countries other than the United States for exchange programs. Full-time international exchange students are issued Forms DS-2019 forms to enable them to apply for student visas.

### Admission Requirements

Exchange students must submit the following materials to the Office for Global Engagement:

1. Exchange student application for admission (application fee is waived)
2. Nomination letter from an academic advisor, professor, dean or exchange coordinator at the partner institution.
3. Official transcripts, academic records, diplomas, national examination results, certificates or degrees received from all secondary, post-secondary, university and/or professional schools. All transcripts must be submitted with an official English translation
4. Evidence of adequate financial support to cover the total cost of attendance for the duration of the exchange program (one or two semesters). This most commonly comes in the form of a certified bank statement or bank letter.
5. Statement of Financial Responsibility completed by the student and/or financial guarantor.
6. Evidence of English language proficiency as described in the International Student Admission requirements above.
7. Copy of the identification page of the applicant's passport

All materials submitted to Westminster University become the property of the university and cannot be returned to the student or sent to another school. If the student's school or ministry of education issues only one copy of secondary school grades or examination scores, the Office of Admissions will make a certified copy and return the original to the student; however, in all cases copies must be made from originals. Duplicated copies will not be accepted. Once all required documentation has been received and the student has been accepted for admission, a Form DS-2019 will be sent to the student.

## EXPENSES

### Undergraduate Tuition and Fees (2024-2025)

| Description  | Rate  |
|--|---|
| Tuition (Fall, Spring, and Summer)                           | \$1,792 per credit hour                     |
| Fall and Spring Full-time students (12-16 hours)             | \$21,504 per semester                       |
| Fall and Spring Overtime per hour surcharge (above 16 hours) | \$21,504 + \$1,792 per credit hour above 16 |
| Audits (any semester)  | \$896 per credit hour                       |

| Description   | Rate   |
|---|--|
| Bachelor of Business Administration (BBA)   | \$500 per credit hour for BBA courses; \$1,792 per credit hour for other undergraduate courses   |
| Student Activity Fee (Fall and Spring) (covers Associated Students of Westminster membership and class membership dues and series of social events) | \$57 - full time enrollment (12 or more credit hours)<br>\$44 - part-time enrollment (7-11 credit hours)<br>\$30 - part-time enrollment (2-6 credit hours)   |
| Publication Fee (Fall & Spring)   | \$9  |
| Health, Wellness and Athletic Center Membership Fee   | \$60 - full-time enrollment (12 or more credit hours)<br><br>Membership fee of \$13.50 per month for part-time undergraduate students is optional and would be paid directly to the Dolores Doré Eccles Health, Wellness and Athletic Center. Summer fee is waived for students taking summer courses. |

### Fixed Pricing

Students enrolling in the BBA program during the 2024-2025 academic year will pay \$500 per credit hour. A total of 60 credit hours are required to complete the program for those with a completed AA or AS degree for a total of \$30,000. Tuition includes all program costs including books (for BBA classes) and access to all program functions. The tuition price will remain fixed for five years, as long as the student progresses satisfactorily (i.e., by taking no more than two semesters off). Regular tuition rates apply for classes outside of the BBA program and are required if students do not have an AA or AS degree.

### Round River and IPSL Global Engagement

Westminster University serves as the School of Record for Round River Conservation Studies and IPSL Global Engagement. Students who enroll in courses under a School of Record agreement are charged a custom fee that is based on location and duration of the study away program and are not charged standard Westminster undergraduate tuition rates.

### Summer Tuition & Earned Rate Reduction

| Undergraduate Credit Hours | Total Tuition | With 50% Reduction Earned* | With 80% Reduction Earned** |
|----------------------------|---------------|----------------------------|-----------------------------|
| 1                          | \$1,792       | \$852                      | \$358                       |
| 2                          | \$3,584       | \$1,792                    | \$717                       |
| 3                          | \$5,376       | \$2,688                    | \$1,075                     |
| 4                          | \$7,168       | \$3,584                    | \$1,434                     |

| Undergraduate Credit Hours | Total Tuition | With 50% Reduction Earned* | With 80% Reduction Earned** |
|----------------------------|---------------|----------------------------|-----------------------------|
| 5                          | \$8,960       | \$4,480                    | \$1,792                     |
| 6                          | \$10,752      | \$5,376                    | \$2,150                     |
| 7                          | \$12,544      | \$6,272                    | \$2,509                     |
| 8                          | \$14,336      | \$7,168                    | \$2,867                     |
| 9                          | \$16,128      | \$8,064                    | \$3,226                     |
| 10                         | \$17,920      | \$8,960                    | \$3,584                     |
| 11                         | \$19,712      | \$9,856                    | \$3,942                     |
| 12                         | \$21,504      | \$10,752                   | \$4,301                     |
| 13                         | \$23,296      | \$11,648                   | \$4,659                     |
| 14                         | \$25,088      | \$12,544                   | \$5,018                     |
| 15                         | \$26,880      | \$13,440                   | \$5,376                     |
| 16                         | \$28,672      | \$14,336                   | \$5,734                     |

For each full-time semester completed in the current academic year, students earn a percentage reduction in the cost of their summer tuition.

\*To earn 50% reduction you must have completed 1 semester in current year

\*\*To earn 80% reduction you must have completed 2 semesters in current year

Summer rates exclude May Term Study Experience courses, GEOL 360: Field Geology, and internship courses. In these cases, no tuition is charged and there is an administrative fee of \$100 per credit. This cost reduction does not apply to the Bachelor of Business Administration program or any other specialized undergraduate program.

| Other Fees   | Amount   |
|--|--|
| First-Year Orientation for First Year Students Starting Fall Semester (one-time fee)   | \$300  |
| First-Year Orientation for First Year Students Starting Spring Semester (one-time fee) | \$100  |
| Transfer Student Fee (one-time fee)  | \$100  |
| Student ID Replacement   | \$10   |
| Alumni Audit   | \$100 per course + \$50 Technology Fee per semester (+ any course fees; for example, \$250 materials fee for ceramics courses) |
| Student Teaching   | \$100  |
| Private Music  | \$150 per credit hour  |

Certain courses may require additional fees which are listed in the course information on Self-Service.

## Housing and Meal Plan Charges (2024-2025)

### Fall and Spring Semester

| Residence  | Fall Semester | Spring Semester | Year    |
|--|---------------|-----------------|---------|
| Traditional-Style Double (Hogle and Carleson Halls)                        | \$3,610       | \$3,610         | \$7,220 |
| Traditional-Style Single (Hogle and Carleson Halls)                        | \$4,537       | \$4,537         | \$9,074 |
| Apartment-Style Single (Olwell, Behnken, and Stock Halls)                  | \$4,537       | \$4,537         | \$9,074 |
| Meal Plan (available for residents and commuters)                          | Fall Semester | Spring Semester | Year    |
| Gold Meal Plan   | \$2,576       | \$2,576         | \$5,152 |
| Purple Meal Plan   | \$2,038       | \$2,038         | \$4,076 |
| Copper Meal Plan (juniors, seniors, graduate students, and commuters only) | \$1,670       | \$1,670         | \$3,340 |
| Birch Meal Plan (commuters only)   | \$579         | \$579           | \$1,158 |

### Summer Housing

Available for degree-seeking students actively enrolled in a minimum of two credit hours and in good standing with the Dean of Students Office.

| Room   | 4 - Weeks | 8 - Weeks | Full Summer |
|--------|-----------|-----------|-------------|
| Single | \$944     | \$1,888   | \$2,832     |
| Double | \$735     | \$1,470   | \$2,206     |

## Payment of Tuition and Fees

**Tuition, fees, and room and board charges are due in full, on the first day of the month the given semester begins, unless payment arrangements have been made.** Students registering late must pay in full when they register. Students unable to pay in full must make other arrangements with the Student Account Services Office by the second week of the semester. The university reserves the right to grant or deny financing for any student based on his or her credit worthiness. In addition, the university reserves the right to cancel the registration of any student who fails to comply with all terms of his or her financial obligation with the university. Additional information on this policy is available in the Student Account Services Office. Statements of credits, certificates of graduation, or transcripts are issued only to students who are current in their obligations with the university. All

outstanding charges are due and payable at the time students leave the university.

**Tuition Reviews**

**Late Withdrawal for Unusual or Extenuating Circumstances**

Students sometimes face unusual or extenuating circumstances that prevent them from finishing a course or semester or otherwise complying with institutional deadlines. A Review Committee meets monthly to examine petitions made by students regarding retroactive record changes (e.g., medical withdrawal) and/or full or partial charges of tuition and fees. A student's petition, which includes a detailed letter and appropriate documentation of the unusual or extenuating circumstances, can be submitted to the Registrar's Office (Bamberger Hall, Upper Floor or registrar@westminsteru.edu). A form and specific instructions are available on the Registrar's Office website.

All petitions must be submitted within six weeks after the end of the semester in question. Absent serious extenuating circumstances, requests submitted beyond six weeks after the end of the semester will not be considered. Because tuition insurance is recommended, petitions for removal of tuition charges are rarely approved even if the committee decides to approve a change to the academic record. If a petition for refund is granted, changes will be made retroactive only to the last date of attendance, and tuition charges will be adjusted according to Westminster University's posted refund schedule found on the Student Account Services webpage. Reevaluation by the student's physician or counselor may be required prior to re-enrollment.

Following these guidelines, the Review Committee will either approve or deny all petitions. A student who thinks there has been unfair bias or encountered a procedural error made by this committee may appeal it in writing within ten calendar days to an Appeals Committee chaired by the Vice President for Finance and Administration. The decision reached by this committee is final.

NOTE: The Review Committee cannot change rules regarding the amount of federal financial aid that must be returned when a student does not fulfill program requirements. Students are encouraged to read "Withdrawing and Its Effect on Financial Aid" section in the academic catalog and call or visit the Financial Aid Office to determine specific implications for anticipated registration changes. In many cases, if a student withdraws from classes both the federal and institutional financial aid award may be adjusted and all unpaid tuition resulting from the cancellation will become due immediately.

**Tuition Refund Schedule**

This refund schedule applies to regular credit-bearing courses, but excludes May-term Study Experiences (MTSE), IPSL-Global

Engagement, and other trip-based courses.

| Fall Semester                  | Percent |
|--------------------------------|---------|
| 8/21/24 to 8/30/24             | 100%    |
| 8/31/24 to 9/6/24              | 80%     |
| 9/7/24 to 9/13/24              | 60%     |
| 9/14/24 to 9/20/24             | 30%     |
| After 9/20/24                  | 0%      |
| Spring Semester                | Percent |
| 1/21/25 to 1/29/25             | 100%    |
| 1/30/25 to 2/5/25              | 80%     |
| 2/6/25 to 2/12/25              | 60%     |
| 2/13/25 to 2/19/25             | 30%     |
| After 2/19/25                  | 0%      |
| Summer Term - First Four Weeks | Percent |

| Fall Semester                                    | Percent |
|--|---------|
| 5/16/25 to 5/26/25                               | 100%    |
| 5/27/25 to 6/2/25                                | 50%     |
| 6/30/25 to 6/9/25                                | 25%     |
| After 6/9/25                                     | 0%      |
| Summer - Second Four Weeks                       | Percent |
| 6/17/25 to 6/24/25                               | 100%    |
| 6/25/25 to 7/1/25                                | 50%     |
| 7/2/25 to 7/8/25                                 | 25%     |
| After 7/8/25                                     | 0%      |
| Summer - Third Four Weeks                        | Percent |
| 7/14/25 to 7/21/25                               | 100%    |
| 7/22/25 to 7/25/25                               | 50%     |
| 7/26/25 to 7/30/25                               | 25%     |
| After 7/8/25                                     | 0%      |
| Summer - First Eight Weeks and Full Twelve Weeks | Percent |
| 5/19/25 to 5/26/25                               | 100%    |
| 5/27/25 to 6/2/25                                | 50%     |
| 6/3/2025 to 6/9/25                               | 25%     |
| After 6/9/25                                     | 0%      |
| Summer - Final Eight Weeks                       | Percent |
| 6/17/25 to 6/24/25                               | 100%    |
| 6/25/25 to 7/1/25                                | 50%     |
| 7/2/25 to 7/8/25                                 | 25%     |
| After 7/8/25                                     | 0%      |

**Tuition Insurance**

All students except those enrolled in IPSL Global Engagement programs will be automatically enrolled in a tuition insurance program through A.W.G. Dewar, Inc., and charged approximately 1.1% of their tuition and fees (including room and board) for Fall and Spring semesters unless they choose to waive this coverage.

Many Westminster students encounter unexpected physical or mental health challenges each year. This coverage provides students and their families needed protection for their educational investment. Westminster students with tuition insurance are eligible for a 75% refund should they face injury, sickness, or mental health issues that result in withdrawing from all of their fall or spring courses. **Students and families who do not want tuition insurance will need to complete a waiver each year to opt out of this coverage.**

Westminster strongly encourages families to participate in tuition insurance to prevent the stresses of an all-too-common scenario: a student will experience an unexpected physical or mental tragedy, withdraw from courses, and be obligated to pay tuition. Tuition insurance allows the student to focus on their recovery and return to their studies.

## Health and Accident Insurance

Students are encouraged to carry health and accident insurance. Many plans carry students on their parents' coverage if they are under the age of 27. Westminster's website has a list of many plans, as there are different options and rates available to students. Cost may vary somewhat due to the student's age. Please contact the Dean of Students Office for more information. All international students and student athletes attending Westminster University are required to carry insurance coverage. Students admitted to the nursing program are required to provide evidence of health insurance coverage.

We recommend that all students participating in activity-based Human Performance and Wellness courses (HPW), Outdoor Education, Leadership courses (OEL), and/or trips through the Fitness, Wellness, and Recreation department/Outdoor Program are encouraged to carry personal health insurance. In case of accident, injury or illness your personal health insurance will be the primary provider.

In addition, the following website link provides useful information regarding insurance options for college students. Topics covered include the industry as a whole, the Affordable Care Act, Medicaid, and healthcare for the uninsured:

[Understanding Health Insurance for College Students and Young Adults](#)

The following list provides some resources to review health insurance options that may be available to you.

- [Humana](#)
- [eHealthInsurance](#)
- [SelectHealth Individual Plans](#)
- [Regence BlueCross BlueShield of Utah Individual Plans](#)

## FINANCIAL AID

### Understanding Financial Aid

Westminster makes every effort to determine a student's personal needs and abilities to create an individually tailored financial aid offer that reflects each student's own unique situation. The university awards merit-based and need-based financial aid to support new and continuing students. Merit- or talent-based aid is available to students who have excelled in their studies or extracurricular activities.

Need-based aid is available and awarded to students after completion of the Free Application for Federal Student Aid (FAFSA) form. These funds are awarded in the form of grants, work-study, and loans. Students eligible for need-based aid will be notified via their financial aid offer.

### Cost of Attendance

A student's cost of attendance varies depending upon whether they live on or off campus and the number of credit hours for which they enroll. Sample cost of attendance figures are shown below and are based on 2024-2025 amounts.

#### Dependent/Independent Undergraduate Living On-Campus

| Type of Expense          | Cost Associated |
|--------------------------|-----------------|
| Tuition & Fees           | \$43,260        |
| Books & Supplies         | \$1,904         |
| Living Expenses          | \$14,038        |
| Transportation           | \$1,602         |
| Federal Direct Loan Fees | \$80            |
| Personal Expenses        | \$1,422         |
| <b>TOTAL</b>             | <b>\$61,496</b> |

#### Dependent/Independent Undergraduate Living Off-Campus

| Type of Expense   | Cost Associated |
|-------------------|-----------------|
| Tuition & Fees    | \$43,260        |
| Books & Materials | \$1,904         |
| Living Expenses   | \$11,844        |
| Transportation    | \$1,908         |
| Direct Loan Fees  | \$80            |
| Personal Expenses | \$2,286         |
| <b>TOTAL</b>      | <b>\$60,472</b> |

#### Dependent/Independent Undergraduate Living with Parents

| Type of Expense   | Cost Associated |
|-------------------|-----------------|
| Tuition & Fees    | \$43,260        |
| Books & Materials | \$1,094         |
| Living Expenses   | \$3,168         |
| Transportation    | \$1,908         |
| Direct Loan Fees  | \$80            |
| Personal Expenses | \$1,206         |
| <b>TOTAL</b>      | <b>\$50,716</b> |

### Student Aid Index

The Student Aid Index (SAI) is an index number that the Financial Aid Office uses to determine how much and what types of financial aid you would receive while attending Westminster University. The information you report on your FAFSA, including specific tax and family information, is used to calculate your SAI.

### Determination of Need

Financial need is calculated by subtracting the SAI from the cost of attendance. If the Family Contribution is less than the Cost of Attendance, financial need is established.

### Academic Standards and Criteria for Institutional Scholarship and Grant Renewal

All Westminster scholarship and grant funds require a student to maintain satisfactory academic progress as outlined in the Academic Catalog. The student's satisfactory academic progress will be measured at the end of each Spring Term. This will be used to determine whether the student is eligible for federal and institutional funds in the next academic year. Both the May and Summer Terms may be used by a student to regain institutional fund eligibility. Eligibility for restricted and endowed scholarship funds will be determined by the specific donor agreements for each scholarship.

To receive merit- and need-based aid, a student must be enrolled full-time (at least 12 semester credit hours), except where otherwise specified by the individual award. Merit- and need-based aid is available to students completing their first undergraduate degree at Westminster. Students enrolling for a second undergraduate degree are ineligible for merit- and need-based institutional financial aid. Read all of the [Terms and Conditions of your Merit-Based Aid](#).

### Merit-Based Aid

All admitted applicants will be considered for merit-based scholarships automatically upon submission of the admissions application.

### Need-Based Aid

To be considered for need-based financial aid, students must file the Free Application for Federal Student Aid (FAFSA) form. The FAFSA opens October

## Undergraduate Admission, Expenses, and Financial Aid

1 for the following academic year. Westminster University's school code for the FAFSA is 003681.

### Donor-Funded Scholarships

Scholarship funds are provided by individuals and/or organizations to support qualified students on a year-to-year basis.

### Reserve Officer Training Corps (ROTC) Scholarships

A student may apply with ROTC to be considered for scholarships funded by Air Force, Army, or Navy ROTC programs. Each military branch selects the recipients for the awards each year. ROTC scholarships have their own application and approval process directly from the branch.

## Direct Loans Terms and Conditions

### Federal Direct Loan Program

Degree-seeking undergraduate students are eligible to apply for Federal Direct Student Loan funds. The Direct Loan limits can be found below:

| Undergraduate Students |                    |            |                      |            |
|------------------------|--------------------|------------|----------------------|------------|
|                        | Dependent Students |            | Independent Students |            |
|                        | Subsidized         | Total Loan | Subsidized           | Total Loan |
| First-Year             | \$3,500            | \$5,500    | \$3,500              | \$9,500    |
| Sophomore              | \$4,500            | \$6,500    | \$4,500              | \$10,500   |
| Junior                 | \$5,500            | \$7,500    | \$5,500              | \$12,500   |
| Senior                 | \$5,500            | \$7,500    | \$5,500              | \$12,500   |

Federal loan eligibility is determined using information from the FAFSA, number of credits earned, and number of credits registered. Students have the ability to accept the full amount of loans offered or specify a lower dollar amount. Students must be registered at a half-time status (six credits or more) per semester to be eligible for federal loan disbursements.

Federal Direct Student Loans have a government origination fee deducted prior to loan disbursement.

Repayment of Federal Direct Student Loans can be deferred for up to six months after the student graduates or drops below half-time enrollment.

### Federal Direct PLUS Loan

PLUS loans are available to parents of dependent undergraduate students. Applicants are subject to a credit check by the federal government and may borrow up to the cost of attendance minus any financial aid received. The Direct PLUS loan is a fixed-rate loan based on the first disbursement date. Interest rates are revised annually. PLUS loans have a government origination fee deducted prior to loan disbursement. PLUS loan payments can be deferred for up to six months after the student graduates or drops below half-time enrollment. If a parent is ineligible for a PLUS loan, the dependent undergraduate student may be eligible to borrow an additional Federal Direct Unsubsidized Student Loan. For further information concerning this program, contact the Financial Aid Office.

## Student Employment & Federal Work-Study

The Federal Work-Study program makes awards based on financial need. Students are given the opportunity to work part-time on-campus while attending school. They can work full-time during the summer and other break periods. Under this program, the university pays a portion of the student wages and the government pays the remainder.

Students with Federal Work-Study eligibility have the opportunity to apply for a position from a listing of job openings on campus. Students are paid twice a month for work performed until they have earned the total amount of their Federal Work-Study award for the academic year. There are also positions available for summer work.

Student employment is offered on campus in addition to Federal Work-Study.

## Satisfactory Academic Progress

Students must maintain Satisfactory Academic Progress in order to receive Title IV (federal) and institutionally funded financial aid. Please note that Satisfactory Academic Progress is NOT the same as Academic Standing as determined by the Registrar's Office.

Title IV student financial aid includes the following programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal TEACH Grant
- Federal Work-Study (FWS)
- Federal Direct Student Loans
- Federal Direct PLUS Loan

Even if a student is not receiving federal financial aid, any course or term a student is enrolled will count toward the Satisfactory Academic Progress policy standards.

### Grade Requirement

The qualitative measure of a student's Satisfactory Academic Progress is based on meeting a minimum GPA requirement. Students must maintain at least a cumulative 2.0 GPA. This requirement does not take transfer credits into consideration.

### Completion Requirement

The quantitative measure of a student's Satisfactory Academic Progress is based on the completion of at least 70 percent of the credit hours for which students attempt to be making satisfactory progress. Any class that appears on the academic transcript will be counted toward total credit hours. Transcript grades include the following:

| Letter Grade | Description           |
|--------------|-----------------------|
| A, A-        | Excellent             |
| B+, B, B-    | Above Average         |
| C+, C, C-    | Average               |
| D+, D, D-    | Poor                  |
| F            | Failure               |
| CR           | Credit                |
| NC           | No Credit             |
| W            | Withdrawn             |
| WF           | Withdrawn Failing     |
| UW           | Unofficial Withdrawal |
| I            | Incomplete            |
| T            | Temporary             |
| X            | Repeat                |
| R            | Repeated              |
| AU           | Audit Credit          |

The following will not be counted as credit hours completed:

| Letter Grade | Description       |
|--------------|-------------------|
| F            | Failure           |
| W            | Withdrawn         |
| WF           | Withdrawn Failing |

| Letter Grade | Description           |
|--------------|-----------------------|
| UW           | Unofficial Withdrawal |
| I            | Incomplete            |
| NC           | No Credit             |
| NC           | No Credit             |
| X            | Repeat                |
| T            | Temporary             |

### Program Length Requirement

In addition, the quantitative measure is based on completion in a time frame less than 150% of the program length to continue to receive federal financial aid. An example would be an undergraduate program that requires 124 credit hours to complete. In this case, a student may receive federal financial aid up to 186 hours or 150% of the entire program length, as long as a student meets grade and completion requirements.

### Transfer Credits

Transfer credits taken prior to attending Westminster University are counted as completed hours. Transfer students will have a GPA based only on courses completed at Westminster University. A student that transfers must take 36 credit hours at Westminster University. A maximum of 88 external undergraduate credit hours can be accepted toward a degree.

If a student has a bachelor's degree and is earning a second bachelor's degree, the student would be automatically awarded 88 hours of transfer credit. This will also count toward the maximum time frame for completion. If a student changes majors, the coursework will still be counted toward Satisfactory Academic Progress and part of the 150% program length time frame. If a student pursues a second degree, the time frame will be evaluated for the 150% program length.

Coursework completed during Summer Term will be counted in the overall completion rate and entered into the 150% program length. Noncredit remedial courses are not offered at Westminster University and will not count as a transfer credit.

### Incompletes, Noncredit, or Withdrawals

Incompletes, noncredit, or withdrawal grades (F, I, NC, W, T, WF) will be counted as attempted and not completed courses.

### Timetable for Review

Students' records will be reviewed at the end of each academic year to determine whether they are in compliance with the Satisfactory Academic Progress policy. The review process will take place annually after all grades have been recorded for the Spring Term.

Students who have grade changes that affect academic progress after it has been reviewed are responsible for notifying the Financial Aid Office so their progress may be re-reviewed for compliance. Grade changes, including incomplete grade updates, affecting student eligibility for financial aid must be on file with the Registrar's Office prior to the first date of classes in the next semester of enrollment in order for the student's record to be re-reviewed for Satisfactory Academic Progress in that semester.

### Enrollment Status for Financial Aid Funds

Full-time undergraduate students taking 12 credit hours or more are eligible to receive Westminster institutional financial aid funds. Students taking less than 12 credit hours may not be eligible for Westminster institutional funds. Part-time student status is taking between 6 credit hours through 11 credit hours and aid will be awarded based on enrollment status.

Students pursuing a second undergraduate degree may be awarded additional financial aid but are not eligible for Federal Pell Grant funds. Financial aid awards will be adjusted based on an enrollment status of full-time or part-time.

### Retaking Courses and Financial Aid

Retaken coursework may count toward enrollment status and federal financial aid eligibility for a student who is repeating, for the first time only, a previously passed course. This retaken class may be counted toward a student's enrollment status and the student may be awarded Title IV aid for the enrollment status based on inclusion of the class. A student may be paid for repeatedly failing the same course as long as satisfactory academic progress requirements are met.

### Reinstatement

After becoming ineligible for student financial aid funds, a student can be considered for receipt of financial aid only when the completion percentage and grade point average requirements have been met.

### Notification

On an annual basis at the end of Spring Semester, the Financial Aid Office will notify by email any student receiving financial assistance who does not meet the satisfactory academic progress requirement and has been determined to be ineligible for financial aid. The notice will be addressed to the student's Westminster University email address.

### Satisfactory Academic Progress Policy/Appeal/Academic Plan

Any student who has been determined to be ineligible for financial aid has the right to appeal. The following appeal process will be utilized:

- The student appealing the satisfactory progress decision **will** submit a written appeal to the Financial Aid Office. The appeal must explain why the student failed to make satisfactory academic progress and what has changed in their situation that **will** allow them to make satisfactory academic progress in the future. The Financial Aid Office will give a decision to the student's Westminster email account within five working days of receipt of the appeal.
- If an appeal is granted, the student will develop an Academic Plan with an academic advisor. Once the Academic Plan has been submitted, the student must complete 100% of the coursework outlined in the plan each term. Students who meet the conditions of their academic plan will continue to meet with an academic advisor to develop Academic Plans until satisfactory academic progress requirements have been met. Students who do not meet the conditions outlined in their academic plan will lose all aid eligibility until they meet satisfactory academic progress requirements.
- If the appeal is not approved, and the student wishes to proceed further with the appeal, the student can submit an additional appeal to the Director of Financial Aid. The Director of Financial Aid will give a decision, in writing, within five working days of receipt of the appeal.

### Withdrawal and Its Effect on Financial Aid

#### Return of Title IV Financial Aid Funds

Federal regulations govern the return of Title IV (federal) financial aid funds that have been originated and/or disbursed for a student who completely withdraws from university during a term or period of enrollment. The Title IV programs included under these regulations are for undergraduate students:

- Federal Pell Grants
- Federal Direct Student Loans
- Federal Direct PLUS Loans
- Iraq & Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Teach Grant

#### Earning Title IV Financial Aid

The regulations operate under the principle that a student "earns" financial aid based on the period of time enrolled.

During the first 60% of the enrollment period, a student "earns" Title IV federal financial aid funds in direct proportion to the length of time they enrolled (for example, a student attending 45 days, of 102 days in the semester, would earn 44% of their scheduled financial aid). A student who withdraws from university beyond the 60% point has "earned" all Title IV federal financial aid for the period.

Unearned Title IV funds, other than Federal Work-Study earnings, must be returned to the federal financial aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula. Returns of unearned Title IV program funds are processed no later than 45 days after the date of the school's determination that the student withdrew.

### Repayment of Unearned Title IV Financial Aid

The responsibility to repay unearned Title IV aid is shared by the institution and the student.

The institution's share is the lesser of: the total amount of unearned aid; or institutional charges multiplied by the percentage of unearned aid.

The student's share is the difference between the total unearned amount and the institution's share.

Westminster University will return the unearned aid for which the school is responsible by repaying the Department of Education to the following sources, in order, up to the total net amount disbursed from each source.

Title IV programs order of federal funds returned:

1. Federal Direct Unsubsidized Student Loan
2. Federal Direct Subsidized Student Loan
3. Federal Direct Parent PLUS Loan
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grant
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. Federal TEACH Grant

### Return of Institutional Funds

When withdrawing, a student should keep in mind that the requirements for Title IV federal financial aid program funds are separate from the university policy on institutional funds. A student withdrawing from the university during a term in which they are receiving a university-funded scholarship or grant may forfeit the scholarship or grant. Students withdrawing after the end of the university's refund period are liable for all charges even when their financial aid is decreased.

Students considering withdrawal or dropping courses affecting enrollment status of less than full-time status should call or visit the Financial Aid Office to determine the specific implications.

### Official Withdrawal

Official withdrawal notification should be provided to the Registrar's Office. For official withdrawals, a student's date of withdrawal from the withdrawal form is used to determine the amount of aid earned.

### Unofficial Withdrawal

Students who do not successfully complete at least one course during a semester will be reviewed as a potential unofficial withdrawal. Faculty members report a last date of attendance for any student receiving a failing grade. That last date of attendance is determined by faculty for academic engagement activities. Academic engagement activities include:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- submitting an academic assignment;
- taking an assessment or an exam;
- participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Interacting with an instructor about academic matters; and

Does not include (for example):

- Living in institutional housing;
- participating in the institution's meal plan;
- logging into an online class or tutorial without any further participation; or
- participating in academic counseling or advisement.

That last date of attendance is used to calculate Title IV aid eligibility. If the Financial Aid Office cannot document a student's attendance through 60% or more of the semester, a student is considered to have unofficially withdrawn and the student's federal financial aid will be subject to the Return of Title IV Aid calculation described above. A student found to have unofficially withdrawn will have the calculation performed using the 50% point in the semester, unless the last date of attendance can be documented.

### Additional information

Further information, worksheets, and examples of return of federal funds calculations can be obtained from the Financial Aid Office.

### Institutional Refund Policy

Institutional refunds are determined on the date that add/drop or withdrawal forms are completed and processed in the Registrar's Office. Refer to the appropriate class schedule for the specific refund schedule for each semester. All institutional charges (tuition, fees, and room and board) are refunded based on the tuition refund schedule. Please check the Student Accounts Services web page for the Tuition Refund Schedule.

---

## Miscellaneous Information

**Notification of Award Offer**—Students submitting applications and other supporting documentation are notified of aid offered electronically or by mail.

**Changes in Financial Status**—Students are responsible for reporting any change in family financial resources from extra income, gifts, or outside aid. If the additions reduce the financial need, the award may be reduced. Failure to report additional resources may result in total cancellation of all financial aid. If resources decrease, students may request additional funds. The university makes every effort to assist students in securing the financial aid they need to be successful in their studies and career goals, based on the availability of funds.

**Employer Reimbursement**—Students receiving reimbursement from their employers who apply for financial aid through the Free Application for Federal Student Aid (FAFSA) are required to notify the Financial Aid Office and submit documentation of the amounts to be received. Employer reimbursement is considered estimated financial aid and financial aid awards may be reduced.

**Withdrawal from University**—If a student receiving merit-based aid withdrawals from the university or is suspended before the end of the semester, the student's financial aid award is cancelled and all unpaid tuition resulting from the cancellation of the merit-based aid for that semester is due and must be paid immediately.

Incoming students are encouraged to apply for financial aid at the time they apply for admission to the university. Continuing students are reminded to reapply for financial aid each academic year. Financial Aid offers are made on a first-come, first-serve basis; therefore, it is in each student's best interest to submit application materials as early as possible. Regulations and policies for many of the Federal Financial Aid Programs change periodically. For additional information about any type of financial aid, contact the Financial Aid Office.

---

## NEW AND RETURNING STUDENT ORIENTATION

### New Student Orientation (NSO)

To help you adjust to [life at Westminster](#), there are orientation experiences for first-year and transfer students, as well as events that will help you get to know and be involved in your new community. New Student Orientation is a mandatory program for all new students, with programs offered both fall and spring semester. Students who are entering the fall semester will attend either the New Student Orientation (first-year students) or Transfer Orientation. Students entering in the spring semester will attend Spring Orientation.

### First-Year Students

Before attending New Student Orientation, all first-year students will attend a New Griffin Registration. At New Griffin Registration, first-year students will register for classes, meet with the Financial Aid office, and set up a payment plan. After completing New Griffin Registration, first-year students will then

prepare for New Student Orientation in August, which is a two-day program. New Student Orientation is required for all students and first-year students are expected to attend each program day. First-year students will also be assessed a \$300 orientation fee.

### **Transfer Students**

Transfer students entering for the fall semester are required to attend the Transfer Orientation, a one-day program in August (usually the day before classes start). This program is designed specifically for students who have previously attended another institution. Transfer students will be assessed a \$100 orientation fee, which covers the cost of their program.

### **Returning Students**

If a student is returning after two or more years, they will need to attend another orientation program upon the semester they return. Since many services and resources change/update within a two-year period, completing an orientation program is valid for two years. If students have question about this, please contact the Dean of Students Office.

# COLLEGE OF ARTS AND SCIENCES

## WESTMINSTER COLLEGE OF ARTS AND SCIENCES PROGRAMS

### Matt Neves, Dean

The Westminster College of Arts and Sciences empowers you to explore different ways of understanding and changing the world around you through programs in which you'll take charge of your education and define your career goals and how to meet them. Through experiential learning, community engagement, hands-on research, internships, and other educational opportunities, you will be prepared to be a life-long learner. Your program curriculum will challenge you to become a critical thinker, a better communicator, and an engaged citizen that draws from multiple fields—STEM disciplines, the humanities, the fine and performing arts—to make informed decisions and address complex problems.

### Undergraduate Programs in Arts and Sciences

The Westminster College of Arts and Sciences offers academic programs in the fine and performing arts, the social and behavioral sciences, the physical and natural sciences, and mathematics and computer science. Students may also pursue interdisciplinary programs, such as environmental studies, gender studies, and justice studies.

- [Art](#)
- [Arts Administration](#)
- [Biology](#)
- [Business Computer Information Systems](#)
- [Chemistry](#)
- [Communication](#)
- [Computer Science](#)
- [Dance](#)
- [Data Science](#)
- [Engineering 3–2](#)
  
- [Environmental Studies](#)
- [Film Studies](#)
- [First Scholars Certificate](#)
- [French](#)
- [Gender Studies](#)
- [Geology](#)
- [History](#)
- [Justice Studies](#)
- [Language](#)
- [Literature, Media, and Writing](#)
  
- [Mathematics](#)
- [Music](#)
- [Neuroscience](#)
- [Philosophy](#)
- [Physics](#)
- [Political Science](#)
- [Psychology](#)
- [Sociology](#)
- [Spanish-Latin American Studies](#)
- [Theatre](#)

See individual programs in Arts and Sciences to determine whether a B.A., B.S., or B.F.A. degree is conferred.

### Faculty

- **Ranjan Adiga**, Associate Professor (Literature, Media, and Writing)
- **Jonathan Amburgey**, Associate Professor (Psychology)
- **Deyanira Ariza-Velasco**, Associate Professor (Spanish)
- **Kelly Asao**, Assistant Professor (Psychology)
- **David Baddley**, Professor (Art)
- **Spencer Bagley**, Associate Professor (Math)
- **Matt Baker**, Associate Professor (Communications)
- **Kara Barnette**, Associate Professor (Philosophy)
- **Bonnie Baxter**, Professor (Biology)
- **Frank Black**, Associate Professor (Chemistry)
- **Bradford (Bill) Bynum**, Associate Professor (Mathematics)
- **Eileen Chanza Torres**, Associate Professor (Literature, Media, and Writing)
- **Christine Clay**, Professor (Environmental Biology)
- **Erin Coleman Serrano**, Associate Professor (Communication)
- **Russell Costa**, Professor (Honors/Neuroscience)
- **Jocelyn Cuthbert**, Assistant Professor (Biology)
- **Jonas D'Andrea**, Professor (Mathematics)
- **Christopher Davids**, Associate Professor (Psychology)
- **Brandon Derfler**, Associate Professor (Music)
- **Georgiana Donavin**, Professor (Literature, Media, and Writing)
- **Connie Etter**, Assistant Professor (Honors/Justice Studies)

- **Gregory Gagne**, Associate Professor (Computer Science)
- **Anne Gibson**, Assistant Professor (Neuroscience)
- **Stephen Haslam**, Assistant Professor (French)
- **Helen Hu**, Professor (Computer Science)
- **Robyn Hyde**, Professor (Chemistry)
- **Jessica Johnston**, Associate Professor (Chemistry)
- **Julia Kamenetzky**, Associate Professor (Physics)
- **David Kimberly**, Associate Professor (Biology)
- **Matthew Kruback**, Professor (Art)
- **Jared Larkin**, Associate Professor (Theatre)
- **Christopher LeCluyse**, Professor (Literature, Media, and Writing)
- **Kathryn Lenth**, Associate Professor (Computer Science)
- **Jingsai Liang**, Assistant Professor (Computer Science)
- **Julian Mendez**, Associate Professor (Psychology)
- **Nicholas More**, Professor (Philosophy)
- **Matt Neves**, Associate Professor (Fine Arts)
- **Lance Newman**, Professor (Literature, Media, and Writing)
- **Jeffrey Nichols**, Professor (History)
- **Kristjane Nordmeyer**, Professor (Sociology)
- **Brent Olson**, Professor (Environmental Studies)
- **David Parrott**, Assistant Professor (Biology)
- **Nicholas Pollock**, Assistant Professor (Honors/Geology)
- **Michael Popich**, Professor (Philosophy)
- **Spencer Potter**, Associate Professor (Theatre)
- **Paul Presson**, Associate Professor (Psychology)
- **Xiumei Pu**, Associate Professor (Environmental Studies)
- **Christopher Puckett**, Associate Professor (Music)
- **Sean Raleigh**, Professor (Mathematics)
- **Mark Rubinfeld**, Professor (Sociology)
- **Christine Seifert**, Professor (Communication)
- **Stephanie Stroud**, Associate Professor (Theatre)
- **Bianca Thompson**, Assistant Professor (Mathematics)
- **Krista Todd**, Associate Professor (Neuroscience)
- **Meghan Wall**, Associate Professor (Dance)
- **Janine Wittwer**, Professor (Mathematics)
- **Kimberly Zarkin**, Professor (Communication)
- **Michael Zarkin**, Professor (Political Science)

## School of Education

## ART

### Faculty

- David Baddley
- Matthew Kruback

### Program Goals

- Students will be exposed to, and gain experience in, a wide variety of fine art disciplines and ideas.
- Students will learn and develop the skills required to produce artwork of technical quality.
- Students will develop the sensitivity, understanding, and insight to produce artwork which is personally meaningful and creatively expressive.
- Students will develop the ability to write and speak articulately about their own and other's artwork.
- Students will learn skills needed for preparing, publicizing, and hanging art exhibits.
- Students will learn to produce materials for professional presentation of their art for the purposes of gaining acceptance into exhibits, finding gallery representation, applying for grants, seeking publication and applying for graduate school.

### Objectives

The Art Program offers an academic major leading to the Bachelor of Fine Arts degree. It also offers an academic major leading to the Bachelor of Arts degree, as well as an academic minor, and it provides courses for students planning to pursue graduate studies in art, students wishing to concentrate in teaching or practicing art, and those with an avocational interest in the visual arts.

The program is designed to give students the skills and confidence in their abilities needed to produce works of art. To this end, students are given general knowledge about art and art history and are schooled in a variety of techniques, including drawing, painting, photography, and ceramics. Students are encouraged to use and expand their imagination and to express their ideas creatively.

### Program Requirements

Students must maintain a minimum 2.3 GPA in courses required for BA and BFA Art majors. With the approval of the instructor, students may repeat specified studio courses for additional credit. Students must meet the university-wide graduation requirements in addition to the Art major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Bachelor of Fine Arts Degree (BFA) in Visual Art

After completing the Lower Division Art Courses, students apply for acceptance into the Bachelor of Fine Arts program by submitting a portfolio during Spring semester of the sophomore year. The portfolio should contain 8–12 examples of artwork that the student has produced while at Westminster University. The portfolio is due by the Friday before spring break in the main office of the College of Arts and Sciences. The BFA admissions committee will review the portfolios and notify students prior to registration for the Fall semester. Students who are not accepted may continue working as art majors in the BA track, and are encouraged to reapply again the following year. Transfer students will follow this same process for acceptance to the BFA track, except that the portfolio may contain artwork produced while studying at other institutions of higher education.

| Requirement Description  | Credit Hours | Prerequisites                      |
|--|--------------|------------------------------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |                                    |
| Fine Arts majors must complete eight credit hours in a single world language.  |              |                                    |
| <b>II. Core Art Courses</b>  | <b>28</b>    |                                    |
| These courses should be completed before or during the fourth semester (spring of second year), during which students submit their portfolios for acceptance into the BFA program.   |              |                                    |
| ART 106 Drawing, Inquiry, and Expression   | 4            |                                    |
| ART 111 Paint, Perception, and Alchemy   | 4            |                                    |
| ART 148 Ceramics I: Material Studies   | 4            |                                    |
| ART 180 Photography  | 4            |                                    |
| ART 203 Ceramic Sculpture  | 4            | ART 148                            |
| ART 209 Composition and Design   | 4            |                                    |
| ART 320 Digital Imaging  | 4            | ART 180                            |
| <b>III. Elective Studio Art Courses</b>  | <b>30</b>    |                                    |
| In addition to the Core Art Courses listed above, take thirty credit hours of ART courses with a minimum of ten credit hours from upper division courses. These courses should be chosen in consultation with student's advisor. All ART courses are eligible for consideration. |              |                                    |
| <b>IV. Art History Courses</b>   | <b>12</b>    |                                    |
| Take twelve credit hours of art history courses  |              |                                    |
| ART 310 Art History: Emergence to the Renaissance  | 4            | WCore course with Writing Emphasis |
| ART 311 Art History: Renaissance to Modern Art   | 4            | WCore course with Writing Emphasis |
| ART 312 History of Contemporary Art  | 4            | WCore course with Writing Emphasis |
| ART 313 Environmental Art  | 4            |                                    |
| ART 318 History of Photography   | 4            | WCore course with Writing Emphasis |
| <b>V. Capstone Experience Courses</b>  | <b>4</b>     |                                    |
| ART 475 Studio Seminar -- This course should be taken during Spring semester of student's last year.   | 4            | Instructor permission              |
| <b>Total Hours for Bachelor of Fine Arts in Visual Art</b>   | <b>82</b>    |                                    |

**Recommended Plan of Study for BFA in Visual Art**

|        | Fall Semester  | Spring Semester   |
|--------|--|---|
| Year 1 | Take two: ART 106, ART 111, ART 148, ART 180, or ART 209<br>Language I           | Take two: ART 106, ART 111, ART 148, ART 180, ART 203, ART 209 or ART 320<br>Language II  |
| Year 2 | Take two: ART 106, ART 111, ART 148, ART 180, ART 209 or ART 320<br>ART Elective | Take two: ART 106, ART 111, ART 148, ART 180, ART 203, ART 209 or ART 320<br>ART Elective |
| Year 3 | Take one: ART 310, ART 312, or ART 318<br>ART Elective                           | Take one: ART 311 or ART 313<br>ART Elective  |
| Year 4 | Take one: ART 310, ART 312, or ART 318<br>ART Elective                           | ART 475<br>ART Elective   |

**Bachelor of Arts Degree (BA) in Art**

| Requirement Description   | Credit Hours | Prerequisites                      |
|---|--------------|------------------------------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |                                    |
| Art majors must complete eight credit hours in a single world language.                         |              |                                    |
| <b>II. Core Art Courses</b>   | <b>28</b>    |                                    |
| These courses should be completed before or during the fourth semester (spring of second year). |              |                                    |
| ART 106 Drawing, Inquiry, and Expression  | 4            |                                    |
| ART 111 Paint, Perception, and Alchemy  | 4            |                                    |
| ART 148 Ceramics I: Material Studies  | 4            |                                    |
| ART 180 Photography   | 4            |                                    |
| ART 203 Ceramic Sculpture   | 4            | ART 148                            |
| ART 209 Composition and Design  | 4            |                                    |
| ART 320 Digital Imaging   | 4            | ART 180                            |
| <b>III. Upper Division Art Courses</b>  | <b>16</b>    |                                    |
| ART 310 Art History: Emergence to the Renaissance - offered fall                                | 4            | WCore course with Writing Emphasis |
| ART 311 Art History: Renaissance to Modern Art - offered spring                                 | 4            | WCore course with Writing Emphasis |
| ART 475 Studio Seminar  | 4            | Instructor permission              |
| Choose one additional Art History course from the following list:                               |              |                                    |
| ART 312 History of Contemporary Art - offered fall  | 4            | WCore course with Writing Emphasis |
| ART 318 History of Photography - offered even years in spring                                   | 4            | WCore course with Writing Emphasis |
| <b>IV. Elective Art Courses</b>   | <b>10</b>    |                                    |
| Additional hours of ART coursework  |              |                                    |
| <b>Total Hours for Art Major</b>  | <b>62</b>    |                                    |

**Recommended Plan of Study for Art Major**

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | ART 106 or ART 215, ART 111, or ART 180 (take two)<br>Language I             | ART 106 or ART 215, ART 111 or ART 180 (take two)<br>Language II       |
| Year 2 | Take one: ART 106, ART 215, ART 111, ART 180, or ART 209                     | Take one: ART 106, ART 215, ART 111, ART 180 or ART 209                |
| Year 3 | ART 310, ART 312, ART 318, or ART Elective (take two)<br>ART Elective        | Take one: ART 311, ART 315, or ART Elective<br>ART Elective            |
| Year 4 | ART 310, ART 312, ART 318, or ART Elective (take one or two)<br>ART Elective | ART 475<br>Take one: ART 311, ART 315, or ART Elective<br>ART Elective |

**Art Minor**

| Requirement Description                           | Credit Hours | Prerequisites                      |
|---|--------------|------------------------------------|
| <b>I. Required Courses</b>                        | <b>12</b>    |                                    |
| Choose two of the following courses:              |              |                                    |
| ART 106 Drawing, Inquiry, and Expression          | 4            |                                    |
| ART 111 Paint, Perception, and Alchemy            | 4            |                                    |
| ART 148 Ceramics I: Material Studies              | 4            |                                    |
| ART 180 Photography                               | 4            |                                    |
| Choose one of the following courses:              |              |                                    |
| ART 310 Art History: Emergence to the Renaissance | 4            | WCore course with Writing Emphasis |
| ART 311 Art History: Renaissance to Modern Art    | 4            | WCore course with Writing Emphasis |
| ART 312 History of Contemporary Art               | 4            | WCore course with Writing Emphasis |
| <b>II. Electives</b>                              | <b>11</b>    |                                    |
| Additional hours of ART coursework                |              |                                    |
| <b>Total Hours for Art Minor</b>                  | <b>23</b>    |                                    |

**ARTS ADMINISTRATION****Faculty**

- Kim Zarkin (Chair)

**Program Goals**

- To develop writing and editing skills applicable to a variety of professions in the arts community.
- To learn to effectively present skills, interests, accomplishments, and abilities to prospective employers or clients.
- To demonstrate appropriate attitudes, skills, and techniques essential to working in a team as a member and a leader.
- To develop an understanding of the fundamentals of nonprofit organizations.
- To develop a fundamental understanding of business practices.

**Objectives**

The Arts Administration Program offers a major in Arts Administration leading to a Bachelor of Arts degree. The curriculum is designed to prepare a student for a productive career as a leader of an arts organization.

## Program Requirements

Students who major in Arts Administration are required to have a minor in Art, Dance, Film Studies, Music, or Theatre. Students may also create a contract minor of 24 credits.

Students must maintain a minimum cumulative 2.5 GPA in courses required for the major. Prerequisite courses must be satisfied with a grade of C- or better.

Students must meet the university-wide graduation requirements in addition to completing course work for the Arts Administration major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Arts Administration Major

| Requirement Description   | Credit Hours | Prerequisites       |
|---|--------------|---------------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |                     |
| Arts Administration majors must complete eight credit hours in a single world language. |              |                     |
| <b>II. Required Business Courses</b>  | <b>12</b>    |                     |
| ACCT 213 Financial Accounting   | 3            | BUSI 101A/101B/101C |
| BUSI 101A Business Fundamentals I: Communicating  | 3            |                     |
| BUSI 101B Business Fundamentals I: Calculating  | 3            | MATH 101 or above   |
| BUSI 101C Business Fundamentals I: Company Lab  | 0            |                     |
| BUSI 225 Business Law and Ethics  | 3            | BUSI 101A/101B/101C |
| <b>III. Required Communication Courses</b>  | <b>24-28</b> |                     |
| COMM 210 Media Writing I  | 4            |                     |
| COMM 310 Business & Professional Communication  | 4            |                     |
| COMM 326 Introduction to Web Writing and Design   | 4            |                     |
| COMM 336 Public Relations Principles  | 4            |                     |
| COMM 380 Communication and Nonprofit Organizations                                      | 4            |                     |
| COMM 440* Internship  | 1-6          | Junior standing     |
| COMM 490 Portfolio Workshop (take during last two semesters)                            | 2            |                     |
| <b>IV. Electives</b>  | <b>17</b>    |                     |
| Take seventeen credit hours of elective courses:  |              |                     |
| ACCT 313 Managerial Accounting  | 3            | ACCT 213            |
| COMM 250 Introduction to Human Communication  | 4            |                     |
| COMM 325 Designing Dynamic Images   | 4            |                     |
| COMM 345 Video Production   | 4            |                     |
| COMM 350 Leadership & Decision Making   | 4            |                     |
| COMM 360 Race, Gender, Class and the Media  | 4            |                     |
| COMM 365 Intercultural and Global Communication   | 4            |                     |
| COMM 370 Design Foundations   | 4            |                     |
| COMM 371 Multimedia Tools and Production  | 4            | COMM 370            |

| Requirement Description   | Credit Hours      | Prerequisites          |
|---|-------------------|------------------------|
| COMM 372 Design and the User Experience   | 4                 | COMM 371               |
| COMM 440* Internship  | 1-6               | Junior standing        |
| MGMT 305 Principles of Management   | 4                 | BUSI<br>101A/101B/101C |
| MGMT 310 The Entrepreneurial Mindset  | 2                 |                        |
| MGMT 311 Business Model Development   | 2                 |                        |
| MGMT 400 Global Business Strategy   | 4                 | MGMT 305               |
| MGMT 433 Organizational Behavior  | 4                 | MGMT 305               |
| MGMT 460 Organizational Change and Advanced Management  | 4                 | MGMT 305               |
| MKTG 300 Principles of Marketing  | 3                 | BUSI 101A/B/C          |
| MKTG 303 Professional Selling   | 4                 | MKTG 300               |
| <b>V. Accompanying Minor Requirement</b>  | <b>21-28</b>      |                        |
| Students who major in Arts Administration are required to have a minor in Art, Dance, Film Studies, Music, or Theatre. Students may also create a custom minor of 24 credits. |                   |                        |
| Art Minor 23  |                   |                        |
| Dance Minor 21  | Audition required |                        |
| Film Studies Minor 24   |                   |                        |
| Music Minor 24-28   | Audition required |                        |
| Theatre Minor 26  |                   |                        |
| Custom Minor—Students may choose an existing minor or build a course list in conjunction with the chair of Arts Administration. 24  |                   |                        |
| <b>Total Hours for Arts Administration Major</b>  | <b>82-93</b>      |                        |

\* If a student is a double major where both majors require an internship, a single internship may count towards both majors, contingent on faculty approval.

## Recommended Plan of Study for Arts Administration Major

|        | Fall Semester                    | Spring Semester      |
|--------|----------------------------------|----------------------|
| Year 1 | BUSI 101A/B/C                    | ACCT 213<br>COMM 210 |
| Year 2 | COMM 326                         | COMM 310<br>Elective |
| Year 3 | BUSI 225<br>COMM 336<br>Elective | COMM 380<br>Elective |
| Year 4 | COMM 440<br>Elective             | COMM 490<br>Elective |

## ARTS AND SOCIAL JUSTICE CERTIFICATE PROGRAM

### Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in

applying their learning outside the classroom. Internships for the Arts and Social Justice Certificate must be approved by the certificate advisor and arranged through the Career Center for 3-4 credit hours. Faculty coordinators for internships must be from the program in which the internship is listed.

Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

## Program Requirements

**Advisor:** Meghan Wall

Complete all listed courses with a minimum grade of C-.

| Requirement Description  | Credit Hours                 | Prerequisites |
|--|------------------------------|---------------|
| <b>I. Required Courses</b>   | <b>6</b>                     |               |
| THTR 313 Anti-racist Performing Arts Seminar<br>Take one of the following:<br>JUST 109 Power and Social Change 4<br>HON 211 Global Welfare and Justice 4   | Honors College students only |               |
| <b>II. Elective</b>  | <b>2-4</b>                   |               |
| Take one of the following courses:<br>DANCE 190 Dance in Global Context 3<br>ENVI 103 Radical Hope 4<br>GNDR 227 Guerilla Theatre 2<br>GNDR 228 Bodies in Motion 2<br>HON 213 Environments and the Space of Art 4<br>MUSC 207 World Music, World Perspective 3 | Honors College students only |               |
| <b>III. Applied Experience</b>   | <b>3-4</b>                   |               |
| Take one of the following courses:<br>EDUC 206 How to Change the World 3<br>EDUC 373 Juvenile Justice 3<br>JUST 221 Community Justice 3<br>Internship (must be approved by the certificate advisor) 3-4  |                              |               |
| <b>Total Hours for the Arts and Social Justice Certificate</b>   | <b>12-14</b>                 |               |

## Double Dipping Between Certificate and Majors/Minors

"Double-dipping" here refers to (1) allowing students in a particular major or minor pursue a particular certificate and (2) allowing students who pursue a certificate alongside a major/minor to count a course toward both programs. The following guidelines relate to double-dipping between majors/minors and certificates that share courses. No other restrictions apply for programs that do not share courses with particular certificates.

Students in the following majors/minors and also concurrently pursuing the Arts and Social Justice Certificate **MAY** count courses towards both programs:

- Educational Studies major or minor
- Elementary Education major
- Justice Studies major or minor
- Music major, Music Studies major, or Music minor
- Outdoor Education & Leadership major or minor
- Special Education minor
- TESOL minor

Students in the following majors/minors and also concurrently pursuing the Arts and Social Justice Certificate **MAY NOT** count courses towards both programs:

- Communication major or minor
- Environmental Studies major or minor may not count the same ENVI course toward both their major/minor and the Arts and Social Justice Certificate.

It is otherwise assumed that an internship completed as part of an Undergraduate Certificate may also count toward a major or minor.

## BIOLOGY

### Faculty

- Bonnie K. Baxter
- Christy Clay
- Jocelyn Cuthbert
- David Kimberly (Co-Chair)
- David Parrott (Co-Chair)

The Biology program features integrated lab/lecture blocks that emphasize active project-based learning models, allowing our majors to engage in scientific investigations from the molecular level to entire ecosystems. While our core classes focus on disciplinary content and the skill sets of experimentation, the upper division course work allows students to engage in research methodology and concentrate on an area of interest. Our curriculum is enriched by significant laboratory and the field work. We strongly encourage interdisciplinary work and allow electives to be taken in other science and math departments. What's more, students receive credit for undergraduate research, internships, and teaching assistantships. Faculty take advantage of Westminster's unique location between the Wasatch Mountains and Great Salt Lake to leverage the natural world into an extension of our laboratories.

Students have the opportunity to engage with faculty mentors who are active scholars and are excited about teaching and learning science. Graduates of our program are skilled at critically assessing scientific problems, collecting and analyzing data, and communicating about their work. Our students are prepared for work or do graduate study in a variety fields such as biotechnology, medicine, public health, ecology, environmental science, law, education, science journalism, government, business, and policy. Our mission is to prepare students for a future in science and to create a lifelong enthusiasm for biology.

### Program Goals

Through an innovative and research-rich curriculum, the biology program endeavors to create majors and minors that will be able to:

1. Articulate biological principles
2. Design and conduct experiments
3. Prepare effective written products or presentations
4. Collaborate successfully in teams
5. Utilize scientific literature, resources, and databases
6. Develop values that support inclusion in biology

### Objectives

The Biology program offers a Bachelor of Science degree with a breadth of coursework and a focus on laboratory learning ranging from molecular to organismal topics. Undergraduate research is prominent in our program and is offered to students to learn first-hand the process of science. Presentation of research results at national meetings is encouraged. Students receive degree credit for research and internships. Recent biology graduates have been accepted to professional and graduate schools (at a rate of 50–100% each year), worked as laboratory researchers, educators, and biotechnologists.

### Program Requirements

The program is designed to allow lateral shifting to other science majors if the student so desires. Students must maintain a minimum 2.3 GPA in biology courses required for the biology major. No more than half of the biology courses required for a major or minor are accepted by transfer. Please note that 300- and 400-level courses are designed for juniors and seniors.

Students choosing a double major or minor within the science program may not apply electives to more than one major or minor. Only classes listed under "required" courses that coincide with both majors/minors may be applied to both.

Students must meet the university-wide graduation requirements in addition to the Biology major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Biology Major

| Requirement Description  | Credit Hours | Prerequisites                  |
|--|--------------|--------------------------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |                                |
| Biology majors must complete <b>eight</b> credit hours in a single world language. |              |                                |
| <b>II. Lower Division Core Courses</b>   | <b>16</b>    |                                |
| BIOL 202 Organisms and Evolution   | 4            |                                |
| BIOL 203 Introduction to Ecology   | 4            | pre- or co-requisite: DATA 220 |
| BIOL 204 Principles of Genetics  | 4            | CHEM 112                       |
| BIOL 205 Introduction to Cell Biology  | 4            | CHEM 112                       |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| <b>III. Upper Division Courses</b>  | <b>4</b>     |   |
| BIOL 420 or WCSAM 400 Senior Seminar or Science Capstone  | 2            |   |
| BIOL 311 Scientific Writing   | 2            | pre- or co-requisite: BIOL 204 or BIOL 205              |
| <b>IV. Elective</b>   | <b>18</b>    |   |
| Take eighteen hours of BIOL upper division electives or other science upper division electives (from CHEM, DATA, ENVI, GEOL, NEURO, PHYS, or PUBH) with advisor approval. A limit of two hours for BIOL 387 and a limit of four hours each of BIOL 300, BIOL 430, and BIOL 440 is permitted for this elective category. |              |   |
| <b>V. Required Courses from Other Programs</b>  | <b>32</b>    |   |
| CHEM 111 Principles of Chemistry I and Lab  | 4            | co-requisites: CHEM 111R recommended/ MATH 144 required |
| CHEM 112 Principles of Chemistry II and Lab   | 4            | CHEM 111  |
| CHEM 303 Organic Chemistry I and Lab  | 4            | CHEM 112  |
| CHEM 304 OR CHEM 350 Organic Chemistry II and Lab OR Biochemistry and Lab   | 4            | BIOL 205 and CHEM 303                                   |
| DATA 220 Introduction to Statistics   | 4            |   |
| Take one of the following courses:  |              |   |
| DATA 350 Statistical Modeling   | 4            | DATA 220  |
| MATH 201 Calculus I   | 4            | MATH 144 or or placement test                           |
| Students must take one first-level (I) and one second-level (II) Physics course:  |              |   |
| PHYS 151 or PHYS 211 Principles of Physics I and Lab or Physics for Scientists and Engineers I and Lab  | 4            | MATH 144 MATH 144 co-requisites: MATH 201               |
| PHYS 152 or PHYS 212 Principles of Physics II and Lab or Physics for Scientists and Engineers II and Lab  | 4            | PHYS 151 or PHYS 211 PHYS 211 co-requisites: MATH 202   |
| <b>Total Hours for the Biology Major</b>  | <b>78</b>    |   |

**Recommended Plan of Study for Biology**

|        | Fall Semester  |
|--------|--|
| Year 1 | BIOL 202<br>BIOL 203<br>CHEM 111/112<br>DATA 220<br>(and prerequisites if necessary)<br>WCore Courses  |
| Year 2 | BIOL 204<br>BIOL 205<br>BIOL 311<br>DATA 350 Statistical Modeling or MATH 201 Calculus I<br>(if not taken in the previous year)<br>*CHEM 303/304<br>BIOL Biology elective<br>WCore Courses |
| Year 3 | BIOL Biology Electives (8-12)<br>*PHYS 151/152 or PHYS 211/212<br>WCore Courses  |
| Year 4 | BIOL 420 or WCSAM 400<br>BIOL Biology electives  |

\*Alternatively, a student could take the PHYS 151/152 (or 211/212) sequence his or her sophomore year and the CHEM 303/304 sequence his or her junior year.

**Biology Minor**

| Requirement Description                                 | Credit Hours | Prerequisites   |
|---|--------------|---|
| <b>I. Required Courses</b>                              | <b>16</b>    |   |
| BIOL 202 Organisms and Evolution                        | 4            | pre- or co-requisite: DATA 220<br><br>consent of instructor |
| BIOL 203 Introduction to Ecology                        | 4            |   |
| BIOL 204 Principles of Genetics                         | 4            |   |
| BIOL 205 Introduction to Cell Biology                   | 4            |   |
| <b>II. Electives</b>                                    | <b>8</b>     |   |
| BIOL coursework numbered at the 200-, 300- or 400-level |              |   |
| <b>Total Hours for the Biology Minor</b>                | <b>24</b>    |   |

**BUSINESS COMPUTER INFORMATION SYSTEMS****Faculty**

- Greg Gagne (Arts & Sciences)
- Helen Hu (Arts & Sciences)
- Kathryn Lenth (Arts & Sciences)
- Jingsai Liang (Arts & Sciences)
- Alysse Morton (Business)

Business Computer Information Systems is a joint program between [Arts & Sciences](#) and the [Bill & Vieve Gore School of Business](#).

**Program Goals**

- Actively participate in and execute the practice of software development.
- Plan, design, test, and implement a hardware or software project both individually and as part of a group.
- Apply business, statistical, modeling, and computer science principles and skills to identify business problems, research and craft solution strategies, and develop an effective course of action.
- Use a data and computer science platforms to process structured and unstructured data, construct data architecture, design visual dashboards, and deploy predictive models to find solutions to business problems that achieve stated objectives.

## Objectives

Business Computer Information Systems (BCIS) is an interdepartmental program combining studies in computer information systems from Westminster's Department of Computer Science and Bill and Vieve Gore School of Business.

Business Computer Information Systems professionals must have sound technical knowledge of computers, communications, software, but they must also understand how organizations and how they function. Thus, the Business Computer Information Systems major provides a combination of technical computer science coursework as well as several business courses, including a strong emphasis on the acquisition, deployment, and management of information technology and data architecture, applying statistical and quantitative methods, employing predictive models, and making data-driven decisions on a solid foundation of business and economic knowledge.

## Program Requirements

Students must maintain a minimum 2.5 GPA in all courses required for the Business Computer Information Systems major.

Students must meet the university-wide graduation requirements in addition to the Business Computer Information Systems major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Business Computer Information Systems Major

| Requirement Description  | Credit Hours               | Prerequisites  |
|--|----------------------------|--|
| <b>I. World Language Requirement</b>   | <b>8</b>                   |  |
| Business Computer Information Systems majors must complete eight credit hours in a single world language.  |                            |  |
| <b>II. Prerequisite Programming Courses</b>  | <b>4</b>                   |  |
| Take four credits from:<br>CMPT 190 Learning to Code<br>CMPT 210 Just Enough Java<br><br>CMPT 201 Introduction to Computer Science<br><br>Students with prior programming experience may apply any upper division CMPT coursework toward the Programming Course requirement. | 2<br>2<br><br>4            | CMPT 190 or prior programming experience<br><br>Co-requisite CMPT 215  |
| <b>III. Lower Division Courses</b>   | <b>20</b>                  |  |
| BUSI 101A Business Fundamentals I: Communicating<br>BUSI 101B Business Fundamentals I: Calculating<br>CMPT 202 Introduction to Data Structures<br>ACCT 213 Financial Accounting<br>DATA 220 Introduction to Statistics<br>ECON 253 Elementary Macroeconomics                 | 3<br>3<br>4<br>3<br>4<br>3 | MATH 101 or above<br><br>CMPT 201 or CMPT 210<br><br>BUSI 101A, BUSI 101B*<br><br>MATH 101 or above                      |
| <b>IV. Upper Division Courses</b>  | <b>27</b>                  |  |
| BUSI 300 Information Technology<br><br>BUSI 400 Business Analytics**<br>BUSI 405 Business Analytics Project<br><br>CMPT 307 Databases  | 3<br><br>4<br>1<br><br>4   | BUSI 101A and BUSI 101B and CMPT 190 or CMPT 201*<br><br>BUSI 300<br><br>BUSI 400; co-requisite CMPT 385<br><br>CMPT 202 |

| Requirement Description                             | Credit Hours | Prerequisites  |
|---|--------------|--|
| CMPT 322 Software Engineering                       | 4            | CMPT 307   |
| CMPT 385 Senior Project Proposal Writing            | 1            | CMPT 322   |
| CMPT 390 Senior Capstone                            | 2            | CMPT 385, BUSI 400   |
| MGMT 305 Principles of Management                   | 4            | BUSI 101A,<br>BUSI 101B*                                       |
| Complete one of the following:                      |              |  |
| DATA 350 Statistical Modeling                       | 4            | DATA 220   |
| DATA 360 Data Science with Python                   | 4            | DATA 220, CMPT<br>190 or CMPT 202                              |
| <b>V. Electives</b>                                 | <b>10</b>    |  |
| CMPT 300/400-level course (excluding May Term)      |              |  |
| Business Electives - Complete two of the following: |              |  |
| ACCT 313 Managerial Accounting                      | 3            | ACCT 213   |
| ECON 263 Elementary Microeconomics                  | 3            | MATH 101 or above  |
| FINC 300 Business Finance                           | 3            | ACCT 213, BUSI<br>101A, BUSI 101B,<br>CMPT 190 or<br>CMPT 201* |
| MGMT 309 Operations Management                      | 3            | BUSI 101A, BUSI<br>101B, CMPT 190<br>or CMPT 201*              |
| MKTG 300 Principles of Marketing                    | 3            | BUSI 101A and<br>BUSI 101B*                                    |
| Total Hours for BCIS Major                          | <b>69</b>    |  |

\*Transfer students take BUSI 102 in lieu of BUSI 101A and BUSI 101B. Students may also take CMPT 190 and 210 in lieu of CMPT 201.

\*\*BCIS majors should take BUSI 400 after they complete the two business electives. They can take it prior to or alongside CMPT 385.

## Recommended Plan of Study for BCIS

|        | Fall Semester                              | Spring Semester                            |
|--------|--|--|
| Year 1 | BUSI 101A<br>BUSI 101B<br>CMPT 201         | BUSI 300<br>CMPT 202<br>DATA 220           |
| Year 2 | ACCT 213<br>CMPT 307<br>ECON 253           | CMPT 322<br>MGMT 305<br>Business Elective* |
| Year 3 | Business Elective*<br>DATA 350 or DATA 360 | CMPT Elective**<br>BUSI 400                |
| Year 4 | BUSI 405<br>CMPT 385<br>Language 1         | CMPT 390<br>Language 2                     |

For language 1 & language 2, choose from CHIN 110 & 111, FREN 110 & 111, JAPN 110 & 111, LATN 110 & 111, or SPAN 110 & 111.

\*Must complete two of the following business electives: ACCT 313, ECON 263, FINC 300, MGMT 309, or MKTG 300. These should be taken before BUSI 405.

\*\*Must complete one non-May Term CMPT 300/400 elective.

## CHEMISTRY

## Faculty

- Frank Black
- Robyn Hyde
- Jessica Johnston (Chair)

## Program Goals

**Content:** Students will identify, apply, and analyze concepts across a broad spectrum of chemical disciplines, and use evidence to evaluate interpretations and draw conclusions.

**Collaboration:** Students will actively engage with their peers in small learning teams to collect and process information, exchange ideas, and synthesize knowledge in order to achieve collective goals in a respectful team environment.

**Laboratory:** Students will design and carry out experiments utilizing modern instruments and techniques. Students will interpret their results and revise experiments based upon the information they learn.

**Communication:** Students will communicate chemistry-related concepts, experimental results, and conclusions in written, visual, and oral formats to scientists and non-scientists.

**Civic Responsibility:** Students will develop a global perspective on chemistry issues and engage in practices informed by social responsibility across the spectrum of differences.

## Objectives

The Chemistry program offers an academic major leading to a Bachelor of Science degree and an academic minor. The program provides: (1) preparation for a professional career or graduate study in chemistry; (2) an understanding of basic chemistry concepts and experience in laboratory operations for those planning careers in related fields; (3) pre-professional study for those preparing for careers in medicine, dentistry, veterinary medicine, and nursing; and (4) preparation for those who wish to teach at the secondary level.

## Program Requirements

Students must maintain a cumulative 2.3 GPA or better in courses required in the academic major. Students choosing a double major or minor within the science program may not apply electives to more than one major or minor. Only classes listed under "required courses" that coincide between both majors/minors may be applied to both. Students must meet the university-wide graduation requirements in addition to the Chemistry major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Chemistry Major

To fulfill the requirements for a major in Chemistry, students must complete the following as well as demonstrate competency in MATH 144:

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| <b>I. World Language Requirement</b>  | <b>8</b>     |   |
| Chemistry majors must complete eight credit hours in a single world language. |              |   |
| <b>II. Lower Division Courses</b>   | <b>8</b>     |   |
| CHEM 111 Principles of Chemistry I and Lab                                    | 4            | Pre- or co-requisite MATH 144                           |
| CHEM 112 Principles of Chemistry II and Lab                                   | 4            | CHEM 111  |
| <b>III. Upper Division Courses</b>  | <b>24</b>    |   |
| CHEM 303 Organic Chemistry I  | 3            | CHEM 112<br>Recommended pre-/co-requisite:<br>CHEM 303L |
| CHEM 303L Organic Chemistry I Lab   | 1            | Pre-/co-requisite:<br>CHEM 303                          |
| CHEM 304 Organic Chemistry II   | 3            | CHEM 303<br>Recommended pre-/co-requisite:<br>CHEM 304L |
| CHEM 304L Organic Chemistry II Lab  | 1            | Pre-/co-requisite:<br>CHEM 304                          |

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| CHEM 306 Quantitative Analysis and Lab   | 4            | CHEM 112 and PHYS 151 or PHYS 211 Co-requisite: CHEM 306L |
| CHEM 320 Inorganic Chemistry   | 4            | CHEM 112  |
| CHEM 421 Quantum Chemistry and Lab   | 4            | CHEM 112, MATH 202, PHYS 212 Co-requisite: CHEM 421L      |
| CHEM 422 Thermodynamics & Statistical Mechanics and Lab                                  | 4            | CHEM 112, MATH 202, PHYS 212 Co-requisite: CHEM 422L      |
| <b>IV. Electives</b>   | <b>12</b>    |   |
| Students must take two of the following three courses:                                   |              |   |
| CHEM 307 Instrumental Analysis and Lab   | 4            | CHEM 112 and PHYS 151 or PHYS 211 Co-requisite: CHEM 307L |
| CHEM 350/L Biochemistry and Lab  | 4            | BIOL 205 and CHEM 303 Co-requisite: CHEM/BIOL 350L        |
| CHEM 370 Scientific Computing  | 4            | CMPT 190 and PHYS 151 or PHYS 211                         |
| Students must complete an additional four credit hours of coursework from the following: |              |   |
| CHEM 300 Special Topics in Chemistry   | 2-4          | Instructor permission                                     |
| CHEM 307 Instrumental Analysis and Lab   | 4            | CHEM 112 and PHYS 151 or PHYS 211 Co-requisite: CHEM 307L |
| CHEM 350/L Biochemistry and Lab  | 4            | BIOL 205 and CHEM 303 Co-requisite: CHEM/BIOL 350L        |
| CHEM 370 Scientific Computing  | 4            | CMPT 190 and PHYS 151 or PHYS 211                         |
| GEOL 405 Geochemistry  | 4            | CHEM 112 or GEOL 301                                      |
| CHEM 400 Advanced Topics in Chemistry  | 1-5          | Instructor permission                                     |
| CHEM 401 Directed Studies in Chemistry   | 1-4          | Senior standing, consent of instructor and school dean    |
| CHEM 430 Undergraduate Research  | 1-4          | Faculty mentor permission                                 |
| CHEM 440 Internship  | 1-2          | Junior/senior standing, see course description            |
| <b>V. Required Courses from Other Programs</b>   | <b>22</b>    |   |
| MATH 201 Calculus I  | 4            | MATH 144 or placement test                                |
| MATH 202 Calculus II   | 4            | MATH 201 or placement test                                |

| Requirement Description                                  | Credit Hours | Prerequisites                       |
|--|--------------|-------------------------------------|
| PHYS 211 Physics for Scientists and Engineers I and Lab  | 4            | MATH 144 and co-requisite: MATH 201 |
| PHYS 212 Physics for Scientists and Engineers II and Lab | 4            | PHYS 211 and co-requisite: MATH 202 |
| WCSAM 400 Science Capstone                               | 2            |                                     |
| <b>Total Hours for the Chemistry Major</b>               | <b>72</b>    |                                     |

Listed below is a suggested plan of study for completing the chemistry requirements. Students should meet with their advisors at least once a year as course offerings may change from what is listed. Students must also meet WCore and university wide requirements for graduation.

### Recommended Plan of Study for Chemistry

|        | Fall Semester                               | Spring Semester            |
|--------|---|----------------------------|
| Year 1 | CHEM 111<br>MATH 201*<br>Learning Community | CHEM 112<br>MATH 202*      |
| Year 2 | CHEM 303<br>PHYS 211                        | CHEM 304<br>PHYS 212       |
| Year 3 | CHEM 306<br>CHEM 421                        | CHEM 422<br>CHEM Elective  |
| Year 4 | CHEM 320<br>CHEM Elective                   | CHEM Elective<br>WCSAM 400 |

\*Assumes student already has credit for MATH 144

### Chemistry Minor

| Requirement Description                               | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>I. Required Courses</b>                            | <b>16</b>    |  |
| CHEM 111 Principles of Chemistry I and Lab            | 4            | Co-requisites:<br>CHEM 111R<br>recommended;<br>MATH 144 required   |
| CHEM 112 Principles of Chemistry II and Lab           | 4            | CHEM 111   |
| CHEM 303 Organic Chemistry I                          | 3            | CHEM 112<br>Recommended<br>pre-/co-requisite:<br>CHEM 303L         |
| Organic Chemistry I Lab                               | 1            | Pre-/co-requisite:<br>CHEM 304L                                    |
| CHEM 304 Organic Chemistry II                         | 3            | CHEM 303 Pre-/<br>co-requisite:<br>CHEM 304L                       |
| CHEM 304L Organic Chemistry II Lab                    | 1            | Pre-/co-requisite:<br>CHEM 304                                     |
| <b>II. Electives</b>                                  | <b>8</b>     |  |
| Complete four hours of coursework from the following: |              |  |
| CHEM 300 Special Topics in Chemistry                  | 2-4          | Instructor<br>permission   |
| CHEM 306 Quantitative Analysis and Lab                | 4            | CHEM 112 and<br>PHYS 151 or PHYS<br>211 Co-requisite:<br>CHEM 306L |
| CHEM 307 Instrumental Analysis and Lab                | 4            | CHEM 112 and<br>PHYS 151 or PHYS                                   |

| Requirement Description                                     | Credit Hours | Prerequisites  |
|---|--------------|--|
| CHEM 320 Inorganic Chemistry                                | 4            | 211 Co-requisite:<br>CHEM 307L<br><br>CHEM 112               |
| CHEM 350/L Biochemistry and Lab                             | 4            | BIOL 205 and CHEM 303 Co-requisite:<br>CHEM/BIOL 350L        |
| CHEM 370 Scientific Computing                               | 4            | CMPT 190 and either PHYS 151 or PHYS 211                     |
| CHEM 401 Directed Studies in Chemistry                      | 1-4          | Senior standing, consent of instructor and school dean       |
| CHEM 421 Quantum Chemistry and Lab                          | 4            | CHEM 112, MATH 202, PHYS 212<br>Co-requisite:<br>CHEM 421L   |
| CHEM 422 Thermodynamics & Statistical Mechanics and Lab     | 4            | CHEM 112, MATH 202, PHYS 212<br>Co-requisite:<br>CHEM 422L   |
| CHEM 430 Undergraduate Research                             | 1-4          | Faculty mentor permission                                    |
| CHEM 440 Internship   | 1-4          | Junior/senior standing, see course description               |
| Complete at least four additional hours from the following: |              |  |
| CHEM 306 Quantitative Analysis and Lab                      | 4            | CHEM 112 and PHYS 151 or PHYS 211 Co-requisite:<br>CHEM 306L |
| CHEM 307 Instrumental Analysis and Lab                      | 4            | CHEM 112 and PHYS 151 or PHYS 211 Co-requisite:<br>CHEM 307L |
| CHEM 320 Inorganic Chemistry                                | 4            | CHEM 112   |
| CHEM 350/L Biochemistry and Lab                             | 4            | BIOL 205 and CHEM 303 Co-requisite:<br>CHEM/BIOL 350L        |
| CHEM 370 Scientific Computing                               | 4            | CMPT 190 and either PHYS 151 or PHYS 211                     |
| CHEM 422 Thermodynamics & Statistical Mechanics and Lab     | 4            | CHEM 112, MATH 202, PHYS 212<br>Co-requisite:<br>CHEM 422L   |
| <b>Total Hours for the Chemistry Minor</b>                  | <b>24</b>    |  |

## CODING CERTIFICATE PROGRAM

### Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in applying their learning outside the classroom.

Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

## Program Requirements

**Advisor:** Helen Hu

Complete all courses with a minimum grade of C-.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| I. Introductory Courses   | 4            |               |
| Take four (4) credits:<br>CMPT 201 Introduction to Computer Science 4<br>CMPT 190 Learning to Code 2<br>CMPT 210 Just Enough Java 2 |              |               |
| <b>II. Required Courses</b>   | <b>8</b>     |               |
| CMPT 202 Introduction to Data Structures<br>CMPT 307 Databases 4  |              |               |
| <b>III. Applied Experience</b>  | <b>4</b>     |               |
| Take one of the following courses:<br>CMPT 322 Software Engineering 4<br>CMPT 375 Web Application 4                                 |              |               |
| <b>Total Hours for the Coding Certificate</b>   | <b>16</b>    |               |

## Double Dipping Between Certificate and Majors/Minors

"Double-dipping" here refers to (1) allowing students in a particular major or minor pursue a particular certificate and (2) allowing students who pursue a certificate alongside a major/minor to count a course toward both programs. The following guidelines relate to double-dipping between majors/minors and certificates that share courses. No other restrictions apply for programs that do not share courses with particular certificates.

Students in the following majors/minors **MAY NOT** concurrently pursue the Coding Certificate:

- Business Computer Information Systems major
- Computer Science major or minor
- Applied Computing minor

**It is otherwise assumed that an internship completed as part of an Undergraduate Certificate may also count toward a major or minor.**

## COMMUNICATION

### Faculty

- Matt Baker
- Erin Coleman Serrano
- Christine Seifert
- Tamara Stevenson
- Kim Zarkin (Chair)

### Program Goals

- To develop writing and editing skills applicable to various communication professions.
- To learn basic layout and design principles and to use a broad range of industry-standard software applications in applying those principles to the production of quality communication pieces for print and electronic media.
- To learn to effectively present skills, interests, accomplishments, and abilities to audiences, including prospective employers or clients.
- To demonstrate appropriate attitudes, skills, and techniques essential to working in a team as a member and a leader.
- To analyze and evaluate the historical, legal, and ethical contexts within which communication professionals operate.

### Objectives

The Communication program offers an academic major leading to a Bachelor of Arts degree, as well as an academic minor. The Communication program teaches students theoretical principles and practical skills in the context of humanistic inquiry.

Working with electronic and traditional media, students acquire skills needed for careers in corporate and government communication, nonprofit organizations, public affairs, advertising, public relations, technical writing, and journalism, as well as for graduate studies. By selecting courses across the entire communication curriculum, students can develop a program that has breadth, while students who are interested in a more focused major may wish to choose classes from one of the suggested concentrations that follow.

## Program Requirements

Students must maintain a minimum 2.3 GPA in all courses required for the Communication major.

Students must meet the university-wide graduation requirements in addition to the Communication major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Communication Major

| Requirement Description   | Credit Hours | Prerequisites      |
|---|--------------|--------------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |                    |
| Communication majors must complete eight credit hours in a single world language. |              |                    |
| <b>II. Lower Division Courses</b>   | <b>20</b>    |                    |
| COMM 101 Disinformation in the USA  | 4            | COMM 210           |
| COMM 210 Media Writing I  | 4            |                    |
| COMM 211 Media Writing II   | 4            |                    |
| COMM 240 Media and Society  | 4            |                    |
| COMM 250 Introduction to Human Communication                                      | 4            |                    |
| <b>III. Upper Division Courses</b>  | <b>32</b>    |                    |
| COMM 302 Forum Student Media  | 4            | COMM 211           |
| COMM 310 Business and Professional Communication                                  | 4            |                    |
| COMM 350 Leadership & Decision Making   | 4            |                    |
| COMM 370 Design Foundations   | 4            |                    |
| COMM 371 Multimedia Tools and Production  | 4            | COMM 370           |
| COMM 372 Design and the User Experience   | 4            | COMM 371           |
| COMM 425 Communication Law and Ethics   | 4            | Junior Status      |
| COMM 440 Internship*  | 2            | Junior Status      |
| COMM 490 Portfolio Workshop   | 2            | Senior Status      |
| <b>IV. Electives</b>  | <b>12</b>    |                    |
| Complete twelve hours of coursework from the following courses:                   |              |                    |
| ART 320 Digital Imaging   | 4            | ART 180            |
| ART 322 Digital Drawing   | 4            | ART 106            |
| ART 380 Advanced Photography  | 4            | ART 320 or ART 379 |
| COMM 300 Special Topics in Communication  | 1-4          |                    |
| COMM 325 Designing Dynamic Images   | 4            |                    |
| COMM 326 Introduction to Web Writing and Design                                   | 4            |                    |
| COMM 336 Principles of Public Relations   | 4            |                    |
| COMM 345 Video Production   | 4            |                    |

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| COMM 360 Race, Gender, Class and the Media   | 4            | Junior Status<br><br>Instructor Permission<br><br>BUSI 101 or Instructor Permission<br><br>MKTG 300 or Instructor Permission<br><br>MKTG 303 or Instructor Permission |
| COMM 365 Intercultural & Global Communication  | 4            |   |
| COMM 380 Communication & Nonprofit Organizations   | 4            |   |
| COMM 440 Internship*   | 1-6          |   |
| Any 300-level FILM course  | 1-4          |   |
| LMW 300E Fiction and Nonfiction Narratives   | 4            |   |
| LMW 375 Lit in MS, Print & New Media   | 4            |   |
| MKTG 300 Principles of Marketing   | 3            |   |
| MKTG 303 Professional Selling  | 4            |   |
| MKTG 428 Advertising   | 4            |   |
| NOTE: Students may only count four credits from Special Topics classes toward their communication electives. |              |   |
| <b>Total Hours for the Communication Major</b>   | <b>72</b>    |   |

\* If a student is a double major where both majors require an internship, a single internship may count towards both majors, contingent on faculty approval.

### Recommended Plan of Study for Communication

|        | Fall Semester                    | Spring Semester                  |
|--------|----------------------------------|----------------------------------|
| Year 1 | COMM 101<br>COMM 210             | COMM 211                         |
| Year 2 | COMM 250                         | COMM 240<br>COMM 370             |
| Year 3 | COMM 302<br>COMM 371<br>Elective | COMM 350<br>COMM 372<br>Elective |
| Year 4 | COMM 310<br>COMM 425<br>Elective | COMM 440<br>COMM 490<br>Elective |

### Communication Minor

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses: Pick 3</b>                                     | <b>12</b>    |               |
| COMM 101 Disinformation in the USA                                     | 4            |               |
| COMM 210 Media Writing I   | 4            |               |
| COMM 240 Media and Society   | 4            |               |
| COMM 250 Introduction to Human Communication                           | 4            |               |
| <b>II. Elective Courses</b>  | <b>12</b>    |               |
| Choose any twelve credit hours of upper division Communication courses |              |               |
| <b>Total Hours for the Communications Minor</b>                        | <b>24</b>    |               |

## COMPUTER SCIENCE

### Faculty

- Greg Gagne
- Helen Hu (Chair)
- Kathryn Lenth
- Jingsai Liang

### Program Goals

- To attain a system-level understanding of the computer.
- To understand the concepts and techniques of software design.
- To acquire significant project experience working both individually and in a group setting.
- To develop effective problem solving skills.

### Objectives

The Computer Science Program offers an academic major leading to the Bachelor of Science degree, as well as an academic minor and a minor in applied computing. The curriculum in computer science is designed to meet the needs of students whose ultimate objective is to pursue a career in the field or to go on to postgraduate study. Students planning to pursue postgraduate study in computer science should consider an additional math minor.

### Program Requirements

Students must maintain an overall 2.5 GPA in courses required for the academic major, the academic minor, and the minor in applied computing. A 2.8 GPA in CMPT 201 and CMPT 202 is a prerequisite for enrollment in upper division courses for the academic major and minor. Computer Science major and minor requirements must be satisfied with a grade of C- or better. No more than four (4) credit hours from May term courses and two (2) credit hours from internships may be applied to the elective upper division computer science requirement for the academic major. May term courses and internship credit hours may not be applied towards the upper division elective requirement for either the academic minor or the minor in applied computing.

Students must meet the university-wide graduation requirements in addition to the Computer Science major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Computer Science Major

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>I. World Language Requirement</b>  | <b>8</b>     |  |
| Computer Science majors must complete <b>eight</b> credit hours in a single world language.   |              |  |
| <b>II. Prerequisite Programming Courses</b>   | <b>4</b>     |  |
| Take four (4) credits:<br>CMPT 190 Learning to Code<br>CMPT 201 Introduction to Computer Science<br>CMPT 210 Just Enough Java<br><br>Students with prior programming experience may apply any upper division CMPT coursework toward the Programming Course requirement. | 2<br>4<br>2  | CO-requisite<br>CMPT 215<br><br>CMPT 190 or prior programming experience |
| <b>III. Lower Division Computer Science Courses</b>   | <b>8</b>     |  |
| CMPT 202 Introduction to Data Structures<br>CMPT 251 Computer Systems and Programming   | 4<br>4       | CMPT 201<br>or CMPT 210<br><br>CMPT 201<br>or CMPT 210                   |
| <b>IV. Upper Division Computer Science Courses</b>  | <b>27</b>    |  |
| CMPT 306 Algorithms   | 4            | CMPT 202 and<br>MATH 210   |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| CMPT 307 Databases  | 4            | CMPT 202  |
| CMPT 322 Software Engineering   | 4            | CMPT 202 and CMPT 307                                 |
| CMPT 328 Computer Architecture  | 4            | CMPT 251  |
| CMPT 351 Operating Systems  | 4            | CMPT 251  |
| CMPT 352 Computer Networks  | 4            | CMPT 251 or both CMPT 202 and command-line experience |
| CMPT 385 Senior Project Proposal Writing—offered fall   | 1            | CMPT 322  |
| CMPT 390 Senior Capstone—offered spring   | 2            | CMPT 385  |
| <b>V. Electives</b>   | <b>12</b>    |   |
| Computer Science Majors must complete <b>twelve (12)</b> credits of additional upper-division coursework in CMPT. Students may apply at most four (4) credits of May term hours and at most two (2) credits of internship hours toward the upper division elective requirement. |              |   |
| <b>VI. Required Courses from Other Programs</b>   | <b>8</b>     |   |
| MATH 210 Discrete Mathematics   | 4            |   |
| Choose one:<br>MATH 201 or DATA 220 or WCSAM 203 Calculus I or Introduction to Statistics or Linear Algebra   | 4 4 4        |   |
| <b>Total Hours for the Computer Science Major</b>   | <b>67</b>    |   |

Double dipping is allowed for courses listed in Section VI.

### Recommended Plan of Study for Computer Science

|        | Fall Semester                           | Spring Semester                        |
|--------|---|--|
| Year 1 | CMPT 201<br>MATH 201/DATA 220/WCSAM 203 | CMPT 202<br>MATH 210                   |
| Year 2 | CMPT 251<br>CMPT 307                    | CMPT 328<br>CMPT Elective*             |
| Year 3 | CMPT 306<br>CMPT Elective*              | CMPT 322<br>CMPT Elective*             |
| Year 4 | CMPT 352<br>CMPT 385<br>CMPT Elective*  | CMPT 351<br>CMPT 390<br>CMPT Elective* |

\* Must complete three electives.

### Computer Science Minor

| Requirement Description   | Credit Hours | Prerequisites                            |
|---|--------------|--|
| <b>I. Prerequisite Programming Courses</b>  | <b>4</b>     |  |
| Take four (4) credits:<br>CMPT 190 Learning to Code<br>CMPT 201 Introduction to Computer Science<br>CMPT 210 Just Enough Java | 2<br>4<br>2  | CMPT 190 or prior programming experience |

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| Students with prior programming experience may apply any upper division CMPT coursework toward the Programming Course requirement.                    |              |  |
| <b>II. Required Courses</b>   | <b>16</b>    |  |
| CMPT 202 Introduction to Data Structures  | 4            | CMPT 201<br>or CMPT 210                                      |
| CMPT 251 Computer Systems and Programming   | 4            | CMPT 201<br>or CMPT 210                                      |
| MATH 201 Calculus I   | 4            | MATH 144 or<br>consent of<br>instructor or<br>placement test |
| MATH 210 Discrete Mathematics   | 4            |  |
| <b>III. Electives</b>   | <b>4</b>     |  |
| Additional upper division computer science coursework <b>(4)</b><br>May term courses and internship hours may not be applied toward this requirement. |              |  |
| <b>Total Hours for the Computer Science Minor</b>   | <b>24</b>    |  |

**Applied Computing Minor**

| Requirement Description   | Credit Hours     | Prerequisites  |
|---|------------------|--|
| <b>I. Prerequisite Programming Courses</b>  | <b>4</b>         |  |
| Take four (4) credits:<br>CMPT 190 Learning to Code<br>CMPT 201 Introduction to Computer Science<br>CMPT 210 Just Enough Java<br><br>Students with prior programming experience may apply any upper division CMPT coursework toward the Programming Course requirement. | 2<br>4<br>2      | CMPT 190 or prior<br>programming<br>experience                               |
| <b>II. Required Courses</b>   | <b>8</b>         |  |
| CMPT 202 Introduction to Data Structures  | 4                | CMPT 201<br>or CMPT 210  |
| CMPT 251 Computer Systems and Programming   | 4                | CMPT 201<br>or CMPT 210  |
| <b>III. Core Courses</b>  | <b>4</b>         |  |
| Choose one of the following:<br>CMPT 307 Databases<br>CMPT 328 Computer Architecture<br>CMPT 352 Computer Networks<br>CMPT 355 Compilers  | 4<br>4<br>4<br>4 | CMPT 202<br>CMPT 251<br>Consent of<br>instructor<br>CMPT 202<br>and CMPT 251 |
| <b>IV. Electives</b>  | <b>8</b>         |  |
| Additional upper division computer science coursework <b>(8)</b>  |                  |  |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| May term courses and internship hours may not be applied towards this requirement. |              |               |
| <b>Total Hours for the Applied Computing Minor</b>                                 | <b>24</b>    |               |

## DANCE

### Faculty

- Meghan Wall (Chair)
- Bethany Hansen (Assistant to the Chair - Core Adjunct Faculty)
- Michelle Armstrong (Adjunct Faculty)
- Carly Schaub (Adjunct Faculty)
- Allison Shir (Core Adjunct Faculty)

### Program Description

Dance is a form of human expression that invites each one of us to create meaning through movement, embody knowledge, and translate our lived experiences into creative content and dynamic performance. Westminster's Dance program offers rigorous dance training and cultivates your individual artistic voice, placing value in real-world practice and promoting dance as a fully collaborative, culturally-relevant, socially-aware, and deeply imaginative art form.

### Program Goals

- Students will work to master individual physicality as it relates to technical proficiency, artistic performance, and modes of communication, discovering the role of the human body in dance in terms of anatomy, kinesiology, and human development.
- Students will develop and practice their physical, cognitive, and creative research skills, within the full scope of multidisciplinary physical art-making.
- Students will develop their artistic voice by taking risks in individualized and innovative creative practices.
- Students will understand dance as a cultural practice that reflects and impacts local and global communities.
- Students will engage with a professional environment conducive to advanced learning and collaboration among students and professors.
- Students will analyze and evaluate dance processes and productions through varying perspectives of history, culture, society, self, and aesthetics.
- Students will explore potential careers in professional dance companies, arts organizations, arts administration, education, community development, health, fitness, human/social services, or further graduate studies in a myriad of interdisciplinary areas.
- Students will cultivate project management skills that incorporate effective group dynamics.

### Objectives

The Dance program offers 2 academic major degree tracks (Bachelor of Fine Arts, Bachelor of Arts) and a Dance minor. The Dance program emphasizes rigorous technique training in western and non-western physical practices, composition, improvisation, performance, creative process, and theories of dance through the lenses of history, technology, cultural impact, and social justice. Students gain practical skills in dance production, teaching, and administration. Students will be fully prepared for a variety of career paths such as professional dance performance and choreography, arts and non-profit sectors, education, community development, health and fitness, human services, as well as graduate studies in a myriad of interdisciplinary studies.

### Program Options

#### Bachelor of Fine Arts in Dance

The Bachelor of Fine Arts (BFA) in dance is a pre-professional degree. This degree track builds upon the core foundations of dance theory, technique, and practice by providing expanded coursework and in-depth training in more specific areas, including the opportunity to delve deeply into an area of dance that interests you. Completing this track signifies that you are ready to get into entry-level, professional work in dance after graduation.

#### Bachelor of Arts in Dance

The Bachelor of Arts (BA) in dance is a generalist degree that allows you to explore a broad foundation of studies in dance theories, techniques, and practices. You will choose your dance elective courses based on your interests. If you plan to double major, this degree path is a great option.

#### Minor in Dance

The Dance program also offers a minor that is a great addition to a multitude of majors at Westminster. Dance coursework can also be a component of a [customized major](#). You are welcome to meet with the dance chair at any time to review requirements for the minor in conjunction with your major requirements and overall course of study.

### Program Requirements

All students who declare a dance major enter the program in the Bachelor of Arts (BA) degree track through open enrollment, and can choose to remain on the BA degree track, or transition to the Bachelor of Fine Arts (BFA) degree track as outlined below.

#### Transitioning to the Bachelor of Fine Arts Degree Track

After completing two semesters as a BA dance major, continuing students are eligible to request a transition into the BFA degree track through a formal review by the dance faculty. If not initially accepted into the BFA track, students can continue pursuing the BA degree track and request another formal review at the end of each subsequent semester.

Transfer students are eligible to seek acceptance into the BFA degree track before their first semester. To do so, they will receive an audit of previous coursework paired with a formal review by the dance faculty in the spring before entering the Dance program. If they also want to be considered for a dance program scholarship, their audition for scholarship consideration will be used as their formal review for the degree track.

**Liberal Education Courses**

Students must complete the WCore program or join the Honors College (and complete requirements) to fulfill liberal education credits.

**Dance Major Requirements**

- 124 total hours
- 30 upper-division hours
- WCore or Honors College requirements

Students must maintain a minimum 2.3 GPA in all courses required for the major. For course prerequisites, please refer to the course descriptions.

**Holistic Health and Well-being Requirement**

The Dance program values healthy practices including self-care, mindfulness, body awareness, and conditioning. Dance students are encouraged to cultivate these practices through requisite hours engaged in physical and mental health training over their course of study. Hours can be completed at the Dolores Doré Eccles Health, Wellness and Athletic Center, or completed in the personal practice of your choice, including yoga, pilates, outdoor activities, meditation, journaling, etc. Dance students will design an individual health and wellness plan with a faculty member to meet individual needs and goals.

**Collaborative Participation Requirement**

Students are expected to complete a minimum of twenty hours of program service work each year (e.g., production, crew, recruitment, non-curricular creative projects, etc.). This can be satisfied working in or on any program production, including Dance Company, Glint (screendance installation), performing for Senior Showcase, and choreographing/performing for Kaleidoscope.

**Applied Dance/Community Requirement**

At least once during their course of study, Dance majors are required to apply their dance training in a community setting (e.g., education, healthcare, the justice system, community development, transportation services, social service agencies, business and industry, etc.) through an experience that is collaborative, socially relevant, and culturally aware. Students will design and coordinate the project with their advisor.

Students will meet each semester with a faculty advisor to discuss successful completion of these requirements and to review the student’s goals, as well as academic and artistic progress.

- [Casper College AA to BA Dance Transfer Pathway](#)
- [Casper College AA to BFA Dance Transfer Pathway](#)
- [Snow College AA to BA Dance Transfer Pathway](#)
- [Snow College AA to BFA Dance Transfer Pathway](#)

**Bachelor of Fine Arts Dance Major**

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |               |
| Dance majors must complete <b>eight</b> credit hours in a single world language.  |              |               |
| <b>II. Studio Technique Components</b>  |              |               |
| <p>All BFA dance majors are required to take a Modern OR Contemporary and a Ballet OR Jazz course (DANCE 230/232 and DANCE 235/237)* Spring of Freshman year and both semesters of Sophomore year; three additional Dance Technique Courses are required to be taken during Junior and Senior year. In addition, majors must enroll in Dance Performance/Company Workshop for 1 credit per year (4 credits minimum by graduation); and 3 additional credits of coursework in either Somatic Landscapes OR Dance Performance must also be completed (totaling 34 studio technique credits upon graduation). They must meet a minimum of 12 combined upper division Technique Component credits upon graduation. Students are placed into a course level in collaboration with the instructors at the beginning of Fall semester. All courses, except for DANCE 200 Somatic Landscapes, are repeatable for credit toward the studio technique requirement.</p> <p>*DANCE 230/232 and DANCE 235/237 alternate by semester so that two dance technique courses 230 or 232 and 235 or 237 are available each semester.</p> |              |               |

| Requirement Description                                  | Credit Hours | Prerequisites   |
|--|--------------|---|
| Lower Division Technique Courses                         |              |   |
| DANCE 230 or Modern II or                                | 3            | DANCE 130 and instructor permission                         |
| DANCE 232 Contemporary                                   | 3            | DANCE 230 or by level placement                             |
| DANCE 235 or Ballet II or                                | 3            | DANCE 135 or instructor permission or level placement       |
| DANCE 237 Jazz II  | 3            |   |
| Somatic Practices - Lower Division                       |              |   |
| DANCE 210 Somatic Landscapes* *Not repeatable for credit | 2            |   |
| Upper Division Technique Courses                         |              |   |
| DANCE 330 or Modern III or                               | 3            | DANCE 230 or by level placement or by instructor permission |
| DANCE 332 Contemporary III                               | 3            | DANCE 323 or by level placement or instructor permission    |
| DANCE 335 or Ballet III or                               | 3            | DANCE 235 or by level placement or by instructor permission |
| DANCE 337 Jazz III                                       | 3            | DANCE 237 or by level placement or instructor permission    |
| DANCE 430 or Modern IV or                                | 3            | DANCE 330 or by level placement or instructor permission    |
| DANCE 432 Contemporary IV                                | 3            | DANCE 332 or level placement or instructor permission       |
| DANCE 435 or Ballet IV or                                | 3            | DANCE 335 or by level placement or instructor permission    |
| DANCE 437 Jazz IV  | 3            | DANCE 337 or by level placement or instructor permission    |
| Dance Performance - Upper Division                       |              |   |
| Dance 310 Dance Performance/Company Work                 | 1-4          |   |
| <b>III. Lower Division Courses</b>                       | <b>27</b>    |   |
| DANCE 110 Creative Process in Movement and Dance         | 3            |   |
| DANCE 130 Modern/Contemporary I                          | 2            |   |
| DANCE 135 Ballet/Jazz I                                  | 2            |   |
| DANCE 180 Dance in Culture and History                   | 2            |   |

| Requirement Description   | Credit Hours   | Prerequisites  |
|---|--|--|
| <p>6 Credits Required of Modern/Contemporary Technique Components. (These credits can be satisfied by upper division courses). See Studio Techniques Components section for options. 6</p> <p>6 Credits Required of Ballet/Jazz Technique Components. (These credits can be satisfied by upper division courses). See Studio Techniques Components section for options 6</p> <p>6 Credits Required of Modern/Contemporary OR Ballet/Jazz Technique. Components OR Dance Performance OR Somatic Landscapes. (These credits can be satisfied by upper division courses). See Studio Techniques Components section for options 6</p> |  |  |
| <b>IV. Upper Division Courses</b>   | <b>32</b>  |  |
| <p>DANCE 300 Dance Performance/Company Workshop</p> <p>DANCE 350 Pedagogy</p> <p>DANCE 351 Applied Anatomy and Kinesiology</p> <p>DANCE 370 Composition and Choreography</p> <p>DANCE 490 Senior Seminar</p> <p>DANCE 491 Senior Showcase</p> <p>12 Combined Credits Required of Modern/Contemporary Upper Division. Technique, Ballet/Jazz Upper Division Technique Components, and Dance. Performance. See Studio Techniques Components section for options 12</p>  | <p>1-4 (minimum of 1 credit a year)</p> <p>4</p> <p>4</p> <p>4</p> <p>2</p> <p>2</p> | <p>DANCE 110 or with instructor permission</p> <p>Instructor permission</p> <p>Instructor permission</p> |
| <b>V. Elective Courses</b>  | <b>7</b>   |  |
| <p>Take seven credit hours of elective courses.</p> <p>DANCE 190 Dance in Global Context</p> <p>DANCE 280 Dance History II</p> <p>DANCE 380 Dance Forms</p> <p>DANCE 381 Ballet Studies</p> <p>DANCE 382 Moving Images: Dance For Film</p> <p>DANCE 440 Internship</p> <p>THTR 225 Lighting Design</p>  | <p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>3</p> <p>1-4</p> <p>3</p>                     | <p>Instructor Permission</p> <p>THTR 145, 160, or instructor permission</p>                              |
| <b>Total Hours for the BFA in Dance</b>   | <b>74</b>  |  |

## Recommended Plan of Study for BFA Dance (for incoming student placed in technique 130/135 level)

|        | Fall Semester  | Spring Semester                                 |
|--------|--|---|
| Year 1 | DANCE 110 (3)<br>DANCE 130 (2)<br>DANCE 135 (2)                  | DANCE 230 (3)<br>DANCE 237 (3)<br>DANCE 300 (1) |
| Year 2 | DANCE 232 (3)<br>DANCE 235 (3)<br>DANCE 180 (2)<br>DANCE 300 (1) | DANCE 200 (2)<br>DANCE 330 (3)<br>DANCE 337 (3) |
| Year 3 | DANCE 332 or DANCE 335 (3)<br>DANCE 350 (4)<br>DANCE 300 (1)     | DANCE 370 (4)<br>DANCE 430 or DANCE 437 (3)     |
| Year 4 | DANCE 490 (2)<br>DANCE 430 or DANCE 435 (3)                      | DANCE 300 (2)<br>DANCE 351 (4)<br>DANCE 491 (2) |

- Must fit in 7 credits of elective courses and 8 credits of a language course.
- Must fulfill all WCore requirements.
- This plan is an example of levels of studio technique components that could be taken. Dance majors will vary in which level of technique courses they take each year, depending on their readiness.

## Recommended Plan of Study for BFA Dance (for incoming student placed in technique 230/232 or 235/237 level)

|        | Fall Semester  | Spring Semester                                 |
|--------|--|---|
| Year 1 | DANCE 110 (3)<br>DANCE 232 (3)<br>DANCE 235 (3)              | DANCE 230 (3)<br>DANCE 237 (3)<br>DANCE 300 (1) |
| Year 2 | DANCE 332 (3)<br>DANCE 335 (3)<br>DANCE 180 (2)              | DANCE 300 (1)<br>DANCE 330 (3)<br>DANCE 337 (3) |
| Year 3 | DANCE 332 or DANCE 335 (3)<br>DANCE 350 (4)<br>DANCE 300 (1) | DANCE 370 (4)<br>DANCE 430 or DANCE 437 (3)     |
| Year 4 | DANCE 490 (2)<br>DANCE 432 or DANCE 437 (3)<br>DANCE 300 (2) | DANCE 351 (4)<br>DANCE 491 (2)<br>DANCE 200 (2) |

- Must fit in 7 credits of elective courses and 8 credits of a language course.
- Must fulfill all WCore requirements.
- This plan is an example of levels of studio technique components that could be taken. Dance majors will vary in which level of technique courses they take each year, depending on their readiness.

## Bachelor of Arts Dance Major

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |               |
| Dance majors must complete <b>eight</b> credit hours in a single world language.  |              |               |
| <b>II. Studio Technique Components</b>  |              |               |
| <p>All dance majors are required to take a Modern OR Contemporary and a Ballet OR Jazz course (DANCE 230/232 and DANCE 235/237)* Spring of Freshman year and must take at least one studio technique course in the Fall semester of Sophomore year; two additional dance technique classes are required to be taken one semester of Junior and Senior year (totaling 17 credits upon graduation). Students are placed into a course level in collaboration with the instructors at the beginning of Fall semester. All courses, except DANCE 200 are repeatable for credit toward the studio technique requirement. *DANCE 230/232 and DANCE 235/237 are offered in</p> |              |               |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| rotation by semester so that two dance technique courses 230 or 232 and 235 or 237 are available each semester. |              |   |
| Lower Division Technique Courses  |              |   |
| DANCE 230 or Modern II or   | 3            | DANCE 130 and instructor permission                         |
| DANCE 232 Contemporary  | 3            | DANCE 230 or by level placement                             |
| DANCE 235 or Ballet II or   | 3            | Dance 135 or instructor permission                          |
| DANCE 237 Jazz II   | 3            |   |
| Somatic Practices - Lower Division  |              |   |
| DANCE 200 Somatic Landscapes* *Not repeatable for credit  | 2            |   |
| Upper Division Technique Courses  |              |   |
| DANCE 330 or Modern III or  | 3            | DANCE 230 or by level placement or by instructor permission |
| DANCE 332 Contemporary III  | 3            | DANCE 323 or by level placement or instructor permission    |
| DANCE 335 or Ballet III or  | 3            | DANCE 235 or by level placement or by instructor permission |
| DANCE 337 Jazz III  | 3            | DANCE 237 or by level placement or instructor permission    |
| DANCE 430 or Modern IV or   | 3            | DANCE 330 or by level placement or instructor permission    |
| DANCE 432 Contemporary IV   | 3            | DANCE 332 or level placement or instructor permission       |
| DANCE 435 or Ballet IV or   | 3            | DANCE 335 or by level placement or instructor permission    |
| DANCE 437 Jazz IV   | 3            | DANCE 337 or by level placement or by instructor permission |
| Dance Performance - Upper Division  |              |   |
| Dance 300 Dance Performance   | 1-4          |   |
| <b>III. Lower Division Courses</b>  | <b>32</b>    |   |
| DANCE 110 Creative Process in Movement and Dance  | 3            |   |
| DANCE 130 Modern/Contemporary I   | 2            |   |
| DANCE 135 Ballet/Jazz I   | 2            |   |

| Requirement Description  | Credit Hours              | Prerequisites   |
|--|---------------------------|---|
| DANCE 180 Dance in Culture and History<br>DANCE 280 Dance History II<br>THTR 225 Lighting Design<br><br>3 Credits Required of Modern/Contemporary Technique Components (These credits can be satisfied by upper division courses) See Studio Techniques Components section for options 3<br><br>3 Credits Required of Ballet/Jazz Technique Components (These credits can be satisfied by upper division courses) See Studio Techniques Components section for options 3<br><br>11 Credits Required of Modern/Contemporary OR Ballet/Jazz Technique Components OR Dance Performance OR Somatic Landscapes (These credits can be satisfied by upper division courses) See Studio Techniques Components section for options 11 | 2<br>3<br>3               | THTR 145, 160,<br>or instructor<br>permission                                     |
| <b>IV. Upper Division Courses</b>  | <b>17</b>                 |   |
| DANCE 350 Pedagogy<br>DANCE 351 Applied Anatomy and Kinesiology<br>DANCE 370 Composition and Choreography<br><br>DANCE 380 Dance Forms<br>DANCE 490 Senior Seminar   | 4<br>4<br>4<br><br>3<br>2 | DANCE 110 or<br>with instructor<br>permission<br><br><br>Instructor<br>permission |
| <b>Total Hours for the BA in Dance</b>   | <b>57</b>                 |   |

**Recommended Plan of Study for Dance (for incoming student placed in technique 130/135 levels)**

|        | Fall Semester                                   | Spring Semester                |
|--------|---|--------------------------------|
| Year 1 | DANCE 110 (3)<br>DANCE 130 (2)<br>DANCE 135 (2) | DANCE 230 (3)<br>DANCE 237 (3) |
| Year 2 | DANCE 232 or DANCE 235 (3)<br>DANCE 180 (2)     | DANCE 200 (2)<br>DANCE 280 (3) |
| Year 3 | DANCE 332 or DANCE 335 (3)<br>DANCE 350 (4)     | DANCE 370 (4)<br>DANCE 380 (3) |
| Year 4 | DANCE 490 (2)<br>DANCE 432 or DANCE 335/325 (3) | THTR 225 (3)<br>DANCE 351 (4)  |

- Must fit in 8 credits of elective courses and 8 credits of a language course.
- Must fulfill all WCore requirements.
- This plan is an example of levels of technique components that could be taken. Dance majors will vary in which level of technique courses they take each year, depending on their evaluations.

**Recommended Plan of Study for Dance (for incoming student placed in technique 230/235 levels)**

|        | Fall Semester                                   | Spring Semester                |
|--------|---|--------------------------------|
| Year 1 | DANCE 110 (3)<br>DANCE 232 (3)<br>DANCE 235 (3) | DANCE 230 (3)<br>DANCE 237 (3) |
| Year 2 | DANCE 232 or DANCE 235 (3)<br>DANCE 180 (2)     | DANCE 280 (3)                  |
| Year 3 | DANCE 332 or DANCE 335 (3)<br>DANCE 350 (4)     | DANCE 370 (4)<br>DANCE 380 (3) |
| Year 4 | DANCE 490 (2)<br>DANCE 432 or DANCE 435 (3)     | THTR 225 (3)<br>DANCE 351 (4)  |

- Must fit in 8 credits of elective courses and 8 credits of a language course.
- Must fulfill all WCore requirements.
- This plan is an example of levels of technique components that could be taken. Dance majors will vary in which level of technique courses they take each year, depending on their evaluations.

**Dance Minor**

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>I. Studio Technique Components</b>   | <b>7</b>     |  |
| All dance minors are required to take a combined total of 7 studio technique credit hours within their 4 years at Westminster University. Students are placed into a course level in collaboration with the instructors at the beginning of Fall semester. All courses, except DANCE 200 are repeatable for credit toward the studio technique requirement. |              |  |
| Lower Division Technique Courses  |              |  |
| DANCE 230 or Modern II or   | 3            | DANCE 130 and instructor permission                                    |
| DANCE 232 Contemporary  | 3            | DANCE 230 or by level placement  |
| DANCE 235 or Ballet II or   | 3            | DANCE 135 or instructor permission                                     |
| DANCE 237 Jazz II   | 3            |  |
| Somatic Practices - Lower Division  |              |  |
| DANCE 200 Somatic Landscapes* *Not repeatable for credit  | 2            |  |
| Upper Division Technique Courses  |              |  |
| DANCE 330 or Modern III or  | 3            | DANCE 330: DANCE 230 or by level placement or by instructor permission |
| DANCE 332 Contemporary III  | 3            | DANCE 323 or by level placement or instructor permission               |
| DANCE 335 or Ballet III or  | 3            | DANCE 235 or by level placement or by instructor permission            |
| DANCE 337 Jazz III  | 3            | DANCE 237 or by level placement or instructor permission               |

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| DANCE 430 or Modern IV or                                       | 3            | DANCE 330 or by level placement or instructor permission |
| DANCE 432 Contemporary IV                                       | 3            | DANCE 332 or level placement or instructor permission    |
| DANCE 435 or Ballet IV or                                       | 3            | DANCE 335 or by level placement or instructor permission |
| DANCE 337 Jazz IV   | 3            | DANCE 337 or by level placement or instructor permission |
| Dance Performance - Upper Division                              |              |  |
| Dance 300 Dance Performance                                     | 1-4          |  |
| <b>II. Lower Division Courses</b>                               | <b>9</b>     |  |
| DANCE 110 Creative Process in Movement and Dance                | 3            |  |
| DANCE 130 Modern/Contemporary I                                 | 2            |  |
| DANCE 135 Ballet/Jazz I   | 2            |  |
| DANCE 180 Dance in Culture and History                          | 2            |  |
| <b>III. Upper Division Courses</b>                              | <b>8</b>     |  |
| Choose <b>two</b> of the following upper division requirements: |              |  |
| DANCE 350 Pedagogy  | 4            |  |
| DANCE 351 Applied Anatomy and Kinesiology                       | 4            |  |
| DANCE 370 Composition and Choreography                          | 4            | DANCE 110 or with instructor permission                  |
| <b>Total Hours for the Minor in Dance</b>                       | <b>24</b>    |  |

## DATA SCIENCE

### Faculty

- Jonathan Amburgey
- Spencer Bagley
- Bill Bynum
- Russ Costa
- Jonas D'Andrea
- Helen Hu
- Kathy Lenth
- Jingsai Liang (Chair)
- Sean Raleigh
- Bianca Thompson

### Data Science Goals

- **Critical thinking**
  - Apply data analysis to solve real problems and make predictions in real world contexts.
  - Scrape, clean, process, and evaluate the validity of data from publicly available sources.
  - Explore and contrast different methods of data visualization.
- **Creativity**
  - Employ novel and flexible strategies for attacking real-world issues.

- **Collaboration**
  - Effectively work in teams to use data science.
  - Leverage unique talents and skills in a group setting to make the whole better than the sum of its parts.
- **Communication**
  - Discuss data and conclusions using effective verbal presentation and written explanation.
- **Global responsibility**
  - Apply data analysis to better understand real problems around the globe.
  - Consider the ethical ramifications of gathering, storing, and analyzing data.

## Program Objectives

The program offers an academic minor.

The Data Science minor is designed to help students develop the ability to use data to answer research questions and make predictions and decisions. The minor offers core classes that provide a foundation in mathematics, computer science, and statistics. The program culminates in a capstone project that requires students to apply their data knowledge to a project related to their major or another area of interest.

## Data Science Minor

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>I. Required Core Courses</b>   | <b>22</b>    |  |
| CMPT 190 Learning to Code (Python)  | 2            |  |
| DATA 110 Explorations in Data Science*  | 4            |  |
| DATA 220 Introduction to Statistics   | 4            |  |
| DATA 350 Statistical Modeling   | 4            | DATA 220   |
| DATA 360 Data Science with Python   | 4            | CMPT 190 or CMPT 202 AND DATA 220  |
| WCSAM 203 Linear Algebra  | 4            |  |
| <b>II. Electives</b>  | <b>4</b>     |  |
| Take four credit hours of elective courses  |              |  |
| BUSI 400 Business Analytics   | 4            | BUSI 300   |
| CMPT 307 Databases Note: Students with credit for DATA 307 should not register for CMPT 307. Contact CMPT faculty for directed studies options. | 4            | CMPT 202   |
| CMPT 311 Machine Learning   | 4            | CMPT 202 or CMPT 306   |
| DATA 307 Databases for Data Science Note: DATA 307 cannot be taken by students who already have credit for CMPT 307.                            | 2            | CMPT 190   |
| DATA 370 Statistical Learning   | 4            | DATA 350   |
| Any 300-level DATA course Special Topics in DATA  | 2            | Varies by course   |
| <b>III. Capstone Project</b>  | <b>1</b>     |  |
| DATA 470 Capstone Project   | 1            | Complete all core courses except DATA 360, which may be taken as a co-requisite. |
| <b>Total Hours for the Data Science Minor</b>   | <b>27</b>    |  |

\*Honors students may use HON 232 Data/Society/Decision-Making as a substitute for DATA 110 Explorations in Data Science.

**Note:** Students majoring in Computer Science can use CMPT 202 Introduction to Data Structures as a substitute for DATA 190 Learning to Code (Python).

**Note:** The courses listed in Section II (Electives) cannot be "double-dipped" with courses in other majors. In practice, what this means is that Computer Science and Business Computer Information Systems majors may not use CMPT 307 Databases as an elective for Data Science, and CMPT 311 Machine Learning may only be used once, either to satisfy upper-division elective credit in CMPT or to satisfy elective credit for the Data Science minor, but not both.

## DIVERSITY EQUITY AND INCLUSION CERTIFICATE PROGRAM

### Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in applying their learning outside the classroom. Internships for the Arts and Social Justice Certificate must be approved by the certificate advisor and arranged through the Career Center for 3-4 credit hours. Faculty coordinators for internships must be from the program in which the internship is listed.

Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

### Program Requirements for DEI Certificate

**Advisor:** Tamara Stevenson

Complete all courses with a minimum grade of C-.

| Requirement Description  | Credit Hours                 | Prerequisites |
|--|------------------------------|---------------|
| <b>I. Required Courses</b>   | <b>8</b>                     |               |
| COMM 365 Intercultural and Global Communication<br>Take one of the following:<br>SOC 205 Social Problems 4<br>HON 211 Global Welfare and Justice 4   | Honors College students only |               |
| <b>II. Elective</b>  | <b>4</b>                     |               |
| Take one of the following courses:<br>GNDR 101 Gender, Sex, and Identity 4<br>HIST 319 American Women's History 4<br>HON 222 Science, Power, and Diversity 4<br>LMW 368 US Minority Literature 4<br>PHIL 221 Ethics of Diversity 4   | Honors College students only |               |
| <b>III. Applied Experience</b>   | <b>3-4</b>                   |               |
| Take one of the following courses:<br>EDUC 302 Foundations of Education in a Diverse Society 4<br>EDUC 309 Advocacy Under the Dome 4<br>JUST 221 Community Justice 3<br>Internship (must be approved by the certificate advisor) 3-4 |                              |               |
| <b>Total Hours for the Diversity, Equity, and Inclusion Certificate</b>  | <b>15-16</b>                 |               |

### Double Dipping Between Certificate and Majors/Minors

"Double-dipping" here refers to (1) allowing students in a particular major or minor pursue a particular certificate and (2) allowing students who pursue a certificate alongside a major/minor to count a course toward both programs. The following guidelines relate to double-dipping between majors/minors and certificates that share courses. No other restrictions apply for programs that do not share courses with particular certificates.

Students in the following majors/minors and also concurrently pursuing the Diversity, Equity, and Inclusion Certificate **MAY** count courses towards both programs:

- Educational Studies major or minor
- Elementary Education major
- History major or minor

- Literature, Media, and Writing major or minor
- Film Studies minor
- Gender Studies minor
- Outdoor Education & Leadership major or minor
- Philosophy major or minor
- Sociology major or minor
- Special Education minor
- TESOL minor

Communication majors or minors **MAY** count COMM 365 toward both programs. Communication majors or minors who pursue an internship to meet a Communication requirement must complete an **additional** internship for a Diversity, Equity, and Inclusion or Arts and Social Justice certificate. That is, the same internship **cannot** count toward both a Communication major or minor and an Undergraduate Certificate.

**It is otherwise assumed that an internship completed as part of an Undergraduate Certificate may also count toward a major or minor.**

## ENGINEERING 3+2

### Faculty

- Jonas D'Andrea

### Objectives

Westminster offers a 3+2 Engineering Program in conjunction with the [University of Southern California](#), in Los Angeles, California (USC), and [Washington University](#) in St. Louis, Missouri. Students who successfully complete the requirements for this program will earn two degrees:

- A Bachelor of Science or Arts with a major either in Biology, Chemistry, Computer Science, Physics, or Mathematics. (Students may pursue other majors, but it may take them longer than 5 years to complete the two degrees.)
- A Bachelor of Science in an engineering discipline from either Washington University or USC.

The 3+2 program is perfect for the student who wants to enhance and broaden their undergraduate education as a prelude to the focused work of engineering school. In all their pre-engineering classes, students receive the benefits of Westminster's small class sizes and tradition of teaching excellence. Westminster's math and science programs offer "learning communities" that couple courses like math and biology and utilize group-based, hands-on learning. Moreover, students often develop close nurturing relationships with faculty and their peers at Westminster that might not happen at a larger school.

Under the 3+2 program, a student attends Westminster University for approximately three years and then transfers to either the University of Southern California (USC) or Washington University for an additional two years of study in the selected engineering discipline.

1. As a Westminster first-year, students must meet entrance requirements for USC or Washington University.
2. The 3+2 program advisor at Westminster University must recommend them. (To be considered for this recommendation a student must satisfy all the program requirements listed below, maintain a cumulative grade point average of 3.00, and maintain a 3.00 average in the major courses.)
3. Students must complete at least four semesters of full-time study at Westminster before transferring to the engineering school.
4. Students must have completed 12 upper division credits in their major prior to transfer. Students who complete the 3+2 program by transferring to either USC or Washington University of St. Louis automatically have the Westminster residency requirement waived. (Westminster requires that the last 36 hours of course work be completed at Westminster.)
5. Students must file a Leave of Absence Request with the Registrar's Office.

### Fields of Engineering Offered by the University of Southern California and Washington University:

| University of Southern California  | Washington University of St. Louis |
|------------------------------------|------------------------------------|
| Astronautics/Space Technology      | Chemical                           |
| Biomedical                         | Civil                              |
| Chemical/Materials Science         | Computer Science                   |
| Civil/Environmental                | Computer Engineering               |
| Computer Science                   | Electrical                         |
| Electrical                         | Mechanical                         |
| Industrial and Systems Engineering | System Science & Engineering       |

\*After successful completion of both portions of the program the student is awarded degrees from both institutions.

### Program Requirements at Westminster University

Students in this program are encouraged to meet with the 3+2 program advisor at Westminster during their first year to ensure satisfaction of all the requirements for their chosen field of engineering during their time at Westminster University and to learn about the coursework that will be required during their two years at the other institution. Students must complete all of their WCore requirements and the following set of engineering core courses:

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <b>I. Required Core Courses</b>  | <b>48</b>    |   |
| CHEM 111 Principles of Chemistry I   | 4            | Co-requisites: MATH 144, CHEM 111R recommended          |
| CHEM 112 Principles of Chemistry II  | 4            | CHEM 111  |
| CMPT 201 Introduction to Computer Science  | 4            | Consent of instructor                                   |
| CMPT 401 Directed Studies (FORTRAN, C++, or Java)  | 4            |   |
| MATH 201 Calculus I  | 4            | MATH 144  |
| MATH 202 Calculus II   | 4            | MATH 201  |
| MATH 203 Multivariate Calculus   | 4            | MATH 202  |
| MATH 363 Differential Equations II   | 4            | MATH 202  |
| PHYS 211 Physics for Scientists and Engineers I  | 4            | MATH 144  |
| PHYS 212 Physics for Scientists and Engineers II   | 4            | Co-requisites: MATH 201/202                             |
| PHYS 301 Introduction to Modern Physics  | 4            | PHYS 151 or PHYS 212                                    |
| WCSAM 203 Linear Algebra   | 4            |   |
| <b>II. Additional classes that may be required, depending on the field of engineering chosen, include:</b> |              |   |
| BIOL 310 Plant Biology and Lab   | 4            | BIOL 202, 203, 205, and CHEM 112                        |
| CHEM 303 Organic Chemistry I   | 4            | CHEM 112  |
| CHEM 304 Organic Chemistry II and Lab  | 4            | CHEM 303  |
| CHEM 306 Quantitative Chemistry and Lab  | 4            | CHEM 112 and PHYS 151 or 211                            |
| CHEM 350 Biochemistry and Lab  | 4            | BIOL 205 and CHEM 303; BIOL 204 is strongly recommended |
| CHEM 421 Quantum Chemistry and Lab (Same as PHYS 410)  | 4            | CHEM 112, MATH 202, PHYS 212, 309                       |
| CHEM 422 Thermodynamics and Statistical Mechanics and Lab (Same as PHYS 411)                               | 4            | CHEM 112, MATH 202, PHYS 212, 309                       |
| CMPT 351 Operating Systems   | 4            | CMPT 251, 306   |
| DATA 220 Introduction to Statistics  | 4            |   |
| MATH 310 Probability and Statistics  | 4            | MATH 202  |
| MATH 311 Linear Algebra II   | 4            | MATH 210 and MATH 211 or WCSAM 203                      |
| MATH 362 Topics in Applied Mathematics   | 4            | MATH 201 and MATH 211, WCSAM 203, or PHYS 309           |
| PHYS 309 Mathematical Methods for Physics  | 4            | MATH 202 and PHYS 211                                   |
| PHYS 311 Analytical Mechanics  | 4            | MATH 203, PHYS 212, 309                                 |
| PHYS 410 Quantum Mechanics (Same as CHEM 421)  | 4            | CHEM 112, MATH 202, PHYS 212, 309                       |

| Requirement Description  | Credit Hours | Prerequisites                     |
|--|--------------|-----------------------------------|
| PHYS 411 Thermodynamics and Statistical Mechanics and Lab (Same as CHEM 422) | 4            | CHEM 112, MATH 202, PHYS 212, 309 |
|  |              |                                   |

### Sample Student Timetable

In order for the student to complete the dual degree program in five years, it is important to follow closely the timetable set up by the advisor.

The following is a sample timetable for a student majoring in Physics at Westminster and desiring a dual degree in Electrical Engineering. A particular student's course schedule will depend upon their prior coursework, their major at Westminster, the desired engineering discipline, and the specific requirements of the engineering school.\*

|   | Fall Semester  | Spring Semester  |
|---|--|--|
| Year 1: First-Year See the 3+2 advisor**  | MATH 201 Calculus I or higher<br>CHEM 111 Principles of Chemistry I and Lab<br>PHYS 211 Phys for Scientists & Engineers I and Lab<br>Other required WCore courses*** | MATH 202 Calculus II or higher<br>CHEM 112 Principles of Chemistry II and Lab<br>PHYS 212 Phys for Scientists & Engineers II and Lab<br>Other required WCore courses |
| Year 2: Sophomore Review program with advisor   | MATH 203 Multivariate Calculus<br>PHYS 301 Introduction to Modern Physics<br>Other required WCore courses  | WCSAM 203 Linear Algebra<br>PHYS 309 Mathematical Methods of Physics<br>PHYS 370 Scientific Computing<br>Other required WCore courses                                |
| Year 3: Junior Review program with advisor. At the end of Fall semester, apply to desired engineering school. Meet with 3+2 advisor and request letter of recommendation. File for Leave of Absence from Westminster. | PHYS 305 Principles of Optics<br>PHYS 311 Analytic Mechanics<br>Other required WCore courses   | PHYS 431 Principles of Electrodynamics<br>Remaining WCore courses  |
| Year 4: First year at engineering school  | Summer after completing Year 4: Send copy of transcripts from engineering school to Registrar's Office at Westminster.   |  |
| Year 5: Second year at engineering school   | Student applies for graduation from both Westminster and the engineering school in the spring.   | After spring semester, student receives degrees from the engineering school and from Westminster University.   |

\*Some engineering disciplines require specific pre-engineering classes. These can be taken at the engineering school.

\*\*The current 3+2 advisor is Dr. Jonas D'Andrea, Professor of Mathematics.

\*\*\*Westminster University requires all first-year to enroll in one learning community. These are classes linked with a common theme. Typically at least one of these courses will satisfy a WCore requirement.

### Financial Aid

Merit-based and need-based financial aid is available from Westminster University and the engineering schools. However, these programs are not linked. Students receiving financial aid from Westminster must reapply for financial aid at the engineering school.

### ENVIRONMENTAL STUDIES

## Faculty

- Jonathan Amburgey
- David Baddley
- Matthew Baker
- Bonnie Baxter
- Christy Clay
- Lance Newman
- Jeff Nichols
- Brent Olson (Chair)
- Michael A. Popich
- Xiumei Pu
- Michael Zarkin

## Program Goals

- Use interdisciplinary and intersectional approaches to analyze the complexity of environmental issues and potential responses.
- Communicate environmental knowledge effectively, to specialized and general audiences.
- Collaborate effectively to understand environmental issues and potential responses.
- Engage in and reflect upon work that improves the environment in which living beings live, work, and play.

## Objectives

Environmental Studies is an interdisciplinary program combining the perspectives of the humanities, natural sciences, and social sciences to provide students with multiple perspectives in some of the most challenging and exciting fields of inquiry today: the relationship between humans and the natural world, along with issues of conservation, preservation, pollution, climate change, rehabilitation, mitigation, endangered species, international development, and global change. The program emphasizes experiential learning and encourages students to pursue internships, research, and off-campus study experiences. The B.A. or B.S. degree in Environmental Studies can lead to careers working with business, industry, nonprofit environmental organizations, formal and informal education, and federal, state, and local governments, including jobs in National Parks and National Forests, in addition to continuing studies in graduate school in science or law. The minor in Environmental Studies provides a useful multidisciplinary supplement to studies in other fields.

## Program Requirements

Students interested in the Environmental Studies major or minor should, during their first year, choose a faculty advisor who is a member of the Environmental Studies faculty and plan to meet with them for an in-depth conversation about the program and their degree options.

Students must meet the university-wide graduation requirements in addition to the Environmental Studies major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Environmental Studies Major—Bachelor of Science Degree

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>I. World Language Requirement</b>  | <b>8</b>     |  |
| Environmental Studies majors must complete eight credit hours in a single world language. |              |  |
| <b>II. Required Core Courses</b>  | <b>21</b>    |  |
| BIOL 203 Introduction to Ecology  | 4            | DATA 220   |
| CHEM 111 Principles of Chemistry I and Lab  | 4            | Co-requisites:<br>CHEM 111R<br>recommended/<br>MATH 144 required |
| CHEM 112 Principles of Chemistry II and Lab   | 4            | CHEM 111   |
| DATA 220 Introduction to Statistics   | 4            |  |
| ENVI 101 Environment: Science, Society, and Culture                                       | 4            |  |
| ENVI 201 Green Careers  | 1            | ENVI 101 and<br>sophomore<br>standing                            |
| <b>III. Tools and Methods</b>   | <b>6-8</b>   |  |
| Take two of the following courses in consultation with your advisor:                      |              |  |
| ART 345 Video Production  | 4            |  |

| Requirement Description   | Credit Hours | Prerequisites                      |
|---|--------------|------------------------------------|
| COMM 240 Media Writing  | 4            |                                    |
| CMPT 201 Introduction to Computer Science   | 4            | MATH 101                           |
| COMM 210 Media Writing I  | 4            |                                    |
| DATA 350 Statistical Modeling   | 4            | DATA 220                           |
| ENVI 305 Introduction to Geographic Information Systems   | 4            |                                    |
| ENVI 361 Writing the Environment  | 4            | ENVI 101                           |
| ENVI 420RR Community-Based Natural Resource Management -- must be enrolled in the Round River Study abroad semester             | 3            |                                    |
| ENVI 430RR Biological Field Methods -- must be enrolled in the Round River Study abroad semester                                | 3            |                                    |
| MATH 201 Calculus I   | 4            | MATH 144 or by placement test      |
| <b>IV. Experiential Learning</b>  | <b>3</b>     |                                    |
| Take three credit hours from the following courses:   |              |                                    |
| ENVI 301 Field Study (can be taken more than once)  | 1-4          |                                    |
| ENVI 330 Extended Field Study (course cannot be used elsewhere)   | 4            | ENVI 101                           |
| ENVI 331 Environmental Cooperation and Conflict -- must be enrolled in the Westminster Expedition                               | 4            |                                    |
| ENVI 401 Directed Study   | 1-4          |                                    |
| ENVI 440 Internship   | 1-4          |                                    |
| ENVI 450 Undergraduate Research   | 1-4          | ENVI 101 and instructor permission |
| A course taken during a study abroad or off-campus experience may also be accepted but cannot be counted for credit elsewhere.  |              |                                    |
| <b>V. Environmental Studies Electives</b>   | <b>8</b>     |                                    |
| Take eight credit hours from the following list or with advisor approval; only four credit hours may be earned during May Term: |              |                                    |
| ART 313 Environmental Art   | 4            |                                    |
| ECON 325 Environmental Economics  | 4            | ECON 253 or 263                    |
| ENVI 203 Climate Resilience   | 4            |                                    |
| ENVI 300 Special Topics in Environmental Studies  | 1-4          |                                    |
| ENVI 301 Field Study (can be taken more than once)  | 1-4          |                                    |
| ENVI 305 Introduction to Geographic Information Systems   | 4            |                                    |
| ENVI 330 Extended Field Study (course cannot be used elsewhere)   | 4            | ENVI 101                           |
| ENVI 332 Landscape and Meaning -- must be enrolled in the Westminster Expedition  | 4            |                                    |
| ENVI 333 The Native West -- must be enrolled in the Westminster Expedition  |              |                                    |
| ENVI 334 America's Best Idea -- must be enrolled in the Westminster Expedition  | 4            |                                    |
| ENVI 340 Special Topics in Environmental Sciences (may be taken more than once)   | 4            |                                    |

| Requirement Description  | Credit Hours | Prerequisites                                    |
|--|--------------|--|
| ENVI 350 Special Topics in the Civic Environment   | 4            |  |
| ENVI 351 The Global Environment  | 4            | ENVI 101   |
| ENVI 352 Water in the West   | 4            | ENVI 101   |
| ENVI 353 Environmental Movements   | 4            | ENVI 101 or instructor permission                |
| ENVI 355 Special Topics in Environmental Humanities and Social Sciences  | 1-4          | ENVI 101   |
| ENVI 363 Gender and the Environment  | 4            | ENVI 101 or instructor permission                |
| ENVI 364 Spiritual Ecology   | 4            | ENVI 101   |
| ENVI 365 Literature of the Environment   | 4            | ENVI 101   |
| ENVI 370 Theories of Nature  | 4            | ENVI 101   |
| ENVI 440 Internship  | 1-8          | ENVI 101   |
| HIST 202 America's Best Idea   | 4            |  |
| HIST 320 Environmental History of the US   | 4            | One lower division HIST course or ENVI 101       |
| JUST 344 Environmental Justice   | 4            |  |
| PHIL 307 Environmental Ethics  | 4            | PHIL 102   |
| PLSC 327 Environmental Politics  | 4            |  |
| <b>VI. Science and the Environment Concentration</b>   | <b>20</b>    |  |
| Take twenty credit hours from the following list or with advisor approval, of which, sixteen must be 300-level or above; only four credit hours may be earned during May Term. |              |  |
| BIOL 202 Organisms and Evolution   | 4            |  |
| BIOL 204 Principles of Genetics  | 4            | CHEM 112   |
| BIOL 205 Introduction to Cell Biology  | 4            | CHEM 112   |
| BIOL 300 Special Topics  | 1-4          |  |
| BIOL 303 Microbiology  | 4            | BIOL 204, 205, and CHEM 112                      |
| BIOL 306 Aquatic Biology   | 4            | BIOL 203, CHEM 112, DATA 220                     |
| BIOL 310 Plant Biology and Lab   | 4            | BIOL 202, 203, 205, and CHEM 112                 |
| BIOL 404 Advanced Ecology and Lab  | 4            | BIOL 202, 203, CHEM 112 and MATH 240 or DATA 220 |
| CHEM 303 Organic Chemistry I and Lab   | 4            | CHEM 112   |
| CHEM 304 Organic Chemistry II and Lab  | 4            | CHEM 303   |
| CHEM 306 Quantitative Analysis and Lab   | 4            | CHEM 112 and PHYS 151 or 211                     |
| CHEM 307 Instrumental Analysis and Lab   | 4            | CHEM 112 and PHYS 151 or 211                     |
| CHEM 320 Inorganic Chemistry and Lab   | 4            | CHEM 112   |
| ENVI 102 Ecology of Food Systems   | 4            |  |
| ENVI 115 Science of the Environment  | 4            |  |

| Requirement Description   | Credit Hours | Prerequisites         |
|---|--------------|-----------------------|
| ENVI 305 Introduction to Geographic Information Systems   | 4            |                       |
| ENVI 410RR Applied Conservation Biology -- must be enrolled in the Round River Study abroad semester  | 3            |                       |
| ENVI 415RR Applied Ecology -- must be enrolled in the Round River Study abroad semester   | 3            |                       |
| ENVI 435RR Introduction to Natural History -- must be enrolled in the Round River Study abroad semester   | 3            |                       |
| ENVI 340 Special Topics in Environmental Sciences (may be taken more than once)   | 4            | Variable              |
| ENVI 341 Environmental Toxicology   | 4            |                       |
| GEOL 107 Geology of the American West   | 4            |                       |
| GEOL 111 Geology of National Parks  | 4            |                       |
| GEOL 205 Climate Science & Consequences   | 4            |                       |
| PHYS 151 Principles of Physics I and Lab  | 4            | MATH 144              |
| PHYS 152 Principles of Physics II and Lab   | 4            | PHYS 151 or 211       |
| PHYS 211 Physics for Scientists and Engineers I and Lab   | 4            | MATH 144              |
| PHYS 212 Physics for Scientists and Engineers II and Lab  | 4            | PHYS 211              |
| PSYC 388 Environmental Psychology   | 4            | PSYC 270 and PSYC 216 |
| PUBH 320 Environmental Health   | 4            | PUBH 305              |
| WCSAM 104 Explorations in Oceanography  | 4            |                       |
| WCSAM 202 Isotope Biogeochemistry   | 3            |                       |
| <b>VII. Senior Capstone</b>   | <b>2-4</b>   |                       |
| ENVI 405 OR WCSAM 400 Senior Capstone -- offered spring (this course fulfills the WCore "Making Connections" requirement) OR Science Capstone (by advisor approval) | 4 OR 2       |                       |
| <b>Total Hours for the BS in Environmental Studies Major</b>  | <b>70-72</b> |                       |

**Recommended Plan of Study for Environmental Studies—Bachelor of Science Degree**

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | BIOL 203<br>CHEM 111<br>DATA 220<br>WCore course (3-4)   | CHEM 112<br>ENVI 101<br>WCore course (3-4)<br>WCore course (3-4)   |
| Year 2 | Environmental Studies elective (4)<br>Language course (4)<br>WCore course (3-4)                            | Language course (4)<br>Science Concentration course (4)<br>WCore course (3-4)<br>ENVI 201 (1)  |
| Year 3 | Science Concentration course (4)<br>Tools course (4)<br>WCore course (3-4)<br>Or off-campus experience     | Science Concentration course (4)<br>Experiential Learning course (1)<br>Environmental Studies elective (4)<br>Or off-campus experience |
| Year 4 | Environmental Studies elective (4)<br>Experiential Learning course (2)<br>Science Concentration course (4) | ENVI 405 Senior Capstone (4) <b>OR</b><br>WCSAM 400 Science Capstone (2)<br>Tools course (4)<br>Science Concentration course (4)       |

**Environmental Studies Major—Bachelor of Arts Degree**

| Requirement Description   | Credit Hours | Prerequisites                   |
|---|--------------|---------------------------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |                                 |
| Environmental Studies majors must complete eight credit hours in a single world language. |              |                                 |
| <b>II. Required Core Courses</b>  | <b>17</b>    |                                 |
| ENVI 101 Environment: Science, Society, and Culture                                       | 4            |                                 |
| ENVI 201 Green Careers  | 1            | ENVI 101 and sophomore standing |
| ENVI 351 The Global Environment   | 4            | ENVI 101                        |
| ENVI 361 Writing the Environment  | 4            | ENVI 101                        |
| ENVI 370 Theories of Nature   | 4            | ENVI 101                        |
| <b>III. Science Elective</b>  | <b>3-4</b>   |                                 |
| Students must take one of the following courses in consultation with their advisor:       |              |                                 |
| BIOL 202 Organisms and Evolution  | 4            |                                 |
| BIOL 203 Introduction to Ecology  | 4            | DATA 220                        |
| ENVI 102 Ecology of Food Systems  | 4            |                                 |
| ENVI 115 Science of the Environment   | 4            |                                 |
| GEOL 107 Geology of the American West   | 4            |                                 |
| GEOL 111 National Parks Geology   | 4            |                                 |
| GEOL 205 Climate Science & Consequences   | 4            |                                 |
| PSYC 105 Bust That Psych Myth   | 4            |                                 |
| WCSAM 104 Explorations in Oceanography  | 4            |                                 |
| <b>IV. Tools and Methods</b>  | <b>6-8</b>   |                                 |
| Take two of the following courses in consultation with your advisor:                      |              |                                 |
| ART 180 Exploring Photography   | 4            |                                 |
| ART 345 Video Production  | 4            |                                 |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| COMM 210 Media Writing I   | 4            |               |
| DATA 220 Introduction to Statistics  | 4            |               |
| ENVI 305 Introduction to Geographic Information Systems  | 4            |               |
| ENVI 420RR Community-Based Natural Resource Management -- must be enrolled in the Round River Study abroad semester            | 3            |               |
| ENVI 430RR Biological Field Methods -- must be enrolled in the Round River Study abroad semester                               | 3            |               |
| HIST 240 Making History  | 4            |               |
| PLSC 390 Research Methods  | 4            |               |
| SOC 390 Social Research Methods  | 4            |               |
| <b>V. Experiential Learning</b>  | <b>3</b>     |               |
| Complete three credit hours from the following courses:  |              |               |
| ENVI 301 Field Study (can be taken more than once)   | 1-4          |               |
| ENVI 330 Extended Field Study (course cannot be used elsewhere)  | 1-4          | ENVI 101      |
| ENVI 331 Environmental Cooperation and Conflict -- must be enrolled in the Westminster Expedition                              | 4            |               |
| ENVI 401 Directed Study  | 1-4          |               |
| ENVI 440 Internship  | 1-8          |               |
| ENVI 450 Undergraduate Research  | 1-4          | ENVI 101      |
| A course taken during a study abroad or off-campus experience may also be accepted but cannot be counted for credit elsewhere. |              |               |
| <b>VI. Society and Culture Concentration</b>   | <b>22</b>    |               |
| Complete twenty-two credit hours   |              |               |
| ART 313 Environmental Art  | 4            |               |
| ECON 325 Environmental Economics   | 4            |               |
| ENVI 203 Climate Resilience  | 4            |               |
| ENVI 300 Special Topics in Environmental Study   | 1-4          |               |
| ENVI 301 Field Study (can be taken more than once)   | 1-4          |               |
| ENVI 305 Introduction to Geographic Information Systems  | 4            |               |
| ENVI 330 Extended Field Study (course cannot be used elsewhere)  | 4            | ENVI 101      |
| ENVI 332 Landscape and Meaning -- must be enrolled in the Westminster Expedition   | 4            |               |
| ENVI 333 The Native West -- must be enrolled in the Westminster Expedition   | 4            |               |
| ENVI 334 America's Best Idea -- must be enrolled in the Westminster Expedition   | 4            |               |
| ENVI 350 Special Topics in the Civic Environment   | 4            |               |
| ENVI 352 Water in the West   | 4            |               |
| ENVI 355 Special Topics in Environmental Humanities and Social Sciences  | 1-4          | ENVI 101      |

| Requirement Description   | Credit Hours | Prerequisites                              |
|---|--------------|--|
| ENVI 360 Special Topics in Environmental Humanities   | 1-4          |  |
| ENVI 363 Gender and the Environment   | 4            | ENVI 101 or instructor permission          |
| ENVI 364 Spiritual Ecology  | 4            | ENVI 101                                   |
| ENVI 365 Literature of the Environment  | 4            | ENVI 101                                   |
| ENVI 410RR Applied Conservation Biology -- must be enrolled in the Round River Study abroad semester  | 3            |  |
| ENVI 415RR Applied Ecology -- must be enrolled in the Round River Study abroad semester   | 3            |  |
| ENVI 435RR Introduction to Natural History -- must be enrolled in the Round River Study abroad semester   | 3            |  |
| ENVI 440 Internship   | 1-8          |  |
| ENVI 450 Undergraduate Research   | 1-4          | ENVI 101                                   |
| HIST 202 America's Best Idea  | 4            |  |
| HIST 320 Environmental History of the U.S.  | 3            | One lower-division HIST course or ENVI 101 |
| HIST 365 Utah and the West  | 3            | One lower-division HIST course             |
| JUST 344 Environmental Justice  | 4            |  |
| OEL 120 Outdoor Leadership  | 4            |  |
| PHIL 307 Environmental Ethics   | 4            | PHIL 102                                   |
| PLSC 327 Environmental Politics and Policy  | 4            |  |
| <b>VII. Senior Capstone</b>   | <b>2-4</b>   |  |
| ENVI 405 OR WCSAM 400 Senior Capstone -- offered spring (this course fulfills the WCore "Making Connections" requirement) OR Science Capstone (by advisor approval) | 4 OR 2       |  |
| <b>Total Hours for the BS in Environmental Studies Major</b>  | <b>63-65</b> |  |

**Recommended Plan of Study for Environmental Studies—Bachelor of Arts Degree**

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | WCore Course (3-4)<br>WCore Course (3-4)<br>Language I (4)   | WCore Course (4)<br>WCore Course (3-4)<br>Language II (4)<br>ENVI 101 (4)  |
| Year 2 | Science Distribution course (4)<br>WCore course (3-4)<br>WCore course (3-4)<br>Elective (1)  | ENVI 361 Writing the Environment (4)<br>WCore course (3-4)<br>WCore course (3-4)<br>Tools and Methods course (3-4)<br>ENVI 201 (1) |
| Year 3 | ENVI 351 The Global Environment (4)<br>Elective (1-4)<br>Experiential Learning course (1-4)<br>ENVI 370 Theories of Nature (1-4)<br>Or off-campus experience | Elective (4)<br>Tools and Methods course (3-4)<br>Or off-campus experience   |
| Year 4 | Experiential Learning course (1-2)<br>Elective (4)   | ENVI 405 Senior Capstone (4) <b>OR</b> WCSAM 400 Science Capstone (2)<br>Elective (4)  |

## Environmental Studies Minor

| Requirement Description  | Credit Hours | Prerequisites                              |
|--|--------------|--|
| <b>I. Required Courses</b>   | <b>19-20</b> |  |
| <p>A. ENVI 101 Environment: Science, Society, Culture (4) B. Experiential Learning (3-4) Complete at least three credit hours from the following courses: ENVI 301 Field Study (1-4) (can be taken more than once) ENVI 330 Extended Field Study (4) (course cannot be used elsewhere) ENVI 331 Environmental Conflict and Cooperation (4) -- must be enrolled in the Westminster Expedition A course taken during a study abroad or off-campus experience may also be accepted but cannot be counted for credit elsewhere.</p> <p>C. Environmental Studies Distribution (12) One course in each of Humanities, Natural Sciences, and Social Sciences, chosen from the lists below or in consultation with your advisor:</p> |              |  |
| Humanities   |              |  |
| ART 313 Environmental Art  | 4            |  |
| ENVI 332 Landscape and Meaning -- must be enrolled in the Westminster Expedition   | 4            | ENVI 101 or a HIST WCore course            |
| HIST 202 America's Best Idea   | 4            |  |
| ENVI 360 Special Topics in Environmental Humanities  | 1-4          |  |
| ENVI 361 Writing the Environment   | 4            | ENVI 101                                   |
| ENVI 363 Gender and the Environment  | 4            | ENVI 101 or instructor permission          |
| ENVI 364 Spiritual Ecology   | 4            | ENVI 101                                   |
| ENVI 365 Literature of the Environment   | 4            | ENVI 101                                   |
| HIST 320 Environmental History of the U.S.   | 3            | One lower division HIST course or ENVI 101 |
| PHIL 307 Environmental Ethics  | 4            | PHIL 102                                   |
| Natural Sciences   |              |  |
| BIOL 203 Introduction to Ecology   | 4            | Pre- or co-requisite: DATA 220             |
| ENVI 102 Ecology of Food Systems   | 4            |  |
| ENVI 115 Science of the Environment  | 4            |  |
| ENVI 305 Introduction to Geographic Information Systems  | 4            |  |

| Requirement Description   | Credit Hours | Prerequisites                     |
|---|--------------|-----------------------------------|
| ENVI 410RR Applied Conservation Biology -- must be enrolled in the Round River Study Abroad Semester                                | 3            |                                   |
| ENVI 415RR Applied Ecology -- must be enrolled in the Round River Study Abroad Semester   | 3            |                                   |
| ENVI 430RR Biology Field Methods -- must be enrolled in the Round River Study Abroad Semester                                       | 3            |                                   |
| ENVI 435RR Intro to Natural History -- must be enrolled in the Round River study abroad   | 3            |                                   |
| GEOL 205 Climate Science & Consequences<br>Social Sciences  | 4            |                                   |
| ECON 325 Environmental Economics  | 4            | ECON 253 or 263                   |
| ENVI 331 Environmental Conflict and Cooperation -- must be enrolled in the Westminster Expedition                                   | 4            |                                   |
| ENVI 333 The Native West -- must be enrolled in the Westminster Expedition  | 4            |                                   |
| ENVI 351 The Global Environment   | 4            | ENVI 101                          |
| ENVI 352 Water in the West  | 4            | ENVI 101                          |
| ENVI 353 Environmental Movements  | 4            | ENVI 101 or instructor permission |
| ENVI 370 Theories of Nature   | 4            | ENVI 101                          |
| ENVI 420RR Community Based Natural Resource Management -- must be enrolled in the Round River Study abroad semester                 | 3            |                                   |
| ENVI 425RR Humans and the Environment -- must be enrolled in the Round River Study abroad semester                                  | 3            |                                   |
| JUST 344 Environmental Justice  | 4            |                                   |
| PLSC 327 Environmental Politics and Policy  | 4            |                                   |
| <b>II. Electives</b>  | <b>4</b>     |                                   |
| Four additional hours chosen in consultation with the student's minor advisor. Choose from the list above or with advisor approval. |              |                                   |
| <b>Total Hours for the Environmental Studies Minor</b>  | <b>23-24</b> |                                   |

## FILM STUDIES

### Faculty

- Ranjan Adiga
- Eileen Chanza Torres
- Alicia Cunningham-Bryant
- Georgiana Donavin (Chair)
- Nick Moore
- Spencer Potter
- Mark Rubinfeld
- Stephanie Stroud
- Kim Zarkin

### Program Goals

- Students will use terms and methods of film analysis effectively, and identify the concepts used by film scholars from various perspectives.
- Students will grasp film history in an international context, recognizing it as a dynamic set of economic, sociopolitical, technological, and aesthetic confrontations.

- Students will situate film as an element of culture—how it influences, and is influenced by, the culture in which it is made; how film influences the ways we view ourselves and others in cultural terms such as race, gender, economics, and history; and how film is both an agent and result of social change.
- Students will perform detailed film critiques in various media, critically evaluating the use of formal elements, narrative structure, and the place of films in their historical and cultural contexts.

## Objectives

The program offers an academic minor. The Film Studies minor provides students with the skills and knowledge necessary to understand the nature and function of moving images in contemporary global culture. The Film Minor deepens students' understanding of American and world history, communications and media, visual arts, and literature. It will serve students in careers stemming from any of those fields.

## Program Requirements

Students must meet the university-wide graduation requirements in addition to the Film minor:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Film Studies Minor

| Requirement Description   | Credit Hours | Prerequisites       |
|---|--------------|---------------------|
| <b>I. Lower Division Core</b>   | <b>12</b>    |                     |
| FILM 110 Making Sense of Movies   | 4            |                     |
| LMW 222 Texts and Media in Context  | 4            |                     |
| LMW 223 Critical Theory for Text and Media  | 4            |                     |
| <b>II. Upper Division Electives</b>   | <b>12</b>    |                     |
| Twelve additional upper division credit hours in FILM courses or related electives, as approved by program chair: |              |                     |
| FILM 300 Special Topics in Film   | 1-4          |                     |
| FILM 331 These Films Are So Gay!  | 4            |                     |
| FILM 345 Video Production   | 4            |                     |
| FILM 380 Video Game Culture   | 4            |                     |
| FILM 381 Bollywood to Hollywood   | 4            |                     |
| FILM 401 Directed Studies   | 1-4          |                     |
| FILM 440 Internship   | 1-8          |                     |
| LMW 332 Shakespeare and Film  | 4            |                     |
| LMW 355 Arthurian Fantasy and the Other   | 4            | LMW 222 and LMW 223 |
| SOC 320 Sociology of Popular Culture  | 4            |                     |
| <b>Total Hours for the Film Studies Minor</b>   | <b>24</b>    |                     |

## FIRST SCHOLARS PROGRAM

First Scholars offers a certificate with an academic focus on personal, community, academic, and professional development. Courses in this program are designed to promote the social and academic integration of first generation and traditionally underrepresented students on the Westminster campus. Participants in this program receive a book award of up to \$500 per semester, for four years. The program provides students with academic support, scholarship enrichment, faculty mentorship, and scholastic and professional preparation. The First Scholars Program is a collaboration between the Student Diversity and Inclusion Center, the Dumke Center for Civic Engagement, and the College of Arts and Sciences.

## First Scholars Goals

- To gain an understanding of the strengths of personal and interpersonal cultural communication.
- To engage in conversations of diversity and inclusion.
- To promote the academic integration of first-generation and traditionally underrepresented students on Westminster campus.
- Promote strong academic development.
- Facilitate social integration of first-generation and traditionally underrepresented students on Westminster campus.
- Bridge family and community integration.
- Help students achieve prestigious outcomes post-graduation.

- Promote financial literacy and forecast planning.

## Program Requirements

Students must maintain good academic standing to be eligible for the \$500 book award scholarship each semester. In addition to the university-wide graduation requirements, First Scholars must:

- Maintain a 2.0 GPA
- Attend the Summer Bridge First Scholars Program prior to their Freshman year of school
- Complete a First Scholars cohort course every fall semester for 4 years, for a total of 4 courses
- Maintain an 80% attendance to all mandatory First Scholars events each semester

## First Scholars Certificate

| Requirement Description                               | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Required Courses</b>                            | <b>0-6</b>   |               |
| FIRST 100 College Success                             | 0-2          |               |
| FIRST 200 Community-Based Learning                    | 0-2          |               |
| FIRST 300 Accessing Developmental Opportunities       | 0-1          |               |
| FIRST 400 Graduation Transition                       | 0-1          |               |
| <b>Total Units for the First Scholars Certificate</b> | <b>0-6</b>   |               |

## FRENCH

### Faculty

- Steve Haslam

### Objectives

The French Program offers a minor in French. This program is designed to help students deepen their sensitivity of language in its everyday and artistic forms and to understand cultures other than their own.

Entering students wishing to continue with a world language studied elsewhere are assigned to appropriate courses on an as-needed basis through placement tests and/or interviews (by appointment with Language Faculty). Students who have completed one or two years of high school language study are usually eligible for FREN 111. Students who have completed three or more years of high school level language are specifically excluded from FREN 110 and FREN 111; faculty may therefore initially place an incoming student in a 200-level course, if prior study reached an intermediate level. Placement does not reduce, however, the total number of hours needed for major or minor requirements in world language.

### Program Requirements

A maximum of 12 external hours (transfer, CLEP, Prior Learning, Challenge exam, or other external language exams) may be applied toward the minor (see below under "Additional Requirements and Procedures"). French 110 is not counted toward the minor.

Students must meet the university-wide graduation requirements in addition to the French Minor:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### French Minor

| Requirement Description     | Credit Hours | Prerequisites |
|-----------------------------|--------------|---------------|
| <b>I. Required Courses</b>  | <b>12</b>    |               |
| FREN 111 French II          | 4            |               |
| FREN 220 French III         | 4            | FREN 111      |
| FREN 221 French IV          | 4            | FREN 220      |
| <b>II. Elective Courses</b> | <b>8</b>     |               |

| Requirement Description                 | Credit Hours | Prerequisites |
|---|--------------|---------------|
| Additional 300- or 400-level courses    |              |               |
| <b>Total Hours for the French Minor</b> | <b>20</b>    |               |

\*Students wishing to minor in French are advised that, due to the size and staffing of the Language Department, many language courses have only one section in a given semester. Night students wishing to minor in French are asked to note that most of the language classes are not offered in the evenings and must be taken as day classes. For further information and advising please see the chair of the Language Department or French faculty.

## Additional Academic Requirements and Procedure for the French Program

**Note:** Please consult your individual academic major listings in this catalog for any language requirement under their governance.

*Native Fluency*—Students demonstrating native fluency in a language other than English may request and receive upon proper documentation a waiver for the world language requirement for the major (see Language Department or Registrar's Office for proper procedure). No credit, however, is awarded for this waiver.

*Transfer Credit*—Only a maximum of 12 credit hours may be transferred toward the Spanish or French minor. Transfer credit may apply toward the 16 hours world language required for the International Business degree. Transfer hours beyond the 12-hour minor limit may apply toward total hours for graduation (see the Registrar's Office for details).

## GENDER STUDIES

### Faculty

- Kara Barnette
- Eileen Chanza Torres (Chair)
- Chris Davids
- Georgiana Donavin
- Julian Mendez
- Jeff Nichols
- Kristjane Nordmeyer
- Xiumei Pu
- Tamara Stevenson
- Kim Zarkin

### Program Goals

- To think critically about the historical and current impact of sex and gender on societies, individuals, organizations (or institutions), and understanding of humanity.
- To analyze the ways in which issues such as race, class, ethnicity, culture, sexual orientation, etc. intersect with, and complicate understandings of, gender.
- To become familiar with theories that underlie studies of feminism as well as studies of female and male identities.
- To integrate the study of gender with various fields of study.
- To learn how various disciplines approach the study of gender.

### Objectives

The interdisciplinary minor in gender studies provides students with the opportunity to understand and critically analyze the impact gender has on individuals and society. Some courses focus exclusively on women or on men, while others focus on broader issues relevant to both women and men. The minor is based on an inclusive framework that encourages and supports an emphasis on issues of race, ethnicity, sexual orientation, class, and culture.

The minor is designed to help students develop a deeper understanding of themselves and the world in which they live; sharpen critical thinking skills; and prepare for careers in business, industry, government, and academic settings.

### Program Requirements

The minor requires students to complete twenty-four credit hours of Gender Studies courses, many of which are cross-listed with courses offered in other disciplines including COMM, ENGL, HIST, MATH, PHIL, PSYC, and SOC. The final requirement is the senior project or thesis; students who must complete a senior project or thesis for their major may undertake one thesis or project that will count for both requirements. Students must maintain a cumulative GPA of 2.3 in all Gender Studies courses.

Students must meet the university-wide graduation requirements in addition to the Gender Studies minor:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Gender Studies Minor

| Requirement Description                            | Credit Hours | Prerequisites  |
|--|--------------|--|
| <b>I. Required Courses</b>                         | <b>7</b>     |  |
| GNDR 101 Gender, Sex, and Identity                 | 4            | Completion of 20 hours of Gender Studies, see course description |
| GNDR 400 Senior Project/Thesis                     | 3            |  |
| <b>II. Elective Courses</b>                        | <b>16-17</b> |  |
| Complete 16-17 credits from the following courses: |              |  |
| GNDR 300 Special Topics in Gender Studies          | 2-4          | One Writing Emphasis course                                      |
| GNDR 319 American Women's History                  | 4            |  |
| GNDR 320 Gender, Stories, and Migration            | 4            |  |
| GNDR 325 Human Trafficking                         | 4            | Junior standing  |
| GNDR 330 Sex, Gender, and Power                    | 4            | PSYC/SOC 105, PSYC 216, or PSYC 270                              |
| GNDR 335 Psychology of Women                       | 4            |  |
| GNDR 339 Queer Theory and Posthumanism             | 4            |  |
| GNDR 345 Sociology of Sexualities                  | 4            |  |
| GNDR 350 Gender in Society                         | 4            |  |
| GNDR 360 Race, Gender, Class and the Media         | 4            |  |
| GNDR 378 Podcasting                                | 4            |  |
| GNDR 380 Video Game Culture                        | 4            | Junior/senior standing, see course description                   |
| GNDR 440 Internship                                | 1-8          |  |
| <b>Total Hours for the Gender Studies Minor</b>    | <b>23-24</b> |  |

## GEOLOGY

### Faculty

- Nick Pollock (Chair)

### Program Goals

- Ability to synthesize multiple lines of evidence and multiple sources of data to support geologic hypotheses
- Ability to use an Earth Systems perspective to integrate understanding of geologic processes across disciplines
- Ability to evaluate data necessary to answer a particular question
- Ability to think and extrapolate across a broad range of temporal and dimensional scales
- Ability to work collaboratively to break a complex problem into simpler, individually achievable tasks
- Ability to work together constructively in challenging field environments
- Ability to explain geologic information at a level appropriate to the audience
- Ability to read and understand the geologic literature and to create original research reports
- Ability to communicate scientific information through verbal and written presentation of data, graphics, and maps.
- Ability to assess the effects of human activity on the natural environment
- Ability to bring a geologic perspective to discussions of social issues

### Objectives

The Geology program offers a Bachelor of Science degree for students interested in understanding the earth. The degree incorporates a diversity of both perspectives and methods. Classes incorporate lecture, lab, and fieldwork to study our planet's physical, chemical, and biological history.

## Program Requirements

Students must maintain a minimum 2.3 GPA in all courses required for the major.

Students must meet the university-wide graduation requirements in addition to the Geology major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

For course prerequisites, please refer to the course descriptions.

## Geology Major

| Requirement Description  | Credit Hours | Prerequisites  |
|--|--------------|--|
| <b>I. World Language Requirement</b>   | <b>8</b>     |  |
| The student must complete <b>eight</b> credit hours in a single world language.                                    |              |  |
| <b>II. Lower Division Geology Courses</b>  | <b>16</b>    |  |
| GEOL 201 Earth Materials I: Mineralogy   | 4            | GEOL 107 or 111 or CHEM 111<br>Co-requisite: GEOL 201L         |
| GEOL 210 Historical Geology  | 4            |  |
| GEOL 214 Sedimentology & Stratigraphy  | 4            | GEOL 107 or 111 or PHYS 151 or 211<br>Co-requisite: GEOL 214L  |
| Choose one of the following courses:   |              |  |
| GEOL 107 Geology of the American West  | 4            |  |
| GEOL 111 National Parks Geology  | 4            |  |
| <b>III. Upper Division Geology Courses</b>   | <b>16</b>    |  |
| GEOL 301 Earth Materials II: Petrology   | 4            | GEOL 201 and CHEM 111<br>Co-requisite: GEOL 301L               |
| GEOL 310 Structural Geology and Tectonics  | 4            | GEOL 107 or 111 and PHYS 152 or 212<br>Co-requisite: GEOL 310L |
| GEOL 311 Scientific Writing  | 2            | GEOL 107 or 111  |
| GEOL 360 Field Geology (summer even years)   | 6            | GEOL 214, 301, 310   |
| <b>IV. Electives</b>   | <b>12</b>    |  |
| Students must take an additional <b>twelve</b> credits in geology, including at least one course at the 400 level. |              |  |
| <b>V. Required Courses from Other Programs</b>   | <b>24</b>    |  |
| CHEM 111 Principles of Chemistry I   | 4            | Recommended MATH 144   |
| CHEM 112 Principles of Chemistry II  | 4            | CHEM 111   |
| MATH 201 Calculus I  | 4            | MATH 144 or placement test                                     |
| MATH 202 or DATA 220 Calculus II or Introduction to Statistics   | 4            | MATH 201 (for MATH only)                                       |
| PHYS 151 or PHYS 211 Principles of Physics I or Physics for Scientists and Engineers I                             | 4            | MATH 144 or placement test; MATH 201 as pre-                   |

| Requirement Description  | Credit Hours | Prerequisites  |
|--|--------------|--|
| PHYS 152 or PHYS 212 Principles of Physics II or Physics for Scientists and Engineers II | 4            | or co-requisite for PHYS 211 only<br><br>PHYS 151 or PHYS 211 MATH 202 as pre- or co-requisite for PHYS 212 only |
| <b>Total Hours for the Geology Major</b>   | <b>76</b>    |  |

### Recommended Plan of Study for Geology

|        | Fall Semester   | Spring Semester  |
|--------|---|--|
| Year 1 | GEOL 107 or GEOL 111<br>MATH 201<br>WCore<br>Elective | GEOL 214<br>MATH 202 or DATA 220<br>WCore<br>Elective    |
| Year 2 | GEOL 201<br>GEOL 210<br>CHEM 111<br>Language          | GEOL 301<br>CHEM 112<br>Language<br>WCore                |
| Year 3 | GEOL 311<br>PHYS 151 or PHYS 211<br>WCore<br>Elective | GEOL 310<br>PHYS 152 or PHYS 212<br>Elective<br>Elective |
| Year 4 | GEOL 4XX<br>WCore<br>Elective<br>Elective             | WCore<br>Elective<br>Elective<br>Elective                |

### Geology Minor

| Requirement Description  | Credit Hours | Prerequisites                                       |
|--|--------------|---|
| <b>I. Required Geology Courses</b>   | <b>14</b>    |   |
| GEOL 201 Earth Materials I: Mineralogy   | 4            | GEOL 107 or 111 or CHEM 111 Co-requisite: GEOL 201L |
| GEOL 210 Historical Geology  | 4            |   |
| GEOL 311 Scientific Writing  | 2            | GEOL 107 or 111                                     |
| Choose one of the following courses:   |              |   |
| GEOL 107 Geology of the American West  | 4            |   |
| GEOL 111 National Parks Geology  | 4            |   |
| <b>II. Electives</b>   | <b>12</b>    |   |
| Students wishing to complete a minor must take an additional twelve credits in Geology, at least eight of which are at the 300 level. ENVI 305 is also an acceptable elective. |              |   |
| <b>Total Hours for the Geology Minor</b>   | <b>26</b>    |   |

## HISTORY

### Faculty

- Jeff Nichols

## Program Goals

Westminster University History students will:

- Learn and practice traditional, digital, and community-based methods of primary historical research.
- Learn and practice constructing valid historical arguments based on original research in primary sources.
- Learn and practice communicating historical knowledge creatively and effectively via written, oral, digital and other means.
- Learn and practice skills of critical analysis of evidence, arguments, and conflicting historical interpretations.
- Begin to build a broad and deep content knowledge of global human history.

## Objectives

The History Program is committed to helping students learn to make sense of the past. The Program emphasizes research and communication skills applicable to further History study and teaching, as well as to many other disciplines and careers. Students learn to ask significant questions about the past, often on-site or in the field; find and critically analyze the best primary and secondary sources, and communicate their findings to a variety of audiences through many means. Students may elect an academic major or minor.

## Program Requirements

Enrollment in most history courses, except those designed exclusively for majors and minors, is open to all students who are enrolled in, or have completed, the history area WCore requirement, regardless of major field or class standing.

History majors and minors are encouraged to take HIST 241 (The Craft of History) in their second year of course work. HIST 241 is a prerequisite for HIST 390/490.

Students need to check with their History advisor regarding offerings for upcoming semesters. Upper division (300-level) history courses listed in the catalog may not be offered on a regular schedule. No student may register for HIST 390/490 more than three times unless there are legitimate circumstances outside of a student's control preventing successful completion of the first or second course.

Students may substitute up to four hours of elective credit with an approved internship.

**Note for Honors College students:** HON 201 *Foundational Conversations I* may be substituted for HIST 102 or 124 required for the program while HON 202 may substitute for HIST 111, 204 or 206.

Students must meet the university-wide graduation requirements in addition to the History major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## History Major

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |               |
| History majors must complete two semesters of a single world language or its equivalent. |              |               |
| <b>II. Lower Division History Courses</b>  | <b>16</b>    |               |
| HIST 120 The Story of America  | 4            |               |
| HIST 241 The Craft of History  | 4            |               |
| Choose one course:   |              |               |
| HIST 102 Alien Encounters in History   | 4            |               |
| HIST 111 Patterns of Global Immigration  | 4            |               |
| HIST 124 Film and Memory   | 4            |               |
| Choose one course:   |              |               |
| HIST 202 America's Best Idea   | 4            |               |
| HIST 204 Truth and Reconciliation  | 4            |               |
| HIST 206 Homelands and Contested Spaces  | 4            |               |
| HIST 230 Global Coffee Cultures  | 4            |               |
| <b>III. Interdisciplinary Elective</b>   | <b>4</b>     |               |
| One 300-level course in English or Philosophy  |              |               |

| Requirement Description   | Credit Hours                   | Prerequisites |
|---|--------------------------------|---------------|
| <b>IV. Upper Division History Courses</b>   | <b>6</b>                       |               |
| HIST 390 Research Seminar in History  | 3                              | HIST 241      |
| HIST 490 Research Seminar in History  | 3                              | HIST 390      |
| <b>V. Upper Division Distribution</b>   | <b>24</b>                      |               |
| Twelve upper division hours from Americas category<br>Twelve upper division hours from World category<br>12 | One lower division HIST course |               |
| <b>Total Hours for the History Major</b>  | <b>58</b>                      |               |

### Recommended Plan of Study for History

|        | Fall Semester                            | Spring Semester                    |
|--------|--|------------------------------------|
| Year 1 | HIST 102, 111 or 124<br>Language I       | HIST 120<br>Language II            |
| Year 2 | HIST 202<br>HIST 204, or 206             | HIST 241*<br>(World)<br>(Americas) |
| Year 3 | (World)<br>(Americas)                    | (World)<br>(Americas)              |
| Year 4 | Interdisciplinary Elective<br>HIST 390** | HIST 490**                         |

\*HIST 241 is offered only in Spring semester.

\*\*HIST 390 is offered only in Fall semester and must be taken sequentially with 490, which is only offered in Spring semester.

### Academic Minor

| Requirement Description  | Credit Hours   | Prerequisites |
|--|--|---------------|
| <b>I. Required Courses</b>   | <b>8</b>   |               |
| History 241 The Craft of History   | 4  |               |
| Choose one course from the following:  |  |               |
| HIST 102 Alien Encounters in History   | 4  |               |
| HIST 124 Film and Memory   | 4  |               |
| HIST 111 Patterns of Global Immigration  | 4  |               |
| HIST 120 The Story of America  | 4  |               |
| <b>II. Elective Courses</b>  | <b>12</b>  |               |
| Four upper division hours from Americas category<br>Four upper division hours from World category 4<br>Four upper division hours from any category 4 | One lower division HIST course<br>One lower division HIST course |               |
| <b>Total Hours for the History Minor</b>   | <b>20</b>  |               |

## History Categories

- **Americas**
  - HIST 313 Our Troubled Times: US History since 1945
  - HIST 316 The Civil War Through 1890
  - HIST 317 Empire & Power: US History, 1890-1945
  - HIST 319 American Women's History
  - HIST 320 Environmental History of the United States
  - HIST 325 The Indigenous West
  - HIST 340 Conquest & Resistance: Colonial Latin America
  - HIST 341 Democracy, Revolution, Repression: Modern Latin America
  - HIST 365 Utah and the West
- **World**
  - HIST 307 Comparative Revolutions
  - HIST 308 Supernatural Europe
  - HIST 324 Global Cold War
  - HIST 327 History of the Holocaust
  - HIST 328 Death on Display
  - HIST 329 Culture and Society of East Asia
  - HIST 330 History of the Middle East

---

## INTERDISCIPLINARY PROGRAM

Westminster University offers interdisciplinary courses that draw from several fields of study. Such courses are labeled INTR and include offerings like an orientation to college, May term study experiences, career shadowing, or research methods.

---

## JUSTICE STUDIES

### Faculty

- Connie Etter
- Mike Zarkin (Chair)

### Program Goals

- To develop effective verbal and written communication skills
- To develop, critique, and conduct research
- To demonstrate collaborative problem solving skills
- To develop critical thinking skills
- To develop practices of global responsibility

### Objectives

The Westminster Justice Studies program treats justice as a broad category of social and ethical problems that includes issues relating to crime and justice, economic and social justice, community rights, environmental justice and global justice. Accordingly, students who choose a major in Justice Studies are encouraged to take interdisciplinary coursework that exposes them to different ways of thinking about justice. This includes, but is not limited to, coursework in fields such as Economics, English, Gender Studies, Philosophy, and Political Science that helps students understand the nature of justice and why individuals and institutions may or may not behave in a just manner. Justice Studies majors are also required to engage in independent research and experiential learning activities such as internships. The Justice Studies minor affords students an opportunity to view justice through broad, interdisciplinary lenses.

### Program Requirements

The Justice Studies program offers a Bachelor of Science in Justice Studies as an academic major and provides for an academic minor in Justice Studies. The Justice Studies academic major requires completion of 58 semester hours of credit selected from Justice Studies' coursework and related classes in the social sciences and selected other coursework. Thirty-two of those hours must be in Justice Studies and related courses numbered 300 or above. Students must maintain a cumulative 2.5 GPA or better in the academic major and minor.

Students must meet the university-wide graduation requirements in addition to the Justice Studies major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Justice Studies Major

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |               |
| Justice Studies majors must complete eight credit hours in a single world language. |              |               |
| <b>II. Lower Division Courses</b>   | <b>10</b>    |               |
| JUST 109 Power and Social Change  | 4            |               |
| JUST 221 Community Justice  | 3            |               |
| PLSC 203 Courts, Law, and Social Justice  | 3            |               |
| <b>III. Upper Division Courses</b>  | <b>20</b>    |               |
| The following classes are required:   |              |               |
| JUST 324 Gender, Work, and Justice  | 4            |               |
| JUST 325 Justice in Everyday Life   | 4            |               |
| PLSC 355 Constitutional Law: Civil Liberties  | 4            |               |
| PLSC 390 Research Methods   | 4            |               |
| JUST 490 Senior Capstone  | 4            |               |
| <b>IV. Electives</b>  | <b>15-16</b> |               |
| Take fifteen-sixteen credits; minimum ten credits as upper division.                |              |               |
| COMM 360 Race, Gender, Class, & Media   | 4            |               |
| COMM 365 Intercultural & Global Communication                                       | 4            |               |
| EDUC 373 Juvenile Justice   | 3            |               |
| EDUC 375 Indigenous Knowledges & Lifeways   | 4            |               |
| ENVI 353 Environmental Movements  | 4            |               |
| ENVI 363 Gender & the Environment   | 4            |               |
| GNDR 101 Gender, Sex, & Identity  | 4            |               |
| HIST 307 Comparative Revolutions  | 4            |               |
| HIST 327 History of the Holocaust   | 4            |               |
| JUST 300 Special Topics   | 1-4          |               |
| JUST 440 Internship   | 1-4          |               |
| LMW 223 Critical Theory   | 4            |               |
| LMW 335 Englishes of the World  | 4            |               |
| PHIL 129 Race, Power & Privilege  | 4            |               |
| PHIL 209 Poverty & Global Justice   | 3            |               |
| PHIL 365 Economic Justice   | 4            |               |
| PLSC 316 Issues in Global Politics  | 4            |               |
| PSYC 335 Psychology of Women  | 4            |               |
| SOC 313 Social Theory   | 4            |               |
| SOC 350 Gender in Society   | 4            |               |
| WCSBS 220 Social Justice by the Numbers   | 4            |               |
| <b>Total Hours for the Justice Studies Major</b>                                    | <b>53-54</b> |               |

## Recommended Plan of Study for Justice Studies

|        | Fall Semester                           | Spring Semester                                      |
|--------|---|--|
| Year 1 | JUST 109<br>Language I<br>WCore Courses | JUST 221<br>PLSC 203<br>Language II<br>WCore Courses |
| Year 2 | Major Elective<br>WCore Courses         | JUST 324, 325, or PLSC 355<br>WCore Courses          |
| Year 3 | Major Elective                          | JUST 324, 325, or PLSC 355<br>Major Elective         |
| Year 4 | PLSC 390<br>Major Elective              | JUST 324, 325, or PLSC 355<br>JUST 490               |

## Justice Studies Minor

To fulfill the requirements for an academic minor in Justice Studies, students must complete a minimum of 20 semester hours in Justice Studies or related coursework. Twelve of these hours must be in coursework numbered 300 or above.

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>   | <b>14</b>    |               |
| JUST 109 Power and Social Change                                   | 4            |               |
| JUST 221 Community Justice   | 3            |               |
| JUST 325 Justice in Everyday Life                                  | 4            |               |
| PLSC 203 Courts, Law, & Social Justice                             | 3            |               |
| <b>II. Elective Courses</b>  | <b>8</b>     |               |
| Eight additional hours of 300 or 400 level JUST or PLSC coursework |              |               |
| <b>Total Hours for the Justice Studies Minor</b>                   | <b>22</b>    |               |

## LANGUAGE PROGRAM

### Faculty

- Deyanira Ariza-Velasco (Spanish)
- Alan Davison (Spanish)
- Steve Haslam (Chair) (French)
- Georgiana Donavin (Latin)

The Language Program offers an academic major in Spanish-Latin American Studies and academic minors in French and Spanish, as well as multiple course sequences in Chinese, Japanese, and Latin.

### Chinese

The Language Program offers a one-year Mandarin Chinese course sequence with occasional second-year and May term offerings. Classes are designed to give students practical tools for communicating in written and spoken Mandarin and to deepen their knowledge and appreciation of Chinese culture. The study of Mandarin will broaden the international horizon of liberal arts students and will be of great value in many professions and enterprises (business, trade, politics, travel, history and literature). No minor is offered in Chinese. Students who have had two or more years of high school Mandarin Chinese should register for Chinese 111 or discuss placement with course instructor or program chair.

### Japanese

The Language Program offers a one-year Japanese course sequence with occasional second-year and May term offerings. Classes are designed to give students practical tools for communicating in written and spoken Japanese and to deepen their knowledge and appreciation of Japanese culture. The study of Japanese will broaden the international horizons of liberal arts students and will be of great value in many professions and enterprises (business, trade, politics, travel, history and literature). No minor is offered in Japanese. Students who have previously studied Japanese should register for Japanese 111 or discuss placement with course instructor or program chair.

## Latin

The Language Program offers basic and intermediate Latin, as well as directed study courses in such topics as Latin linguistics and literature. It creates opportunities for those interested in advanced Latin to craft a personalized minor. Latin is the language that has been the most widely used throughout Western world history. It had tremendous influence on the development of English and other world languages. Latin offers great practical advantages, especially for students pursuing careers in the humanities, law, medicine, nursing, public health, and the sciences. Students who have had two or more years of high school Latin should discuss course placement with Georgiana Donavin.

## LEADERSHIP CERTIFICATE

### Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in applying their learning outside the classroom. Internships for the Leadership Certificate must be approved by the certificate advisor and arranged through the Career Center for 3-4 credit hours. Faculty coordinators for internships must be from the program in which the internship is listed.

Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

### Program Requirements

**Advisor:** Lindsie Smith

Complete all courses with a minimum grade of C-.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Required Courses</b>  | <b>6</b>     |               |
| INTR 205 Leadership Essentials<br>COMM 350 Leadership & Decision Making 4   |              |               |
| <b>II. Elective</b>   | <b>4</b>     |               |
| Take one of the following:<br>COMM 250 Introduction to Human Communication 4<br>EDUC 352 Management of Nonprofit Organizations 4<br>MGMT 305 Principles of Management 4<br>OEL 120 Outdoor Leadership 4 |              |               |
| <b>III. Applied Experience</b>  | <b>2-4</b>   |               |
| Take one of the following courses:<br>INTR 305 Lead by Doing 2<br>Internship (must be approved by the certificate advisor) 3-4  |              |               |
| <b>Total Hours for the Leadership Certificate</b>   | <b>12-14</b> |               |

### Double Dipping Between Certificate and Majors/Minors

"Double-dipping" here refers to (1) allowing students in a particular major or minor pursue a particular certificate and (2) allowing students who pursue a certificate alongside a major/minor to count a course toward both programs. The following guidelines relate to double-dipping between majors/minors and certificates that share courses. No other restrictions apply for programs that do not share courses with particular certificates.

Students in the following majors/minors and also concurrently pursuing the Leadership Certificate **MAY** count courses towards both programs:

- Communication major or minor
- Education Studies major or minor
- Management major
- Outdoor Education and Leadership major or minor

Students in the following majors/minors **MAY NOT** concurrently pursue a Leadership Certificate:

- Communication major or minor

## LITERATURE, MEDIA, AND WRITING (FORMERLY ENGLISH)

### Faculty

- Ranjan Adiga
- Eileen Chanza Torres
- Georgiana Donavin (Chair)
- Christopher LeCluyse
- Lance Newman

### Program Goals

- Generate Effective Written and Oral Communication
  - Creatively and effectively practice writing and revision across a variety of genres
  - Locate, evaluate, and synthesize secondary sources and integrate them with analyses of texts and media
  - Collaborate with peers to give and receive constructive feedback on writing
- Closely Analyze Texts and Media
  - Closely analyze texts and media from a range of periods and genres and generate written and spoken arguments about them supported by evidence and reasoning
  - Understand the social foundation and functions of language and media and their effects on communication
  - Develop interpretations and evaluations of texts and media through discussion with others
- Understand Literary and Media History and Their Contexts
  - Demonstrate awareness of the width and breadth of Literature, Media, and Writing and the ability to make informed connections across these fields
  - Understand how literature and media emerge from, respond to, and influence various historical, cultural, and political contexts
  - Understand the role of race, class, gender, sexuality, and other categories of identity in how authors produce and how readers interpret texts and media
- Engage with Contemporary Literary and Critical Discourses
  - Read and interpret literary and theoretical texts in relation to one another
  - Critically approach contemporary literary and theoretical discourses
  - Develop self-awareness by questioning biases and embracing diverse perspectives in reading, viewing, and writing

### Objectives

Students who major in Literature, Media, and Writing (LMW) learn how to read and analyze literature and media across periods, cultures, and genres. They develop evidence-supported written and spoken arguments. They research literature's historical and intersectional relationship with media, including oral, manuscript, print, film, and digital texts and media. They evaluate aspects of identity such as race, class, gender, and sexuality in the creation and interpretation of texts. Creative writing students take workshops in poetry, fiction, creative nonfiction, and screenwriting--preparation for publishing their own work. LMW majors succeed in many careers, not only in education and publishing, but in government, business, law, and health sciences.

### Program Highlights

- The LMW program publishes a national literary magazine, *ellipsis*, each April. Editors and staff are students enrolled in LMW 326 and LMW 327 (1 credit each).
- LMW students may work in the Writing Center, where they gain experience in teaching writing through individual consultations.
- LMW courses offer unique opportunities for both creative and academic writing in a variety of media.
- The LMW program houses Film Studies, encouraging interdisciplinary projects in film and literature.

### Program Requirements

Majors must complete one LMW WCore course as well as two required lower-division LMW courses (LMW 222 and 223) as prerequisites for upper-division courses. Upper-division LMW courses are grouped into four categories: Periods and Movements, Language and Media, Theory, and Writing. Some courses fit multiple categories and will count toward whichever category is not already met or as electives if other categories are already fulfilled. Majors pursuing the literary studies emphasis must complete two Periods and Movements courses, one Language and Media course, one Theory course, and one Writing course. Majors pursuing the creative writing emphasis must complete two Periods and Movements courses, one Language and Media course, and one Theory course. Additional requirements are outlined in the tables below.

Students must maintain a minimum 2.3 GPA in courses required for the majors.

Students must meet the university-wide graduation requirements in addition to the LMW major:

- 124 total hours
- 30 upper-division hours
- WCore or Honors College requirements

### Literature, Media, and Writing Major with Literary Studies Emphasis

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| I. World Language Requirement  | 8            |               |
| LMW majors must complete <b>eight</b> credit hours in a single world language. |              |               |

| Requirement Description   | Credit Hours | Prerequisites                                |
|---|--------------|--|
| <b>II. Lower-Division Literature, Media, and Writing Courses</b>                  | <b>12</b>    |  |
| Take three of the following courses.  |              |  |
| LMW 104 Books That Changed the World  | 4            |  |
| LMW 114 Searching for America   | 4            |  |
| LMW 115 The Bible and Literature  | 4            |  |
| LMW 116 The Serious Art of Humor  | 4            |  |
| LMW 121 How Literature Matters Now  | 4            |  |
| LMW 130 Self-Discovery: Film and Literature                                       | 4            |  |
| LMW 131 Shakespeare, Culture and Society  | 4            |  |
| LMW 133 Walking   | 4            |  |
| LMW 204 Epistolarity: Letters to and From   | 4            |  |
| LMW 205 Goddesses, Heroes, and Others   | 4            |  |
| LMW 207 Global Food Movements   | 4            |  |
| LMW 210 Digital Narratives  | 4            |  |
| LMW 211 Reading and Detection   | 4            |  |
| LMW 215 Vampire Literature  | 4            |  |
| LMW 202 Worlds of Fantasy   | 4            |  |
| Take Courses:   |              |  |
| LMW 222 Texts and Media in Context  | 4            | One LMW WCore                                |
| LMW 223 Critical Theory - Texts and Media   | 4            | One LMW WCore                                |
| <b>III. Upper-Division Literature, Media, and Writing Courses</b>                 | <b>19</b>    |  |
| Take two Periods and Movements courses, one of which must be designated pre-1800: |              |  |
| LMW 300 Special Topics in Periods and Movements                                   | 1-4          | One LMW WCore and LMW 222 or 223             |
| LMW 332 Shakespeare and Film (pre-1800)   | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 350 Constructing Gender in Medieval Literature (pre-1800)                     | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 353 American Literature after 1945: Modern Anxieties and Hopes                | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 354 Medieval Entertainments (pre-1800)  | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 357 Environmental Literature  | 4            | One LMW WCore and LMW 222 or 223 or ENVI 101 |
| LMW 365 History of Genre  | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 367 Literatures of the African Diaspora                                       | 4            | One LMW WCore and LMW 222 or 223             |

| Requirement Description                                       | Credit Hours | Prerequisites                            |
|---|--------------|--|
| LMW 368 US Minority Literature: Writing from the Margins      | 4            |  |
| LMW 373 Postcolonial Literature and Theory                    | 4            | One LMW WCore and LMW 222 or 223         |
| Take one Language and Media course: 4                         |              |  |
| LMW 331 History and Structure of English                      | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 332 Shakespeare and Film (pre-1800)                       | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 335 Englishes of the World: Accents and Affects           | 4            | One WE or HON 202                        |
| LMW 374 Studies in Language and Media                         | 1-4          | One LMW WCore and LMW 222 or 223         |
| LMW 375 Literature in Manuscript, Print, and New Media        | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 376 Adaptation, Distortion, and Fidelity                  | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 378 Podcasting  | 4            |  |
| LMW 379 Narrative Theory: Methods and Approaches              | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 380 Video Game Culture                                    | 4            |  |
| Take one Theory course: 4                                     |              |  |
| LMW 310 Theory and Teaching of Writing                        | 3-4          | Two WCFAH courses and one WE or HON 202  |
| LMW 339 Studies in Method, Theory, and Genre                  | 1-4          | One LMW WCore and LMW 222 or 223         |
| LMW 350 Constructing Gender in Medieval Literature (pre-1800) | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 354 Medieval Entertainments (pre-1800)                    | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 357 Environmental Literature                              | 4            | LMW 222 or 223 and LMW WCore or ENVI 101 |
| LMW 365 History of Genre                                      | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 367 Literatures of the African Diaspora                   | 4            | One LMW WCore and LMW 222 or 223         |
| LMW 368 US Minority Literature: Writing from the Margins      | 4            |  |
| LMW 373 Postcolonial Literature and Theory                    | 4            | One LMW WCore and LMW 222 or 223         |

| Requirement Description   | Credit Hours | Prerequisites                               |
|---|--------------|---|
| LMW 376 Adaptation, Distortion, and Fidelity                    | 4            | One LMW WCore and LMW 222 or 223            |
| LMW 377 Queer Theory and Posthumanism                           | 4            | One LMW WCore and LMW 222 or 223            |
| LMW 379 Narrative Theory: Methods and Approaches                | 4            | One LMW WCore and LMW 222 or 223            |
| Take one Writing course: 3                                      |              |   |
| LMW 230 Intro to Creative Writing                               | 3            | One WE or HON 202                           |
| LMW 310 Theory and Teaching of Writing                          | 3-4          | Two WCFAH courses and one WE or HON 202     |
| LMW 320 Creative Writing: Fiction                               | 3            | LMW 230                                     |
| LMW 321 Creative Writing: Plays                                 | 3            | LMW 230                                     |
| LMW 322 Creative Writing: Poetry                                | 3            | LMW 230                                     |
| LMW 323 Creative Writing: Screenwriting                         | 3            |   |
| LMW 324 Creative Writing: Nonfiction                            | 4            | LMW 230                                     |
| LMW 329 Special Topics in Creative Writing                      | 1-4          | LMW 230                                     |
| <b>IV. Literature, Media, and Writing Electives</b>             | <b>15</b>    |   |
| Additional LMW coursework numbered 300 and above.               |              |   |
| <b>V. Interdisciplinary Elective</b>                            | <b>4</b>     |   |
| One 300-level course in History or Philosophy                   |              |   |
| <b>VI. Senior Capstone</b>                                      | <b>4</b>     |   |
| LMW 403 Thesis  | 4            | Senior Standing or by instructor permission |
| <b>Total Hours for LMW Major with Literary Studies Emphasis</b> | <b>62</b>    |   |

### Recommended Plan of Study for Literature, Media, and Writing with Literary Studies Emphasis

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | WCore Fine Arts & Humanities (WCFAH) Course <b>or</b> LMW WCore course<br>WCore Writing Emphasis (WE) Course<br>Language I | WCore Fine Arts & Humanities (WCFAH) Course <b>or</b> LMW WCore course<br>Other WCore courses<br>Language II |
| Year 2 | WCore courses<br>LMW 222 Texts and Media in Context  | WCore courses<br>LMW 223 Critical Theory - Texts and Media Writing Course                                    |
| Year 3 | Periods & Movements Course<br>Theory or Language & Media Course<br>Elective  | WCore Engaging the World course<br>Periods & Movements Course<br>Theory or Language & Media Course           |
| Year 4 | LMW Elective(s)<br>Interdisciplinary Elective<br>LMW 403   | LMW Elective(s)  |

**Literature, Media, and Writing Major with Creative Writing Emphasis**

| Requirement Description  | Credit Hours | Prerequisites                       |
|--|--------------|-------------------------------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |                                     |
| LMW majors must complete <b>eight</b> credit hours in a single world language.   |              |                                     |
| <b>II. Lower-Division LMW Courses</b>  | <b>15</b>    |                                     |
| One Literature, Media, and Writing WCore course:   |              |                                     |
| LMW 104 Books That Changed the World   | 4            |                                     |
| LMW 114 Searching for America  | 4            |                                     |
| LMW 115 The Bible and Literature   | 4            |                                     |
| LMW 116 The Serious Art of Humor   | 4            |                                     |
| LMW 121 How Literature Matters Now   | 4            |                                     |
| LMW 130 Self-Discovery: Film and Literature  | 4            |                                     |
| LMW 131 Shakespeare, Culture and Society   | 4            |                                     |
| LMW 133 Walking  | 4            |                                     |
| LMW 204 Epistolarity: Letters to and From  | 4            |                                     |
| LMW 205 Goddesses, Heroes, and Others  | 4            |                                     |
| LMW 207 Global Food Movements  | 4            |                                     |
| LMW 210 Digital Narratives   | 4            |                                     |
| LMW 211 Reading and Detection  | 4            |                                     |
| LMW 215 Vampire Literature   | 4            |                                     |
| LMW 202 Worlds of Fantasy  | 4            |                                     |
| Take Courses:  |              |                                     |
| LMW 222 Words in the World: Texts in Contexts  | 4            | One LMW WCore                       |
| LMW 223 Words on Words: Critical Theory  | 4            | One LMW WCore                       |
| LMW 230 Introduction to Creative Writing   | 3            | One WE course<br>or HON 202         |
| <b>III. <i>ellipsis</i> Experience</b>   | <b>2</b>     |                                     |
| LMW 326 College Publications: <i>Ellipsis</i>  | 1            |                                     |
| LMW 237 College Publications: <i>Ellipsis</i>  | 1            |                                     |
| At least two consecutive semesters are required.<br>LMW 326 and 327 may be repeated for up to four total semesters of Writing Elective credit. |              |                                     |
| <b>IV. Upper-Division LMW Courses</b>  | <b>16</b>    |                                     |
| Take two Periods and Movements courses, one of which must be designated pre-1800:  |              |                                     |
| LMW 300 Special Topics in Periods and Movements  | 1-4          | One LMW WCore and<br>LMW 222 or 223 |
| LMW 332 Shakespeare and Film (pre-1800)  | 4            | One LMW WCore and<br>LMW 222 or 223 |
| LMW 350 Constructing Gender in Medieval Literature (pre-1800)  | 4            | One LMW WCore and<br>LMW 222 or 223 |

| Requirement Description  | Credit Hours | Prerequisites                                |
|--|--------------|--|
| LMW 353 American Literature after 1945: Modern Anxieties and Hopes | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 354 Medieval Entertainments (pre-1800)                         | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 357 Environmental Literature                                   | 4            | One LMW WCore and LMW 222 or 223 or ENVI 101 |
| LMW 365 History of Genre   | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 367 Literatures of the African Diaspora                        | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 368 US Minority Literature: Writing from the Margins           | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 373 Postcolonial Literature and Theory                         | 4            | One LMW WCore and LMW 222 or 223             |
| Take one Language and Media course: 4                              |              |  |
| LMW 331 History and Structure of English                           | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 335 Englishes of the World: Accents and Affects                | 4            | One WE or HON 202                            |
| LMW 374 Studies in Language and Media                              | 1-4          | One LMW WCore and LMW 222 or 223             |
| LMW 375 Literature in Manuscript, Print, and New Media             | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 376 Adaptation, Distortion, and Fidelity                       | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 378 Podcasting   | 4            |  |
| LMW 380 Video Game Culture   | 4            |  |
| Take one Theory course: 4  |              |  |
| LMW 339 Studies in Method, Theory, and Genre                       | 1-4          | One LMW WCore and LMW 222 or 223             |
| LMW 350 Constructing Gender in Medieval Literature (pre-1800)      | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 354 Medieval Entertainments (pre-1800)                         | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 357 Environmental Literature                                   | 4            | LMW 222 or 223 and LMW WCore or ENVI 101     |
| LMW 365 History of Genre   | 4            | One LMW WCore and LMW 222 or 223             |
| LMW 368 US Minority Literature: Writing from the Margins           | 4            | One LMW WCore and LMW 222 or 223             |

| Requirement Description   | Credit Hours | Prerequisites                               |
|---|--------------|---|
| LMW 373 Postcolonial Literature and Theory  | 4            | One LMW WCore and LMW 222 or 223            |
| LMW 377 Queer Theory and Posthumanism   | 4            | One LMW WCore and LMW 222 or 223            |
| LMW 379 Narrative Theory: Methods and Approaches  | 4            | One LMW WCore and LMW 222 or 223            |
| <b>V. Writing Electives</b>   | <b>13</b>    |   |
| These courses may be repeated for credit. Additional courses in the Writing category may be substituted with advisor consent. |              |   |
| LMW 320 Creative Writing: Fiction   | 3            | LMW 230                                     |
| LMW 321 Creative Writing: Plays   | 3            | Two WCFAH courses and one WE or HON 202     |
| LMW 322 Creative Writing: Poetry  | 3            | LMW 230                                     |
| LMW 323 Creative Writing: Screenwriting   | 3            | LMW 230                                     |
| LMW 324 Creative Writing: Nonfiction  | 4            | LMW 230                                     |
| LMW 326 College Publications: Ellipsis *fall  | 1            |   |
| LMW 327 College Publications: Ellipsis *spring  | 1            |   |
| LMW 329 Special Topics in Creative Writing  | 1-4          | LMW 230                                     |
| *May be repeated for up to four total semesters of Writing Elective credit.   |              |   |
| <b>VI. Interdisciplinary Elective</b>   | <b>4</b>     |   |
| One 300-level course in History or Philosophy   |              |   |
| VII. Senior Capstone  | 4            |   |
| LMW 405 Thesis—Creative Writing   | 4            | Senior Standing or by instructor permission |
| <b>Total Hours for LMW Major with Creative Writing Emphasis</b>   | <b>62</b>    |   |

**Recommended Plan of Study for Literature, Media, and Writing with Creative Writing Emphasis**

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | WCore Fine Arts & Humanities (WCAH) Course <b>or</b> LMW WCore course<br>WCore Writing Emphasis (WE) Course<br>Language I<br>LMW 326 College Publications: <i>ellipsis</i> (if desired) | WCore Fine Arts & Humanities (WCAH) Course <b>or</b> LMW WCore course<br>LMW 230 Intro to Creative Writing<br>Language II<br>LMW 327 College Publications: <i>ellipsis</i> (if desired) |
| Year 2 | WCore courses<br>LMW 222 Texts and Media in Context<br>LMW 326 College Publications: <i>ellipsis</i> (if desired)   | WCore courses<br>LMW 223 Critical Theory - Text and Media<br>Writing Elective<br>LMW 327 College Publications: <i>ellipsis</i> (if desired)   |
| Year 3 | Periods & Movements Course<br>Theory or Language & Media Course<br>Writing Elective<br>LMW 326 College Publications: <i>ellipsis</i> (if desired)                                       | WCore Engaging the World course<br>Theory or Language & Media Course<br>Writing Elective<br>LMW 327: College Publications: <i>ellipsis</i> (if desired)                                 |
| Year 4 | Periods & Movements Course<br>Writing Elective<br>Interdisciplinary Elective<br>LMW 326: College Publications: <i>ellipsis</i> (if desired)   | LMW 405: Thesis—Creative Writing<br>Writing Elective<br>LMW 327: College Publications: <i>ellipsis</i> (if desired)   |

**Literature, Media, and Writing Minor**

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Lower-Division Literature, Media, and Writing Courses</b> | <b>12</b>    |               |
| One Literature, Media, and Writing WCore course:                |              |               |
| LMW 104 Books That Changed the World                            | 4            |               |
| LMW 114 Searching for America                                   | 4            |               |
| LMW 115 The Bible and Literature                                | 4            |               |
| LMW 116 The Serious Art of Humor                                | 4            |               |
| LMW 121 How Literature Matters Now                              | 4            |               |
| LMW 130 Self-Discovery: Film and Literature                     | 4            |               |
| LMW 131 Shakespeare, Culture and Society                        | 4            |               |
| LMW 133 Walking   | 4            |               |
| LMW 204 Epistolarity: Letters to and From                       | 4            |               |
| LMW 205 Goddesses, Heroes, and Others                           | 4            |               |
| LMW 207 Global Food Movements                                   | 4            |               |
| LMW 210 Digital Narratives                                      | 4            |               |
| LMW 211 Reading and Detection                                   | 4            |               |
| LMW 215 Vampire Literature                                      | 4            |               |
| LMW 202 Worlds of Fantasy                                       | 4            |               |
| Take Courses:   |              |               |
| LMW 222 Texts and Media in Context                              | 4            | One LMW WCore |
| LMW 223 Critical Theory - Text and Media                        | 4            | One LMW WCore |
| <b>II. Elective Courses</b>                                     | <b>12</b>    |               |
| Additional LMW coursework numbered 230 and above                |              |               |
| <b>Total Hours for the LMW Minor</b>                            | <b>24</b>    |               |

## MATHEMATICS

### Faculty

- Spencer Bagley
- Bill Bynum
- Jonas D'Andrea
- Sean Raleigh
- Bianca Thompson
- Janine Wittwer (Chair)

### Program Goals

- **Critical Thinking**
  - To develop the cognitive and affective skills to address previously unsolved problems.
  - In all courses, to construct well-reasoned arguments with no gaps, and critique the arguments of others. In more advanced courses, to learn to read and construct valid mathematical proofs, and critique proofs constructed by others.
  - To learn appropriate uses of technology at all levels.
  - In all courses, to develop competencies in the core curriculum of mathematics that prepare students for success in a major program. For majors, to develop competencies in the core curriculum of mathematics that prepare students for success in a graduate program or mathematically-focused career.
- **Creativity**
  - To appreciate the sociocultural context of mathematics and its role in human cultures and societies.
  - To experience the beauty, creativity, and power of mathematics.
  - To develop students' identity as mathematicians, doers of mathematics, and members of mathematical communities.
- **Collaboration**
  - To offer curricular and co-curricular opportunities for student leadership and collaboration.
  - To collaborate with others in posing and addressing problems.
- **Communication**
  - To learn how to effectively communicate one's mathematical ideas in words, symbols, numbers, and diagrams, both orally and in writing.
  - To communicate mathematics at appropriate levels with others inside and outside of the mathematical community.
- **Global Responsibility**
  - To engage the community through applying mathematical knowledge, service learning, internships, and other opportunities.
  - To experience non-Western-European mathematics as equally valid forms of mathematical practice.
  - To appreciate the contributions of mathematicians from historically minoritized, oppressed, and/or non-European backgrounds.
- **Career Planning**
  - To learn about career opportunities and internships in mathematics and related fields.

### Objectives

The Mathematics Program offers an academic major, minor, and applied minor as well as an elementary teaching minor. The curriculum in mathematics at Westminster meets the needs of students preparing to teach mathematics, students planning on graduate studies, students desiring to pursue non-teaching degrees in mathematics, students majoring in other academic disciplines who need a mathematics foundation, and students desiring practice in the art of logical thinking.

### Program Requirements

Students must maintain a minimum cumulative 2.5 GPA in courses (excluding the world language requirement) required for both the academic major and minors and the teaching minors. For students seeking a mathematics teaching Level 2 endorsement, each course grade must be at least C. No more than six (6) credit hours from May term courses may be applied to the elective upper division mathematics requirement for the academic major. Prerequisite courses must be satisfied with a grade of C- or better. Students enrolled in mathematics courses without the required prerequisites may be withdrawn by the instructor.

Students must meet the university-wide graduation requirements in addition to the Mathematics major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Mathematics Major

| Requirement Description   | Credit Hours | Prerequisites              |
|---|--------------|----------------------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |                            |
| Mathematics majors must complete eight credit hours in a single world language. |              |                            |
| <b>II. Lower Division Courses</b>   | <b>24</b>    |                            |
| DATA 220 Introduction to Statistics   | 4            | MATH 144 or placement test |
| MATH 201 Calculus I (if needed)   | 4            |                            |

| Requirement Description  | Credit Hours | Prerequisites                            |
|--|--------------|--|
| MATH 202 Calculus II   | 4            | MATH 201 or placement test               |
| MATH 203 Multivariate Calculus   | 4            | MATH 202                                 |
| MATH 210 Discrete Mathematics  | 4            |  |
| WCSAM 203 Linear Algebra   | 4            |  |
| <b>III. Upper Division Courses</b>   | <b>10</b>    |  |
| MATH 312 Abstract Algebra  | 4            | MATH 210                                 |
| MATH 321 Advanced Calculus   | 4            | MATH 201, 210                            |
| Choose one of the following:   |              |  |
| MATH 485 or Senior Seminar or  | 2            | Senior standing or consent of instructor |
| WCSAM 400 Science Capstone (by advisor approval)   | 2            |  |
| <b>IV. Electives</b>   | <b>15</b>    |  |
| Additional upper-division coursework in MATH (fifteen). Students may apply at most six credits of May term hours toward the upper division elective requirement. |              |  |
| <b>V. Required Courses from Other Programs</b>   | <b>8-10</b>  |  |
| PHYS 211 Physics for Scientists and Engineers I and Lab (or 4 or 5 on the AP Physics Exam)   | 4            | MATH 144; Co-requisite: MATH 201         |
| Computational Requirement: Choose one option from the following list*  |              |  |
| CMPT 201 Introduction to Computer Science  | 4            |  |
| CMPT 202 Intro to Data Structures  | 4            | CMPT 201 OR CMPT 210                     |
| CMPT 190 AND DATA 360 Learning to Code (Python) AND Data Science with Python   | 2            | CMPT 190 OR CMPT 202 AND DATA 220        |
| CMPT 190 AND BIOL/CHEM/PHYS 370 Learning to Code (Python) AND Scientific Computing   | 2 AND 4      | PHYS 211 OR MATH 201 AND PHYS 151        |
| <b>Total Hours for the Mathematics Major</b>   | <b>65-67</b> |  |

**\*Note:** "Double-dipping" is allowed for the computational requirement. For example, a Computer Science major can use credit for CMPT 201 or CMPT 202 to meet this requirement. A Data Science minor can use DATA 360 to satisfy this requirement. However, a student cannot use DATA 360 both to satisfy this requirement and receive upper-division elective credit in Section IV above for the MATH major.

### Recommended Plan of Study

Listed below is a suggested plan of study for completing the mathematics course requirements. Students should check with their advisors at least once a year as course offerings may change from what is listed. Students must also meet university-wide requirements for graduation.

|        | Fall Semester                                     | Spring Semester                             |
|--------|---|---|
| Year 1 | DATA 220 or Computational Requirement<br>MATH 201 | MATH 202<br>MATH 210                        |
| Year 2 | DATA 220 or Computational Requirement<br>MATH 203 | WCSAM 203<br>MATH elective (upper division) |
| Year 3 | MATH elective (upper division)<br>PHYS 211        | MATH 312<br>MATH elective (upper division)  |
| Year 4 | MATH 321<br>MATH elective (upper division)        | MATH 485                                    |

## Mathematics Minor

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>I. Required Courses</b>  | <b>20</b>    |  |
| DATA 220 Introduction to Statistics   | 4            | MATH 144 or placement test<br><br>MATH 201 or placement test |
| MATH 201 Calculus I (if needed)   | 4            |  |
| MATH 202 Calculus II  | 4            |  |
| MATH 210 Discrete Mathematics   | 4            |  |
| WCSAM 203 Linear Algebra  | 4            |  |
| <b>II. Elective Courses</b>   | <b>7</b>     |  |
| Chosen from MATH 203 Multivariate Calculus, and upper-division coursework in MATH |              |  |
| <b>Total Hours for the Mathematics Minor</b>                                      | <b>27</b>    |  |

## Applied Minor

Students may count credit hours in sections I and II below toward this minor and toward completion of a major. In other words, this is an exception to the university policy that disallows double-counting of elective courses.

| Requirement Description                                    | Credit Hours | Prerequisites                                    |
|--|--------------|--|
| <b>I. Required Courses</b>                                 | <b>12</b>    |  |
| DATA 220 Introduction to Statistics                        | 4            | MATH 144 or placement test                       |
| MATH 201 Calculus I  | 4            |  |
| WCSAM 203 Linear Algebra                                   | 4            |  |
| <b>II. Upper Division Courses</b>                          | <b>4</b>     |  |
| Take one of the following courses, from any of the groups: |              |  |
| Computation  |              |  |
| BIOL/CHEM/PHYS 370 Scientific Computing                    | 4            | PHYS 211 or both PHYS 151 and MATH 201           |
| CMPT 306 Algorithms  | 4            | CMPT 202, MATH 210                               |
| MATH 362 Topics in Applied Mathematics                     | 4            | MATH 201 and WCSAM 203, MATH 211, or PHYS 309    |
| Economics/Finance  |              |  |
| ECON 499 Introduction to Econometrics                      | 4            | ECON 253 or 263, and either DATA 150 or DATA 220 |
| FINC 305 Investments and Analysis                          | 4            | FINC 300   |
| Science  |              |  |
| MATH 363 Differential Equations                            | 4            | MATH 202   |
| PHYS 309 Mathematical Methods of Physics                   | 4            | MATH 202, PHYS 211                               |
| Statistics   |              |  |
| MATH 310 Probability and Statistics                        | 4            | MATH 202   |

| Requirement Description   | Credit Hours | Prerequisites                      |
|---|--------------|------------------------------------|
| PSYC 390 Quantitative Research Methods                                    | 4            | DATA 220, PSYC 270                 |
| PUBH 305 Epidemiology   | 4            | PUBH 101, 210                      |
| <b>III. Electives</b>   | <b>10</b>    |                                    |
| MATH 202 Calculus II  | 4            | MATH 201 or placement test         |
| MATH 203 Multivariate Calculus  | 4            | MATH 202                           |
| MATH 210 Discrete Mathematics   | 4            |                                    |
| MATH 308 Putnam Seminar   | 1            | WCSAM 203 or MATH 211              |
| MATH 310 Probability and Statistics                                       | 4            | MATH 202                           |
| MATH 311 Linear Algebra II  |              | MATH 210, WCSAM 203                |
| MATH 321 Advanced Calculus  | 4            | MATH 201, 210                      |
| MATH 362 Topics in Applied Mathematics                                    | 4            | MATH 201 and WCSAM 203 or PHYS 309 |
| MATH 363 Differential Equations   | 4            | MATH 202                           |
| MATH 300 Special Topics in Mathematics designated as applied math topics. |              | Instructor permission              |
| DATA 350 Statistical Modeling   | 4            | DATA 220                           |
| DATA 370 Statistical Learning   | 4            | DATA 350                           |
| Other MATH course work as approved by the program chair.                  |              |                                    |
| <b>Total Hours for the Applied Minor</b>                                  | <b>26</b>    |                                    |

### Elementary Teaching Minor (Level II)

| Requirement Description                              | Credit Hours | Prerequisites                            |
|--|--------------|--|
| <b>I. Required Courses</b>                           | <b>23</b>    |  |
| EDUC 387 Methods of Teaching Secondary School Math   | 3            |  |
| MATH 201 Calculus I                                  | 4            | MATH 144 or placement test               |
| MATH 210 Discrete Mathematics                        | 4            |  |
| MATH 314 Foundations of Geometry                     | 4            | MATH 201; pre- or co-requisite: MATH 210 |
| Take one course from the following group:            |              |  |
| DATA 150 or Data and Society or                      | 4            |  |
| DATA 220 Introduction to Statistics                  | 4            |  |
| <b>Total Hours for the Elementary Teaching Minor</b> | <b>23</b>    |  |

### Placement in Mathematics Courses

A member of the mathematics faculty should be consulted for any questions about placement in mathematics courses.

Proper placement in mathematics is critical, especially for students registering for a freshman-level mathematics course. Students with questions regarding placement should consult with their academic advisors.

Students receiving scores of 4 or 5 on one of the calculus advanced placement examinations receive the following Westminster credit:

| Exam        | Score | Credit Given                      |
|-------------|-------|-----------------------------------|
| Calculus AB | 4-5   | MATH 201 (4 credits)              |
| Calculus BC | 4-5   | MATH 201 and MATH 202 (8 credits) |

## MEDIA LITERACY CERTIFICATE PROGRAM

### Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in applying their learning outside the classroom. Internships for the Media Literacy Certificate must be approved by the certificate advisor and arranged through the Career Center for 3-4 credit hours. Faculty coordinators for internships must be from the program in which the internship is listed. Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

### Program Requirements

**Advisor:** Kim Zarkin

Complete all courses with a minimum grade of C-.

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>   | <b>8</b>     |               |
| COMM 101 Disinformation in the USA<br>COMM 240 Media and Society 4   |              |               |
| <b>II. Elective</b>  | <b>2-4</b>   |               |
| Take one of the following:<br>FILM 110 Making Sense of Movies 4<br>FILM/GNDR/LMW 378 Video Game Culture 4<br>FILM/GNDR/LMW 380 Podcasting 4<br>GNDR 223 Gender and the Media 2<br>GNDR 226 I want my MTV! 2  |              |               |
| <b>III. Applied Experience</b>   | <b>3-4</b>   |               |
| Take one of the following courses:<br>COMM 310 Business & Professional Communication 4<br>COMM 326 Introduction to Web Writing and Design 4<br>FILM 345 Video Production 4<br>MUSC 410 Audio Production and the Music Business 3<br>Internship (must be approved by the certificate advisor) 3-4 |              |               |
| <b>Total Hours for the Media Literacy Certificate</b>  | <b>13-16</b> |               |

### Double Dipping Between Certificate and Majors/Minors

"Double-dipping" here refers to (1) allowing students in a particular major or minor pursue a particular certificate and (2) allowing students who pursue a certificate alongside a major/minor to count a course toward both programs. The following guidelines relate to double-dipping between majors/minors and certificates that share courses. No other restrictions apply for programs that do not share courses with particular certificates.

Students in the following majors/minors and also concurrently pursuing the Media Literacy Certificate **MAY** count courses towards both programs:

- Film Studies minor
- Gender Studies minor
- Literature, Media, and Writing major or minor
- Music major, Music Studies major, or Music minor

Students in the following majors/minors **MAY NOT** concurrently pursue a Media Literacy Certificate:

- Communication major or minor

**It is otherwise assumed that an internship completed as part of an Undergraduate Certificate may also count toward a major or minor.**

## MUSIC

### Faculty

- Brandon Derfler
- Chris Puckett
- Kimi Kawashima (Chair)

### Program Goals

Our goal is to graduate students with unique abilities to:

- Perform with a high degree of competency on one or more instruments or voice in both solo and ensemble capacities and in different settings
- Apply the subdisciplines of music theory, aural skills, and music history to learning, insightfully interpreting, and successfully creating or performing music
- Communicate effectively about music in a variety of fundamental ways beyond performance—perhaps most essentially through teaching, writing, analysis, and public speaking
- Evaluate music as a cultural phenomenon closely connected with other art forms, increasingly interwoven with traditions and influences from around the world, and reflecting and affecting all local and global communities
- Synthesize and acquire the musical and technological skills necessary to succeed within the ever changing, complex world of professional music making

### Objectives

The Florence J. Gillmor School of Music at Westminster offers a Bachelor of Arts degree with a major in music and also offers a music minor. Music majors must select an emphasis in vocal performance, piano performance, or music studies. The BA degree in music is an excellent choice for talented students who plan to pursue graduate work in music, for liberal arts students pursuing two majors in preparation for graduate school, and for musical pre-law or pre-med students. It is also a degree that would qualify students for any number of music-related jobs following university. Among musicians with sufficient talent and training for careers in the field, those with degrees in music are at an advantage over those without.

The School of Music also offers opportunities for anyone on campus interested in making music, regardless of backgrounds or areas of formal study. School performing ensembles—open to capable and committed students and, in some cases, members of the community—include the Westminster Community Choir, Westminster Chamber Singers, SugarTown, Westminster Chamber Orchestra, Westminster Jazz Ensemble, Westminster Chamber Players, and Westminster Opera Studio. (All of the above require at least an informal audition.) Private lessons and WCore courses in music are also available to students.

### Program Requirements

An audition is required for status as a major or minor in music. Students must choose a primary instrument and audition on that particular instrument (e.g., piano, voice, guitar, violin, etc.). Live auditions are held each year on specific dates as announced on the School of Music web page. Music major aspirants auditioning before the end of March who are planning to enroll as first-year students the following fall semester will automatically be considered for music scholarships. Due to strict course sequencing, students wishing to graduate with a music major within a four-year course of study must begin their required course work fall semester of their freshman year, and audition for status no later than the end of their first semester.

Students seeking a music minor must audition before their sophomore year and begin their required course work no later than fall semester of that same year. In order to maintain music major or minor status, each student must maintain a minimum 2.5 cumulative GPA in music courses, and additionally pass each required music course with a minimum grade of C-.

Transfer students wishing to complete a music major at Westminster must complete at least half their total number of required music credits at Westminster, and be enrolled in a performing ensemble each semester while at Westminster. Transfer students wishing to complete a music minor must complete a minimum of nine credits of music—including two semesters of ensemble credit—at Westminster University. For more information, email the Music Department Chair, currently Dr. Christopher Puckett, at [cpuckett@westminsteru.edu](mailto:cpuckett@westminsteru.edu).

Students must meet the university-wide graduation requirements in addition to the Music major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Music Studies Major

| Requirement Description       | Credit Hours | Prerequisites |
|-------------------------------|--------------|---------------|
| I. World Language Requirement | 8            |               |

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| Music majors must complete <b>eight</b> credit hours in a single world language.  |              |               |
| <b>II. Performance-Based Coursework</b>   | <b>14</b>    |               |
| <p>Piano Proficiency Requirement: Students must demonstrate reasonable piano proficiency, either through successful completion of a diagnostic test or alternately by taking a group piano course or private piano lessons at the discretion of the student's music advisor.</p> <p>Private Lessons (primary instrument) 8</p> <p>Four consecutive semesters are required. MUSC 191, 192, 291, and 292 2 credits each</p> <p>Performing Ensembles 6</p> <p>One of the following must be taken six different semesters:</p> <p>MUSC 315 Westminster Community Choir 1 placement audition required</p> <p>MUSC 325 Westminster Jazz Ensemble 1 audition required</p> <p>MUSC 335 Westminster Chamber Orchestra 1 audition required</p> <p>MUSC 345 Westminster Chamber Singers Six semesters required for all voice students 1 audition required</p> <p>MUSC 365 Westminster Opera Studio 1 audition required</p> <p>MUSC 375 Westminster Percussion Ensemble 1 placement audition required</p> <p>MUSC 385 Westminster Chamber Players 1 audition required</p> <p>MUSC 395 SugarTown Acappella 1 audition required</p> |              |               |
| <b>III. Academic Coursework</b>   | <b>19</b>    |               |
| <p>MUSC 171 Music Theory I 3</p> <p>MUSC 207 World Music, World Perspectives 3</p> <p>MUSC 271 Music Theory II 3 MUSC 171</p> <p>MUSC 281 Aural Skills II 2 MUSC 181</p> <p>Choose two of the following:</p> <p>MUSC 372 Music History I 3 MUSC 171</p> <p>MUSC 373 Music History II 3 MUSC 271</p> <p>MUSC 374 Music History III 3 MUSC 271</p>  |              |               |
| <b>IV. Elective Courses</b>   | <b>14</b>    |               |
| <b>Fourteen</b> hours of music coursework and music-related WCAFAH courses (any 100-level or higher music courses). A minimum of <b>eleven</b> elective credit hours must be upper-division academic music courses.   |              |               |
| <b>V. Senior Project</b>  | <b>2</b>     |               |
| MUSC 421 Senior Project   | 2            | MUSC 292      |
| <b>Total Hours for the Music Studies Major</b>  | <b>57</b>    |               |

**Recommended Plan of Study for BA Music Studies**

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | WRIT 110 or Writing Emphasis WCore Course<br>(take MUSC 104 instead if indicated by diagnostic test)<br>MUSC 191<br>Ensemble<br>Learning Community | MUSC 171<br>MUSC 181<br>MUSC 192<br>Ensemble<br>Music Elective<br>Elective (piano class if needed) |
| Year 2 | MUSC 271<br>MUSC 281<br>MUSC 291<br>Ensemble<br>Music Elective<br>WCSAM  | MUSC 292<br>Ensemble<br>MUSC 373<br>WCFAH 132<br>Music Elective<br>Elective                        |
| Year 3 | World Language I<br>Ensemble<br>WCFAH 219<br>Music Elective<br>WCSBS   | World Language II<br>Ensemble<br>MUSC 207<br>Music Elective<br>Elective                            |
| Year 4 | WCSAM<br>MUSC 372 or 374<br>Music Elective<br>Elective   | MUSC 421<br>WCSBS<br>Music Elective<br>Elective  |

**Music Major- Performance Emphasis (Piano)**

| Requirement Description   | Credit Hours | Prerequisites     |
|---|--------------|-------------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |                   |
| Music majors must complete <b>eight</b> credit hours in a single world language.  |              |                   |
| <b>II. Performance-Based Coursework</b>   | <b>24</b>    |                   |
| Private Piano Lessons<br><br>Two credits must be taken every semester except the eighth. MUSC 191, 192, 291, 292, 391, 392, 491 |              |                   |
| MUSC 420 Senior Recital (final year)  | 2            | MUSC 491          |
| Performing Ensembles 4<br><br>Must be repeated for four semesters.  |              |                   |
| MUSC 385 Westminster Chamber Players  | 1            | audition required |
| Collaborative Piano Performance 4   |              |                   |
| MUSC 331 Collaborative Piano I  | 2            |                   |
| MUSC 332 Collaborative Piano II   | 2            |                   |
| <b>III. Academic Coursework</b>   | <b>38</b>    |                   |
| MUSC 171 Music Theory I   | 3            |                   |
| MUSC 181 Aural Skills I   | 2            |                   |
| MUSC 207 World Music, World Perspective   | 3            |                   |
| MUSC 271 Music Theory II  | 3            | MUSC 171          |
| MUSC 281 Aural Skills II  | 2            | MUSC 181          |
| MUSC 372 Music History I  | 3            | MUSC 171          |
| MUSC 373 Music History II   | 3            | MUSC 271          |
| MUSC 374 Music History III  | 3            | MUSC 271          |
| MUSC 371 Music Theory III   | 3            | MUSC 271          |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| MUSC 381 Aural Skills III  | 2            | MUSC 281      |
| MUSC 471 Music Theory IV   | 3            | MUSC 371      |
| MUSC 481 Aural Skills IV   |              | MUSC 381      |
| MUSC 341 Piano Literature I  | 2            |               |
| MUSC 342 Piano Literature II   | 2            |               |
| MUSC 343 Piano Pedagogy  | 2            |               |
| <b>IV. Elective Courses</b>  | <b>4</b>     |               |
| <b>Four</b> hours of music coursework and music-related WCFAH courses (any 100-level or higher music courses). |              |               |
| <b>Total Hours for the Piano Performance Major</b>   | <b>74</b>    |               |

### Recommended Plan of Study for Piano Performance Major

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | MUSC 331 or 341<br>MUSC 385<br>MUSC 191<br>Learning Community (WCSBS)                    | MUSC 171<br>MUSC 181<br>MUSC 192<br>MUSC 385<br>MUSC 332 or 342<br>WCSAM<br>Elective |
| Year 2 | MUSC 271<br>MUSC 281<br>MUSC 291<br>WCFAH 207<br>MUSC 331 or 341<br>MUSC 385<br>Elective | MUSC 292<br>MUSC 373<br>MUSC 385<br>WCFAH 132<br>MUSC 371<br>MUSC 381                |
| Year 3 | MUSC 372 or 374<br>MUSC 391<br>MUSC 471<br>MUSC 481<br>World Language                    | MUSC 392<br>MUSC 207<br>MUSC 332 or 342<br>World Language<br>WCSAM                   |
| Year 4 | MUSC 343<br>MUSC 372 or 374<br>MUSC 491<br>Music Elective<br>WCSBS<br>Elective           | MUSC 420<br>Elective   |

### Music Major- Performance Emphasis (Vocal)

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |               |
| Music majors must complete <b>eight</b> credit hours in a single world language.   |              |               |
| <b>II. Performance-Based Coursework</b>  | <b>28</b>    |               |
| <p>Piano Proficiency Requirement Students must demonstrate reasonable piano proficiency, either through successful completion of a diagnostic test or alternately by taking a group piano course or private piano lessons at the discretion of the student's music advisor.</p> <p>Private Music Lessons (voice) 16</p> <p>Two credits must be taken every semester except the eighth. MUSC 191, 192, 291, 292, 391, 392, 491<br/>14</p> |              |               |

| Requirement Description  | Credit Hours | Prerequisites     |
|--|--------------|-------------------|
| MUSC 420 Senior Recital (final year)<br>Performing Ensembles 10<br>At least one of the following must be taken every semester. | 2            | MUSC 491          |
| MUSC 345 Westminster Chamber Singers   | 1            | audition required |
| MUSC 365 Westminster Opera Studio  | 1            | audition required |
| Conducting Courses 2   |              |                   |
| MUSC 301 Choral Conducting   | 2            |                   |
| <b>III. Academic Coursework</b>  | <b>37</b>    |                   |
| MUSC 171 Music Theory I  | 3            |                   |
| MUSC 181 Aural Skills I  | 2            |                   |
| MUSC 207 World Music, World Perspective  | 3            |                   |
| MUSC 311 English & Italian Diction for Singers   | 2            |                   |
| MUSC 312 French & German Diction for Singers   | 2            |                   |
| MUSC 271 Music Theory II   | 3            | MUSC 171          |
| MUSC 281 Aural Skills II   | 2            | MUSC 181          |
| MUSC 371 Music Theory III  | 3            | MUSC 271          |
| MUSC 381 Aural Skills III  | 2            | MUSC 281          |
| MUSC 471 Music Theory IV   | 3            | MUSC 371          |
| MUSC 481 Aural Skills IV   | 2            | MUSC 381          |
| MUSC 303 Vocal Pedagogy  | 2            |                   |
| MUSC 320 Vocal Literature Survey   | 2            |                   |
| Choose two of the following:   |              |                   |
| MUSC 372 Music History I   | 3            | MUSC 171          |
| MUSC 373 Music History II  | 3            | MUSC 271          |
| MUSC 374 Music History III   | 3            | MUSC 271          |
| <b>Total Hours for the Vocal Performance Major</b>   | <b>73</b>    |                   |

**Recommended Plan of Study for BA Music- Vocal Performance**

|        | Fall Semester   | Spring Semester  |
|--------|---|--|
| Year 1 | WRIT 110 or WCore Writing Emphasis Course<br>(MUSC 103 & 104 if indicated by diagnostic test)<br>MUSC 191<br>MUSC 311<br>MUSC 345<br>Learning Community | MUSC 171<br>MUSC 181<br>MUSC 192<br>MUSC 345<br>MUSC 312 or 320<br>WCSBS               |
| Year 2 | MUSC 271<br>MUSC 281<br>MUSC 291<br>MUSC 345<br>MUSC 219<br>MUSC 303<br>Elective  | MUSC 292<br>MUSC 345<br>WCFAH 132<br>MUSC 373<br>MUSC 371<br>MUSC 381                  |
| Year 3 | MUSC 365<br>MUSC 345<br>MUSC 391<br>MUSC 471<br>MUSC 481<br>MUSC 372 or 374<br>World Language I   | MUSC 365<br>MUSC 345<br>WCSAM<br>MUSC 392<br>MUSC 207<br>World Language II<br>Elective |
| Year 4 | MUSC 365<br>MUSC 372 or 374<br>MUSC 491<br>MUSC 301<br>WCSAM<br>Elective  | MUSC 312 or 305<br>MUSC 365<br>MUSC 420<br>WCSBS<br>Elective                           |

**Music Minor**

| Requirement Description  | Credit Hours | Prerequisites                  |
|--|--------------|--------------------------------|
| <b>I. Piano Proficiency Requirement</b>  | <b>0-2</b>   |                                |
| Students must demonstrate reasonable piano proficiency, either through successful completion of a diagnostic test or alternately by taking a group piano course or private piano lessons at the discretion of the student's music advisor. |              |                                |
| <b>II. Performance-Based Coursework</b>  | <b>4-6</b>   |                                |
| Private Lessons (primary instrument)<br><br>Two consecutive semesters are required. MUSC 191, 192 1-2 credits each<br><br>Performing Ensembles 2<br><br>One of the following must be taken two different semesters.                        |              |                                |
| MUSC 315 Westminster Community Choir   | 1            | placement<br>audition required |
| MUSC 325 Westminster Jazz Ensemble   | 1            | audition required              |
| MUSC 335 Westminster Chamber Orchestra   | 1            | audition required              |
| MUSC 345 Westminster Chamber Singers   | 1            | audition required              |
| MUSC 365 Westminster Opera Studio  | 1            | audition required              |
| MUSC 375 Westminster Percussion Ensemble   | 1            |                                |
| MUSC 385 Westminster Chamber Players   | 1            | audition required              |
| MUSC 395 SugarTown Acappella   | 1            | audition required              |
| <b>III. Academic Coursework</b>  | <b>16</b>    |                                |
| MUSC 171 Music Theory I  | 3            |                                |
| MUSC 181 Aural Skills I  | 2            |                                |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| MUSC 271 Music Theory II   | 3            | MUSC 171      |
| MUSC 281 Aural Skills II   | 2            | MUSC 181      |
| Choose two of the following:   |              |               |
| MUSC 372 Music History I   | 3            | MUSC 171      |
| MUSC 373 Music History II  | 3            | MUSC 271      |
| MUSC 374 Music History III   | 3            | MUSC 271      |
| <b>IV. Elective Courses</b>  | <b>4</b>     |               |
| <b>Four</b> hours of music coursework and music-related WCFAH courses (any 100-level or higher music courses). |              |               |
| <b>Total Hours for the Music Minor</b>   | <b>24–28</b> |               |

### Recommended Plan of Study for Music Minor

|        | Fall Semester   | Spring Semester                                    |
|--------|---|--|
| Year 1 | Piano Proficiency Requirement<br>MUSC 191<br>Music Ensemble | MUSC 171<br>MUSC 181<br>MUSC 192<br>Music Ensemble |
| Year 2 | MUSC 271<br>MUSC 281  | Music Elective(s)                                  |
| Year 3 | MUSC 372  | MUSC 373   |
| Year 4 | Music Elective(s)   | Music Elective(s)                                  |

**Note:** Ensemble and elective scheduling are flexible within the four-year plan of study, but the Department of Music strongly encourages every music minor to participate in a music ensemble whenever his/her schedule allows.

## NEUROSCIENCE

### Faculty

- Russell Costa
- Krista Todd (Chair)

### Program Goals

- To develop critical and interdisciplinary thinking skills.
- To enhance both oral and written communication and information literacy skills
- To acquire depth and breadth of knowledge in neuroscience.
- To gain knowledge of and respect for the varying levels of analysis in neuroscience, and to develop the ability to synthesize information across such levels.
- To develop an understanding of issues pertinent to ethics in neuroscience, as well as the ambiguity inherent in neuroscience
- To develop knowledge of and experience with a number of research methodologies employed in the field of neuroscience
- To gain an understanding of future employment and educational opportunities available to individuals majoring in neuroscience.

### Objectives

Neuroscience is the scientific study of normal and abnormal development, structure, and function of the nervous system. In addition, Neuroscience seeks to better understand the role of the nervous system in behavior. The Interdisciplinary Program in Neuroscience offers a Bachelor of Science degree with a breadth of coursework across Psychology and the Natural Sciences. Undergraduate research is prominent, and students are encouraged to explore relations between brain and behavior across multiple levels. The curriculum provides students with an academic and experiential background for graduate study in the neurosciences and/or employment in a research setting. The program is designed to offer both breadth of background while allowing a degree of specialization.

### Requirements

Students must maintain at least a cumulative 2.5 GPA in courses required for the Neuroscience major. Students desiring further specialization are encouraged to pursue a relevant minor in combination with the major. For example, students interested in Theoretical Neuroscience may choose a minor in Mathematics, Physics, or Computer Science. Students interested in Clinical Neuropsychology are encouraged to pursue a minor in Psychology. Pre-Med students are strongly advised to complete applicable Chemistry and Biology coursework as needed for medical school acceptance. Consultation with program advisors is crucial in preparing the best pathway for the individual students.

Classes listed as required classes for both majors/minors may be applied to both. The Neuroscience program allows for the double-dipping of up to four credits from neuroscience-related fields (Biology, Math, Physics, Computer Science, Data Science, Psychology, or Chemistry) that can be applied toward fulfilling the elective requirements of the Neuroscience major. Other than this, students choosing a double major or minor within the science program or psychology may not apply electives to more than one major or minor.

Students must meet the university-wide graduation requirements in addition to the Neuroscience major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Neuroscience Major

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <b>I. World Language Requirement</b>   | <b>8</b>     |   |
| Neuroscience majors must complete <b>eight (8)</b> credit hours in a single world language.                                      |              |   |
| <b>II. Required Core Courses</b>   | <b>38</b>    |   |
| BIOL 204 Principles of Genetics  | 4            | CHEM 112  |
| BIOL 205 Intro to Cell Biology   | 4            | CHEM 112  |
| CHEM 111–112 Principles of Chemistry I and II and Labs   | 4–4          | CHEM 111 co-requisites:<br>CHEM 111R recommended,<br>MATH 144 required/CHEM 111 |
| DATA 220 Intro to Statistics   | 4            |   |
| NEURO 205 Introduction to Brain and Behavior   | 4            |   |
| NEURO 302 Research Methods in Neuroscience   | 4            | NEURO 205,<br>DATA 220; co-requisite: BIOL 205                                  |
| NEURO 409 Advanced Topics in Neuroscience  | 2            | PSYC 105, BIOL 204, NEURO 205, and PSYC 390 or NEURO 302                        |
| PSYC 105 Bust That Psychology Myth   | 4            |   |
| Choose one of the following courses:   |              |   |
| DATA 350 Statistical Modeling  | 4            | DATA 220  |
| MATH 201 Calculus I  | 4            | MATH 144 or placement test  |
| WCSAM 203 Linear Algebra   | 4            | MATH 144 or placement test  |
| <b>III. Natural Science and Math Electives</b>   | <b>20</b>    |   |
| Complete twenty (20) credit hours from the following list of courses. Twelve (12) of these hours must be upper division courses. |              |   |
| Biology  |              |   |
| BIOL 103 Human Anatomy and Lab   | 4            |   |
| BIOL 104 Human Physiology and Lab  | 4            | BIOL 103  |
| BIOL 304 Stem Cells and Development and Lab  | 4            | BIOL 204, 205, CHEM 111, 112  |
| BIOL 350 Biochemistry and Lab  | 4            | BIOL 205 and CHEM 303   |
| BIOL/CHEM/PHYS 370 Scientific Computing  | 4            | PHYS 211 or PHYS 151 and MATH 201   |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| BIOL 405 Cell Biology of Cancer and Lab   | 4            | BIOL 204, 205;<br>CHEM 111,<br>112, 303, 304          |
| Chemistry   |              |   |
| CHEM 303 Organic Chemistry I and Lab  | 4            | CHEM 112  |
| CHEM 304 Organic Chemistry II and Lab   | 4            | CHEM 303  |
| Computer Science  |              |   |
| CMPT 201 Introduction to Computer Science   | 4            | co-requisite:<br>MATH 101                             |
| Data Science  |              |   |
| DATA 370 Statistical Learning   | 4            | DATA 350  |
| Mathematics   |              |   |
| MATH 202 Calculus II  | 4            | MATH 201 or<br>placement test                         |
| MATH 203 Multivariate Calculus  | 4            | MATH 202  |
| MATH 363 Differential Equations   | 4            | MATH 202  |
| Neuroscience  |              |   |
| NEURO 300 Special Topics in Neuroscience  | 2-4          |   |
| NEURO 305 Human Brain Development   | 4            | NEURO 205; co-<br>requisite: PSYC 203                 |
| NEURO 402 Behavioral Endocrinology  | 4            | NEURO 302 or PSYC<br>390 and NEURO 205                |
| NEURO 430 or WCSAM 400 Independent Thesis<br>Research (May be taken two semesters for credit)<br>or Science Capstone  | 2            | NEURO 302 or 390                                      |
| NEURO 434 Social Neuroscience   | 4            | PSYC 390 or NEURO<br>302 and PSYC 216<br>or NEURO 205 |
| Physics   |              |   |
| PHYS 151 Principles of Physics I and Lab  | 4            | MATH 144  |
| PHYS 152 Principles of Physics II and Lab   | 4            | PHYS 151 or 211                                       |
| PHYS 211 Physics for Scientists and Engineers I and<br>Lab  | 4            | MATH 144; co-<br>requisite: MATH 201                  |
| PHYS 212 Physics for Scientists and Engineers II and<br>Lab   | 4            | PHYS 211; co-<br>requisite: MATH 202                  |
| Psychology  |              |   |
| PSYC 203 Lifespan Development   | 4            |   |
| PSYC 209 Cognitive Psychology   | 4            | PSYC 105  |
| PSYC 362 Psychological Disorders  | 4            | PSYC 252, PSYC 270                                    |
| <p>Note: Students may count either PHYS 150- level coursework OR PHYS 200-level coursework as elective credit toward the major, but not both. Students desiring to take additional hours in a particular discipline should consider an academic minor in the pertinent field. Special topics and directed studies hours are limited to a total of 6 credits and must be approved by an academic advisor prior to registration. Additional coursework may be approved for elective credit by an academic advisor if the advisor and student feel that the suggested course is pertinent to the individual student's plan of study and educational goals.</p> |              |   |

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| <b>IV. Additional Neuroscience Electives</b>  | <b>8</b>     |  |
| Neuroscience majors must choose eight (8) hours of additional neuroscience electives chosen from the following courses: |              |  |
| NEURO 306 Behavioral Neuroscience and Lab   | 4            | NEURO 205  |
| NEURO 310 Applied Neuroanatomy  | 4            |  |
| NEURO 403 Cellular Neuroscience and Lab   | 4            | BIOL 204, 205,<br>CHEM 112, and<br>NEURO 302         |
| NEURO 408 Cognitive Neuroscience and Lab  | 4            | PSYC 105, NEURO<br>205, and PSYC 390<br>or NEURO 302 |
| <b>Total Hours for the Neuroscience Major</b>   | <b>74-76</b> |  |

## Recommended Plan of Study

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | PSYC 105 or NEURO 205<br>CHEM 111<br>Language or WCore                    | PSYC 105 or NEURO 205<br>CHEM 112<br>Language or WCore                    |
| Year 2 | DATA 220 or MATH 201<br>BIOL 204 or 205<br>NEURO 302<br>Language or WCore | DATA 220 or MATH 201<br>BIOL 204 or 205<br>NEURO 302<br>Language or WCore |
| Year 3 | Part III and/or Part IV<br>Elective(s)<br>WCore                           | Part III and/or Part IV<br>Elective(s)<br>WCore                           |
| Year 4 | NEURO 409 and/or Part III/IV<br>Elective(s)<br>WCore                      | NEURO 409 and/or Part III/IV<br>Elective(s)<br>WCore                      |

## PHILOSOPHY

### Faculty

- Kara Barnette
- Nicholas D. More (Chair)
- Michael A. Popich

### Program Goals

- To become effective analytical and critical thinkers, and to communicate such thinking orally and in writing.
- To gain familiarity with philosophical and its central issues.
- To think and write in the form and by the method proper to the discipline of Philosophy, i.e., rational argumentation in support of a significant thesis.
- To pursue in depth one field of philosophy, either theoretical or applied.
- To produce a substantial piece of original scholarship in Philosophy.
- To become more reflective of the human condition, and the effect of globalization and diversity; to understand the relevance of philosophical thinking to one's own life and public policies and practices.

### Objectives

The Philosophy Program offers an academic major in philosophy leading to a Bachelor of Arts degree or a Bachelor of Science degree, as well as an academic minor. It provides students with the critical and philosophical thinking skills necessary to examine human systems of value, knowledge, and belief, and to make rational analyses of ideas fundamental to living thoughtfully in the world. Philosophy is an excellent choice of study for pre-law students, as preparation for graduate school in philosophy, as a minor or second major for liberal arts students preparing for graduate school, and for anyone who would benefit from a discipline of clear thinking, writing, and problem solving in the pursuit of wisdom.

Students majoring in Philosophy who plan to pursue an M.A. or Ph.D. in the field should plan for graduate school, with the assistance of the Philosophy faculty, no later than the second semester of their junior year. Students intending to pursue a degree in theology are advised to major in English, History, Philosophy, Psychology, Sociology, or any broad liberal arts program. The Association of Theological Schools in the United States and Canada recommends that students have a background in history, religions of non-western cultures, and a world language.

Students majoring or minoring in philosophy with a GPA of 3.5 overall and in philosophy coursework may be invited to become members of Phi Sigma Tau, the international undergraduate Philosophy Honor Society. Westminster University's Utah chapter is the oldest in the state.

## Program Requirements

Students must maintain a minimum cumulative 2.3 GPA in courses required in the Philosophy major.

Students must meet the university-wide graduation requirements in addition to the Philosophy major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Philosophy Major Bachelor of Arts Degree

| Requirement Description   | Credit Hours | Prerequisites                                    |
|---|--------------|--|
| <b>I. World Language Requirement</b>  | <b>8</b>     |  |
| Philosophy majors must complete <b>eight (8)</b> credit hours in a single world language. |              |  |
| <b>II. Lower Division Philosophy Courses</b>  | <b>3-4</b>   |  |
| Any 100- or 200-level PHIL course, except PHIL 102, PHIL 201 and PHIL 202                 |              |  |
| <b>III. Core Philosophy Courses</b>   | <b>15-16</b> |  |
| PHIL 102 Critical Thinking  | 4            |  |
| PHIL 201 Ancient Philosophies   | 4            | PHIL 102   |
| PHIL 202 Modern and Contemporary Philosophies   | 4            | PHIL 102   |
| One additional 200-level PHIL course 3-4  |              |  |
| <b>IV. Upper Division Philosophy Courses</b>  | <b>8</b>     |  |
| PHIL 390 Thesis Research Preseminar in Philosophy   | 4            | senior standing, consent of instructor           |
| PHIL 490 Research Seminar in Philosophy*  |              | PHIL 390; senior standing, consent of instructor |
| <b>V. Electives</b>   | <b>14</b>    |  |
| Additional <b>14</b> upper-division credit hours of coursework in Philosophy              |              |  |
| <b>VI. Required Courses from Other Programs</b>   | <b>6</b>     |  |
| 300-level coursework in English and/or History  |              |  |
| <b>Total Hours for Bachelor of Arts Philosophy Major</b>                                  | <b>54-56</b> |  |

HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following three courses required of philosophy program majors: PHIL 102, one lower-division course, an additional 200 level course. HON 203 *Foundational Conversations III* may be substituted for one of these courses. For the minor, HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following courses: PHIL 102, PHIL 216, or PHIL 221, and HON 203 *Foundational Conversations III* may be substituted for one of these courses.

## Philosophy Major Bachelor of Science Degree

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |               |
| Philosophy majors must complete <b>eight (8)</b> credit hours in a single world language. |              |               |
| <b>II. Lower Division Philosophy Courses</b>  | <b>3-4</b>   |               |
| Any 100- or 200-level PHIL course, except PHIL 102, PHIL 201 and PHIL 202                 |              |               |

| Requirement Description   | Credit Hours | Prerequisites                                    |
|---|--------------|--|
| <b>III. Core Philosophy Courses</b>   | <b>15-16</b> |  |
| PHIL 102 Critical Thinking  | 4            |  |
| PHIL 201 Ancient Philosophies   | 4            | PHIL 102   |
| PHIL 202 Modern and Contemporary Philosophies   | 4            | PHIL 102   |
| One additional 200-level PHIL course 3-4  |              |  |
| <b>IV. Upper Division Philosophy Courses</b>  | <b>8</b>     |  |
| PHIL 390 Thesis Research Preseminar in Philosophy                                       | 4            | senior standing, consent of instructor           |
| PHIL 490 Research Seminar in Philosophy*  | 4            | PHIL 390; senior standing, consent of instructor |
| <b>V. Electives</b>   | <b>14</b>    |  |
| Additional <b>fourteen (14)</b> upper division credit hours of coursework in Philosophy |              |  |
| <b>VI. Required Courses from Other Programs</b>   | <b>8</b>     |  |
| Two semesters of a laboratory science   |              |  |
| <b>Total Hours for Bachelor of Science Philosophy Major</b>                             | <b>56-58</b> |  |

For a Bachelor of Science degree in Philosophy, students must fulfill the same requirements as for the Bachelor of Arts degree, except that students are required to take eight credit hours of a laboratory science in lieu of the history requirement.

HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following three courses required of philosophy program majors: PHIL 102, one lower-division course, an additional 200 level course. HON 203 *Foundational Conversations III* may be substituted for one of these courses. For the minor, HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following courses: PHIL 102, PHIL 216, or PHIL 221, and HON 203 *Foundational Conversations III* may be substituted for one of these courses.

### Recommended Plan of Study (B.A. or B.S.)

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | Language I<br>100-level PHIL elective<br>PHIL 102 (or in Spring)                                | Language II<br>PHIL 200-level elective  |
| Year 2 | PHIL 201 (or in Junior year)<br>PHIL elective   | PHIL 202 (or in Junior year)<br>PHIL elective   |
| Year 3 | Upper division PHIL elective<br>ENGL or HIST elective (BA) <b>or</b><br>Science lab course (BS) | Upper division PHIL elective<br>ENGL or HIST elective (BA) <b>or</b><br>Science lab course (BS) |
| Year 4 | PHIL 390<br>Upper division PHIL elective  | PHIL 490<br>Overall upper division credit to reach 30   |

\* It is recommended that students take 2 hours of PHIL 300 during May term for all four years.

Philosophy majors can take a combination of upper division courses in order to meet the catalog requirements for 14 (minimum) elective hours in Philosophy. For example, in their sophomore and junior years they could take 2 or 3 courses as 300-level electives (offered in the Fall and Spring semesters) and then take several 2-credit May Term Philosophy 300 special topics courses. Alternatively, the student could take several 300-level electives in their junior and senior years and several 2-credit Philosophy 300 special topics May Term courses over their sophomore, junior and senior years in order to reach the 14-hour (minimum) electives requirement in Philosophy. Note: 30 upper division credits overall are needed for a Bachelor's degree.

Honors College students who complete HON 201 and HON 202 can have two of the three lower-division philosophy major course requirements fulfilled. To meet the lower-division requirement, Honors College students may take any one WCore course offered by the department, including PHIL 124: Ethics and the Profit Motive; PHIL 207: Humor and Philosophy; PHIL 208: The Philosophy of Love and Sex; PHIL 209: Poverty and Global Justice; and PHIL 216: Ethical Issues in Health Care.

## Philosophy Minor

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>   | <b>18</b>    |               |
| PHIL 102 Critical Thinking   | 4            | PHIL 102      |
| PHIL 216 or Ethical Issues in Health or                              | 4            |               |
| PHIL 221 Ethics of Diversity   | 4            |               |
| PHIL 390 Thesis Research Preseminar in Philosophy                    | 4            |               |
| Choose one of the following courses:                                 |              |               |
| PHIL 201 or Ancient Philosophies or                                  | 4            |               |
| PHIL 202 Modern and Contemporary Philosophies                        | 4            |               |
| *Please see PHIL 390 course description regarding Philosophy minors. |              |               |
| <b>II. Electives</b>   | <b>6</b>     |               |
| Additional <b>six (6)</b> credit hours of coursework in Philosophy   |              |               |
| <b>Total Hours for Philosophy Minor</b>                              | <b>24</b>    |               |

## PHYSICS

### Faculty

- Christopher Cline (Chair)
- Julia Kamenetzky

### Program Goals

- Students should develop a good functional understanding of physics, including mechanics, electricity & magnetism, quantum physics, statistical mechanics, thermodynamics, optics, and relativity.
- Students should develop expert-like problem solving skills.
- Students should develop critical thinking and reasoning skills.
- Students should develop laboratory skills.
- Students should develop technology skills.
- Students should improve their communication, interpersonal, and questioning skills.
- Students should develop and/or retain student cognitive attitudes and beliefs (expectations) that are favorable for learning physics with deep understanding.

### Objectives

The Physics Program offers an academic major leading to the Bachelor of Science Degree. In addition, the program offers an academic and a teaching minor in physics. A Physical Science composite major is offered for students seeking a physical science composite endorsement for secondary education. The program is designed to meet the needs of (1) students intending to specialize in physics and pursue graduate work in physics, engineering, material science, or biophysics; (2) students preparing for a professional career in science and engineering; (3) students desiring to broaden their knowledge of the natural world; and (4) students who wish to teach at the secondary level.

### Program Requirements

Students choosing a double major or minor within the science program may not apply electives to more than one major or minor. Only classes listed under "required courses" that coincide between both majors/minors may be applied to both.

Students must maintain a cumulative 2.3 GPA or better in courses required in the academic majors.

Students must meet the university-wide graduation requirements in addition to the Physics major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Physics Major

To fulfill the requirements for a major in Physics, students must complete the following as well as demonstrate competency in MATH 144:

| Requirement Description  | Credit Hours | Prerequisites  |
|--|--------------|--|
| <b>I. World Language Requirement</b>   | <b>8</b>     |  |
| Physics majors must complete <b>eight</b> credit hours in a single world language. |              |  |
| <b>II. Lower Division Physics Courses</b>  | <b>8</b>     |  |
| PHYS 211 Physics for Scientists and Engineers I and Lab                            | 4            | MATH 144, co-requisite: MATH 201                                     |
| PHYS 212 Physics for Scientists and Engineers II and Lab                           | 4            | PHYS 211, co-requisite: MATH 202                                     |
| <b>III. Upper Division Physics Courses</b>   | <b>28</b>    |  |
| PHYS 301 Introduction to Modern Physics  | 4            | PHYS 151 or PHYS 212   |
| PHYS 309 Mathematical Methods for Physics  | 4            | MATH 202, PHYS 211   |
| PHYS 311 Analytical Mechanics  | 4            | MATH 203, PHYS 212, 309  |
| PHYS 370 Scientific Computing  | 4            | CMPT 190, PHYS 211, or PHYS 151                                      |
| PHYS 411 Thermodynamics and Statistical Mechanics                                  | 4            | CHEM 112, Math 202, PHYS 212   |
| PHYS 425 Quantum Physics   | 4            | PHYS 212, 301, 309 and MATH 203, 204, or 211                         |
| PHYS 431 Electrodynamics   | 4            | PHYS 212, 309, MATH 203, and either MATH 204, MATH 211, or WCSAM 203 |
| <b>IV. Electives</b>   | <b>4</b>     |  |
| Take one of the following courses:   |              |  |
| PHYS 305 Optics  | 4            | PHYS 152 or 212; MATH 202  |
| PHYS 325 Astrophysics  | 4            | PHYS 152 or 212, MATH 202  |
| PHYS 410 Quantum Chemistry   | 4            | CHEM 112, MATH 202, PHYS 212   |
| <b>V. Required Courses from Other Programs</b>                                     | <b>26</b>    |  |
| CHEM 111 Principles of Chemistry I and Lab   | 4            | co-requisites: CHEM 111R recommended/ MATH 144 required              |
| CHEM 112 Principles of Chemistry II and Lab  | 4            | CHEM 111   |
| MATH 201 Calculus I  | 4            | MATH 144 or placement test   |
| MATH 202 Calculus II   | 4            | MATH 201 or placement test   |
| MATH 203 Multivariate Calculus   | 4            | MATH 202   |
| WCSAM 203 Linear Algebra   | 4            |  |
| WCSAM 400 Science Capstone   | 2            |  |
| <b>Total Hours for the Physics Major</b>   | <b>74</b>    |  |

\***Note:** MATH 311 and 363 are highly recommended.

## Recommended Plan of Study for Physics

Listed below is a suggested plan of study for completing the physics requirements. Students should check with their advisors at least once a year as course offerings may change from what is listed. Students must also meet university wide requirements for graduation.

|        | Fall Semester                                      | Spring Semester                      |
|--------|--|--------------------------------------|
| Year 1 | MATH 201*<br>CHEM 111                              | MATH 202*<br>CHEM 112                |
| Year 2 | MATH 203<br>PHYS 211                               | WCSAM 203<br>PHYS 212<br>PHYS 309    |
| Year 3 | PHYS 301<br>PHYS 305** or PHYS 325** or PHYS 410** | PHYS 411<br>PHYS 425**<br>PHYS 370** |
| Year 4 | PHYS 311**   | PHYS 411<br>PHYS 431**<br>WCSAM 400  |

\* Assumes student already has credit for MATH 144

\*\*Course offered every other year, so Junior and Senior year may be interchanged.

## Physics Minor

| Requirement Description  | Credit Hours | Prerequisites  |
|--|--------------|--|
| <b>I. Required Courses</b>   | 20           |  |
| CHEM 111 Principles of Chemistry I and Lab                                   | 4            | co-requisites:<br>CHEM 111R<br>recommended/<br>MATH 144 required |
| CHEM 112 Principles of Chemistry II and Lab                                  | 4            | CHEM 111   |
| PHYS 211 Physics for Scientists and Engineers I and Lab                      | 4            | MATH 144, co-requisite: MATH 201                                 |
| PHYS 212 Physics for Scientists and Engineers II and Lab                     | 4            | PHYS 211, co-requisite: MATH 202                                 |
| PHYS 301 Introduction to Modern Physics                                      | 4            | PHYS 151<br>or PHYS 212  |
| <b>II. Electives</b>   | <b>4</b>     |  |
| Additional coursework in Physics selected from courses numbered 300 or above |              |  |
| <b>Total Hours for the Physics Minor</b>                                     | <b>24</b>    |  |

## POLITICAL SCIENCE

### Faculty

- Michael Zarkin (Chair)

### Program Goals

- To develop effective verbal and written communication skills
- To develop the ability to critique and conduct research
- To demonstrate collaborative problem solving skills
- To develop critical thinking skills
- To develop practices of global responsibility

## Objectives

Political Science offers an interdisciplinary Bachelor of Arts academic major. With political science as its core focus, the major includes relevant courses from a number of disciplines. The curriculum stresses student mastery of a variety of allied subjects to enhance understanding of the global and domestic contexts of politics. The major prepares students for further study in law or graduate school; to enter public service careers in government or international organizations; to work in nongovernmental organizations; to work in the private sector, the policy arena, the political/legislative process; to work in domestic, transnational, or international/global civil society organizations, movements, or activism; or to conduct research.

The Political Science minor offers non-majors a flexible academic program for exploring politics in both the domestic and global contexts. The curriculum can be designed to fit the needs of students pursuing a variety of careers including public service, civil society organizations, law, global affairs, business, education and mass communication. Students should work with their minor advisor to choose appropriate coursework.

## Program Requirements

Students must maintain a cumulative 2.5 GPA in courses required to complete the major. Additional recommended coursework may be taken in a number of disciplines, depending upon approved student interests. Students choosing a double major or minor in any of the fields included within the political science major may not apply a course to more than one major or minor. It is strongly recommended that students take DATA 220 (Introduction to Statistics). Moreover, while the Political Science major requires only 8 credit hours of a world language, students are strongly advised to take up to 16 hours (two full years, four semesters, or equivalent preparation) of a world language.

Students must meet the university-wide graduation requirements in addition to the Political Science major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Political Science Major

| Requirement Description  | Credit Hours | Prerequisites     |
|--|--------------|-------------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |                   |
| Political Studies majors must complete <b>eight</b> credit hours in a single world language. |              |                   |
| <b>II. Lower Division Courses</b>  | <b>7</b>     |                   |
| PLSC 106 Explorations in Politics  | 4            |                   |
| PLSC 203 Courts, Law, and Social Justice   | 3            |                   |
| <b>III. Upper Division Courses</b>   | <b>24</b>    |                   |
| The following four classes are required:   |              |                   |
| PLSC 316 Issues in Global Politics   | 4            |                   |
| PLSC 367 Political Philosophy  | 4            |                   |
| PLSC 390 Research Methods  | 4            |                   |
| PLSC 490 Senior Capstone   | 4            |                   |
| Take two of the following courses: 8   |              |                   |
| PLSC 348 Congress and the Presidency   | 4            |                   |
| PLSC 355 Constitutional Law: Civil Liberties   | 4            |                   |
| PLSC 359 Law, Politics, and Bureaucracy  | 4            |                   |
| <b>IV. Electives</b>   | <b>15-16</b> |                   |
| Take fifteen-sixteen credits; minimum six credits as upper division.                         |              |                   |
| COMM 101 Disinformation in the USA   | 4            |                   |
| COMM 350 Leadership and Decision-Making  | 4            |                   |
| DATA 150 Data and Society  | 4            |                   |
| ECON 253 Elementary Macroeconomics   | 3            | MATH 101 or above |
| ECON 263 Elementary Microeconomics   | 3            | MATH 101 or above |
| ENVI 351 The Global Environment  | 4            | ENVI 101          |

| Requirement Description                            | Credit Hours | Prerequisites |
|--|--------------|---------------|
| JUST 221 Community Justice                         | 3            |               |
| JUST 325 Justice in Everyday Life                  | 4            |               |
| PHIL 102 Critical Thinking                         | 4            |               |
| PHIL 303 Formal Logic                              | 4            | PHIL 102      |
| PHIL 312 Applied Ethics                            | 4            | PHIL 102      |
| PLSC 300 Special Topics in Political Science       | 1-4          |               |
| PLSC 327 Environmental Politics and Policy         | 4            |               |
| PLSC 401 Directed Studies                          | 1-4          |               |
| PLSC 440 Internship                                | 1-8          |               |
| PUBH 250 Global Health                             | 4            |               |
| SOC 205 Social Problems                            | 4            |               |
| SOC 372 Race, Ethnicity, and Class                 | 4            |               |
| <b>Total Hours for the Political Science Major</b> | <b>54-55</b> |               |

### Recommended Plan of Study for Political Science Major

|        | Fall Semester  | Spring Semester            |
|--------|--|----------------------------|
| Year 1 | PLSC 106<br>Language I                               | PLSC 203<br>Language II    |
| Year 2 | PLSC 316 or 367<br>PLSC 348 or 359<br>Major elective | PLSC 355<br>Major elective |
| Year 3 | PLSC 316 or 367<br>Major elective                    | Major elective             |
| Year 4 | PLSC 390   | PLSC 490                   |

### Political Science Minor

Students must maintain a cumulative 2.5 GPA in courses required for the political science minor. Students choosing a double major or minor may not apply a class to more than one major or minor except in the case of core requirements. For course prerequisites, please refer to the course description.

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>                                     | <b>12</b>    |               |
| PLSC 106 Explorations in Politics                              | 4            |               |
| PLSC 315 Theories of Global Politics                           | 4            |               |
| PLSC 355 Constitutional Law: Civil Liberties                   | 4            |               |
| <b>II. Elective Courses</b>                                    | <b>8</b>     |               |
| <b>Eight</b> additional hours of 300 or 400-level PLSC courses |              |               |
| <b>Total Hours for the Political Science Minor</b>             | <b>20</b>    |               |

## Recommended Plan of Study for Political Science Minor

|        | Fall Semester                                 | Spring Semester                               |
|--------|---|---|
| Year 1 |   | PLSC 106                                      |
| Year 2 | Four (4) hours upper division PLSC coursework |   |
| Year 3 | Four (4) hours upper division PLSC coursework | Four (4) hours upper division PLSC coursework |
| Year 4 | Four (4) hours upper division PLSC coursework |   |

## PSYCHOLOGY

### Faculty

- Jonathan Amburgey (Chair)
- Kelly Asao
- Christopher Davids
- Julian Mendez
- Paul Presson

### Program Goals

Students will gain a comprehensive understanding and/or application of the following:

- Knowledge Base in Psychology
- Scientific Inquiry and Critical Thinking
- Ethical and Social Responsibility in a Diverse World
- Communication
- Professional Development

### Objectives

Psychology is the scientific study of mind and behavior. Psychology offers an academic major leading to a Bachelor of Science degree, as well as an academic minor. The psychology curriculum provides students with an academic and experiential background for graduate study in psychology and/or employment in social service, research, and other settings where an understanding of human behavior, thought, and emotion is relevant. The curriculum in the psychology major gives students a breadth of background while also allowing some specialization. A major or minor in psychology is for students who have a general interest in understanding behavior and its determinants.

### Program Requirements

Students must maintain at least a cumulative 2.5 GPA in courses required for the psychology major and minor. To fulfill the requirements for a major in psychology, students must complete a minimum of 45 credit hours of coursework in psychology. Students are encouraged to participate in a field experience in psychology (PSYC 340) and may apply a maximum of 5 credit hours of field experience coursework to the major. For students considering graduate school, high academic achievement in upper-division courses, including Quantitative Research Methods, 400-level coursework, and gaining research experience is strongly recommended.

Students must meet the university-wide graduation requirements in addition to the Psychology major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Psychology Major

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |               |
| Psychology majors must complete <b>eight</b> credit hours in a single world language. |              |               |
| <b>II. Lower Division Courses</b>   | <b>26</b>    |               |
| PSYC 105 Bust That Psych Myth   | 4            |               |
| NEURO 205 Brain and Behavior  | 4            |               |
| DATA 220 Introduction to Statistics   | 4            |               |

| Requirement Description  | Credit Hours                                  | Prerequisites                   |
|--|---|---------------------------------|
| PSYC 255 Career Exploration  | 2   | PSYC 105 and sophomore standing |
| PSYC 270 Thinking and Writing for Psychology   | 4   | PSYC 105 and sophomore standing |
| Take two courses from this list:   |   |                                 |
| PSYC 203 Lifespan Developmental Psychology   | 4   |                                 |
| PSYC 209 Cognitive Psychology  | 4   | PSYC 105                        |
| PSYC 216 Social Psychology   | 4   | PSYC 105                        |
| PSYC 252 Personality Theories  | 4   | PSYC 105                        |
| <b>III. Upper Division Courses</b>   | <b>18-20</b>                                  |                                 |
| PSYC 390 Quantitative Research Methods   | 4   | DATA 220, PSYC 270              |
| Take three 300-level courses from at least two different Groups from Groups A-D 12   | PSYC 270 (groups A-C) and NEURO 205 (group D) |                                 |
| One 400-level course 2-4   |   |                                 |
| <b>IV. Electives</b>   | <b>6</b>                                      |                                 |
| <b>Six (6) credits of PSYC or NEURO coursework that does not already fulfill lower and upper-division course requirements.</b> |   |                                 |
| <b>Total Hours for the Psychology Major</b>  | <b>58-60</b>                                  |                                 |

### 300-Level Course Groups

- **Group A**
  - PSYC 300 Special Topics Courses labeled as Group A (Offered on a semester-by-semester basis)
  - PSYC 315 Human Services Practicum
  - PSYC 358 Methods of Counseling
  - PSYC 362 Psychological Disorders
  - PSYC 363 Exploring Addictions
- **Group B**
  - PSYC 300 Special Topics Courses labeled as Group B (Offered on a semester-by-semester basis)
  - PSYC 301 Child Development
  - PSYC 305 Adolescent Development
  - PSYC 334 Psychology of Masculinities (Counts for Group B or C)
  - PSYC 335 Psychology of Women (Counts for Group B or C)
  - PSYC 345 Learning, Memory, and Motivation (Counts for Group B or D)
  - PSYC 351 Animal Minds & Human Evolution (Counts for Group B or C)
- **Group C**
  - PSYC 300 Special Topics Courses labeled as Group C (Offered on a semester-by-semester basis)
  - PSYC 318 Health Psychology
  - PSYC 325 Multicultural Psychology
  - PSYC 335 Psychology of Women (Counts for Group B or C)
  - PSYC 351 Animal Minds & Human Evolution (Counts for Group B or C)
  - PSYC 356 Sources of Social Influence
  - PSYC 388 Environmental Psychology
- **Group D**
  - NEURO 300 Special Topics Courses labeled as Group D (Offered on a semester-by-semester basis)
  - NEURO 305 Human Brain Development
  - NEURO 306 Behavioral Neuroscience and Lab

### Recommended Plan of Study for Psychology

|        | Fall Semester   | Spring Semester                                | Summer Semester |
|--------|---|--|-----------------|
| Year 1 | PSYC 105<br>Languages I<br>WCore                          | PSYC 200-level course<br>Languages II<br>WCore | PSYC Electives  |
| Year 2 | PSYC 200-level course <b>and/or</b><br>NEURO 205<br>WCore | PSYC 255<br>PSYC 270<br>DATA 220<br>WCore      | PSYC Electives  |

|        |                                   |                                 |                |
|--------|-----------------------------------|---------------------------------|----------------|
| Year 3 | PSYC 300-level course<br>PSYC 390 | PSYC 300-level courses<br>WCore | PSYC Electives |
| Year 4 | PSYC 300-level courses            | PSYC 400-level capstone         |                |

## Psychology with Emphasis in Cognitive Science

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <b>I. World Language Requirement</b>   | <b>8</b>     |   |
| Psychology majors must complete <b>eight (8)</b> credit hours in a single world language.                                      |              |   |
| <b>II. Lower Division Courses</b>  | <b>26</b>    |   |
| PSYC 105 Bust That Psych Myth  | 4            |   |
| NEURO 205 Introduction to Brain and Behavior   | 4            |   |
| DATA 220 Introduction to Statistics  | 4            |   |
| PSYC 255 Career Exploration  | 2            | PSYC 105 and sophomore standing                                     |
| PSYC 270 Thinking and Writing for Psychology   | 4            | PSYC 105 and sophomore standing                                     |
| PSYC 209 Cognitive Psychology  | 4            |   |
| Take two courses from this list:   |              |   |
| PSYC 203 Lifespan Developmental Psychology   | 4            |   |
| PSYC 216 Social Psychology   | 4            | PSYC 105  |
| PSYC 252 Personality Theories  | 4            | PSYC 105  |
| <b>III. Upper Division Courses</b>   | <b>18-20</b> |   |
| PSYC 390 Quantitative Research Methods   | 4            | DATA 220, PSYC 270  |
| Two 300-level courses from Groups A-C 8  | PSYC 270     |   |
| Take one course from the following:  |              |   |
| NEURO 306 Behavioral Neuroscience  | 4            | NEURO 205   |
| NEURO Special Topics in Neuroscience as advised  | 4            |   |
| Take one course from the following list:   |              |   |
| NEURO 408 Cognitive Neuroscience   | 4            | PSYC 105, NEURO 205, DATA 220, and PSYC/NEURO 390 or NEURO/PSYC 302 |
| NEURO 409 Advanced Topics in Neuroscience  | 2            | PSYC 105, BIOL 204, NEURO 205, and PSYC/NEURO 390 or NEURO 302      |
| NEURO 430 Independent Research Thesis  | 2-4          | NEURO 302 or 390  |
| PSYC 434 Social Neuroscience   | 4            | NEURO/PSYC 390 or NEURO 302, and PSYC 216 or NEURO/PSYC 205         |
| <b>IV. Electives</b>   | <b>6</b>     |   |
| <b>Six (6)</b> credits of PSYC or NEURO coursework that does not already fulfill lower and upper-division course requirements. |              |   |
| <b>Total Hours for the Psychology Major With Cognitive Science Emphasis</b>  | <b>58-60</b> |   |

## Recommended Plan of Study Psychology with Emphasis in Cognitive Science

|        | Fall Semester                                     | Spring Semester  | Summer Semester |
|--------|---|--|-----------------|
| Year 1 | PSYC 105<br>Languages I<br>WCore                  | PSYC 200-level course<br>Languages II<br>WCore                             | PSYC Electives  |
| Year 2 | PSYC 209 <b>and/or</b><br>NEURO 205<br>WCore      | PSYC 200-level course<br>PSYC 255<br>PSYC 270<br>DATA 220                  | PSYC Electives  |
| Year 3 | PSYC 300-level course<br>(Groups A-C)<br>PSYC 390 | PSYC 300-level courses<br>(Groups A-C)<br>NEURO 300-level course (Group D) | PSYC Electives  |
| Year 4 | PSYC 300-level courses                            | PSYC/NEURO 400-level capstone  |                 |

### Psychology Minor

To fulfill the requirements for a minor in psychology, students must complete a minimum of 24 credit hours in psychology, neuroscience, and data science.

NEURO majors minoring in PSYC must complete PSYC 203, PSYC 216, or PSYC 252 and cannot count PSYC 209 toward the PSYC minor requirements if PSYC 209 is used to fulfill NEURO major requirements.

| Requirement Description                      | Credit Hours                                  | Prerequisites   |
|--|---|---|
| <b>I. Required Courses</b>                   | <b>16</b>                                     |   |
| PSYC 105 Bust That Psych Myth                | 4   | PSYC 105 and<br>sophomore<br>standing<br><br>DATA 220, PSYC 270 |
| DATA 220 Introduction to Statistics          | 4   |   |
| PSYC 270 Thinking and Writing for Psychology | 4   |   |
| PSYC 390 Quantitative Research Methods       | 4   |   |
| <b>II. Psychology Electives</b>              | <b>8</b>                                      |   |
| Take one course from the following list:     |   |   |
| PSYC 203 Lifespan Developmental Psychology   | 4   | PSYC 105<br><br>PSYC 105<br><br>PSYC 105                        |
| NEURO 205 Brain and Behavior                 | 4   |   |
| PSYC 209 Cognitive Psychology                | 4   |   |
| PSYC 216 Social Psychology                   | 4   |   |
| PSYC 252 Personality Theories                | 4   |   |
| Take one 300-level course from Groups A-D 4  | PSYC 270 (groups A-C) and NEURO 205 (group D) |   |
| <b>Total Hours for the Psychology Major</b>  | <b>24</b>                                     |   |

## SOCIOLOGY

### Faculty

- Kristjane Nordmeyer (Co-Chair)
- Mark Rubinfeld (Co-Chair)

### Program Goals

- To enhance critical, analytical, and integrative thinking skills
- To improve writing and other communication skills
- To be able to understand, evaluate, and conduct different types of social research
- To develop global consciousness, social responsibility, and ethical awareness
- To gain an understanding of the discipline's concepts, foundations, and perspectives

## Objectives

Sociology offers an academic major and minor leading to a Bachelor of Science degree. In simplest terms, sociology is the study of social life including social interactions, relationships, groups, organizations, and institutions. In studying the cultural, interactional, and institutional dimensions of society, students learn about the social world in the broadest sense of the term, as well as the social actions, policies, and transformations that can help make a lasting, positive difference in the lives of the people that make up that world. Covering so many facets of social organization and behavior, sociology is a foundational degree for just about any occupation or career that involves working with people. Students are encouraged to use their learning and experience in applied settings such as internships, seminars, and directed studies.

## Program Requirements

Students must maintain a cumulative 2.5 GPA or better in courses required for the sociology major and minor. Students may apply up to twelve credits from any courses in the sociology-related fields of justice studies (JUST), political science (PLSC), and psychology (PSYC) toward fulfilling the elective requirements of the sociology major; students may apply up to four credits from any courses in the above-listed sociology-related fields toward fulfilling the elective requirements of the sociology minor.

Students have the opportunity to take an internship and may apply a maximum of 4 credit hours of internship coursework to the major. Majors must have completed SOC 390 before they can take SOC 470.

The sociology program allows for the double dipping of up to eight credits from courses in the sociology-related fields of justice studies (JUST), political science (PLSC) and/or psychology (PSYC) that can be applied toward fulfilling the elective requirements of the sociology major and, similarly, allows for the double dipping of up to four credits from courses in the above sociology-related fields (JUST, PLSC, PSYC) that can be applied toward fulfilling the elective requirements of the sociology minor.

Students must meet the university-wide graduation requirements in addition to the Sociology major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Sociology Major

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>8</b>     |               |
| Sociology majors must complete <b>eight (8)</b> credit hours in a single world language.  |              |               |
| <b>II. Lower Division Courses</b>   | <b>8</b>     |               |
| SOC 105 The Sociological Imagination  | 4            |               |
| SOC 205 Social Problems   | 4            |               |
| <b>III. Upper Division Sociology &amp; Related Courses</b>  | <b>12</b>    |               |
| SOC 313 Social Theory   | 4            | SOC 105       |
| SOC 390 Social Research Methods   | 4            |               |
| SOC 470 Senior Thesis   | 4            | SOC 390       |
| <b>IV. Electives</b>  | <b>24</b>    |               |
| Twenty-four (24) credits of Sociology or Sociology-related electives with 14 of those credits at the 300-level or above. Sociology-related elective course offerings include any sociology-related courses in Justice Studies, Political Science, and Psychology. Sociology elective course offerings include but are not limited to the following; see Sociology course descriptions for a full listing. |              |               |
| SOC 253 Sociology of the Family   | 4            |               |
| SOC 300 Special Topics in Sociology   | 4            |               |
| SOC 320 Sociology of Popular Culture  | 4            |               |
| SOC 330 Sports and Society  | 4            |               |
| SOC 342 Sociology of the Life Course  | 4            |               |
| SOC 345 Sociology of Sexualities  | 4            |               |
| SOC 350 Gender in Society   | 4            |               |

| Requirement Description                    | Credit Hours | Prerequisites |
|--|--------------|---------------|
| SOC 370 Social Work                        | 4            |               |
| SOC 372 Race, Ethnicity and Class          | 4            |               |
| SOC 375 Social Welfare Policy              | 4            |               |
| SOC 395 Applied Sociology                  | 4            |               |
| SOC 400 Seminar in Sociology               | 4            |               |
| SOC 401 Directed Studies                   | 1-4          |               |
| SOC 440 Internship                         | 1-4          |               |
| <b>Total Hours for the Sociology Major</b> | <b>52</b>    |               |

### Recommended Plan of Study for Sociology

|        | Fall Semester   | Spring Semester          |
|--------|---|--------------------------|
| Year 1 | SOC 105* (freshman or sophomore year)<br>SOC 205 (freshman or sophomore year) | SOC electives            |
| Year 2 | SOC electives   | SOC electives            |
| Year 3 | SOC electives   | SOC 313<br>SOC electives |
| Year 4 | SOC 390<br>SOC electives  | SOC 470                  |

### Optional Concentrations

Sociology students may earn an *optional* concentration in **Gender and Sexuality** or **Social Work and Social Welfare** by completing three courses (12 credits) in the following two areas:

| Optional Concentrations  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>Gender and Sexuality</b> (Must complete Gender in Society and Sociology of Sexualities plus one more of the remaining two courses)  | 12           |               |
| SOC 253 Sociology of the Family  | 4            |               |
| SOC 342 Sociology of the Life Course   | 4            |               |
| <b>Social Work and Social Welfare</b> (Must complete Social Work and Social Welfare Policy plus one more of the remaining two courses) | 12           |               |
| SOC 253 Sociology of the Family  | 4            |               |
| SOC 395 Applied Sociology  | 4            |               |

Credits from sociology Special Topics classes, May Terms classes, and May Term Trips/Study Abroad Experiences that explicitly cover one of these two concentrations may be applied to that concentration with instructor's permission.

### Sociology Minor

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Required Courses</b>  | <b>8</b>     |               |
| SOC 105 The Sociological Imagination  | 4            |               |
| SOC 313 Social Theory   | 4            | SOC 105       |
| <b>II. Electives</b>  | <b>12</b>    |               |
| 1. Eight hours of Sociology or sociology-related coursework (see above) numbered 300 or above<br>2. Four hours of Sociology or sociology-related 100, 200, 300, or 400-level coursework |              |               |

| Requirement Description                    | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>Total Hours for the Sociology Minor</b> | <b>20</b>    |               |

## SPANISH

### Faculty

- Deyanira Ariza-Velasco

### Program Goals

- To achieve proficiency in the “5 C’s” of language learning: communication, culture, connections, comparisons, and communities.
- **1st Year:** Students will master the basic structures of grammar in the target language, demonstrate a “survival” level of written and oral proficiency, and gain a foundation in cultural traditions.
- **2nd Year:** Students will achieve standard proficiency in conversation, composition, and the reading of short fiction. They will continue to deepen their knowledge of Spanish culture and history.
- **3rd Year:** Students will understand and be understood by native speakers and be knowledgeable about the major aspects of Hispanic literature and cultural history.

### Objectives

The Spanish Program offers a minor in Spanish and an interdisciplinary academic major in Spanish-Latin American Studies. Our courses cultivate and deepen a student’s understanding of the communication potential of a world language and its cultural value.

### Program Requirements

A maximum of 12 external hours (transfer, CLEP, Prior Learning, Challenge Exam, or other approved external language exams) may be applied toward the minor (see below under “Additional Requirements and Procedures”). Students are advised that, due to the size and staffing of the Language Department, some Spanish courses have only one section in a given semester. For further information and advising please schedule an appointment with any member of the Spanish faculty.

The faculty can advise entering students with prior world language study on proper course placement. Student Placement at a 2nd or 3rd year level does not reduce the total number of hours required for a Spanish major or minor. Generally, but subject to advisor and/or instructor recommendation, students who have studied one or two years of secondary level Spanish are excluded from registering for the first semester Spanish 110 course (Spanish I).

Students must meet the university-wide graduation requirements in addition to the Spanish major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Spanish-Latin American Studies Major

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Lower Division Courses</b>   | <b>8</b>     |               |
| Students entering the major who demonstrate appropriate levels of Spanish language proficiency can fulfill the SPAN 111 and/or SPAN 220 requirements by substitution with electives in Upper-Division Spanish or courses from the list of approved History, Social Science, and/or other elective courses. |              |               |
| SPAN 111 Spanish II  | 4            |               |
| SPAN 220 Spanish III   | 4            | SPAN 111      |
| <b>II. Upper Division Required Courses</b>   | <b>34-38</b> |               |
| SPAN 310 Spanish IV: Intro to Spanish Literature   | 4            | SPAN 220      |
| SPAN 320 Survey of Peninsular Spanish Culture & Literature   | 4            | SPAN 220      |
| SPAN 321 Spanish Literature and Cultural Studies A, B, C, D, E, F, or G  | 4            |               |
| SPAN 330 Survey of Latin American Culture & Literature   | 4            | SPAN 220      |

| Requirement Description  | Credit Hours | Prerequisites                      |
|--|--------------|------------------------------------|
| SPAN 331 Latin American Literature and Cultural Studies A, B, C, D, E, F, or G   | 4            | SPAN 220                           |
| SPAN 470 Senior Thesis   | 2            | instructor permission              |
| Choose one course from each of the following groups:   |              |                                    |
| SPAN 301 or SPAN 300 The Spanish-Speaking World or Special Topics in Spanish   | 4 or 4       |                                    |
| SPAN 300SA* or SPAN 440 Semester Study Abroad or Internship  | 12 or 8      |                                    |
| *Study Abroad: courses beyond the 12 hours may be eligible for elective credit. See "Study Abroad/Internship Abroad/Domestic Internship" description below for more information. |              |                                    |
| <b>III. History and Social Science</b>   | <b>6-8</b>   |                                    |
| Complete six-eight credit hours of coursework from the following courses:  |              |                                    |
| HIST 300 Special Topics in History (when relevant, subject to approval)  | 3-4          |                                    |
| HIST 340 Latin American Hist: Discovery of the Americas —offered spring  | 4            | one lower division HIST course     |
| HIST 341 Latin American Hist: Revolution in the Americas —offered spring   | 4            | one lower division HIST course     |
| HIST 343 History of Mexico: The Quest for Stability  | 4            | one lower division HIST course     |
| SOC 372 Race, Ethnicity, and Class- offered spring   | 4            |                                    |
| <b>IV. Other Elective Courses</b>  | <b>4</b>     |                                    |
| Complete four credit hours of coursework from the following courses:   |              |                                    |
| ART 311 Art History: Renaissance to Modern Art - offered spring (when relevant, subject to approval)   | 4            | one Writing Emphasis course        |
| ART 312 History of Contemporary Art (when relevant, subject to approval)   | 4            | one Writing Emphasis course        |
| ECON 319 International Economics- offered spring   | 4            | ECON 253, 263, and DATA 150 or 220 |
| FINC 435 International Finance- offered fall   | 4            | FINC 300                           |
| JUST 300 Special Topics in Justice (when relevant, subject to approval)  | 1-4          |                                    |
| MGMT 400 Global Business Strategy  | 4            | MKTG 300 or MGMT 305               |
| PLSC 300 Special Topics in Political Science (when relevant, subject to approval)  | 1-4          |                                    |
| PLSC 306 Comparative Politics - offered spring   | 4            |                                    |
| PLSC 367 Contemporary Political Philosophy- offered fall   | 4            |                                    |
| PLSC 315 Theories of Global Politics   | 4            |                                    |
| PLSC 415 Issues in Global Politics- offered spring   | 4            | PLSC 315                           |
| <b>Total Hours for the Spanish-Latin American Studies Major</b>  | <b>48-54</b> |                                    |

## Recommended Plan of Study for Spanish-Latin American Studies

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | SPAN 110  | SPAN 111<br>HIST/WCFAH  |
| Year 2 | SPAN 220 or SPAN 221  | SPAN 221 or 301*  |
| Year 3 | SPAN 320<br>HIST 340 or other elective<br>SPAN 301*<br>SPAN 300S, A Semester Abroad, or SPAN 440 Internship | SPAN 330<br>SPAN 321<br>HIST 341 or other elective<br>SPAN 301*<br>SPAN 300S, A Semester Abroad, or SPAN 440 Internship |
| Year 4 | SPAN 300S, A Semester Abroad, or SPAN 440 Internship  | SPAN 470<br>SPAN 321 or SPAN 331<br>SPAN elective   |

\*Two May Term (SPAN 300) classes worth a total of 4 hours may substitute for Spanish 301.

## Spanish Minor

To fulfill the requirements for an academic minor in Spanish, students must complete a minimum of 20 credit hours in Spanish coursework.

| Requirement Description                          | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>                       | <b>12</b>    |               |
| SPAN 111 Spanish II                              | 4            |               |
| SPAN 220 Spanish III                             | 4            | SPAN 111      |
| SPAN 310 Spanish IV: Intro to Spanish Literature | 4            | SPAN 220      |
| <b>II. Electives</b>                             | <b>8</b>     |               |
| SPAN 110 or any upper division SPAN courses      |              |               |
| <b>Total Hours for the Spanish Minor</b>         | <b>20</b>    |               |

## Study Abroad/Internship Abroad/Domestic Internship

Spanish/Latin American Studies majors must complete **one** of the following:

- A semester of study abroad (12 credits)
- An internship abroad (8 credits)
- A domestic internship (8 credits)
- 12 credit hours of on-campus Spanish courses

One of these options must be completed during the Fall, Spring, or Summer semester of their junior year or the Fall semester of their senior year. Study or internship abroad should be completed at an international university or organization (internship) and should be decided upon in consultation between the student and major advisor. A domestic internship should take place in any Hispanic/Latino community throughout the United States.

When a student does not take a study abroad course, an internship abroad, or a domestic internship—usually natives from Spanish-speaking countries and, in some cases, non-natives who have spent a significant amount of time in a Spanish-speaking country (for example, those who have completed one to two years of Spanish-speaking volunteer work abroad)—the student must satisfy the 12 credits by completing upper division Spanish courses on campus, and should consult the program chair or advisor for further clarification.

## Additional Academic Requirements and Procedures for the Spanish Programs

Students with prior study or knowledge of Spanish should take a Spanish placement exam such as the CLEP, or consult with program faculty, before registering for a Spanish class. This will help determine whether the student should register for Spanish 110, 111, 220, or higher.

Only students who have never studied Spanish before may register for Spanish 110. This class does not count toward a Spanish major or minor, but it does count toward graduation hours or the world language requirement of other majors.

**Native Fluency**—Students demonstrating native fluency in a language other than English may request and receive, upon interview and documentation, a waiver for the world language requirement in their major (see individual major advisor for verification and procedure). No transcript credit is awarded for this major waiver. Also, the total number of required hours for Westminster graduation must be fulfilled.

**Transfer Credit**—A maximum of 12 credit hours of transfer credit or credit by examination may be applied toward a Spanish major or minor. Transfer hours exceeding this limit may be applied toward total hours for graduation, if needed (consult your major audit form for verification). For Spanish majors, the 12 hour maximum does not affect or overlap with their Semester Study Abroad requirement (12 hours).

## Examinations

Credit by exam is not counted as in-residence credit.

**CLEP Exam**—the CLEP exam is a national standardized test of listening/reading comprehension in Spanish. Westminster students successfully passing this exam receive up to a maximum of 12 semester credit hours equivalent to SPAN 110, 111, and 220.

**Note:** Only partial CLEP credit may be applied toward a language major or minor if the student is applying transfer or other credit toward the same major or minor.

**External World Language Exam**—up to 12 credit hours may be obtained by successfully passing an accredited world language exam administered by another institution, (e.g., University of Utah, Brigham Young University; contact the individual institution directly for world language exam information). It is the student's responsibility to pre-approve transfer credit with the Registrar's Office. External tests generally cover the equivalent of the first year and one-half of the second year of a language.

**Challenge Examination**—students who have an advanced academic ability in a subject matter may "challenge" a course for credit. (See Catalog listing and/or Language faculty for details.

**Advanced Placement (AP)**—Students who received a score of 3 or higher on the Spanish AP exam earn 6 credit hours, distributed as 4 credit hours for SPAN 110 (applicable to world language requirements of the student's major but not to a Spanish major or minor), and 2 hours of 100T credit (applicable to the total hours needed to graduate but not to a Spanish major or minor).

Students with AP credit are encouraged to continue their Spanish studies at Westminster and should register for Spanish 111 or higher. Please direct placement questions to your academic advisor or Spanish faculty member. Questions regarding Spanish exams and placement should be directed to a Spanish faculty member.

---

## THEATRE

### Faculty

- Jared Larkin
- Spencer Potter (Co-Chair)
- Stephanie Stroud (Co-Chair)

### Mission

The mission of the Department of Theatre at Westminster University is to use the University's core values to frame the way theatre work is conceived and practiced:

- Impassioned teaching and learning
- Respect for diversity
- Collaboration and teamwork
- Personal and social responsibility
- High ethical standards

The Department of Theatre members is dedicated to creating the academic and artistic contexts that help students: 1) *master* various aspects of theatrical work (i.e., design, directing, dramaturgy, new work development, and performance); 2) *investigate* how theatre, culture, and community have intersected, are linked in the present, and could be connected in the future; and, 3) *cultivate* healthy habits that facilitate powerful theatre work.

### Program Goals

- Students will demonstrate the skills needed to produce creative, expressive, and distinctive work—on the page, on-stage, and backstage.
- Students will model the leadership skills necessary to facilitate the collaborative, ensemble environment that is the hallmark of great theatre.
- Students will demonstrate the ability to think, write, and speak self-reflectively, analytically and fluently, about their own and other's work.
- Students will examine their personal, social, and global understanding through engagement in an intentionally diverse array of theatre work—on campus, in site-specific settings, and in community contexts.
- Students will explore the connection between physical, mental, and emotional health and successful theatre work.

### Degree Outcomes

- Performance BFAs select and prepare appropriate repertoire to market themselves, audition for future theatre work, and/or successfully pursue graduate studies.
- Technical theatre BFAs will design and produce effective portfolios that showcase their knowledge, skills, and personal qualities and help them secure future theatre work and/or successfully pursue graduate studies.
- BA theatre majors will demonstrate the core artistic and academic competencies that inform all theatre studies and incorporate the knowledge, skills, and personal qualities of focused theatre work in their choice of career paths.
- All theatre students will appreciate the value of authentic inquiry, the need for risk taking, and the lifelong skills of effective self-evaluation, active listening, spontaneous generosity, and insatiable curiosity.

### Objectives

The Theatre program offers a Bachelor of Fine Arts (BFA) degree with emphases in performance and technical theatre. It also offers a generalist Theatre major (BA) and a Theatre minor. Our programs prepare students for entry into the professional theatre, graduate studies, educational theatre, applied theatre and a wide array of other fields wherein theatre intersects with various arts, business, and industry. All degree programs are designed to provide students with practical production experience in order to enable their unique creative expression in the theatre. To this end, students will gain a broad understanding of

theatre history, theory, and practice and they will, depending on their chosen emphasis, train rigorously in specific areas such as auditioning, acting technique, stage lighting, costuming, management, and design.

## Program Requirements

Students must maintain a minimum 2.5 GPA in courses required for the major and/or minor. With the approval of the instructor, students may repeat specified courses for additional credit.

Students must meet the university-wide graduation requirements in addition to the Theatre major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

**Advising note:** students pursuing only the BA will need to take additional elective credits within or outside of the major in order to reach the university wide graduation requirements of 124 Total hours and 30 upper division hours.

**Ensemble Requirement:** All theatre majors are expected to participate in departmental productions as performers, designers, and/or technicians. To fulfill this requirement. Students must take at east 1 cr. each year of THTR 328 for a role or assignment they fulfill during the year. The department makes its best effort to ensure an equitable distribution of roles and assignments, however, students may need to take an assignment or role that isn't their first preference e.g. in the rare occasion a student might not be cast, they can fulfill the THTR 328 requirement by serving on the run crew of a production.

## Bachelor of Arts in Theatre Degree (BA)

The bachelor of arts in theatre is a generalist degree which explores a wide range of studies in performance, production, and design, allowing students to incorporate the knowledge, skills, and personal qualities acquired in their chosen career path. There is no audition/interview requirement for this track; students declare the major. The bachelor of arts degree does not have any emphases. Students will take courses covering the core artistic and academic competencies that inform all theatre studies and will choose some elective courses based on their interests.

| Requirement Description  | Credit Hours | Prerequisites         |
|--|--------------|-----------------------|
| <b>I. World Language Requirement</b>   | <b>8</b>     |                       |
| Complete <b>eight</b> credits in a single world language.  |              |                       |
| <b>II. Required Lower Division Courses</b>   | <b>28</b>    |                       |
| THTR 101 Devised Theatre   | 3            |                       |
| THTR 145 Stagecraft I and Lab  | 2            |                       |
| THTR 180 Acting I  | 3            |                       |
| THTR 190 The Holistic Artist: a Guide to Creative Wellness   | 3            |                       |
| THTR 220 Stage Management  | 3            |                       |
| THTR 229 Costumes and Makeup   | 4            |                       |
| THTR 255 Script Analysis   | 3            |                       |
| THTR 260 Visual Storytelling Onstage   | 3            |                       |
| THTR 280 Acting II   | 4            | THTR 180              |
| <b>III. Required Upper Division Courses</b>  | <b>18-30</b> |                       |
| THTR 328 Theatre Workshop- take at east 1 cr each year as credit for production roles and assignments  | 4-16         |                       |
| THTR 358 Global Stages and Stories: Theatre of Ancient Civilizations through the 20th Century  | 3            |                       |
| THTR 359 American Stages and Stories: 18th Century-Contemporary American Theatre Movements   | 3            | THTR 358              |
| THTR 450 Dramatic Theory   | 4            | THTR 358 and THTR 359 |
| THTR 470 Directing   | 4            | THTR 220              |
| NOTE: THTR 450 and THTR 470 are both required courses for the Theatre BA. Students pursuing only the Theatre BA will choose to focus on THTR 450 or THTR 470 as their senior capstone course based upon their area of interest. Students focusing on dramatic literature, theory, and criticism should |              |                       |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| focus on THTR 450. Students focusing on directing, stage management, or education should focus on THTR 470 for their senior capstone course.<br><br>NOTE: To reach the 124 credits required to graduate, students may need to take elective courses. |              |               |
| <b>Total Hours for the BA in Theatre</b>   | <b>54-66</b> |               |

### Recommended Plan of Study for BA Theatre

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | THTR 101 Devised Theatre (3)<br>THTR 180 Acting I (3)<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.<br>World Language 1                        | THTR 229 Costumes and Makeup (4)<br>THTR 190 Holistic Artist (3)<br>World Language 2 |
| Year 2 | THTR 145 Stagecraft 1 (2)<br>THTR 260 Visual Story Telling Onstage (3)<br>THTR 280 Acting II (4)<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments. | THTR 220 Stage Management (3)<br>THTR 255 Script Analysis (3)                        |
| Year 3 | THTR 358 Global Stages and Stories (3)<br>Any elective<br>Any elective<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.                           | THTR 359 American Stages and Stories (3)<br>Any elective<br>Any elective             |
| Year 4 | THTR 450 Dramatic Theory (4)<br>Any elective<br>Any elective<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.                                     | THTR 470 Directing (4)<br>Any elective<br>Any elective                               |

### Bachelor of Fine Arts in Theatre with Acting Emphasis

Enrollment restricted to admitted BFA Acting Students.

BFA program requirements must be completed in addition to the BA Theatre requirements.

Students may declare an area of emphasis and apply for acceptance into the Bachelor of Fine Arts in Theatre program in the spring of their sophomore year. For the Technical Theatre emphasis, students must submit a portfolio; for the Performance emphasis, students must audition. The portfolio/audition should contain examples of work that the student has produced while at Westminster University. The application is due to the program chair by February 15. The BFA admissions committee will review the portfolios/auditions and notify students prior to registration for the Fall Semester. Students who are not accepted may continue working as academic majors and reapply the following year. Transfer students will apply in their second semester and follow the same process for acceptance to the BFA track, except that the portfolio may contain work produced while studying at other institutions of higher education.

| Requirement Description                          | Credit Hours                       | Prerequisites                          |
|--|------------------------------------|--|
| <b>I. BA Theatre Requirements</b>                | <b>54-66</b>                       |  |
| Complete the BA Theatre Requirements             |                                    |  |
| <b>II. BFA Theatre - Acting Required Courses</b> | <b>21</b>                          | <b>Declared Acting</b> <b>BFA</b>      |
| THTR 303 Performance Studies                     | 1 credit, take twice for 2 credits |  |
| THTR 371 Movement I                              | 2                                  |  |
| THTR 372 Movement II                             | 2                                  | THTR 371                               |
| THTR 379 Voice for the Actor I                   | 4                                  |  |
| THTR 380 Acting III                              | 4                                  | BFA standing or instructor permission. |
| THTR 479 Voice for the Actor II                  | 3                                  | THTR 379                               |

| Requirement Description                                   | Credit Hours | Prerequisites                         |
|---|--------------|---------------------------------------|
| THTR 480 Acting IV  | 4            | THTR 380                              |
| <b>III. Capstone</b>                                      | <b>4</b>     |                                       |
| THTR 461 Auditioning                                      | 4            | BFA standing or instructor permission |
| <b>Total Hours for the BFA in Theatre—Acting Emphasis</b> | <b>79-91</b> |                                       |

### Recommended Plan of Study for BFA Theatre with Acting Emphasis

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | THTR 101 Devised Theatre (3)<br>THTR 180 Acting I (3)<br>World Language 1<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.                                 | THTR 229 Costumes and Makeup (4)<br>THTR 190 Holistic Artist (3)<br>World Language 2  |
| Year 2 | THTR 145 Stagecraft 1 (2)<br>THTR 260 Visual Story Telling Onstage (3)<br>THTR 280 Acting II (4)<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.          | THTR 379 Voice for the Actor (4)<br>THTR 385 Musical Theatre (3)  |
| Year 3 | THTR 303 Performance Studies (1)<br>THTR 358 Global Stages and Stories (3)<br>THTR 371 Movement I (2)<br><br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments. | THTR 359 American Stages and Stories (3)<br>THTR 372 Movement II (2)<br>THTR 380 Acting III (3)<br>THTR 461 Auditioning (4) |
| Year 4 | THTR 450 Dramatic Theory (4)<br>THTR 480 Acting IV (4)<br>THTR 479 Voice for the Actor II (3)<br><br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.         | THTR 303 Performance Studies (1)<br>THTR 470 Directing (4)  |

### Bachelor of Fine Arts in Theatre with Production and Design Emphasis

Enrollment restricted to admitted BFA Production and Design Students.

BFA program requirements must be completed in addition to the BA Theatre requirements.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. BA Theatre Requirements</b>                                 | <b>54-66</b> |               |
| Complete the BA Theatre Requirements                              |              |               |
| <b>II. BFA Theatre - Production &amp; Design Required Courses</b> | <b>17</b>    |               |
| THTR 160 Computer Aided Drafting for Theatre                      | 3            |               |
| THTR 225 Stage Lighting I   | 3            | THTR 145      |
| THTR 275 Period Styles  | 3            |               |
| THTR 262 Scenographic Methods                                     | 4            | THTR 260      |
| THTR 362 Scenographic Techniques                                  | 4            | THTR 260      |
| <b>III. Electives</b>   | <b>6</b>     |               |
| Take six credits from the following:                              |              |               |
| THTR 318 Advanced Stage Makeup                                    | 3            | THTR 229      |
| THTR 325 Lighting Design II                                       | 3            | THTR 145      |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| THTR 335 Scenic Painting and Properties                                  | 3            | THTR 145      |
| THTR 329 Costumes Stagecraft II  | 3            | THTR 229      |
| THTR 345 Stagecraft II   | 3            | THTR 145      |
| <b>IV. Capstone</b>  | <b>4</b>     |               |
| THTR 400 Theatre Design Studio*Take Senior Year                          | 4            | THTR 260      |
| <b>Total Hours for the BFA in Theatre—Production and Design Emphasis</b> | <b>81-93</b> |               |

### Recommended Plan of Study for BFA in Theatre with Production and Design Emphasis

|        | Fall Semester  | Spring Semester   |
|--------|--|---|
| Year 1 | THTR 101 Devised Theatre (3)<br>THTR 180 Acting I (3)<br>World Language 1<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments   | THTR 229 Costumes and Makeup (4)<br>THTR 190 Holistic Artist (3)<br>World Language 2  |
| Year 2 | THTR 145 Stagecraft 1 (2)<br>THTR 260 Visual Story Telling Onstage (3)<br>THTR 280 Acting II (4)<br>Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.   | <i>Starting even catalog year:</i><br>THTR 160 Computer Aided Drafting (3)<br>THTR 220 Stage Management (3)<br>THTR 255 Script Analysis (3)<br><br><i>Starting odd catalog year:</i><br>THTR 220 Stage Management (3)<br>THTR 255 Script Analysis (3)   |
| Year 3 | <i>Starting even catalog year:</i><br>THTR 262 Scenographic Methods (4)<br>THTR 275 Period Styles (3)<br>THTR 358 Global Stages and Stories (3)<br><br><i>Starting odd catalog year:</i><br>THTR 225 Lighting Design I (3)<br>THTR 275 Period Styles (3)<br>THTR 358 Global Stages and Stories (3) | <i>Starting even catalog year:</i><br>THTR 362 Scenographic Techniques(4)<br>THTR 359 American Stages and Stories<br>BFA Elective<br><br><i>Starting odd catalog year:</i><br>THTR 160 Computer Aided Drafting (3)<br>THTR 362 Scenographic Techniques (4)<br>THTR 3559 American Stages and Stories (3) |
| Year 4 | <i>Starting even catalog year:</i><br>THTR 225 Lighting Design I (3)<br>THTR 450 Dramatic Theory (4)<br>BFA Elective<br><br><i>Starting odd catalog year:</i><br>THTR 450 Dramatic Theory (4)<br>BFA Elective  | <i>Starting odd or even catalog year:</i><br>THTR 400 Theatre Design Studio (4)<br>THTR 470 Directing (4)<br>BFA Elective   |

### Theatre Arts Minor

| Requirement Description                                    | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>                                 | <b>12</b>    |               |
| THTR 145 Stagecraft I                                      | 2            |               |
| THTR 180 Acting I  | 3            |               |
| THTR 255 Script Analysis                                   | 3            |               |
| THTR 229 Costumes and Makeup                               | 4            |               |
| <b>II. Electives</b>                                       | <b>12</b>    |               |
| Take at least twelve credits from the following:           |              |               |
| THTR 190 The Holistic Artist: a Guide to Creative Wellness | 3            |               |
| THTR 220 Stage Management                                  | 3            |               |

| Requirement Description   | Credit Hours | Prerequisites                    |
|---|--------------|----------------------------------|
| THTR 260 Visual Storytelling Onstage  | 3            |                                  |
| THTR 280 Acting II  | 4            | THTR 180                         |
| THTR 303 Performance Studies  | 1            |                                  |
| THTR 335 Scenic Painting and Properties   | 3            | THTR 145                         |
| THTR 345 Stagecraft II  | 3            | THTR 145                         |
| THTR 358 Global Stages and Stories: Theatre of Ancient Civilizations through the 20th Century | 3            |                                  |
| THTR 359 American Stages and Stories: 18th Century-Contemporary American Theatre Movements    | 3            | THTR 358                         |
| THTR 450 Dramatic Theory  | 4            | THTR 358                         |
| THTR 470 Directing  | 4            | THTR 220, THTR 358, and THTR 359 |
| <b>Total Hours for the Minor in Theatre</b>   | <b>24</b>    |                                  |

### Recommended Plan of Study for Theatre Arts Minor

|        | Fall Semester                     | Spring Semester                  |
|--------|-----------------------------------|----------------------------------|
| Year 1 | THTR 180 Acting I (3)             | THTR 229 Costumes and Makeup (4) |
| Year 2 | THTR 145 Stagecraft I and Lab (2) | THTR 255 Script Analysis (3)     |
| Year 3 | Any elective<br>Any elective      | Any elective<br>Any elective     |
| Year 4 | Any elective<br>Any elective      | Any elective<br>Any elective     |

### Musical Theatre Minor

| Requirement Description                  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Courses</b>               | <b>10-15</b> |               |
| THTR 180 Acting I                        | 3            |               |
| THTR 255 or Script Analysis or           | 3            |               |
| MUSC 104 Fundamentals of Music           | 2            |               |
| MUSC 191 Private Voice Lessons (Voice I) | 1            |               |
| MUSC 192 Voice 2                         | 1            |               |
| THTR 280 Acting II                       | 4            |               |
| THTR 385 or Musical Theatre or           | 3            |               |
| MUSC 365 Opera Studio                    | 1            |               |
| Take four credits of the following:      |              |               |
| MUSC 121 Class Piano                     | 2            |               |
| MUSC 181 Aural Skills I                  | 2            |               |
| THTR 229 Costumes and Makeup             | 4            |               |
| Take two of the following: 4             |              |               |
| DANCE 130 Modern/Contemporary 1          | 4            |               |
| DANCE 135 Ballet 1                       | 4            |               |
| DANCE 190 World Dance                    | 4            |               |

| Requirement Description                         | Credit Hours | Prerequisites |
|---|--------------|---------------|
| DANCE 380 Vernacular Forms of Dance             | 4            |               |
| <b>Total Hours for Minor in Musical Theatre</b> | <b>24-27</b> |               |

### Recommended Plan of Study for Musical Theatre Minor

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | THTR 180 Acting I (3) and/or<br>MUSC 104 Music Fundamentals (2) | THTR 280 Acting II (2) and/or<br>THTR 229 Costumes and Makeup (4) |
| Year 2 | MUSC 191 Private Voice I (1) and/or<br>MUSC 181 Aural Skills I  | THTR 255 Script Analysis (3)                                      |
| Year 3 | MUSC 192 Private Voice II (1)                                   | THTR 385 Musical Theatre (3) or<br>MUSC 365 Opera Studio (1)      |
| Year 4 | DANCE Elective  | DANCE Elective  |

# BILL & VIEVE GORE SCHOOL OF BUSINESS

## BILL AND VIEVE GORE SCHOOL OF BUSINESS PROGRAMS

---

### Dax Jacobson, Dean

The Bill and Vieve Gore School of Business is dedicated to providing distinctive academic programs based on the integration of business and liberal arts education. This integration in both curriculum and delivery systems is requisite to prepare our students for life-long learning and to aid their adaptation to changing social, technological and economic conditions. This integration enhances the capabilities of our graduates in written and oral communication, computing and technology, international dimensions, critical thinking, ethics, social responsibility, and team effectiveness.

Accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs of the Gore School of Business reflect Westminster University's continuing commitment to provide a student-oriented learning environment and innovative education of exceptional quality. The integration of business and liberal arts education contributes to students' effectiveness as citizens and agents of change. Whether students are preparing for entry-level or mid-career qualifications, the programs of the Gore School of Business offer a solid foundation of business knowledge and understanding of the complexity of organizations as they function in a global environment. Programs are offered at the undergraduate and graduate levels.

The school also develops and presents non-credit classes, seminars, institutes, and workshops to meet the training and professional development needs of local businesses, government and non-profit agencies, and community groups through the Division of Competency-based Programs.

### Undergraduate Programs

Undergraduate programs in the Bill and Vieve Gore School of Business are distinct in balancing solid theoretical preparation with practical application. Students are given broad business preparation with contextual applications to prepare them for general business decision making.

Undergraduate students in all business majors distinguish themselves by mastering the following learning goals:

- Perform basic financial accounting, managerial accounting, and international accounting.
- Apply the fundamental concepts of economics, microeconomics, macroeconomics, and international economics when making decisions and solving problems.
- Explain and enact the basic tenets of management, organizational behavior, operations management, strategy and policy, international/cross-cultural management, and entrepreneurship.
- Use probability, statistics, and quantitative analysis techniques when evaluating and solving business problems.
- Describe the role of information systems in business and society and explain the basic concepts of information technology and systems development.
- Perform basic skills in the areas of corporate finance, investments, and international finance.
- Analyze an organization's customer orientation and develop effective strategies that create value for stakeholders and satisfying exchange relationships in domestic and international settings.
- Demonstrate an understanding of the legal and regulatory environment and the ethical and social responsibilities of business professionals and leaders.
- Appraise the major differences in managing and leading an organization internationally versus domestically.

Students completing business programs use the skills drawn from the preceding areas throughout their program major and across the curriculum. All students also complete practical experiences in either internships or practicum projects, to give context and experience to learning achieved in the classroom.

In most business majors, students can elect to complete Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) programs. The B.S. programs are designed to give students deeper specialization within the major area, while B.A. programs are designed to give broader preparation in both the program area and in other areas depending on the student's background, preferences, and interests. Students completing the B.A. option are required to complete either a declared academic minor other than the Business minor, or twelve credit hours of a world language.

Students should discuss B.S. and B.A. options with their academic advisor to determine which better meets their career goals.

The Bill and Vieve Gore School of Business program offerings are listed below:

- [Accounting \(B.A. & B.S.\)](#)
- [Bachelor of Business Administration \(BBA\)](#)
- [Business Computer Information Systems \(B.S.\)](#)
- [Economics](#)
  - [Economics Option \(B.A.\)](#)
  - [Business Option \(B.S.\)](#)
  - [Pre-Law Concentration \(B.A.\)](#)
- [Entrepreneurship \(minor\)](#)
- [Finance \(B.A. & B.S.\)](#)
- [Management \(B.A. & B.S.\)](#)
- [International Business \(B.A.\)](#)
- [Marketing \(B.A. & B.S.\)](#)
- [Sports Management \(B.A. and B.S.\)](#)

See also the interdisciplinary programs Computer Information Systems and Arts Administration in the Arts and Sciences section.

All programs within the Bill and Vieve Gore School of Business are accredited by ACBSP with the exception of the B.A. Economics program, which is accredited by the Northwest Commission for Colleges and Universities (NWCCU).

### Faculty

- **Susan Arsht**, Assistant Professor (Management)
- **Chelsea Dye**, Associate Professor (Accounting)
- **Charlotta Farr**, Assistant Professor (Accounting)
- **Michael Glissmeyer**, Assistant Professor (Management)
- **Vicki Graham**, Professor (Management)

- **Richard Haskell**, Professor (Finance)
- **Dara Hoffa**, Associate Professor (Accounting)
- **Dax Jacobson**, Dean, Associate Professor (Management)
- **Brian Jorgensen**, Associate Professor (Marketing)
- **Michael Keene**, Associate Professor (Technology Commercialization)
- **Lauren Lo Re**, Associate Professor (Finance)
- **Michael Mamo**, Associate Professor (Economics)
- **Alysse Morton**, Professor (Management)
- **Nancy Panos Schmitt**, Associate Professor (Marketing)

## UNDERGRADUATE BUSINESS CORE

[View Business Courses](#)

| Requirement Description  | Credit Hours | Prerequisites  |
|--|--------------|--|
| <b>I. Core Lower Division Courses</b>  | <b>25</b>    |  |
| ACCT 213 Financial Accounting  | 3            | BUSI 101A/101B/101C  |
| BUSI 101A Business Fundamentals I: Communicating   | 3            |  |
| BUSI 101B Business Fundamentals I: Calculating   | 3            | MATH 101 or above  |
| BUSI 101C Business Fundamentals I: Company Lab   | 0            |  |
| BUSI 200 Applied Business Math and Modeling  | 3            | BUSI 101A/101B/101C  |
| BUSI 225 Business Law and Ethics   | 3            | BUSI 101A/101B/101C  |
| ECON 253 Elementary Macroeconomics   | 3            | MATH 101 or above  |
| ECON 263 Elementary Microeconomics   | 3            | MATH 101 or above  |
| DATA 220 Introduction to Statistics  | 4            |  |
| <b>II. Core Upper Division Courses</b>   | <b>23-25</b> |  |
| ACCT 313 Managerial Accounting   | 3            | ACCT 213   |
| BUSI 300 Information Technology  | 3            | BUSI 200   |
| BUSI 350 Business Fundamentals II: Integrative Core<br>The ETS exam is administered in BUSI 350. For ETS information, click here.  | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300 |
| BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio<br><br>Transfer students must complete a minimum of fifteen Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440, BUSI 441, or BUSI 442. | 2-8 2-4 2    | BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director    |
| FINC 300 Business Finance  | 3            | BUSI 200 and ACCT 213  |
| MGMT 305 Principles of Management  | 4            | BUSI 101A/101B/101C  |
| MGMT 309 Operations Management   | 3            | BUSI 200   |
| MKTG 300 Principles of Marketing   | 3            | BUSI 101A/101B/101C  |

| Requirement Description            | Credit Hours | Prerequisites |
|------------------------------------|--------------|---------------|
| <b>Total Hours for the Program</b> | <b>48-50</b> |               |

## ACCOUNTING

### Faculty

- Chelsea Dye (Chair)
- Charlotta Farr
- Dara Hoffa
- Jovana Sisovic

### Program Goals

The Accounting Program offers both a Bachelor of Science and Bachelor of Arts degree in Accounting. Students who wish to sit for the Uniform Certified Public Accounting (CPA) examination will need to complete additional graduate hours in business and accounting. The learning goals for both the B.A. and B.S. Accounting programs are:

- Demonstrate knowledge of relevant professional standards and the regulatory environment within the core accounting areas:
  - Financial Accounting
  - Cost Accounting
  - Tax
  - Audit
- Use technology to facilitate and enhance accounting and financial reporting processes.
- Perform research skills and methodology using appropriate and relevant standards, rules, laws and principles required to make sound business judgments.
- Communicate clearly and concisely when conveying relevant financial and related non-financial information so that decision makers can make informed decisions.

### Program Requirements

To fulfill the requirements for the major in Accounting, students must complete the courses outlined below and maintain a minimum 2.3 GPA in all coursework required by the program. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate (exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical).

Students who wish to qualify to sit for the CPA examination are required to complete additional graduate work in business and accounting. Students are encouraged to meet with their program advisor for specific requirements. Information on the MBA or MACC program admission requirements is found in the Graduate section of this catalog.

Prior to the spring of their senior year, Accounting majors may apply as early entrants to the MACC program. If accepted, students may begin taking the spring MACC program requirements during their final undergraduate spring semester. Thereafter, the student would continue course requirements in the MACC program as a graduate student.

Students must meet the university-wide graduation requirements in addition to the Accounting major:

- WCore or Honors College requirements
- 30 upper division hours
- 124 total hours

### Undergraduate Business Core

Students in all business majors (with the exception some economics programs) complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

| Requirement Description                          | Credit Hours | Prerequisites           |
|--|--------------|-------------------------|
| <b>I. Core Lower Division Courses</b>            | <b>25</b>    |                         |
| ACCT 213 Financial Accounting                    | 3            | BUSI 101A and BUSI 101B |
| BUSI 101A Business Fundamentals I: Communicating | 3            |                         |
| BUSI 101B Business Fundamentals I: Calculating   | 3            | MATH 101 or above       |
| BUSI 101C Business Fundamentals 1: Company Lab   | 0            |                         |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| BUSI 200 Applied Business Math and Modeling   | 3            | BUSI 101A and BUSI 101B   |
| BUSI 225 Business Law and Ethics  | 3            | BUSI 101A and BUSI 101B   |
| ECON 253 Elementary Macroeconomics  | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics  | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics   | 4            |   |
| <b>II. Core Upper Division Courses</b>  | <b>23-25</b> |   |
| ACCT 313 Managerial Accounting  | 3            | ACCT 213  |
| BUSI 300 Information Technology   | 3            | BUSI 200  |
| BUSI 350 Business Fundamentals II: Integrative Core. The ETS exam is administered in BUSI 350. Learn more about ETS.  | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300. |
| BUSI 440 or Business Fundamentals III: Internship or  | 1-8          | BUSI 350, junior or senior standing, and signed approval from the Practice/ Exp Director.   |
| BUSI 441 or Business Practicum or   | 2-4          |   |
| BUSI 442 Business Portfolio   | 2            |   |
| Transfer students must complete a minimum of fifteen Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442. |              |   |
| FINC 300 Business Finance   | 3            | BUSI 200 and ACCT 213   |
| MGMT 305 Principles of Management   | 4            | BUSI 101A and BUSI 101B   |
| MGMT 309 Operations Management  | 3            | BUSI 200  |
| MKTG 300 Principles of Marketing  | 3            | BUSI 101A and BUSI 101B   |
| <b>Total Hours for the Program</b>  | <b>48-50</b> |   |

## Bachelor of Science in Accounting

| Requirement Description                                       | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Undergraduate Business Core</b>                         | <b>48-50</b> |               |
| Please refer to Undergraduate Business Core for requirements. |              |               |
| <b>II. Major Requirements</b>                                 | <b>28</b>    |               |
| ACCT 350 Intermediate Accounting I                            | 4            | ACCT 213      |
| ACCT 360 Intermediate Accounting II                           | 4            | ACCT 350      |
| ACCT 374 Cost Accounting                                      | 4            | ACCT 313      |
| ACCT 405 Accounting Analytics Project                         | 1            |               |
| ACCT 454 Auditing   | 4            | ACCT 360      |

| Requirement Description                            | Credit Hours | Prerequisites            |
|--|--------------|--------------------------|
| ACCT 471 Individual Income Tax I                   | 3            | ACCT 313                 |
| ACCT 472 Individual Income Tax II                  | 1            | ACCT 313                 |
| ACCT 495 Advanced Accounting                       | 3            | ACCT 360                 |
| BUSI 400 Data Analytics                            | 4            |                          |
| <b>III. Senior Capstone</b>                        | <b>4</b>     |                          |
| ACCT 467 Accounting Information Systems            | 4            | ACCT 313<br>and BUSI 300 |
| <b>Total Hours for the B.S. Accounting Program</b> | <b>80-82</b> |                          |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

## Bachelor of Arts in Accounting

| Requirement Description  | Credit Hours | Prerequisites            |
|--|--------------|--------------------------|
| <b>I. Undergraduate Business Core</b>  | <b>48-50</b> |                          |
| Please refer to Undergraduate Business Core for requirements.  |              |                          |
| <b>II. Bachelor of Arts Requirements</b>   | <b>12</b>    |                          |
| Students completing the Bachelor of Arts option (B.A.) must complete either: <ol style="list-style-type: none"> <li>A declared academic minor other than a Business minor or</li> <li>Twelve credit hours of a single world language or</li> <li>Eight credit hours of a single world language and either:                             <ul style="list-style-type: none"> <li>credit hours of a Westminster May term study/cultural international experience or</li> <li>four credits of an international study tour transferred from an accredited college or university.</li> </ul> </li> </ol> See World Language Requirement for equivalencies, AP and CLEP credit policy. |              |                          |
| <b>III. Major Requirements</b>   | <b>28</b>    |                          |
| ACCT 350 Intermediate Accounting I   | 4            | ACCT 213                 |
| ACCT 360 Intermediate Accounting II  | 4            | ACCT 350                 |
| ACCT 374 Cost Accounting   | 4            | ACCT 313                 |
| ACCT 405 Accounting Analytics Project  | 1            |                          |
| ACCT 454 Auditing  | 4            | ACCT 360                 |
| ACCT 471 Individual Income Tax I   | 3            | ACCT 313                 |
| ACCT 472 Individual Income Tax II  | 1            | ACCT 313                 |
| ACCT 495 Advanced Accounting   | 3            | ACCT 360                 |
| BUSI 400 Data Analytics  | 4            | BUSI 300                 |
| <b>IV. Senior Capstone</b>   | <b>4</b>     |                          |
| ACCT 467 Accounting Information Systems  | 4            | ACCT 313<br>and BUSI 300 |
| <b>Total Hours for the B.A. Accounting Program</b>   | <b>92-94</b> |                          |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper-division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

## Recommended Plan of Study for Accounting (B.A. and B.S.)

### Starting Business as a First-Year Student

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | WCORE 1<br>WCORE 2<br>BUSI 101A (LC)<br>BUSI 101B (LC) | WCORE 3<br>WCORE 4<br>DATA 220<br>ACCT 213   |
| Year 2 | WCORE 5<br>ACCT 313<br>BUSI 200<br>ECON 253            | ACCT 374<br>BUSI 225<br>ECON 263<br>BUSI 300   |
| Year 3 | ACCT 350<br>MKTG 300<br>MGMT 309<br>FINC 300           | ACCT 360<br>BUSI 400<br>WCORE 6<br>BUSI 350<br>Language I (B.A.)<br><b>Summer:</b><br>ACCT 405<br>BUSI 440 |
| Year 4 | ACCT 454<br>ACCT 471<br>ACCT 467<br>Language II (B.A.) | ACCT 472<br>ACCT 495<br>Language III (B.A.)  |

## BACHELOR OF BUSINESS ADMINISTRATION

### Faculty

- Dax Jacobson

The Bachelor of Business Administration is a competency-based degree completion program that is designed for working professionals and highly motivated students who desire more flexibility in seeking degree completion without sacrificing the personal attention for which Westminster University is renowned. The BBA program is:

- **Competency-Based:** a student completes a total of five project sequences designed and sequenced specifically to measure student learning and accomplishment. Projects are designed to reflect real-world business applications and processes. Each project sequence is designed to be completed within one semester, meaning that the program can be completed in five semesters (approximately 20 months)†.
- **Practical Education:** A student combines his or her professional experience and ability with learning experiences and resources delivered online to master program competencies. Projects are then completed around a student's personal and professional schedule, making degree completion more flexible and convenient.
- **Faculty-Coached:** a student works directly with a full-time Westminster faculty member (on a customized, individual basis) to receive project guidance and feedback. Faculty members evaluate completed student projects to determine if project competencies and student mastery of learning outcomes is sufficiently demonstrated.

Students completing all program and university requirements earn a Bachelor of Business Administration (BBA) degree from Westminster University.† In order for a student to complete the BBA program in five semesters, the student must already have an associate's degree when entering the program and maintain good academic progress.

### Program Goals

A student completes the BBA program by demonstrating mastery of the following program goals and related competencies:

- **Communication.** Effectively communicate business concepts orally and in writing to faculty and business stakeholders.
- **Ethical decision-making.** Demonstrate an understanding of various ethical perspectives and use ethical and legal frameworks for decision-making.
- **Critical thinking.** Develop skills to analyze and solve complex managerial problems.
- **Leadership and collaboration.** Demonstrate how individual and group leadership contributes to organizational goals and outcomes.
- **Strategic perspective.** Demonstrate the cultural, legal, economic and geo-political forces that impact business strategies within national and international contexts.
- **Organizational performance.** Analyze and use accounting and financial information to articulate organizational performance for various stakeholders.
- **Market execution.** Identify and understand markets for an organization's goods and services, apply the activities that make up the value chain for those goods and services, and employ appropriate methodologies and techniques for ensuring product/service quality and speed to market.

### Admissions and Financial Aid

Admission to the Bachelor of Business Administration program at Westminster's Bill and Vieve Gore School of Business is based on the evaluation of the application form, official transcripts from all higher education institutions attended, letter of recommendation, and letter of intent. Students may enter the program at the beginning of Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials with the transfer application form to the Office of Admissions:

- A completed transfer application.
- Official transcripts from all colleges and universities attended. Students who provide evidence of an associate's degree (A.A. or A.S.) from a regionally accredited college or university, or international college or university or who have 64 or more credit hours and a Letter of General Education Completion, or equivalent, from a regionally accredited Utah college or university will be exempted from the WCore graduation requirements.‡
- A letter of intent (500 words) detailing why you feel the Bachelors of Business Administration (BBA) program is a good fit.
- One reference letter, typed on letterhead from a supervisor, manager, professor, or other professional source in support of the students' ability to be successful in a low-residency, competency-based degree completion program.
- (Optional) Fenton Scholarship Application form which asks the following questions:
  - What led you to choose the BBA program at Westminster College?
  - How do you see the BBA program contributing to your academic and/or career goals?
  - Tell us about a challenge you faced and how you responded to that the challenge?
  - What is a new skill or experience you hope to leave college with?
  - What steps do you plan to take to ensure your success in the BBA program?

In certain cases, an interview with an admissions or program representative may be required prior to admission. When the application materials are complete, the application is reviewed by a committee and admission decisions are reported to the student. The application process can also be completed online by visiting the admissions website.

‡Students entering the program with an associate's degree are awarded the equivalent of 64 credit hours and, with the exception of the Engaging the World and senior capstone requirements, will have the WCore requirements fulfilled.

A student enrolled in this program is eligible for federal financial aid programs as described in the financial aid section of this catalog provided, they maintain satisfactory progress. A student is not eligible for institutional aid programs but is eligible for program specific scholarships. To be eligible for federal financial aid, a student must maintain enrollment and satisfactory progress as described. A student can also elect to participate in alternative loan programs as long as eligibility requirements are met. For more information about financial aid, please contact the student support staff or Financial Aid office.

A student is required to maintain satisfactory progress in the program in order to receive Title IV federal financial aid funds. For more information, students should consult the financial aids office.

## Program Costs

Students enrolling in the BBA program during the 2022-2023 academic year will pay \$500 per credit hour. A total of 60 credit hours are required to complete the program for those with a completed AA or AS degree. Tuition includes all program costs including books (for BBA classes) and access to all program functions. The tuition price will remain fixed for five years, as long as the student progresses satisfactorily (i.e., by taking no more than two semesters off).

## Degree Requirements

### Undergraduate Requirements

Students in the BBA program are required to complete 124 credits for graduation in addition to all undergraduate requirements. Students entering the program with an associate's degree or certificate of completion from a regionally accredited institution will have all WCore requirements fulfilled except for engaging the world and senior capstone project.

## The Projects

The program consists of five project sequences which must be completed at Westminster University. Each of the project sequences consists of several project assignments and an integrative project. Students should confer with the program advisor on the order they should take to complete the project sequences. A student completes all projects to demonstrate mastery of the program learning goals and competencies. Before starting a project sequence, a student meets with his or her Project Coach to assess which learning experiences should be used to help the student complete the projects, given the student's prior life and/or professional experience. The student is given access to a set of rubrics, which explain how the project will be evaluated upon its completion. A student can use this rubric to self-assess the project before submission. When a project sequence is successfully completed, the student can begin the next project sequence.

## Faculty Coaching

To help students in the program, full-time faculty members (Coaches) are specifically assigned to assist in learning and in project assessment. Students and faculty interact regularly on an individual basis to facilitate learning and mastery of competencies. Each project sequence has a faculty coach who assists the student in learning experiences and in project completion and evaluation. Each student also has access to student support staff to assist with registration, billing, financial aid, project submission, technology systems, and any other questions about the program. A student is encouraged to utilize these resources whenever needed throughout the duration of the program.

## Grading/Assessment Systems

When a student has completed a project, work is submitted to the Faculty Coach for evaluation according to the established project rubrics and learning outcomes. A student is given one of three assessments for each of the competencies related to the project assignment and for the overall project evaluation:

- **Exceeds** project competencies,
- **Meets** project competencies, or
- **Does Not Meet** on project competencies.

In all cases, the student is given substantial feedback by the Project Coach on project performance. In the case that an assessment of "Does Not Meet" is given, the student is allowed to use additional learning resources and value-added coaching feedback in order to resubmit the project assignment for additional evaluation.

For grading equivalency and transcript reporting, an "Exceeds" is equivalent to a letter grade of "A" and "Meets" is equivalent to a letter grade of "B".

## Applied Learning Experiences

Applied learning projects are utilized to help the student master the knowledge related to specific competencies and learning goals as they related to specific project assignments. All of the learning resources associated with applied projects can be accessed from the course management website. Learning resources augment a student's knowledge and can be engaged on an as-needed basis by the student. A student is strongly encouraged to consult with his or her Project Coach as they are working on projects to figure out which sets of learning resources are most useful, given the student's background and experience. All learning resources can be accessed by all students, even if a student is completing a later project, in order to revisit and review specific techniques and knowledge.

## Academic Progress

A student can complete the requirements of the BBA program within five semesters. A student who, for whatever reason, does not enroll for two consecutive semesters or demonstrates satisfactory progress, must request reinstatement in the program, and will be subject to the tuition charges currently in effect. While students may manage their time during the semester to meet their personal and professional commitments, each project sequence must be completed within a semester. If, at the end of the semester, the project sequence is not completed or satisfactory progress requirements are not met, student may jeopardize their financial aid eligibility for subsequent semesters. Staying in constant contact with the student support staff and project coach helps to avoid potential financial aid and matriculation issues.

If a student, because of personal and professional life commitments, needs to take a semester off, they can do so by communicating with the student support staff. If students take two full semesters off without communicating with the student support staff, they may be withdrawn from the program and require readmission to be reinstated back into the BBA program.

## Academic Suspension

A student who is unable to demonstrate mastery of the competencies of a particular project sequence after two full attempts will be asked to meet with their Project Coach. The Project Coach will work with the student to develop a realistic plan to identify those barriers that inhibit the student's successful performance. This plan will then be engaged and the student will be given one additional attempt at completion. If the student is still unable to complete the project, the student may be suspended from the BBA program.

A student who is suspended from the program may reapply for admission after two semesters. A personal interview will be required before readmission is allowed, and if readmitted, the student will be able to reenter the program at the current year's tuition rate. The student will work with his or her Project Coach to develop a specific progress plan. As long as the student fulfills the terms of the performance plan, the student will be allowed to complete the remaining program requirements.

## Academic Standards

Faculty members in the Bill and Vieve Gore School of Business have developed the following academic standards to support the mission and goals of the BBA program. The standards are presented here to help the student understand their responsibilities as a student in the program:

- A student should always be familiar with project requirements and assignment guidelines. The student should take every opportunity to consult with his or her Project Coach and the student support staff to receive clarification when needed.
- Collaboration is encouraged to enhance depth of learning; all submitted work, however, must be the original work of the student.
- A student should always be respectful of faculty, staff, and other students in the program.
- The program is designed to be academically rigorous, intellectually challenging, and real-world application oriented as demonstrated by mastery of competencies and learning outcomes.
- Plagiarism is a serious offense in academic and business settings and a violation of the university's academic policy. A student who violates the academic honesty policy may be suspended from the program.

## Graduation Requirements

A candidate for graduation must consult the student support staff at the beginning of project sequence three. The student support staff will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete all WCore or Honors College requirements or have previously completed an associate's degree (A.A or A.S), or its equivalent, from a regionally accredited college or university, and fulfill the the engaging the world and senior capstone project WCore requirements.
- Complete 124 credit hours.
- Complete each project sequence with a minimum evaluation of "Meets" on all project assignments.
- Submit an e-portfolio that demonstrates evidence of university-wide and program learning goals, including a final reflection.
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS), during Project Sequence 5.

A student should consult with the assigned project coach or the student support staff regarding graduation requirements.

## BBA Program Requirements

| Requirement Description                     | Credit Hours | Prerequisites     |
|---|--------------|-------------------|
| <b>Sequence I: Professional Development</b> | <b>12</b>    | <b>Semester 1</b> |
| BBA PRJ1.1 My Project and Program Plan      | 2            |                   |
| BBA PRJ1.2 My Ethical Perspective           | 2            |                   |
| BBA PRJ1.3 My Organization                  | 2            |                   |
| BBA PRJ1.4 Balanced Scorecard Analysis      | 2            |                   |

| Requirement Description   | Credit Hours | Prerequisites     |
|---|--------------|-------------------|
| BBA PRJ1.5 External Environment   | 2            |                   |
| BBA PRJ1.F CEO for a Day  | 2            |                   |
| <b>Sequence 2: Competitive Analysis</b>   | <b>12</b>    | <b>Semester 2</b> |
| BBA PRJ2.1 Consumer Profile   | 2            |                   |
| BBA PRJ2.2 Product and Price  | 2            |                   |
| BBA PRJ2.3 Market Research  | 2            |                   |
| BBA PRJ2.4 Targeting and Segmentation   | 2            |                   |
| BBA PRJ2.5 Tactical Execution   | 2            |                   |
| BBA PRJ2.F Global Consciousness   | 2            |                   |
| <b>Sequence 3: Enterprise Performance</b>   | <b>12</b>    | <b>Semester 3</b> |
| BBA PRJ3.1 Organizational Performance   | 2            |                   |
| BBA PRJ3.2 Systems Analysis and Design  | 2            |                   |
| BBA PRJ3.3 Preparing a Feasibility Study  | 2            |                   |
| BBA PRJ3.4 Company Financial Analysis   | 2            |                   |
| BBA PRJ3.5 Industry Financial Analysis  | 2            |                   |
| BBA PRJ3.F Financial Forecasting & Budgeting  | 2            |                   |
| <b>Sequence 4: Strategy and Leadership</b>  | <b>12</b>    | <b>Semester 4</b> |
| BBA PRJ4.1 The Mission Statement  | 2            |                   |
| BBA PRJ4.2 Industry Analysis  | 2            |                   |
| BBA PRJ4.3 Internal Company Analysis  | 2            |                   |
| BBA PRJ4.4 External Analysis  | 2            |                   |
| BBA PRJ4.5 Executive Leadership & Team Evaluation   | 2            |                   |
| BBA PRJ4.F Business Level Strategy & Sustainability   | 2            |                   |
| <b>Sequence 5: Business/Commercial Plan</b>   | <b>12</b>    | <b>Semester 5</b> |
| BBA PRJ5.1 Industry & Company Analysis  | 2            |                   |
| BBA PRJ5.2 Customer Analysis Marketing Plan   | 2            |                   |
| BBA PRJ5.3 Comp Analysis Strategy Response  | 2            |                   |
| BBA PRJ5.4 Company Operations Plan  | 2            |                   |
| BBA PRJ5.5 Financial Plan   | 2            |                   |
| BBA PRJ5.F Business Plan, Publ, Present   | 2            |                   |
| Students will complete the Major Field Test in Business administered by the Educational Testing Service (ETS), during Project Sequence 5 Residency. |              |                   |
| <b>Total Hours for the Bachelor of Business Administration Major (BBA)</b>  | <b>60</b>    |                   |

## BUSINESS COMPUTER INFORMATION SYSTEMS

## Faculty

- Greg Gagne
- Helen Hu
- Kathryn Lenth
- Jingsai Liang
- Alysse Morton

Business Computer Information Systems is a joint program between [Arts & Sciences](#) and the [Bill & Vieve Gore School of Business](#).

## Program Goals

- Actively participate in and execute the practice of software development.
- Plan, design, test, and implement a hardware or software project both individually and as part of a group.
- Apply business, statistical, modeling, and computer science principles and skills to identify business problems, research and craft solution strategies, and develop an effective course of action.
- Use a data and computer science platforms to process structured and unstructured data, construct data architecture, design visual dashboards, and deploy predictive models to find solutions to business problems that achieve stated objectives.

## Objectives

Business Computer Information Systems (BCIS) is an interdepartmental program combining studies in computer information systems from Westminster's Department of Computer Science and Bill and Vieve Gore School of Business.

Business Computer Information Systems professionals must have sound technical knowledge of computers, communications, software, but they must also understand how organizations and how they function. Thus, the Business Computer Information Systems major provides a combination of technical computer science coursework as well as several business courses, including a strong emphasis on the acquisition, deployment, and management of information technology and data architecture, applying statistical and quantitative methods, employing predictive models, and making data-driven decisions on a solid foundation of business and economic knowledge.

## Program Requirements

Students must maintain a minimum 2.5 GPA in all courses required for the Business Computer Information Systems major.

Students must meet the university-wide graduation requirements in addition to the Business Computer Information Systems major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Business Computer Information Systems Major

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <b>I. World Language Requirement</b>   | <b>8</b>     |   |
| Business Computer Information Systems majors must complete eight credit hours in a single world language.  |              |   |
| <b>II. Prerequisite Programming Courses</b>  | <b>4</b>     |   |
| Take four credits from:<br>CMPT 190 Learning to Code<br>CMPT 210 Just Enough Java<br>CMPT 201 Introduction to Computer Science<br>Students with prior programming experience may apply any upper division CMPT coursework toward the Programming Course requirement. | 2<br>2<br>4  | CMPT 190 or prior programming experience<br><br>Co-requisite CMPT 215 |
| <b>III. Lower Division Courses</b>   | <b>20</b>    |   |
| BUSI 101A Business Fundamentals I: Communicating   | 3            | MATH 101 or above   |
| BUSI 101B Business Fundamentals I: Calculating   | 3            |   |
| BUSI 101C Business Fundamentals I: Company Lab   | 0            |   |

| Requirement Description                              | Credit Hours | Prerequisites  |
|--|--------------|--|
| CMPT 202 Introduction to Data Structures             | 4            | CMPT 201<br>or CMPT 210  |
| ACCT 213 Financial Accounting                        | 3            | BUSI 101A,<br>BUSI 101B  |
| DATA 220 Introduction to Statistics                  | 4            |  |
| ECON 253 Elementary Macroeconomics                   | 3            | MATH 101 or above  |
| <b>IV. Upper Division Courses</b>                    | <b>27</b>    |  |
| BUSI 300 Information Technology                      | 3            | BUSI 101A and BUSI<br>101B and CMPT<br>190 or CMPT 201*        |
| BUSI 400 Business Analytics**                        | 4            | BUSI 300   |
| BUSI 405 Business Analytics Project                  | 1            | BUSI 400; co-<br>requisite CMPT 385                            |
| CMPT 307 Database Systems                            | 4            | CMPT 202   |
| CMPT 322 Software Engineering                        | 4            | CMPT 307   |
| CMPT 385 Senior Project Proposal Writing             | 11           | CMPT 322   |
| CMPT 390 Senior Capstone                             | 2            | CMPT 385, BUSI 400   |
| MGMT 305 Principles of Management                    | 4            | BUSI 101A,<br>BUSI 101B  |
| Complete one of the following: 4                     |              |  |
| DATA 350 Statistical Modeling                        | 4            | DATA 220   |
| DATA 360 Data Science with Python                    | 4            | DATA 220, CMPT<br>190 or CMPT 202                              |
| <b>V. Electives</b>                                  | <b>10</b>    |  |
| CMPT 300/400 course (excluding May Term)             |              |  |
| Business Electives: Complete two of the following: 6 |              |  |
| ACCT 313 Managerial Accounting                       | 3            | ACCT 213   |
| ECON 263 Elementary Microeconomics                   | 3            | MATH 101 or above  |
| FINC 300 Business Finance                            | 3            | ACCT 213, BUSI<br>101A, BUSI 101B,<br>CMPT 190 or<br>CMPT 201* |
| MGMT 309 Operations Management                       | 3            | BUSI 101A, BUSI<br>101B, CMPT 190<br>or CMPT 201*              |
| MKTG 300 Principles of Marketing                     | 3            | BUSI 101A and<br>BUSI 101B                                     |
| <b>Total Hours for BCIS Major</b>                    | <b>69</b>    |  |

\*Students may also take CMPT 190 and 210 in lieu of CMPT 201.

\*\*BCIS majors should take BUSI 400 after they complete the two business electives. They can take it prior to or alongside CMPT 385.

## Recommended Plan of Study for BCIS

|        | Fall Semester                              | Spring Semester                            |
|--------|--|--|
| Year 1 | BUSI 101A<br>BUSI 101B<br>CMPT 201         | BUSI 300<br>CMPT 202<br>DATA 220           |
| Year 2 | ACCT 213<br>CMPT 307<br>ECON 253           | CMPT 322<br>MGMT 305<br>Business Elective* |
| Year 3 | Business Elective*<br>DATA 350 or DATA 360 | CMPT Elective**<br>BUSI 400                |
| Year 4 | BUSI 405<br>CMPT 385<br>Language 1         | CMPT 390<br>Language 2                     |

For language 1 & language 2, choose from SPAN 110 & 111, LATN 110 & 111, JAPN 110 & 111, FREN 110 & 111, or CHIN 110 & 111.\* Must complete two of the following business electives: ACCT 313, MGMT 309, MKTG 300, ECON 263, or FIN 300. These should be taken before BUSI 405.

\*\*Must complete one non-May Term CMPT 300/400 elective.

## BUSINESS MINOR

Students in non-business majors (including B.A. Economics) can elect to complete a business minor in order to develop business acumen. Students interested in adding a minor in business to their academic programs are encouraged to contact a faculty advisor in business to discuss how the minor can assist them in achieving their career goals.

The minor in business is designed to:

- Give students a cross-functional understanding of the business environment.
- Develop understanding of the basic economic, finance, marketing, and management issues facing the firm.

## Program Requirements

To fulfill requirements for a minor in business, students must complete the courses listed below. Students must maintain a 2.3 GPA in courses required for the business minor.

### Business Minor

| Requirement Description                          | Credit Hours | Prerequisites            |
|--|--------------|--------------------------|
| <b>I. Required Courses</b>                       | <b>28</b>    |                          |
| ACCT 213 Financial Accounting                    | 3            | BUSI 101A and 101B       |
| BUSI 101A Business Fundamentals I: Communicating | 3            |                          |
| BUSI 101B Business Fundamentals I: Calculating   | 3            | MATH 101 or above        |
| BUSI 101C Business Fundamentals I: Company Lab   | 0            |                          |
| BUSI 200 Applied Business Math and Modeling      | 3            | BUSI 101A and 101B       |
| ECON 253 Elementary Macroeconomics               | 3            | MATH 101 or above        |
| ECON 263 Elementary Microeconomics               | 3            | MATH 101 or above        |
| FINC 300 Business Finance                        | 3            | BUSI 200 and<br>ACCT 213 |
| MGMT 305 Principles of Management                | 4            | BUSI 101A and 101B       |
| MKTG 300 Principles of Marketing                 | 3            | BUSI 101A and 101B       |
| <b>Total Hours for Business Minor</b>            | <b>28</b>    |                          |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

## ECONOMICS

### Faculty

- Michael Mamo (Chair)

### Program Goals

The Economics Program offers a major and a minor in economics, which prepares students for careers in government, business, banking, and finance. The majors also provide an excellent foundation for graduate work in economics, law, business, philosophy, history, and the social sciences. Students in the Economics Program select a program of study leading to a Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree.

- **The Bachelor of Science Degree in Business Economics** emphasizes the close relationship between economics and business and is designed for students who seek an economics degree integrated with a strong foundation in business fundamentals.
- **The Bachelor of Arts Degree in Economics with a Liberal Arts Concentration** incorporates a significant liberal arts component emphasizing the close relationship between economics and the liberal arts. Students may tailor their major to their interests by either completing a minor in the liberal arts or completing a foreign language component along with additional liberal arts courses chosen in consultation with the Economics faculty and approved by the program director. The courses chosen need not be restricted to one discipline.

All students majoring in Economics can:

- Assemble, analyze, and interpret empirical evidence and communicate outcomes effectively in written and verbal forms
- Analyze economic, social, and business problems and recommend courses of action while recognizing the role of assumptions and the limitations of economic analysis
- Demonstrate appreciation of the historical, cultural, and institutional foundations of the economy
- Demonstrate understanding of the policy implication of economic theories
- Demonstrate an appreciation of how the social sciences, history, and philosophy contribute to an understanding of economics

Students with a strong interest in Economics are invited to join the Westminster Chapter of Omicron Delta Epsilon. Membership is open to students who have completed at least 12 credit hours in Economics with a minimum 3.0 GPA in Economics and 3.2 in their overall GPA.

Students who wish to participate in the MBA Program for Westminster Graduates should consider only the Bachelor of Science in Business Economics and apply for admission to the MBA program during their senior year. Students are encouraged to meet with their program advisor for specific requirements. Information on the MBA program admission requirements is found in the MBA section of this catalog.

### Program Requirements

To fulfill requirements for a major in Economics, students must complete the courses listed below. Students must maintain a 2.3 GPA in courses required for the Economics major. Students who major in the B.S. in Business Economics degree are also required to complete the Educational Testing Service (ETS) Major Field Test in Business before they are eligible to graduate. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Students must meet the university-wide graduation requirements in addition to the Economics major:

- WCore or Honors requirements
- 30 upper division hours
- 124 total hours

### Undergraduate Business Core

Students in all business majors (with the exception of B.A. Liberal Arts Concentration in Economics) are required to complete a common undergraduate Business Core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: lower-division core requirements and upper-division core requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their program of study. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

### Bachelor of Science in Business Economics

| Requirement Description                          | Credit Hours | Prerequisites           |
|--|--------------|-------------------------|
| <b>I. Undergraduate Business Core</b>            | <b>48-50</b> |                         |
| <b>Core Lower Division Courses</b>               | <b>25</b>    |                         |
| ACCT 213 Financial Accounting                    | 3            | BUSI 101A and BUSI 101B |
| BUSI 101A Business Fundamentals I: Communicating | 3            |                         |
| BUSI 101B Business Fundamentals I: Calculating   | 3            | MATH 101 or above       |
| BUSI 101C Business Fundamentals I: Company Lab   | 0            |                         |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| BUSI 200 Applied Business Math and Modeling   | 3            | BUSI 101A and BUSI 101B   |
| BUSI 225 Business Law and Ethics  | 3            | BUSI 101A and BUSI 101B   |
| ECON 253 Elementary Macroeconomics  | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics  | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics   | 4            |   |
| <b>Core Upper Division Courses</b>  | <b>23-25</b> |   |
| ACCT 313 Managerial Accounting  | 3            | ACCT 213  |
| BUSI 300 Information Technology   | 3            | BUSI 200  |
| BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350.   | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300.   |
| BUSI 440 BUSI 441 BUSI 442 Business Fundamentals III: Internship Business Practicum Business Portfolio  | 1-8 2-4 2    | BUSI 350, junior or senior standing, and signed approval from the Practice/ Exp Director.   |
| Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442.   |              |   |
| FINC 300 Business Finance   | 3            | BUSI 200 and ACCT 213   |
| MGMT 305 Principles of Management   | 4            | BUSI 101A and BUSI 101B   |
| MGMT 309 Operations Management  | 3            | BUSI 200  |
| MKTG 300 Principles of Marketing  |              | BUSI 101A and BUSI 101B   |
| <b>II. Upper Division Required Courses</b>  | <b>22</b>    |   |
| ECON 317 Macroeconomics Theory  | 4            | ECON 253, 263; DATA 150 or 220.   |
| ECON 318 Microeconomics Theory  | 4            | ECON 253, 263; DATA 150 or 220.   |
| ECON 499 Econometrics   | 4            | ECON 253, 263; DATA 150 or 220.   |
| Upper Division Electives 4  |              |   |
| <b>III. Senior Capstone</b>   | <b>4</b>     |   |
| ECON 485 Senior Seminar in Economics Economics students are required to complete the ETS exam, which is generally administered in BUSI 350. If students take ECON 485 instead of BUSI 350, please contact the Gore School of Business Administrative Office to schedule the exam. Learn more about ETS. | 4            | Economics majors: ECON 317, 318International Business majors: completion of the upper division required international courses or by instructor approval |
| <b>Total Hours for the B.S. in Business Economics</b>   | <b>68-70</b> |   |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

\*Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

### Recommended Plan of Study for Business Economics (B.S.)

#### Starting Business Economics as a First-Year Student

|        | Fall Semester   | Spring Semester                              |
|--------|---|--|
| Year 1 | WCORE 1<br>WCORE 2<br>BUSI 101A (LC)<br>BUSI 101B (LC)      | WCORE 3<br>WCORE 4<br>DATA 220<br>BUSI 225   |
| Year 2 | WCORE 5<br>WCORE 6<br>BUSI 200<br>ECON 253                  | ECON 263<br>MKTG 300<br>ACCT 213<br>MGMT 305 |
| Year 3 | ACCT 313<br>BUSI 300<br>FINC 300<br>ECON 317                | BUSI 350<br>ECON 318<br>MGMT 309             |
| Year 4 | BUSI 440, 441 or 442<br>ECON 499<br>Upper Division Elective | ECON 485                                     |

#### Starting Business Economics as a Sophomore

|        | Fall Semester   | Spring Semester                              |
|--------|---|--|
| Year 1 | WCORE 1<br>WCORE 2<br>WCORE 3   | WCORE 4<br>WCORE 5<br>WCORE 6                |
| Year 2 | BUSI 101A<br>BUSI 101B<br>ECON 253<br>DATA 220                          | BUSI 200<br>BUSI 225<br>ECON 263<br>MKTG 300 |
| Year 3 | ACCT 213<br>ECON 317<br>FINC 300<br>MGMT 305                            | ACCT 313<br>BUSI 300<br>MGMT 309<br>ECON 318 |
| Year 4 | BUSI 440, 441 or 442<br>ECON 499<br>Upper Division Elective<br>BUSI 350 | ECON 485                                     |

### Bachelor of Arts in Economics - Liberal Arts Concentration

Students completing the Bachelor of Arts in Economics with Liberal Arts Concentration do not complete the Undergraduate Business Core in Business.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Bachelor of Arts - Liberal Arts</b>   | <b>20</b>    |               |
| <p>Students completing the Liberal Arts Concentration must complete either:</p> <p>(a) <b>A declared academic minor from the College of Arts and Sciences</b> (a Business minor is not eligible for this requirement) or</p> <p>(b) <b>Twelve</b> credit hours of a single world language and an additional <b>eight</b> hours of upper division liberal arts courses or</p> <p>(c) <b>Eight</b> credit hours of a single world language and an additional <b>eight</b> hours of upper division liberal arts courses, and either:</p> <ul style="list-style-type: none"> <li>• <b>Four</b> credit hours of a Westminster May Term Study Experience or</li> <li>• <b>Four</b> credit hours of an international study tour transferred from an accredited college or university.</li> </ul> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• See World Language Requirement for equivalencies, AP and CLEP credit policy.</li> </ul> |              |               |

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <ul style="list-style-type: none"> <li>Students who plan on pursuing a Ph.D. in economics or related fields are strongly advised to choose option (a) with a minor in Data Science, Mathematics, or Applied Mathematics.</li> <li>The <b>eight</b> additional hours required under (b) or (c) should be chosen from the following disciplines: Computer Science, Data Science, Environmental Studies, History, Justice Studies, Mathematics, Philosophy, Political Science, Psychology, or Sociology.</li> </ul> |              |   |
| <b>II. Lower Division Courses</b>  | <b>10</b>    |   |
| ECON 253 Elementary Macroeconomics   | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics   | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics  | 4            |   |
| <b>III. Upper Division Required Economics and Related Courses</b>  | <b>32-34</b> |   |
| ECON 317 Macroeconomics Theory   | 4            | ECON 253, 263;<br>DATA 150 or 220.                        |
| ECON 318 Microeconomics Theory   | 4            | ECON 253, 263;<br>DATA 150 or 220.                        |
| BUSI 440 Internship (for all business majors, BUSI 440 or BUSI 441 or BUSI 442 is required)  | 2-4          | ECON 253, 263;<br>junior/senior standing, see description |
| ECON 499 Econometrics  | 4            | ECON 253, 263;<br>DATA 150 or 220                         |
| Upper Division Electives (as approved by advisor) 8  |              |   |
| <b>IV. Senior Capstone</b>   | <b>4</b>     |   |
| ECON 485 Senior Seminar in Economics   | 4            | ECON 499 or concurrent enrollment in ECON 317 or 318      |
| <b>Total Hours for the B.A. Economics- Liberal Arts</b>  | <b>56-58</b> |   |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. \*Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

### Recommended Plan of Study for Economics (B.A.) - Liberal Arts

In order to complete all major requirements, Economics majors should plan to take economics and liberal arts courses in the following stages, subject to scheduling and availability constraints, in conjunction with other required courses and electives.

|        | Fall Semester   | Spring Semester  |
|--------|---|--|
| Year 1 | ECON 253<br>MATH 144<br>Language I or Minor Requirement | ECON 263<br>DATA 220<br>Language II or Minor Requirement           |
| Year 2 | ECON 317<br>Language III or Minor Requirement           | ECON 311<br>ECON 318<br>Liberal Arts Elective or Minor Requirement |
| Year 3 | ECON 499<br>Upper Division Elective                     | Liberal Arts Elective or Minor Requirement                         |
| Year 4 | BUSI 440, 441 or 442<br>Upper Division Elective         | ECON 485   |

### Economics Minor

The minor in Economics meets the needs of students at the university who seek a basic foundation in economic analysis, with formal recognition of this on their transcript, but who are unable to complete the major. The Economics minor requires only 20 hours of coursework in intermediate and principles of economics. Most Business majors will have already taken the principles classes that are prerequisites for the intermediate courses. The minor offers training in economic theory through the intermediate level. The Economics minor should be attractive for students in other business majors as well as the social sciences. It is also ideal for students preparing for an MBA program, preparing for law school, or preparing for careers in nonprofits.

| Requirement Description   | Credit Hours | Prerequisites                      |
|---|--------------|------------------------------------|
| <b>I. Requirement Description</b>                                       | <b>20</b>    |                                    |
| ECON 253 Elementary Macroeconomics                                      | 3            | MATH 101 or above                  |
| ECON 263 Elementary Microeconomics                                      | 3            | MATH 101 or above                  |
| ECON 317 Macroeconomic Theory   | 4            | ECON 253, 263;<br>DATA 150 or 220. |
| ECON 318 Microeconomic Theory   | 4            | ECON 253, 263;<br>DATA 150 or 220. |
| Six additional upper division elective hours (as approved by advisor) 6 |              |                                    |
| <b>Total Hours for the Economics Minor</b>                              | <b>20</b>    |                                    |

**Note:** Students pursuing a minor in Economics with a major in another Gore School of Business program cannot use their ECON electives in both programs.

## ENTREPRENEURSHIP MINOR

### Faculty

- Dax Jacobson, Academic Advisor

Students in any major across campus can elect to complete an entrepreneurship minor in order to learn the art and science of starting your own business. Students interested in adding a minor in entrepreneurship to your academic programs are encouraged to contact a faculty advisor in entrepreneurship to discuss how this minor can assist you in achieving your career goals.

Course work required in the Entrepreneurship Minor cannot be used again as electives in Management, Marketing or other majors. *Only course work that is required in **both** programs can be used twice* (e.g., ACCT 213).

The minor in entrepreneurship is designed to:

- Help students learn to think in highly unstructured and ambiguous situations where you learn from feedback, including failure.
- Equip students with the unique set of skills related to conceptualizing, planning, testing, and launching a new enterprise.

To fulfill requirements for a minor in entrepreneurship, students must complete the courses listed below. Students must maintain a 2.3 GPA in courses required for the entrepreneurship minor.

| Requirement Description                           | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Required Courses</b>                        | <b>24</b>    |               |
| ACCT 213 Financial Accounting                     | 3            | BUSI 101A/B/C |
| COMM 326 Introduction to Web Writing and Design   | 4            |               |
| FINC 410 Raising Money for New Business           | 2            |               |
| MGMT 310 The Entrepreneurial Mindset              | 2            |               |
| MGMT 311 Business Model Development               | 2            |               |
| MGMT 411 Managing Growth                          | 2            |               |
| MKTG 300 Principles of Marketing                  | 3            | BUSI 101A/B/C |
| MKTG 303 Professional Selling                     | 4            | MKTG 300      |
| MKTG 305 Entrepreneurial Marketing                | 2            |               |
| <b>Total Hours for the Entrepreneurship Minor</b> | <b>24</b>    |               |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper-division (300-level or above). Students may need to take other courses to complete the university's credit hours requirement.

Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

## FINANCE

## Faculty

- Matt Crouse
- Richard Haskell
- Lauren Lo Re (Chair)

## Program Goals

The Finance Program offers a major leading to a Bachelor of Science or Bachelor of Arts degree that will prepare students for career options in corporate finance, international finance, new venture financing, investments, banking, consulting, or business financial planning. The theoretical and practical aspects of finance are integrated to provide students with critical thinking skills and analytical tools as a foundation for life-long learning. Students completing a Bachelor of Science degree in Finance should:

- Explain the firm's financial structure and the role of finance in maximizing a firm's value.
- Use financial theories, practices, analytical tools, and models for making critical decisions.
- Develop solutions to complex financial problems.
- Communicate complex financial concepts, analyses, strategies and decisions.
- Develop ethical awareness.

## Program Requirements

To fulfill the requirements for the major in Finance, students must complete the courses outlined below and maintain a minimum 2.3 GPA in all coursework required by the program. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate (exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical).

Students must meet the university-wide graduation requirements in addition to the Finance major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Undergraduate Business Core

Students in all business majors (with the exception of some economics programs) complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| <b>I. Core Lower Division Courses</b>   | <b>25</b>    |   |
| ACCT 213 Financial Accounting   | 3            | BUSI 101A/101B/101C   |
| BUSI 101A Business Fundamentals I: Communicating  | 3            |   |
| BUSI 101B Business Fundamentals I: Calculating  | 3            | MATH 101 or above   |
| BUSI 101C Business Fundamentals I: Company Lab  | 0            |   |
| BUSI 200 Applied Business Math and Modeling   | 3            | BUSI 101A/101B/101C   |
| BUSI 225 Business Law and Ethics  | 3            | BUSI 101A/101B/101C   |
| ECON 253 Elementary Macroeconomics  | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics  | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics   | 4            |   |
| <b>II. Core Upper Division Courses</b>  | <b>23-25</b> |   |
| ACCT 313 Managerial Accounting  | 3            | ACCT 213  |
| BUSI 300 Information Technology   | 3            | BUSI 200  |
| BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. Learn more about ETS. | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; |

| Requirement Description  | Credit Hours | Prerequisites  |
|--|--------------|--|
| BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio<br><br>Transfer students must complete a minimum of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442. | 1-8 2-4 2    | MGMT 305, MGMT 309; MKTG 300<br><br>BUSI 350, junior or senior standing, and signed approval from the Practice/ Exp Director |
| FINC 300 Business Finance  | 3            | BUSI 200 and ACCT 213  |
| MGMT 305 Principles of Management  | 4            | BUSI 101A/101B/101C  |
| MGMT 309 Operations Management   | 3            | BUSI 200   |
| MKTG 300 Principles of Marketing   | 3            | BUSI 101A/101B/101C  |
| <b>Total Hours for the Program</b>   | <b>48-50</b> |  |

## Bachelor of Science in Finance

| Requirement Description   | Credit Hours | Prerequisites                    |
|---|--------------|----------------------------------|
| <b>I. Undergraduate Business Core</b>                                   | <b>48-50</b> |                                  |
| Please refer to Undergraduate Business Core for requirements.           |              |                                  |
| <b>II. Major Requirements</b>   | <b>15</b>    |                                  |
| FINC 200 Introduction to Investing: A Course for Everyone               | 3            |                                  |
| FINC 305 Investment and Analysis -- offered Spring                      | 4            | FINC 300                         |
| FINC 309 Concepts and Applications of Corporate Finance -- offered Fall | 4            | FINC 300                         |
| FINC 405A Investment Strategies and Applications I -- offered Fall      | 2            | FINC 305                         |
| FINC 405B Investment Strategies and Applications II -- offered Spring   | 2            | FINC 405A                        |
| <b>III. Elective</b>  | <b>4</b>     |                                  |
| Students will select one 4 credit hour course from the following:       |              |                                  |
| BUSI 400 Business Analytics -- offered Spring                           | 4            |                                  |
| ECON 499 Econometrics -- offered Fall                                   | 4            | ECON 253 or 263; DATA 150 or 220 |
| <b>IV. Senior Capstone</b>  | <b>4</b>     |                                  |
| FINC 495 Finance Capstone   | 4            | FINC 305, 309, senior standing   |
| <b>Total Hours for the B.S. Finance Program</b>                         | <b>71-73</b> |                                  |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement.

## Bachelor of Arts in Finance

| Requirement Description   | Credit Hours | Prerequisites                       |
|---|--------------|-------------------------------------|
| <b>I. Undergraduate Business Core</b>                                   | <b>48-50</b> |                                     |
| Please refer to Undergraduate Business Core for requirements.           |              |                                     |
| <b>II. Major Requirements</b>   | <b>15</b>    |                                     |
| FINC 200 Introduction to Investing: A Course for Everyone               | 3            |                                     |
| FINC 305 Investment and Analysis -- offered Spring                      | 4            | FINC 300                            |
| FINC 309 Concepts and Applications of Corporate Finance -- offered Fall | 4            | FINC 300                            |
| FINC 405A Investment Strategies and Applications I -- offered Fall      | 2            | FINC 305                            |
| FINC 405B Investment Strategies and Applications II -- offered Spring   | 2            | FINC 405A                           |
| <b>III. Elective</b>  | <b>4</b>     |                                     |
| Students will select one 4 credit hour course from the following:       |              |                                     |
| BUSI 400 Business Analytics -- offered Spring                           | 4            |                                     |
| ECON 499 Econometrics -- offered Fall                                   | 4            | ECON 253 or 263;<br>DATA 150 or 220 |
| <b>IV. Senior Capstone</b>  | <b>4</b>     |                                     |
| FINC 495 Finance Capstone   | 4            | FINC 305, 309,<br>senior standing   |
| <b>Total Hours for the B.S. Finance Program</b>                         | <b>71-73</b> |                                     |

**Note:** All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement.

## Recommended Plan of Study (B.A. and B.S.)

### Starting Business as a First-Year Student

|        | Fall Semester   | Spring Semester  |
|--------|---|--|
| Year 1 | WCore 1<br>WCore 2<br>BUSI 101A/101B/101C (LC)                  | WCore 3<br>WCore 4<br>ACCT 213<br>DATA 220               |
| Year 2 | WCore 5<br>FINC 200 (WCSAM)<br>BUSI 200<br>BUSI 225<br>ECON 253 | ACCT 313<br>BUSI 300<br>ECON 263<br>FINC 300<br>MGMT 305 |
| Year 3 | FINC 309<br>MKTG 300<br>ECON 499<br>Language I (B.A.)           | BUSI 350<br>FINC 305<br>BUSI 400<br>Language II (B.A.)   |
| Year 4 | MGMT 309<br>FINC 405A<br>Language II (B.A.)                     | FINC 405B<br>FINC 495<br>BUSI 440, 441, or 442           |

**Starting Business as a Sophomore**

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | WCore 1<br>WCore 2<br>FINC 200 (WCSAM)                  | WCore 4<br>WCore 5<br>WCore 6   |
| Year 2 | ACCT 213<br>BUSI 101A/101B/101C<br>ECON 253<br>DATA 220 | BUSI 200<br>BUSI 225<br>ECON 263<br>FINC 300<br>MGMT 305              |
| Year 3 | ACCT 313<br>BUSI 300<br>FINC 309<br>ECON 499            | MKTG 300<br>FINC 305<br>BUSI 400<br>Language I (B.A.)                 |
| Year 4 | MGMT 309<br>BUSI 350<br>FINC 405A<br>Language II (B.A.) | FINC 405B<br>FINC 495<br>BUSI 440, 441, or 442<br>Language III (B.A.) |

**INTERNATIONAL BUSINESS**

**Faculty**

- Susan Arsht
- Michael Mamo (Chair)

**Program Goals**

The major in International Business leading to a Bachelor of Arts degree emphasizes specialized skills and knowledge necessary for success in the global environment. This program prepares students for the complex requirements of international business: technical and functional competence, world languages, cultural awareness and sensitivity, familiarity with international institutions, and the conduct of global business. A major strength of the International Business program is the combination of general and international business coursework with intensive language and cultural studies.

Students completing the bachelor degree in international business will:

- Recognize the fundamental economic forces that shape a country's stake in the global economic order; establish the implications for national and business policy of the international economy.
- Evaluate the financial risks of doing business in a specific country.
- Create an effective business plan for a new country entry.
- Effectively communicate across different cultures.

**Program Requirements**

To fulfill the requirements for the Bachelor of Arts in International Business, students must complete the courses outlined below. Students must maintain a minimum 2.3 GPA in business program coursework to be eligible for a Bachelor of Arts in International Business. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate (exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical).

Students must meet the university-wide graduation requirements in addition to the International Business major:

- WCore or Honors College requirements
- 30 upper division hours
- 124 total hours

**Undergraduate Business Core**

Students in all business majors (with the exception of some economics programs) complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

| Requirement Description               | Credit Hours | Prerequisites |
|---------------------------------------|--------------|---------------|
| <b>I. Core Lower Division Courses</b> | <b>25</b>    |               |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| ACCT 213 Financial Accounting   | 3            | BUSI 101A/B/C   |
| BUSI 101A Business Fundamentals I: Communicating  | 3            |   |
| BUSI 101B Business Fundamentals I: Calculating  | 3            | MATH 101 or above   |
| BUSI 101C Business Fundamentals I: Company Lab  | 0            |   |
| BUSI 200 Applied Business Math and Modeling   | 3            | BUSI 101A/B/C   |
| BUSI 225 Business Law and Ethics  | 3            | BUSI 101A/B/C   |
| ECON 253 Elementary Macroeconomics  | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics  | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics   | 4            |   |
| <b>II. Core Upper Division Courses</b>  | <b>23-25</b> |   |
| ACCT 313 Managerial Accounting  | 3            | ACCT 213  |
| BUSI 300 Information Technology   | 3            | BUSI 200  |
| BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. Learn more about ETS.   | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300. |
| BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio  | 1-8 2-4 2    | BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director.    |
| Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442* |              |   |
| FINC 300 Business Finance   | 3            | BUSI 200 and ACCT 213   |
| MGMT 305 Principles of Management   | 4            | BUSI 101A/B/C   |
| MGMT 309 Operations Management  | 3            | BUSI 200  |
| MKTG 300 Principles of Marketing  | 3            | BUSI 101A/B/C   |
| <b>Total Hours for the Program</b>  | <b>48-50</b> |   |

\*International Business majors may alternatively complete ECON 485 Senior Seminar or BUSI 485 Senior Seminar.

## Bachelor of Arts in International Business

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Undergraduate Business Core</b>   | <b>48-50</b> |               |
| Please refer to Undergraduate Business Core for requirements.   |              |               |
| <b>II. Bachelor of Arts Requirements</b>  | <b>12</b>    |               |
| <p>Students completing the Bachelor of Arts option (B.A.) must complete:</p> <ul style="list-style-type: none"> <li>Twelve credit hours of a single world language</li> </ul> <p>Alternatively, students can fulfill the world language requirements by completing <b>eight</b> credit hours of single world language and either:</p> |              |               |

| Requirement Description   | Credit Hours | Prerequisites                             |
|---|--------------|---|
| A. <b>Four</b> credit hours of a Westminster May term study/cultural international experience OR<br>B. <b>Four</b> credits of an international study tour transferred from an accredited college or university.<br><br>NOTE: See World Language Requirement for equivalencies, AP and CLEP credit policy. |              |   |
| <b>III. Upper Division Required International Courses</b>   | <b>12</b>    |   |
| ECON 319 International Economics  | 4            | ECON 253, 263, and either DATA 150 or 220 |
| FINC 435 International Finance  | 4            | FINC 300                                  |
| MGMT 400 Global Business Strategy   | 4            | MKTG 300 or MGMT 305                      |
| <b>IV. Electives</b>  | <b>3-4</b>   |   |
| Choose 3-4 credit hours from the following:<br><br>International Study Tour/Trip 4<br><br>Approved International Special Topics courses 3-4<br><br>Two 2-credit-hour International May Term courses 4<br><br>Or other upper division electives as approved by advisor                                     |              |   |
| <b>Total Hours for the International Business Major</b>   | <b>64</b>    |   |

**Recommended Plan of Study**

**Starting Business as a First-Year Student**

|        | Fall Semester   | Spring Semester  |
|--------|---|--|
| Year 1 | WCORE 1<br>BUSI 101A (LC)<br>BUSI 101B (LC)<br>Language I | WCORE 2<br>DATA 220<br>ECON 253<br>Language II           |
| Year 2 | WCORE 3<br>WCORE 4<br>BUSI 225<br>Language III            | BUSI 200<br>ECON 263<br>MGMT 305<br>MKTG 300<br>ACCT 213 |
| Year 3 | Semester Abroad<br>OR<br>Elective                         | ACCT 313<br>MGMT 309<br>FINC 300<br>BUSI 300<br>ECON 319 |
| Year 4 | BUSI 350<br>WCORE 5<br>FINC 435<br>MGMT 400               | WCORE 6<br>BUSI 440, 441 or 442                          |

**Starting Business as a Sophomore Student**

|        | Fall Semester  | Spring Semester  |
|--------|--|--|
| Year 1 | WCORE 1<br>WCORE 2<br>WCORE 3<br>Language I                    | WCORE 4<br>WCORE 5<br>WCORE 6<br>Language II             |
| Year 2 | BUSI 101A<br>BUSI 101B<br>BUSI 225<br>ECON 253<br>Language III | ACCT 213<br>BUSI 200<br>DATA 220<br>ECON 263<br>MKTG 300 |
| Year 3 | Semester Abroad<br>Or<br>Elective                              | ACCT 313<br>BUSI 300<br>FINC 300<br>MGMT 305<br>MGMT 309 |
| Year 4 | BUSI 350<br>FINC 435<br>MGMT 400                               | BUSI 440, 441 or 442 or ECON 485<br>ECON 319             |

## MANAGEMENT

### Faculty

- Michael Glissmeyer
- Vicki Graham
- Dax Jacobson
- Michael Keene (chair)
- Alysse Morton
- Brian Wierman

### Program Goals

Students can complete a Bachelor of Science degree or a Bachelor of Arts degree in Management. The Management major is designed to prepare students to manage effectively in a wide variety of business organizations. The purpose of the major is to ensure that students (1) understand the field of management and the environmental and organizational context in which managers operate and (2) master the fundamental management principles and tools needed to assure their success as managers. Students majoring in Management can:

- Create an effective business plan for a new country entry.
- Motivate, coordinate, and lead others to excellent performance.
- Develop plans to lead an organization through a significant change effort.
- Effectively communicate across different cultures.

### Program Requirements

To fulfill the requirements for a Management major, students must complete the courses outlined below. Students must maintain a minimum 2.3 GPA in business program coursework. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Students must meet the university-wide graduation requirements in addition to the Management major:

- WCore or Honors College requirements
- 30 upper division hours
- 124 total hours

### Undergraduate Business Core

Students in most business majors, including management, complete a common undergraduate core designed to develop skills in all functional areas of business. There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

| Requirement Description                          | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Core Lower Division Courses</b>            | <b>25</b>    |               |
| ACCT 213 Financial Accounting                    | 3            | BUSI 101A/B/C |
| BUSI 101A Business Fundamentals I: Communicating | 3            |               |

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| BUSI 101B Business Fundamentals I: Calculating   | 3            | MATH 101 or above   |
| BUSI 101C Business Fundamentals I: Company Lab   | 0            |   |
| BUSI 200 Applied Business Math and Modeling  | 3            | BUSI 101A/B/C   |
| BUSI 225 Business Law and Ethics   | 3            | BUSI 101A/B/C   |
| ECON 253 Elementary Macroeconomics   | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics   | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics  | 4            |   |
| <b>II. Core Upper Division Courses</b>   | <b>23-25</b> |   |
| ACCT 313 Managerial Accounting   | 3            | ACCT 213  |
| BUSI 300 Information Technology  | 3            | BUSI 200  |
| BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. Learn more about ETS.  | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300. |
| BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio   | 1-8 2-4 2    | BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director.    |
| Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442** |              |   |
| FINC 300 Business Finance  | 3            | BUSI 200 and ACCT 213   |
| MGMT 305 Principles of Management  | 4            | BUSI 101A/B/C   |
| MGMT 309 Operations Management   | 3            | BUSI 200  |
| MKTG 300 Principles of Marketing   | 3            | BUSI 101A/B/C   |
| <b>Total Hours for the Program</b>   | <b>48-50</b> |   |

## Bachelor of Science in Management

| Requirement Description  | Credit Hours | Prerequisites        |
|--|--------------|----------------------|
| <b>I. Undergraduate Business Core</b>                                | <b>48-50</b> |                      |
| Please refer to Undergraduate Business Core for requirements.        |              |                      |
| <b>II. Major Requirements</b>  | <b>12</b>    |                      |
| MGMT 400 Global Business Strategy - offered spring                   | 4            | MKTG 300 or MGMT 305 |
| MGMT 433 Organizational Behavior- offered fall                       | 4            | MGMT 305             |
| MGMT 460 Organizational Change and Advanced Management- offered fall | 4            | MGMT 305             |
| <b>III. Electives</b>  | <b>4</b>     |                      |
| Four hours of electives are required from the following:             |              |                      |

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| MGMT 310 The Entrepreneurial Mindset (not available as an elective for entrepreneurship minors) | 2            |               |
| MGMT 311 Business Model Development (not available as an elective for entrepreneurship minors)  | 2            |               |
| MGMT 411 Managing Growth (not available as an elective for entrepreneurship minors)             | 2            |               |
| And/or other upper division electives as approved by advisor 2-4                                |              |               |
| <b>IV. Senior Capstone</b>  | <b>4</b>     |               |
| MGMT 450 Advanced Strategic Planning- offered spring  | 4            | MGMT 305      |
| <b>Total Hours for the B.S. Management Program</b>  | <b>68-70</b> |               |

## Bachelor of Arts in Management

| Requirement Description   | Credit Hours | Prerequisites           |
|---|--------------|-------------------------|
| <b>I. Undergraduate Business Core</b>   | <b>48-50</b> |                         |
| Please refer to Undergraduate Business Core for requirements.   |              |                         |
| <b>II. Bachelor of Arts Requirements</b>  | <b>12</b>    |                         |
| <p>Students completing the Bachelor of Arts option (B.A.) must complete either:</p> <p>a. A declared academic minor other than a Business minor (Economics, Entrepreneurship, and Sports Management cannot be used) or</p> <p>b. <b>Twelve</b> credit hours of a single world language; or</p> <p>c. <b>Eight</b> credit hours of a single world language, and either:</p> <ul style="list-style-type: none"> <li>• <b>Four</b> credit hours of a Westminster May term study/cultural international experience, or</li> <li>• <b>Four</b> credits of an international study tour transferred from an accredited college or university.</li> </ul> <p>See World Language Requirement for equivalencies, AP and CLEP credit policy.</p> |              |                         |
| <b>III. Upper Division Required Courses</b>   | <b>12</b>    |                         |
| MGMT 400 Global Business Strategy- offered spring   | 4            | MKTG 300 or<br>MGMT 305 |
| MGMT 433 Organizational Behavior- offered fall  | 4            | MGMT 305                |
| MGMT 460 Organizational Change and Advanced Management- offered fall  | 4            | MGMT 305                |
| <b>IV. Senior Capstone</b>  | <b>4</b>     |                         |
| MGMT 450 Advanced Strategic Planning- offered spring  | 4            | MGMT 305                |
| <b>Total Hours for the B.A. Management Program</b>  | <b>76-78</b> |                         |

## Recommended Plan of Study

### Starting Business as a First-Year Student

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | BUSI 101A<br>BUSI 101B<br>BUSI 101C<br>DATA 220<br>WCore 1        | ACCT 213<br>BUSI 200<br>BUSI 225<br>WCore 2                                   |
| Year 2 | ECON 253<br>MGMT 305<br>WCore 3<br>WCore 4                        | ACCT 313<br>ECON 263<br>MKTG 300<br>WCore 5                                   |
| Year 3 | BUSI 300<br>FINC 300<br>MGMT 309<br>MGMT 433<br>Language I (B.A.) | BUSI 350<br>MGMT 400<br>MGMT Elective (B.S.)<br>WCore 6<br>Language II (B.A.) |
| Year 4 | MGMT 460<br>Language III (B.A.)                                   | BUSI 440, 441, or 442<br>MGMT 450<br>WCore Engaging the World                 |

**Starting Business as a Sophomore**

|        | Fall Semester   | Spring Semester  |
|--------|---|--|
| Year 1 | WCORE 1<br>WCORE 2<br>WCORE 3   | WCORE 4<br>WCORE 5<br>WCORE 6                                      |
| Year 2 | BUSI 101A<br>BUSI 101B<br>BUSI 101C<br>ACCT 213<br>DATA 220<br>ECON 253 | ACCT 313<br>BUSI 200<br>BUSI 225<br>ECON 263<br>MKTG 300           |
| Year 3 | BUSI 300<br>FINC 300<br>MGMT 305<br>MGMT 309<br>Language I (B.A.)       | BUSI 350<br>MGMT 400<br>MGMT Elective (B.S.)<br>Language II (B.A.) |
| Year 4 | MGMT 433<br>MGMT 460<br>Language III (B.A.)                             | BUSI 440, 441, or 442<br>MGMT 450<br>WCore Engaging the World      |

**MARKETING**

**Faculty**

- Brian Jorgensen
- Michael Keene (chair)
- Nancy Panos Schmitt

**Program Goals**

Students can complete a Bachelor of Science degree or a Bachelor of Arts degree in Marketing. The Marketing major is designed to prepare students to deliver marketing results in a variety of organizations. The major will ensure that students (1) understand the field of marketing and (2) master the fundamental marketing principles and tools necessary to assure success as marketers. Students completing majors in Marketing can:

- Analyze the competitive environment and the firm’s positioning to develop successful advertising campaigns.
- Demonstrate effective selling skills.
- Use a variety of quantitative and qualitative market research methods for marketing decision-making.
- Prepare a successful marketing plan for changing environments.

**Program Requirements**

To fulfill the requirements for the Marketing major, students must complete the courses outlined below. Students must maintain a minimum 2.3 GPA in business program coursework. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Students must meet the university-wide graduation requirements in addition to the Marketing major:

- WCore or Honors College requirements
- 30 upper division hours
- 124 total hours

## Undergraduate Business Core

Students in all business majors, including marketing, complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| <b>I. Core Lower Division Courses</b>   | <b>25</b>    |   |
| ACCT 213 Financial Accounting   | 3            | BUSI 101A/B/C   |
| BUSI 101A Business Fundamentals I: Communicating  | 3            |   |
| BUSI 101B Business Fundamentals I: Calculating  | 3            | MATH 101 or above   |
| BUSI 101C Business Fundamentals I: Company Lab  | 0            |   |
| BUSI 200 Applied Business Math and Modeling   | 3            | BUSI 101A/B/C   |
| BUSI 225 Business Law and Ethics  | 3            | BUSI 101A/B/C   |
| ECON 253 Elementary Macroeconomics  | 3            | MATH 101 or above   |
| ECON 263 Elementary Microeconomics  | 3            | MATH 101 or above   |
| DATA 220 Introduction to Statistics   | 4            |   |
| <b>II. Core Upper Division Courses</b>  | <b>23-25</b> |   |
| ACCT 313 Managerial Accounting  | 3            | ACCT 213  |
| BUSI 300 Information Technology   | 3            | BUSI 200  |
| BUSI 350 Business Fundamentals II: Integrative Core. The ETS exam is administered in BUSI 350. Learn more about ETS.  | 2            | ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300. |
| BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio  | 1-8 2-4 2    | BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director.    |
| Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442. |              |   |
| FINC 300 Business Finance   | 3            | BUSI 200 and ACCT 213   |
| MGMT 305 Principles of Management   | 4            | BUSI 101A/B/C   |
| MGMT 309 Operations Management  | 3            | BUSI 200  |
| MKTG 300 Principles of Marketing  | 3            | BUSI 101A/B/C   |
| <b>Total Hours for the Marketing Core Courses</b>   | <b>48-50</b> |   |

## Bachelor of Science in Marketing

| Requirement Description  | Credit Hours | Prerequisites                                 |
|--|--------------|---|
| <b>I. Undergraduate Business Core</b>  | <b>48-50</b> |   |
| Please refer to Undergraduate Business Core for requirements.                                  |              |   |
| <b>II. Major Requirements</b>  | <b>12</b>    |   |
| MKTG 303 Professional Selling  | 4            | MKTG 300                                      |
| MKTG 428 Advertising   | 4            | MKTG 303                                      |
| MKTG 435 Marketing Research and Planning   | 4            | MKTG 300 and DATA 150 or 220; senior standing |
| <b>III. Electives</b>  | <b>8</b>     |   |
| Choose eight hours of elective coursework from the following:                                  |              |   |
| COMM 326 Introduction to Web Writing and Design  | 4            | MGMT 305 or MKTG 300                          |
| MGMT 400 Global Business Strategy  | 4            |   |
| MKTG 305 Entrepreneurial Marketing -- not available as an elective for Entrepreneurship minors | 2            |   |
| MKTG 412 Special Topics in Marketing   | 1-4          |   |
| MKTG 420 Consumer Behavior   | 4            | MKTG 300                                      |
| Or other upper division electives as approved by advisor                                       |              |   |
| <b>IV. Senior Capstone</b>   | <b>4</b>     |   |
| MKTG 490 Senior Seminar in Marketing   | 4            | MKTG 428                                      |
| <b>B.S. Marketing Program</b>  | <b>72-74</b> |   |

## Bachelor of Arts in Marketing

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Undergraduate Business Core</b>  | <b>48-50</b> |               |
| Please refer to Undergraduate Business Core for requirements.  |              |               |
| <b>II. Bachelor of Arts Requirements</b>   | <b>12</b>    |               |
| Students completing the Bachelor of Arts option (B.A.) must complete either:   |              |               |
| a. A declared academic minor other than a Business minor (Economics, Entrepreneurship, and Sports Management cannot be used) or  |              |               |
| b. <b>Twelve</b> credit hours of a single world language; or   |              |               |
| c. <b>Eight</b> credit hours of a single world language, and either:   |              |               |
| <ul style="list-style-type: none"> <li>• <b>Four</b> credit hours of a Westminster May term study/cultural international experience, or</li> <li>• <b>Four</b> credits of an international study tour transferred from an accredited college or university.</li> </ul> |              |               |
| See World Language Requirement for equivalencies, AP and CLEP credit policy.   |              |               |
| <b>III. Upper Division Required Courses</b>  | <b>12</b>    |               |
| MKTG 303 Professional Selling  | 4            | MKTG 300      |
| MKTG 428 Advertising   | 4            | MKTG 303      |

| Requirement Description  | Credit Hours | Prerequisites                                 |
|--|--------------|---|
| MKTG 435 Marketing Research and Planning   | 4            | MKTG 300 and DATA 150 or 220; senior standing |
| <b>IV. Electives</b>   | <b>4</b>     |   |
| COMM 326 Introduction to Web Writing and Design  | 4            | MGMT 305<br>or MKTG 300                       |
| MGMT 400 Global Business Strategy  | 4            |   |
| MKTG 305 Entrepreneurial Marketing -- not available as an elective for Entrepreneurship minors | 2            | MKTG 300                                      |
| MKTG 412 Special Topics in Marketing   | 1-4          |   |
| MKTG 420 Consumer Behavior   | 4            |   |
| Or other upper division electives as approved by advisor                                       |              |   |
| <b>V. Senior Capstone</b>  | <b>4</b>     |   |
| MKTG 490 Senior Seminar in Marketing   | 4            | MKTG 428                                      |
| <b>Total Hours for the B.A. Marketing Program</b>  | <b>80-82</b> |   |

## Recommended Plan of Study

### Starting Business as a First-Year Student

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | BUSI 101A<br>BUSI 101B<br>BUSI 101C<br>DATA 220<br>WCore 1              | ACCT 213<br>BUSI 200<br>BUSI 225<br>WCore 2                               |
| Year 2 | ECON 253<br>MGMT 305<br>WCore 3<br>WCore 4                              | ACCT 313<br>ECON 263<br>MKTG 300<br>WCore 5                               |
| Year 3 | BUSI 300<br>FINC 300<br>MGMT 309<br>WCore 6 (B.S.)<br>Language I (B.A.) | BUSI 350<br>MKTG 303<br>MKTG Elective (B.S.)<br>Language II (B.A.)        |
| Year 4 | MKTG 428<br>MKTG Elective<br>WCore 6 (B.A.)<br>Language III (B.A.)      | MKTG 435<br>MKTG 490<br>BUSI 440, 441, or 442<br>WCore Engaging the World |

### Starting Business as a Sophomore

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | WCore 1<br>WCore 2<br>WCore 3   | WCore 4<br>WCore 5<br>WCore 6   |
| Year 2 | BUSI 101A<br>BUSI 101B<br>BUSI 101C<br>ACCT 213<br>DATA 220<br>ECON 253 | ACCT 313<br>BUSI 200<br>BUSI 225<br>ECON 263<br>MKTG 300                  |
| Year 3 | BUSI 300<br>FINC 300<br>MGMT 305<br>MGMT 309<br>Language I (B.A.)       | BUSI 350<br>MKTG 303<br>MKTG Elective (B.S.)<br>Language II (B.A.)        |
| Year 4 | MKTG 428<br>MKTG Elective<br>Language III (B.A.)                        | BUSI 440, 441, or 442<br>MKTG 435<br>MKTG 490<br>WCore Engaging the World |

## SPORTS MANAGEMENT

### Program Chair

- Nancy Panos Schmitt (Chair)

### Program Learning Goals

Students with a major in sports management will be able to:

- Analyze the unique dynamics of the competitive environment in the sports industry
- Implement best practices in sports-related organizations
- Engage in professional and effective communication
- Demonstrate leadership, management and administrative principles and practices specific to the sports industry and management
- Develop strategies for beneficial change in accordance with rules and regulations of specific sport organizations

The sports management curriculum will also help students master the following university-wide learning goals:

- Critical Thinking**  
Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.
- Creativity**  
Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.
- Collaboration**  
Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.
- Communication**  
Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.
- Global Responsibility**  
Students will (i) employ practices informed by social responsibility across the spectrum of differences and (ii) demonstrate knowledge of and evaluate solutions for, challenges affecting local, regional, and global communities.

### Objectives

The program offers an academic major leading to a Bachelor of Science degree or a Bachelor of Arts degree.

### Program Requirements

The program will require students to maintain a 2.3 GPA and earn a grade of C or better in all required courses. Students must meet the university-wide graduation requirements in addition to the sports management major requirements:

- 30 upper-division hours
- 124 total hours
- WCore or Honors College requirements

## Bachelor of Science in Sports Management

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <b>I. Lower-Division Requirements</b>  | <b>26</b>    |   |
| DATA 150 Data and Society  | 4            |   |
| BUSI 101A Business Fundamentals I: Communicating   | 3            | Co-requisites: BUSI 101B and BUSI 101C                      |
| BUSI 101B Business Fundamentals I: Calculating   | 3            | MATH 101 or above<br>Co-requisites: BUSI 101A and BUSI 101C |
| BUSI 101C Business Fundamentals 1: Company Lab   | 0            | Co-requisites: BUSI 101A and BUSI 101B                      |
| ACCT 213 Financial Accounting  | 3            | BUSI 101A/101B/101C   |
| BUSI 200 Business Math and Modeling  | 3            | BUSI 101A/101B/101C   |
| BUSI 225 Business Law  | 3            | BUSI 101A/101B/101C   |
| ECON 253 Elementary Macroeconomics   | 3            | MATH 101 or above   |
| HPW 255 Foundations of Sports Management   | 4            |   |
| <b>II. Upper-Division Requirements</b>   | <b>22-24</b> |   |
| HPW 345 Sports Law and Ethics  | 4            | HPW 255   |
| ECON 412S Sports Economics   | 2            | ECON 253, MATH 101, ACCT 213                                |
| FINC 300 Business Finance  | 3            | BUSI 200 and ACCT 213                                       |
| MKTG 300 Principles of Marketing   | 3            | BUSI 101A/101B/101C   |
| MGMT 305 Principles of Management  | 4            | BUSI 101A/101B/101C   |
| MGMT 422 Sports Management   | 2            | MGMT 305  |
| MKTG 422 Sports Marketing  | 2            | MKTG 300  |
| BUSI 440 2 internships, one sophomore year, one senior year (1-2) each Business Fundamentals: Internship | 2-4          |   |
| <b>III. Elective Requirements</b>  | <b>8</b>     |   |
| Choose 8 credits of course work from the list below:   |              |   |
| COMM 322 Multimedia Image Production   | 4            |   |
| COMM 326 Introduction to Web Writing and Design  | 4            |   |
| COMM 350 Organizational Communication  | 4            | COMM 250  |
| COMM 360 Race, Gender, Class and Media   | 4            |   |
| HPW 360 College Athletic Administration  | 4            | HPW 255   |
| MGMT 433 Organizational Behavior   | 4            | MGMT 305  |
| MKTG 303 Professional Selling  | 4            | MKTG 300  |
| <b>IV. Senior Capstone</b>   | <b>4</b>     |   |
| SOC 330 Sports and Society (Spring - Odd years)  | 4            |   |

| Requirement Description                           | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>Total Hours for the B.S. Sports Management</b> | <b>60-62</b> |               |

**Bachelor of Arts in Sports Management**

| Requirement Description  | Credit Hours | Prerequisites   |
|--|--------------|---|
| <b>I. Liberal Arts Requirements</b>  | <b>12-20</b> |   |
| Students completing the Bachelor of Arts (B.A.) must complete either:<br>(a) A declared academic minor other than a Business minor (Business, Economics and Entrepreneurship cannot be used) or<br>(b) <b>Twelve</b> credit hours of a single world language or<br>(c) <b>Eight</b> credit hours of a single world language and either: <ul style="list-style-type: none"> <li>• <b>Four</b> credit hours of a Westminster May Term Study Experience or</li> <li>• <b>Four</b> credits of an international study tour transferred from an accredited college or university.</li> </ul> |              |   |
| <b>II. Lower Division Requirements</b>   | <b>26</b>    |   |
| ACCT 213 Financial Accounting  | 3            | BUSI 101A/101B/101C   |
| BUSI 101A Business Fundamentals: Communicating   | 3            | Co-requisites: BUSI 101B and BUSI 101C                      |
| BUSI 101B Business Fundamentals: Calculating   | 3            | MATH 101 or above<br>Co-requisites: BUSI 101A and BUSI 101C |
| BUSI 101C Business Fundamentals: Company Lab   | 0            | Co-requisites: BUSI 101A and BUSI 101B                      |
| BUSI 200 Business Math and Modeling  | 3            | BUSI 101A/101B/101C   |
| BUSI 225 Business Law  | 3            | BUSI 101A/101B/101C   |
| ECON 253 Elementary Macroeconomics   | 3            | MATH 101 or above   |
| DATA 150 Data and Society  | 4            |   |
| HPW 255 Foundations of Sports Management   | 4            |   |
| <b>III. Upper Division Requirements</b>  | <b>22-24</b> |   |
| ECON 412S Sports Economics   | 2            | ECON 253, MATH 101, ACCT 213                                |
| FINC 300 Business Finance  | 3            | BUSI 200 and ACCT 213                                       |
| HPW 345 Sports Law & Ethics  | 4            | HPW 255   |
| MGMT 305 Principles of Management  | 4            | BUSI 101A/101B/101C   |
| MGMT 422 Sports Management   | 2            | MGMT 305  |
| MKTG 300 Principles of Marketing   | 3            | BUSI 101A/101B/101C   |
| MKTG 422 Sports Marketing  | 2            | MKTG 300  |
| BUSI 440 2 internships, one sophomore year, one senior year (1-2) each Business Fundamentals: Internship   | 2-4          |   |
| <b>IV. Electives</b>   | <b>4</b>     |   |
| Choose 4 hours of course work from courses below:  |              |   |

| Requirement Description                         | Credit Hours | Prerequisites |
|---|--------------|---------------|
| COMM 322 Multimedia Image Production            | 4            |               |
| COMM 326 Introduction to Web Writing and Design | 4            |               |
| COMM 350 Organizational Communication           | 4            | COMM 250      |
| COMM 360 Race, Gender, Class and Media          | 4            |               |
| HPW 360 College Athletic Administration         | 4            | HPW 255       |
| MGMT 433 Organizational Behavior                | 4            | MGMT 305      |
| MKTG 303 Professional Selling                   | 4            | MKTG 300      |
| <b>V. Senior Capstone</b>                       | <b>4</b>     |               |
| SOC 330 Sports and Society (Spring - Odd years) | 4            |               |
| <b>Total Hours for the Program</b>              | <b>56-58</b> |               |

### Recommended Plan of Study

|        | Fall Semester   | Spring Semester   |
|--------|---|---|
| Year 1 | WCore 1 (4)<br>WCore 2 (4)<br>BUSI 101A (3)<br>BUSI 101B (3)<br>BUSI 101C (0)<br>Elective Class* (1-2)    | WCore 3 (4)<br>WCore 4 (4)<br>ECON 253 (4)<br>Data 150 (3)<br>Elective Class* (1)                         |
| Year 2 | WCore 5 (4)<br>WCore 6 (4)<br>BUSI 200 (4)<br>HPW 255 (4)<br>Elective Class* (1)                          | HPW 345 (4)<br>ACCT 213 (3)<br>BUSI 225 (3)<br>BUSI 440 (1-2)*<br>MGMT 305 (4)<br>Elective Class* (3-4)   |
| Year 3 | ECON 412S (2)<br>FINC 300 (3)<br>MKTG 300 (3)<br>WCore Engaging the World (4)<br>Sports MGMT elective (4) | MKTG 422 (2)<br>MGMT 422 (2)<br>Sports MGMT elective (4) (BS)<br>Language 1 (BA)<br>Elective Class* (4-8) |
| Year 4 | BUSI 440 (1-2)*<br>Language 2 (BA)<br>Elective classes as needed* (9-11)                                  | BUSI 440 (1-2)*<br>SOC 330 (4)<br>Language 3 (BA)<br>Elective classes as needed*                          |

\*Extra hours can be obtained by increasing internship hours, adding a minor or taking classes for interest.

# HONORS COLLEGE

## THE HONORS COLLEGE

**Richard Badenhausen**, Dean  
**José Hernández Zamudio**, Assistant Dean  
**Alicia Cunningham-Bryant**, Director of Fellowship Advising

The Honors College provides intellectually curious students who wish to challenge themselves in a unique learning community an opportunity to satisfy all of their university-wide general education requirements through a specially designed, alternative pathway. By completing 6-8 seminars from a menu of interdisciplinary, team-taught Honors seminars focused on primary texts and seminar discussion, students earn either an Honors certificate or Honors degree. Because of the focus on sharpening communication skills, engaging materials from diverse perspectives, and confronting challenging ideas across periods and cultures, Honors students are prepared to be articulate and responsible members of society and defenders of their own ideas. Students who join the Honors College via the lateral entry option may also earn an Honors certificate upon completion of 4 seminars. The Honors College is a longtime member of the National Collegiate Honors Council (NCHC) and the Western Regional Honors Council (WRHC).

Referred to by one higher education leader as “one of the best in the United States,” the Honors College at Westminster offers one of the most comprehensive stand-alone, interdisciplinary, team-taught Honors curriculums in the country. The Honors College houses Westminster’s Fellowship Advising Office, which serves the entire campus. Approximately thirty professors from a wide range of disciplines regularly teach in the Honors College, and eight of them have won the Gore Excellence in Teaching Award, Westminster’s most prestigious award for faculty. Honors students are known for their service on and off campus, regularly serving as captains of athletic teams, student government leaders, and editors of Westminster publications like *The Forum* and *Ellipsis*, as well as volunteering at many local non-profits.

### Faculty

**Richard Badenhausen**, Professor (Honors)  
**Russ Costa**, Professor (Honors/Neuroscience)  
**Alicia Cunningham-Bryant**, Associate Professor (Honors)  
**Connie Etter**, Associate Professor (Honors/Justice Studies)  
**Nicholas Pollock**, Assistant Professor (Honors/Geology)  
**Julie Stewart**, Professor (Honors)

### Affiliate Faculty

Kelly Asao (Psychology), Kara Barnette (Philosophy), Bill Bynum (Mathematics), Greg Gagne (Computer Science), Kellie Gerbers (Outdoor Education & Leadership), Julia Kamenetzky (Physics), Han Kim (Public Health), Matt Kruback (Art), Christopher LeCluyse (English), Nick More (Philosophy), Alysse Morton (Management), Jeff Nichols (History), Kristjane Nordmeyer (Sociology), Brent Olson (Environmental Studies), Michael Popich (Philosophy), Spencer Potter (Theatre), Sean Raleigh (Mathematics), Christy Seifert (Communication), Meghan Wall (Dance), John Watkins (Economics)

### Program Goals

The mission of the honors university is to invite students into a challenging journey of developing their voices, sharing those voices, and learning to hear the voices of others. The following program-wide learning outcomes are housed under honors university core values:

#### *Collective*

- Compassion and empathy
  - Engage with a variety of sources, viewpoints, and individuals on topics related to diversity, equity, inclusion, and social justice, including sources that share the identity or identities being discussed.
  - Recognize how power, privilege, and bias impact relationships on interpersonal, intergroup, and institutional levels, historically and today.
  - Analyze the influence of power in U.S. and global contexts.
  - Discuss how culture shapes social justice.
- Community-centered conversation
  - Explain the context that informs the questions they ask.
  - Explain the implications of the questions they ask.
  - Engage in genuine conversation.
- Support and mentorship
  - Demonstrate self-awareness that facilitates collaboration with others.
- Connections across difference
  - Propose or participate in collective action against bias and injustice within and beyond the campus community.
  - Evaluate which collective strategies are most effective in challenging bias and injustice within and beyond the campus community.
  - Use language that recognizes, respects, and celebrates differences among group members.

#### *Individual*

- Academic and personal growth
  - Develop claims that emerge from analyzing relevant texts, evidence, data, and artifacts.
  - Utilize evidence in making written and oral arguments.
  - Reflect on learning and their role in that process.
  - Express themselves creatively beyond written and spoken media (i.e., visual, musical, etc.)
- Student empowerment
  - Examine the intersectionality of their identities in relation to structures of power (such “-isms” and “-obias” as racism and Islamophobia, for example).
  - Analyze the impact of bias and injustice in the world, historically and today.
  - Identify the contributions of figures, groups, events, strategies, philosophies, etc. to social justice and inclusion by structurally marginalized groups.
- Interdisciplinary inquiry
  - Integrate multiple disciplinary perspectives in their discourse.
  - Analyze complex texts and ideas.
  - Design an appropriate research model to answer complex questions.

- Curiosity and dedication
  - Demonstrate quantitative skills to ask and answer questions through data analysis.
  - Analyze data and evaluate sources independently.
  - Explore intellectual curiosity by taking a risk.

### Admission to the Honors College

Students applying to the Honors College will be evaluated according to the following criteria: high school GPA and rigor of coursework, interest in the unique approach to learning in Honors, and the quality of a written statement. Current Westminster students who wish to transfer into the Honors College via the lateral entry pathway will have previous university work taken into consideration during the admissions process. Questions concerning the application process should be directed to the Dean of the Honors College.

### Benefits of Participating in the Honors College

- *Academic distinction:* the Honors designation on the student's transcript shows graduate schools and employers that they have achieved academic success in rigorous classes. The challenging, comprehensive curriculum also helps students grow as thinkers, writers, and speakers.
- *Small class size:* Honors classes have an intimate, seminar-style feel and allow for close student-professor interactions and mentoring.
- *Excellent faculty:* eight Honors professors have won the university's Gore Excellence in Teaching award, Westminster's top recognition for faculty.
- *Enhanced support, advising, and mentoring:* first-year Honors students attend supplemental orientation activities to help ease the transition to university life, receive specialized advising from trained advisors, and meet weekly as a cohort during the fall term. Finally, incoming Honors students are grouped with peer mentors—upper-class Honors students with extensive experience at Westminster—who can help guide them during their first year at university.
- *Wellness programming:* Honors students learn mindfulness strategies from trained practitioners that equip them with tools to manage stress.
- *Interdisciplinary approaches:* the interdisciplinary nature of Honors seminars brings students and two faculty from different departments together to ensure an exciting class atmosphere that prepares students for the interdisciplinary approach of most top graduate programs and professional fields. It also helps students engage in a higher order of thinking because conversations across difference are especially challenging.
- *Alternative Gen Ed experience:* the Honors curriculum offers a unique learning experience that goes beyond the standard university general education classes in a series of specially designed seminars. Honors also offers students an efficient, flexible pathway through gen ed requirements that frees up time to fit in double majors, multiple minors, electives, extracurricular activities, intensive research projects, leadership opportunities, and other enhanced academic experiences.
- *Research opportunities:* the seminar-style approach to learning, the emphasis on writing and research in classes, and the program's support of outside research allow students to investigate their academic interests more fully and create opportunities for the presentation or publication of their work. The program awards independent summer research grants and provides funding to attend academic conferences.
- *Sense of community:* Honors students take core classes together and interact with Honors faculty and students through other academic and social events. This interaction helps establish a sense of belonging to the university community. The Honors College is housed in Nunemaker Place. Built in 1977, this architecturally striking building provides Honors students and faculty with a variety of distinctive spaces, including staff offices, meeting areas, and reading and study spaces. Located next to beautiful Emigration Creek, Nunemaker opens out onto a tree-lined patio where students and faculty can eat lunch, read, and relax.
- *Special study abroad opportunity:* Westminster's Honors College is a member of the Principia Consortium, which gives students access to a unique Honors educational experience at the University of Glasgow, Scotland. Honors students also have access to scholarship support for international MTSE classes.
- *Access to supplementary resources:* these resources include the Honors College listserv, Student Honors Council meetings, the Honors College newsletter, and special enriched learning experiences such as attendance at cultural events. Funding to attend and give papers at academic conferences, leadership training opportunities like the Student Honors Council, special recognition opportunities like the Nelson Creative Arts and Writing Awards, and opportunities to participate in special meetings with distinguished visiting scholars and lecturers are also included.
- *Fellowship Advising Office:* Westminster's Fellowship Advising Office, which serves the entire student body, is housed in the Honors College, ensuring that Honors students are introduced to a wide range of post-graduate fellowship opportunities like the Fulbright, Marshall, Gilman, and Truman scholarships among many others.
- *Commitment to diversity and inclusion:* the Honors College is guided by a robust diversity strategic plan. The Honors College was the first academic unit on campus to conduct a diversity climate survey and is a leader on campus in inclusive admissions strategies.

### Participation in Honors College Courses by Non-Honors College Students

Any Westminster undergraduate in good standing with a 3.5 GPA or higher is eligible to enroll in 300- and 400-level Honors seminars. The Honors College is an active part of the larger university community and welcomes the energy, intellect, and diversity that students from different disciplines across the campus bring to Honors classes. Non-Honors College students enrolling in Honors seminars should check with their program chairs, since these classes will sometimes fulfill certain requirements in a student's own major. Participation in 200-level Honors seminars is restricted to students in the Honors College.

### Continuation Policy: Criterion for Remaining in the Honors College

If an Honors College student falls below a 3.0 Westminster cumulative GPA, a period of two semesters will be used to allow the student to return to the minimum GPA for continued participation. Students who do not reach the 3.0 threshold after one year may petition the Honors Council to continue taking Honors classes.

### Honors Degree Requirements

Students may complete the requirements below and be awarded a certificate recognizing this achievement contingent on Westminster graduation. Only one of the courses in Section III may be taken as credit/no credit (*does not apply to HON 201 or 202*). Upon completion of the Honors degree, major and/or minor, and graduation requirements, students will receive either an Honors Bachelor of Fine Arts, Honors Bachelor of Arts, or Honors Bachelor of Science depending on their major program of study.

| Requirement Description   | Credit Hours                        | Prerequisites |
|---|-------------------------------------|---------------|
| <b>I. World Language Requirement</b>  | <b>12 or equivalent proficiency</b> |               |
| Honors Degree recipients must complete 3 semesters of university-level instruction in a single world language or the equivalent. Requirement can be satisfied by coursework or proof of proficiency. For example, an incoming student who begins in Spanish III and successfully completes that course will have satisfied the requirement. (May term study abroad trips may not be used to |                                     |               |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| satisfy this requirement.) Honors students may also demonstrate proficiency through 12 hours of CLEP, FLATS, or other proficiency exam credit in a single language. All coursework that meets this requirement must be taken for a letter grade.  |              |   |
| <b>II. Lower Division Gateway Courses</b>   | <b>8</b>     |   |
| HON 201 Foundational Conversations I<br>HON 202 Foundational Conversations II   | 4<br>4       | These courses are taken consecutively in fall and spring terms, respectively. |
| <b>III. Lower Division Courses</b>  | <b>20</b>    |   |
| Select five courses from:   |              |   |
| HON 211 Global Welfare & Justice  | 4            |   |
| HON 212 Arts & Performance  | 4            |   |
| HON 213 Environments & the Space of Art   | 4            |   |
| HON 221 Science as Knowledge  | 4            |   |
| HON 222 Science, Power & Diversity  | 4            |   |
| HON 231 Human Culture & Behavior  | 4            |   |
| HON 232 Data/Society/Decision-Making  | 4            |   |
| <b>IV. Additional Coursework</b>  | <b>4</b>     |   |
| Students must complete 4 credit hours of additional coursework from a 200-level Honors seminar listed above, a 300/400-level Honors elective seminar, or an Honors May term course.   |              |   |
| <b>V. Senior Project/Thesis</b>   | <b>2</b>     |   |
| Completion of a senior project in the student's major for a minimum of 2 credit hours. Students whose majors employ a practicum, internship, exhibition, or recital as the senior capstone experience must include a significant written component in which they reflect on that experience. All students completing a thesis or senior project for the Honors Degree must fill out the thesis topic approval and completion forms, which are available on the Honors website, and present their completed work in a public setting such as a regional academic conference, Westminster's undergraduate showcase, or some equivalent venue. |              |   |
| <b>VI. Honors Capstone</b>  | <b>0-2</b>   |   |
| Students completing senior projects in the major to satisfy requirements for the Honors Degree enroll in HON 403 during the semester(s) they are conducting that work. Students may take HON 403 for credit up to two (2) times.  |              |   |
| HON 403 Capstone Conversations  | 0-1          |   |
| <b>Total Hours for the Honors Degree</b>  | <b>46-48</b> |   |

**Honors Certificate Requirements – For Lateral Entry Students Only**

Students who join the Honors College via the lateral entry option may complete four seminars in the Honors core sequence and be awarded a certificate recognizing this achievement contingent on Westminster graduation. *None* of these courses may be taken as credit/no credit.

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Lower Division Gateway Courses</b>   | <b>10-12</b> |               |
| A minimum of two WCore courses (6-8 credit hours) or similar general education courses from a two- or four-year institution are required. All lateral entry students take HON 203 upon entry to the program: |              |               |
| HON 203 Foundational Conversations III   | 4            |               |
| <b>II. Lower Division Courses</b>  | <b>16</b>    |               |
| Select three courses from:   |              |               |
| HON 211 Global Welfare & Justice   | 4            |               |

| Requirement Description                       | Credit Hours | Prerequisites |
|---|--------------|---------------|
| HON 212 Arts & Performance                    | 4            |               |
| HON 213 Environments & the Space of Art       | 4            |               |
| HON 221 Science as Knowledge                  | 4            |               |
| HON 222 Science, Power & Diversity            | 4            |               |
| HON 231 Human Culture & Behavior              | 4            |               |
| HON 232 Data/Society/Decision-Making          | 4            |               |
| <b>Total Hours for the Honors Certificate</b> | <b>22-24</b> |               |

### Honors Certificate Requirements – For Traditional Entry Students Only

Students may complete six seminars in the Honors sequence and be awarded a certificate recognizing this achievement (contingent on Westminster graduation). Only one of the courses in Section II may be taken as credit/no credit (*does not apply to HON 201 or 202*).

| Requirement Description                       | Credit Hours | Prerequisites   |
|---|--------------|---|
| <b>I. Lower Division Gateway Courses</b>      | <b>8</b>     |   |
| HON 201 Foundational Conversations I          | 4            | These courses are taken consecutively in fall and spring terms, respectively. |
| HON 202 Foundational Conversations II         | 4            |   |
| <b>II. Lower Division Courses</b>             | <b>16</b>    |   |
| Select four courses from:                     |              |   |
| HON 211 Global Welfare & Justice              | 4            |   |
| HON 212 Arts & Performance                    | 4            |   |
| HON 213 Environments & the Space of Art       | 4            |   |
| HON 221 Science as Knowledge                  | 4            |   |
| HON 222 Science, Power & Diversity            | 4            |   |
| HON 231 Human Culture & Behavior              | 4            |   |
| HON 232 Data/Society/Decision-Making          | 4            |   |
| <b>Total Hours for the Honors Certificate</b> | <b>24</b>    |   |

### Honors College Seminars Across Departments/Programs

Honors College seminars do not satisfy major/minor requirements or prerequisites except when completed by an Honors College student in the following cases:

- HON 201 and 202 *Foundational Conversations I & II* may be substituted for the WCFAH and Writing Emphasis prerequisites required for LMW 222 and 223 in the [Literature, Media, and Writing](#) program.
- HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two 200 Level PHIL courses (excepting PHIL 201-202), or PHIL 102 and one 200 Level course. HON 203 *Foundational Conversations III* may be substituted for any 200 level PHIL course (excepting PHIL 201-202) or PHIL 102.
- HON 211 *Global Welfare and Justice* may be substituted in place of PLSC 106 *Explorations in Politics* as a lower-division requirement for the [Political Science](#) program.
- HON 212 *Arts and Performance* may be substituted for THTR 101 *Devised Theatre* as a lower-division requirement for the [Theatre](#) program.
- HON 213 *Environment and the Space of Arts* may count as an elective for the [Environmental Studies](#) program.
- HON 222 *Science, Power, and Diversity* may be substituted for PHIL 216 *Ethical Issues in Health and Healthcare* as a required prerequisite for the [Public Health](#) major.
- HON 222 *Science, Power, and Diversity* or HON 231 *Human Culture and Behavior* may be substituted for a WCSBS course option and prerequisite required for the [Public Health](#) and [Nursing](#) majors, respectively.
- HON 232 *Data/Society/Decision-Making* may be substituted for DATA 110 *Explorations in Data Science* required for the [Data Science](#) program or DATA 150 *Data and Society* required for the [undergraduate business core](#). Please note that this substitution may not apply well to [Economics](#) or [Marketing](#) as the programs strongly recommend DATA 220 in their undergraduate business core.
- HON 201 or 202 *Foundational Conversations I or II*, respectively, may be substituted for the WCore Writing Emphasis and/or prerequisite required for [nursing](#) majors.

## HONORS COURSES

### Course Descriptions

|   |                |  |            |
|---|----------------|--|------------|
| <b>HON</b>  | <b>201-202</b> | <b>Foundational Conversations I and II</b> | <b>4/4</b> |
| This sequence guides students through the transition to university-level work by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each year by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of university, and life outside the classroom.  |                |  |            |
| <b>HON</b>  | <b>203</b>     | <b>Foundational Conversations III</b>      | <b>4</b>   |
| This seminar guides students who have entered the Honors College by lateral entry admission through the transition to Honors by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each term by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of university, and life outside the classroom.   |                |  |            |
| <b>HON</b>  | <b>211</b>     | <b>Global Welfare and Justice</b>          | <b>4</b>   |
| Economic inequality continues to increase throughout the world, putting more human beings in poverty. The 21 <sup>st</sup> century poses a significant challenge therefore to political and economic institutions to deal effectively and justly with this increasing economic inequality-as-poverty. This course explores the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21 <sup>st</sup> century.   |                |  |            |
| <b>HON</b>  | <b>212</b>     | <b>Arts and Performance</b>                | <b>4</b>   |
| Using a multi-disciplinary approach that emphasizes direct artistic experiences, this course explores the <i>what</i> and the <i>why</i> of both arts and performance. As in the creation of art itself, this seminar engenders curiosity, considers context, welcomes risk-taking, and fosters an environment that leads to openness and depth of connection. Primary sources include the specific artistic interests of individuals within the class as well as a variety of arts events within the Westminster and Salt Lake communities. Firmly committed to the idea that being an educated, active, and fully alive individual requires engaging with and critically/creatively responding to the arts, we examine a wide variety of artistic works in the visual arts, music, dance/movement, drama/theatre, as we explore essential questions related to the arts, to creation, to life. Students develop a sense of openness to unexpected possibilities through the recognition of the place for the arts in their lives. |                |  |            |
| <b>HON</b>  | <b>213</b>     | <b>Environment and the Space of Art</b>    | <b>4</b>   |
| This course explores the intersection of art and the environment across a broad understanding of each sphere. Faculty and students will explore primary texts and experiences that lend an understanding to our place within the arts (visual, literary, sound, performative) and environment (natural, constructed, scientific). Topics might include, for example, unexpected nature, ecosystems and creativity, environmental and cultural changes, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring these topics through field trips and study. Other learning activities—writing, conversation, and reflection—will offer students myriad ways to appreciate our place in environments and the space of art.  |                |  |            |
| <b>HON</b>  | <b>221</b>     | <b>Science as Knowledge</b>                | <b>4</b>   |
| When we hear someone say “That’s not science,” it sounds inherently dismissive. In this interdisciplinary seminar, we will discuss the special status often given to scientific knowledge relative to other forms of knowledge and explore the ways in which that status might help or hinder our ability to actually understand our universe. We will build on this discussion to critically evaluate the notions of certainty, authority, and progress that are often intertwined with scientific knowledge, as well as the degree to which scientific knowledge reflects the culture that develops it.   |                |  |            |
| <b>HON</b>  | <b>222</b>     | <b>Science, Power, and Diversity</b>       | <b>4</b>   |
| This seminar explores the relationship between scientific knowledge and power, especially as this relationship intersects with issues of diversity. Students will engage with major ideas and texts from the last century in the contemporary philosophy of science, science and cultural studies, and the natural and physical sciences. Epistemological and ethical issues in the production and dissemination of science knowledge are discussed, as are issues of race, gender, culture, and justice pertaining to science in society. Students will gain critical perspectives on popular contemporary scientific discourse by analyzing ideas from primary source texts, critical accounts of science, and scientific journalism.   |                |  |            |
| <b>HON</b>  | <b>231</b>     | <b>Human Culture and Behavior</b>          | <b>4</b>   |
| Why do people do the things they do as individuals, groups, or as a society? How does our culture and society shape human behavior? How does our behavior shape society? Are the answers to be found in genetics, socioeconomic status, gender, culture, and/or elsewhere? This seminar explores the intersection of human culture and behavior via the methods and perspectives of a variety of social science disciplines. The course examines topics as diverse as violence, law and crime, sexuality and sexual identity, and gender and racial injustice.  |                |  |            |
| <b>HON</b>  | <b>232</b>     | <b>Data/Society/Decision-Making</b>        | <b>4</b>   |

|   |                |                                   |            |
|---|----------------|-----------------------------------|------------|
| We are surrounded by data. Even when we're unaware of it, data informs key systems upon which we rely: transportation, politics, computing, medicine, and commerce, just to name a few. In this course, we seek to develop an understanding of the nature of data—what it is, how it is gathered and stored, what it purports to measure, and what it actually measures. Quantitative tools are developed to analyze data while simultaneously exploring the value and limitations of such analysis. The ultimate goal is to connect data to the process of making decisions, with examples from a variety of fields used to illustrate its successes and failures.   |                |                                   |            |
| <b>HON</b>  | <b>300/400</b> | <b>Special Topics in Honors</b>   | <b>1-4</b> |
| These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be cross-listed with these seminars.  |                |                                   |            |
| <b>HON</b>  | <b>401</b>     | <b>Directed Studies in Honors</b> | <b>1-4</b> |
| A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Honors College and for student-initiated, interdisciplinary research projects. Prerequisite: consent of instructor(s), and Honors College dean.   |                |                                   |            |
| <b>HON</b>  | <b>402</b>     | <b>Senior Project/Thesis</b>      | <b>3</b>   |
| A self-directed project or thesis that covers a topic in the student's major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors College faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.   |                |                                   |            |
| <b>HON</b>  | <b>403</b>     | <b>Capstone Conversations</b>     | <b>0-1</b> |
| This course provides a capstone experience that challenges students to reflect on the process of creating independent scholarship in an interdisciplinary learning context. Faculty and students will examine the diverse set of skills required to produce high quality independent scholarship, from the generation of project ideas, to project planning and implementation, to the presentation of their work in a variety of potential formats. At each meeting, students will discuss their progress and approaches to handling upcoming challenges on their independent capstone projects for their respective majors, receiving support, feedback, and input from their peers in other disciplines. In particular, cross-disciplinary conversations will encourage students to draw inspiration from colleagues in other fields and see how their research might have applicability to those fields. The capstone seminar will culminate with the presentation of their project to the Honors College and university communities. This course is repeatable for credit. |                |                                   |            |

**HON-201: Foundational Conversations I (Min Credits: 4.00)**

This sequence guides students through the transition to college-level work by engaging primary texts from around the world and across epochs. Organized each year by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

**HON-202: Foundational Conversations II (Min Credits: 4.00)**

This sequence guides students through the transition to college-level work by engaging primary texts from around the world and across epochs. Organized each year by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

**HON-203: Foundational Conversations III (Min Credits: 4.00)**

This seminar guides students who have entered the Honors College by lateral entry admission through the transition to Honors by engaging primary texts from around the world and across epochs. Organized each term by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

**HON-211: Global Welfare and Justice (Min Credits: 4.00)**

Economic inequality continues to increase throughout the world, putting more human beings in poverty. The 21st century poses a significant challenge therefore to political and economic institutions to deal effectively and justly with this increasing economic inequality-as-poverty. This course explores the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21st century.

**HON-212: Arts and Performance (Min Credits: 4.00)**

Using a multi-disciplinary approach that emphasizes direct artistic experiences, this course explores the what and the why of both arts and performance. As in the creation of art itself, this seminar engenders curiosity, considers context, welcomes risk-taking, and fosters an environment that leads to openness and depth of connection. Primary sources include the specific artistic interests of individuals within the class as well as a variety of arts events within the Westminster and Salt Lake communities. Firmly committed to the idea that being an educated, active, and fully alive individual requires engaging with and critically/creatively responding to the arts, we examine a wide variety of artistic works in the visual arts, music, dance/movement, drama/theatre, as we explore essential questions related to the arts, to creation, to life. Students develop a sense of openness to unexpected possibilities through the recognition of the place for the arts in their lives.

**HON-213: Environments and the Space of Art (Min Credits: 4.00)**

This course explores the intersection of art and the environment across a broad understanding of each sphere. Faculty and students will explore primary texts and experiences that lend an understanding to our place within the arts (visual, literary, sound, performative) and environment (natural, constructed, scientific). Topics might include, for example, unexpected nature, ecosystems and creativity, environmental and cultural changes, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring these topics through field trips and study. Other learning activities-writing, conversation, and reflection-will offer students myriad ways to appreciate our place in environments and the space of art.

### **HON-221: Science as Knowledge (Min Credits: 4.00)**

When we hear someone say "That's not science," it sounds inherently dismissive. In this interdisciplinary seminar, we will discuss the special status often given to scientific knowledge relative to other forms of knowledge and explore the ways in which that status might help or hinder our ability to actually understand our universe. We will build on this discussion to critically evaluate the notions of certainty, authority, and progress that are often intertwined with scientific knowledge, as well as the degree to which scientific knowledge reflects the culture that develops it.

### **HON-222: Science, Power, and Diversity (Min Credits: 4.00)**

This seminar explores the relationship between scientific knowledge and power, especially as this relationship intersects with issues of diversity. Students will engage with major ideas and texts from the last century in the contemporary philosophy of science, science and cultural studies, and the natural and physical sciences. Epistemological and ethical issues in the production and dissemination of science knowledge are discussed, as are issues of race, gender, culture, and justice pertaining to science in society. Students will gain critical perspectives on popular contemporary scientific discourse by analyzing ideas from primary source texts, critical accounts of science, and scientific journalism.

### **HON-231: Human Culture and Behavior (Min Credits: 4.00)**

Why do people do the things they do as individuals, groups, or as a society? How does our culture and society shape human behavior? How does our behavior shape society? Are the answers to be found in genetics, socioeconomic status, gender, culture, and/or elsewhere? This seminar explores the intersection of human culture and behavior via the methods and perspectives of a variety of social science disciplines. The course examines topics as diverse as violence, law and crime, sexuality and sexual identity, and gender and racial injustice.

### **HON-232: Data/Society/Decision-Making (Min Credits: 4.00)**

We are surrounded by data. Even when we're unaware of it, data informs key systems upon which we rely: transportation, politics, computing, medicine, and commerce, just to name a few. In this course, we seek to develop an understanding of the nature of data-what it is, how it is gathered and stored, what it purports to measure, and what it actually measures. Quantitative tools are developed to analyze data while simultaneously exploring the value and limitations of such analysis. The ultimate goal is to connect data to the process of making decisions, with examples from a variety of fields used to illustrate its successes and failures.

### **HON-300: Special Topics in Honors (Min Credits: 1.00-4.00)**

These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered Fall, Spring and May Term.

### **HON-400: Special Topics (Min Credits: 1.00-4.00)**

These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered on occasion.

### **HON-401: Directed Studies in Honors (Min Credits: 1.00-4.00)**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Honors Program and for student-initiated, interdisciplinary research projects. Prerequisite: consent of instructor(s), and Honors College dean

### **HON-402: Senior Project/Thesis (Min Credits: 3.00)**

A self-directed project or thesis that covers a topic in the student's major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors College faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.

### **HON-403: Capstone Conversations (Min Credits: 0.00-1.00)**

This course provides a capstone experience that challenges students to reflect on the process of creating independent scholarship in an interdisciplinary learning context. Faculty and students will examine the diverse set of skills required to produce high quality independent scholarship, from the generation of project ideas, to project planning and implementation, to the presentation of their work in a variety of potential formats. At each meeting, students will discuss their progress and approaches to handling upcoming challenges on their independent capstone projects, receiving support, feedback, and input from their peers in other disciplines. In particular, cross-disciplinary conversations will encourage students to draw inspiration from colleagues in other fields and see how their research might have applicability to those fields. The capstone seminar will culminate with the presentation of their project to the Honors College and university communities. This course is repeatable for credit.

---

## IPSL GLOBAL ENGAGEMENT

---

### Faculty

- **Thomas Winston Morgan**
- **Arianne Newton**

IPSL's global programs engage students, educators, and grassroots organizations around the world in hands-on, community-based Service-Learning to promote equitable relationships, social justice, sustainable change, and a commitment to our shared humanity.

### Objectives

There is ample evidence demonstrating that peaceful social movements are highly successful in creating positive change worldwide. Even in countries where voluntary action is more informally structured, there still exist community organizing and social activism in one form or another. It is therefore critical that students seeking to contribute to global change know what these models are and how they work to be effective in their chosen fields. Regardless of their career path, students learning and developing community organizing and activism skills expand the slate of abilities to help them more engage effectively in empowerment and leadership in a variety of settings.

Through ethical, community-based Service-learning programs, IPSL provides opportunities for students to make people-to-people connections with social change organizations all over the world. Opportunities through IPSL include engaged studies abroad, internships, fieldwork, preceptorships, immersive language study, and global participatory action research (GPAP).

## SCHOOL OF EDUCATION

### SCHOOL OF EDUCATION PROGRAMS

---

#### Matt Neves, Dean

The Educator Preparation Program is currently accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and approved by the Utah State Board of Education. Successful completion of the Bachelor of Arts in Elementary Education or completion of requirements for Secondary Licensure leads to a Utah Professional Educator License.

#### Undergraduate Majors

The School offers Bachelor of Arts degrees in [Educational Studies](#), [Elementary Education](#), and [Outdoor Education & Leadership](#).

#### Undergraduate Minor

The school offers an undergraduate minor in [Teaching English to Speakers of Other Languages \(TESOL\)](#).

#### Endorsement Program

The school offers a program that leads to a state endorsement in [English as a Second Language](#) instruction. Students may enroll in this program for an endorsement-only undergraduate minor or as part of the Master of Education (MED).

#### Faculty

- **Margaret (Peggy) Cain**, Professor and Director of MED, MACOL, and Educational Studies programs
- **Marilee Coles-Ritchie**, Professor
- **Shawn Coon**, Assistant Professor
- **Kellie Gerbers**, Associate Professor and Director of OEL program
- **Lowell Oswald**, Associate Professor and Educator Preparation Program (EPP) Director
- **Rebecca Penerosa**, Associate Professor
- **AJ Verkouw**, Assistant Professor

### EDUCATIONAL STUDIES

---

#### Faculty

- Peggy Cain (Chair)

#### Program Goals

- Develop skills in educating effectively in teaching, instructional design, coaching/mentoring, training, program planning and administration, and/or experiential educational settings
- Develop understanding of how people learn
- Develop understanding of how learning is shaped by settings, structures, and dynamics in ways which support students' achievement of the university-wide learning goal of Global Responsibility
- Develop written, oral, and visual communication skills
- Develop critical thinking skills
- Prepare leaders who engage collaboratively with learners and relevant publics to build a shared vision and supportive professional culture focused on student learning
- Demonstrate creativity by combining or synthesizing new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking

#### Objectives

The program offers an academic major leading to a Bachelor of Arts degree in Educational Studies, as well as an academic minor. Graduates will be prepared to educate in one or more non-formal educational settings such as:

- Educational policy and research centers
- English-language programs in the US and in other countries
- Residential programs
- After-school and summer programs
- Transitional school to work programs
- Corporate training and education-related governmental agencies and nonprofit organizations
- Higher education/student life
- Non-formal settings such as museums, visitors' center, etc.
- Educational programs for elders
- Libraries
- Private or nonprofit tutoring and educational coaching programs
- Educational software or gaming companies
- Experiential education including internship programs and service learning

Graduates will be prepared for a variety of types of educational work that may include:

- teaching
- coaching/mentoring/facilitating
- instructional design
- facilitation of experiential education processes
- program planning and evaluation
- administration of non-formal educational programs
- assessment of student learning
- family service work
- research
- policy-making

Students can select to complete foundations courses in Children/Youth or Adult Learning. All students complete foundations coursework, electives in a concentration/emphasis, and a Senior Thesis/Project. NOTE: This major does not meet requirements for teacher licensure for K-12 school teaching. (See Elementary Education Major or Accelerated MAT for teacher licensure.)

## Program Requirements

All students must maintain a 2.75 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C+ in all education courses. Education courses may only be repeated once. Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

Students must meet the university-wide graduation requirements:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Educational Studies Major

| Requirement Description   | Credit Hours | Prerequisites                           |
|---|--------------|---|
| <b>I. Required Foundation Courses</b>   | <b>7</b>     |   |
| Take either:<br>EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures  | 4 4          |   |
| Take either:<br>EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories  | 3 3          |   |
| <b>II. Senior Thesis or Project</b>   | <b>12</b>    |   |
| EDUC 495 Senior Thesis/Project  | 4            | EDUC 390 or pre-/co-requisite: EDUC 440 |
| Take either:<br>EDUC 440 or DATA 150 and EDUC 390 or DATA 220 and EDUC 390 Coop/Education Internship Data and Society Educational Research Methods Intro to Statistics Educational Research Methods | 8 4 4 4 4    |   |
| <b>III. Electives</b>   | <b>37</b>    |   |
| Students select courses from this list, from other EDUC, TESOL, and/or OEL courses, or courses from other programs with approval of advisor.  |              |   |
| Education   |              |   |
| EDUC 200/300 Special Topics (with advisor approval)   | 1-4          |   |
| EDUC 206 How to Change the World?   | 3            |   |
| EDUC 207 Don't Give Up on Us: Promoting Hope and Resilience in the Face of Childhood Trauma   | 4            |   |
| EDUC 252 Developmentally Appropriate Teaching and Learning  | 4            |   |
| EDUC 301 Educational Policy   | 3            |   |

| Requirement Description   | Credit Hours | Prerequisites  |
|---|--------------|--|
| EDUC 305 Classroom Management                                   | 3            | EDUC 302   |
| EDUC 307 Globalization of Education                             | 3            |  |
| EDUC 309 Advocacy Under the Dome                                | 4            |  |
| EDUC 312 Specialized Education Services                         | 3            |  |
| EDUC 313 Theories of Adult Learning                             | 3            |  |
| EDUC 315 Learning Theories                                      | 3            |  |
| EDUC 322 Serious Games, Gamification, and Beyond                | 3            |  |
| EDUC 334 Teaching Adults  | 3            | EDUC 313   |
| EDUC 335 Adult Education Program Planning and Evaluation        | 3            |  |
| EDUC 352 Management of Nonprofit Organizations                  | 4            |  |
| EDUC 355 Literature-based Reading Instruction                   | 3            |  |
| EDUC 356 Online Teaching and Learning                           | 3            |  |
| EDUC 373 Juvenile Justice                                       | 3            |  |
| EDUC 374 Popular Culture as Pedagogy                            | 4            | One Writing Emphasis course  |
| EDUC 375 Indigenous Knowledge and Lifeways                      | 4            | One Writing Emphasis course  |
| EDUC 401 Directed Study   | 1-4          |  |
| EDUC 440 Coop/Education Internship                              | 1-8          | Junior or senior standing, consent of program director and Director of Cooperative Education |
| Teaching English as a Second Language                           |              |  |
| TESL 320 English Learners, Family, and Community                | 3            |  |
| TESL 321 Foundations of TESL                                    | 3            |  |
| TESL 322 Language Acquisition and Development                   | 3            |  |
| TESL 323 Instructional Methods for Diverse Language Learners    | 3            | TESL 322   |
| TESL 324 Content Area Instruction for Diverse Language Learners | 3            | TESL 322   |
| TESL 325 Assessment for Diverse Language Learners               | 3            | TESL 322   |
| Outdoor Education and Leadership                                |              |  |
| OEL 110 Foundations and Techniques of OEL                       | 4            |  |
| OEL 120 Outdoor Leadership                                      | 4            |  |
| OEL 225 Curriculum Design for OEL                               | 3            |  |
| Other   |              |  |
| LMW 310 Theory and Teaching of Writing                          | 3-4          |  |
| JUST 221 Community Justice                                      | 3            |  |
| WCSBS 110 Immigration, Education, and Equality                  | 4            |  |
| WCSBS 130 Restorative Justice                                   | 4            |  |
| <b>Total Hours for the Educational Studies Major</b>            | <b>56</b>    |  |

## Recommended Plan of Study

|        | Fall Semester                     | Spring Semester              |
|--------|-----------------------------------|------------------------------|
| Year 1 |                                   |                              |
| Year 2 | EDUC 313 or 315<br>Electives      | EDUC 302 or 370<br>Electives |
| Year 3 | DATA 150 or DATA 220<br>Electives | Electives                    |
| Year 4 | EDUC 390 or 440<br>Electives      | EDUC 495<br>Electives        |

## Educational Studies Minor

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Foundation and learning Theory Courses</b>  | <b>7</b>     |               |
| Take either:<br>EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures | 4 4          |               |
| Take either:<br>EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories   | 3 3          |               |
| <b>II. Electives</b>   | <b>17</b>    |               |
| Students select elective courses from EDUC, TESOL, and/or OEL in consultation with their program advisor.              |              |               |
| <b>Total Hours for the Educational Studies Minor</b>   | <b>24</b>    |               |

## ELEMENTARY EDUCATION

### Faculty

- Lowell Oswald (Chair)
- Marilee Coles-Ritchie

### Mission Statement

The School of Education uses rigorous, authentic, and integrated learning experiences to foster student learning in content, skills, and attributes critical to success in the program. We emphasize the joining of theory and practice, through meaningful inquiry, exploration, and critical reflection. We strive to grow students' abilities to build on student and community assets, reduce structural and societal inequalities, and strengthen democratic processes. These holistic and integrated approaches are designed to enable all students to succeed as effective teachers and practitioners in educational and community settings.

### School of Education Standards

The School of Education has adopted the Utah Effective Teaching Standards for the Elementary Education program. Students must satisfy these ten standards to complete the program and be recommended for a teaching license. These standards are education-specific manifestations of university-wide learning goals.

#### Utah Effective Teaching Standards

- **Standard 1: Learner Development**
  - The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
- **Standard 2: Learning Differences**
  - The teacher understands individual learner differences and cultural linguistic diversity.
- **Standard 3: Learning Environments**
  - The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.
- **Standard 4: Content Knowledge**
  - The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

- **Standard 5: Assessment**
  - The teachers uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
- **Standard 6: Instructional Planning**
  - The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.
- **Standard 7: Instructional Strategies**
  - The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
- **Standard 8: Reflection and Continuous Growth**
  - The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
- **Standard 9: Leadership and Collaboration**
  - The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
- **Standard 10: Professional and Ethical Behavior**
  - The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

## Admission to the Program

All students who wish to pursue the undergraduate elementary education licensure program must make formal application for admission to the program. EDUC 252 is the course where students apply for admission.

Students who enter Westminster as freshmen are encouraged to meet the Program Director before registering for EDUC 252. Students who apply for admission to the School of Education as transfer students are encouraged to contact the Westminster University's Admissions Office at least one semester before they plan to transfer. The program admissions process includes the following steps:

1. While enrolled in EDUC 252, students complete an admissions packet for the School of Education, which includes:
  - Declaration of Intent form and letter
  - Background Check and fingerprints
  - A transcript demonstrating a 3.0 cumulative GPA
  - Three letters of recommendation
  - Submit the Major/Minor/Education Advisor Recommendation form
2. While enrolled in EDUC 252, students will meet with the Program Director and appropriate advisor in the minor to complete a program plan.

Students are admitted Fall/Spring semesters and acceptance or denial to the program is based upon the review of applications by the Program Director.

The following courses may be taken prior to formal admission to the Elementary Education Program: EDUC 220, 221, 252, 300, 302, 312, and TESL 324.

Students may not enroll in other education classes without being admitted to the program.

**Note:** All upper division, education transfer courses must be approved by the Program Director. Transfer courses in content areas (i.e., academic and/or teaching majors and minors) will be reviewed by content area advisor to assure that they meet Westminster degree requirements and State of Utah teacher licensure requirements.

## Student Teaching

To student teach, students must have been admitted to the Elementary Education program and must complete the requirements listed below.

- Submit the completed Request for Student Teaching form in early March to student teach in the fall or by early October to student teach in the spring.
- Submit the Major/Minor/Education Advisor Recommendation and audit forms.
- Be approved to student teach by the SOE Program Director.
- Obtain a Student Teaching License on the USOE website.
- Submit a signed Graduation Application form to the Registrar's Office.
- Pass the *Foundations of Reading Assessment* the semester before Student Teaching.
- Pass the *Praxis® Performance Assessment for Teachers* (PPAT) during Student Teaching.

**Appeal Process:** A student has the right to appeal a decision denying admission to the Elementary Education program or denying the opportunity to student teach. The student has four weeks after receiving a denial letter to petition the Dean, in writing, for reconsideration.

**Note:** Formal admission to the Elementary Education program does not guarantee a recommendation for licensure. Recommendation for licensure is made upon development of teaching competence in designated areas after successful completion of the student's specific teacher education program and completion of state approved licensure tests.

## Program Requirements

All students must maintain a 3.0 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C in all education courses. In credit/no credit education courses, students must perform work at the level of C or higher to receive credit. Education courses may only be repeated once.

Students must meet the university-wide graduation requirements:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

## Degree-Seeking Students

All degree-seeking students must satisfy general program requirements listed above and must also satisfy requirements detailed under the Elementary Education program. Students seeking secondary education licensure are encouraged to consider the accelerated Master of Arts in Teaching program.

## Elementary Education (Grades K–6) Program Requirements (ELED)

Students who are seeking their first licensure must take a minimum of 30 credit hours in education at Westminster University and must also meet the university's residency requirements. All coursework must be planned with the student's advisor. Elementary Education majors must have an academic or teaching content minor.

Acceptable academic or teaching minors and acceptable transfer academic or teaching minors must be approved by program director.

| Requirement Description   | Credit Hours | Prerequisites                   |
|---|--------------|---------------------------------|
| <b>I. Admission to the Program</b>  | <b>0</b>     |                                 |
| Completion of Teacher Education Program Admission   |              |                                 |
| <b>II. Cultural Awareness</b>   | <b>0-4</b>   |                                 |
| <p>While the themes of diversity and cultural awareness run throughout the program, a specific cultural awareness requirement is also included to help our students become better teachers of the diverse student populations in Utah and the U.S. This requirement may be met by successfully completing one of the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in a second language: <ul style="list-style-type: none"> <li>• Complete a second semester university-level language course</li> <li>• Receive a passing score on a Level 1 CLEP language exam</li> <li>• Receive a passing score on a 102-level BYU language proficiency exam</li> <li>• Provide evidence of another language as your first language</li> </ul> </li> <li>• A May term study experience approved by the School of Education</li> <li>• A semester of study abroad approved by the School of Education</li> <li>• Student teaching in another country or other alternate placement approved by the School of Education</li> </ul> |              |                                 |
| <b>III. Prerequisite Courses</b>  | <b>8</b>     |                                 |
| MATH 144 Functions Modeling Change  | 4            | MATH 101 or equivalent          |
| PSYC 105 Bust that Psychology Myth  | 4            |                                 |
| <b>IV. Required Courses</b>   | <b>56</b>    |                                 |
| EDUC 220† Math for K–6 Teachers I   | 3            | MATH 141 or MATH 144            |
| EDUC 221† Math for K–6 Teachers II  | 3            | MATH 141 or MATH 144            |
| EDUC 252† Developmentally Appropriate Teaching and Learning   | 4            |                                 |
| EDUC 302† Foundations of Education in a Diverse Society   | 4            |                                 |
| EDUC 305 Elementary Classroom Management  | 3            | EDUC 302                        |
| EDUC 312† Specialized Education Services  | 3            |                                 |
| EDUC 342* Science Methods   | 3            |                                 |
| EDUC 344* Creative Arts Methods   | 3            | EDUC 302                        |
| EDUC 346* Social Studies Methods  | 3            | EDUC 302                        |
| EDUC 359 Assessment to Improve Teaching   | 2            |                                 |
| EDUC 362 Physical Education Methods   | 1            | EDUC 302                        |
| EDUC 363* Literacy Foundations, Assessment and Instruction  | 3            | EDUC 252; co-requisite EDUC 369 |
| EDUC 364* Reading and Language Arts   | 3            | EDUC 252 or EDUC 302            |
| EDUC 368* Math Methods for K–6 Teachers   | 3            | EDUC 220 and EDUC 221           |
| EDUC 369 Literacy Assessment & Intervention   | 1            | Co-requisite EDUC 363           |
| EDUC 418 Student Teaching Seminar   | 2            |                                 |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| EDUC 480 Elementary Student Teaching   | 10           |               |
| TESL 324 Content Instruction for DLL   | 3            |               |
| † May be taken prior to admission to the program.*Students are required to spend fifteen clock hours in a field placement. |              |               |
| <b>Total Hours for the Elementary Education Major</b>  | <b>50-68</b> |               |

**Completion of an approved academic or teaching minor is required** (see individual program listings for details).

### Recommended Plan of Study for Elementary Education (K-6)

|        | Fall Semester                                | Spring Semester                              |
|--------|--|--|
| Year 1 | WCore Courses<br>MATH 144                    | WCore Courses<br>PSYC 105                    |
| Year 2 | EDUC 220<br>WCore Courses<br>EDUC 252        | EDUC 221<br>WCore Courses<br>EDUC 302        |
| Year 3 | TESL 324<br>EDUC 342<br>EDUC 346<br>EDUC 368 | EDUC 305<br>EDUC 362<br>EDUC 363<br>EDUC 369 |
| Year 4 | EDUC 312<br>EDUC 344<br>EDUC 359<br>EDUC 364 | EDUC 418<br>EDUC 480                         |

### Secondary Education (Grades 6-12)

Westminster undergraduates interested in secondary education are encouraged to consider the **Accelerated Master of Arts in Teaching Secondary Program**, open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies:

- EDUC 302 Foundations of Education in a Diverse Society (3)
- EDUC 312 Specialized Education Services (3)

This program allows students who have completed a bachelor's degree in a teaching subject to complete the requirements for a master's degree and a secondary teaching license in one year after graduation. Students who choose this program will take only the two Education courses listed above as undergraduates, allowing them to focus on preparation in their teaching discipline. Students who are considering applying for the Accelerated MAT Secondary program should meet with the program director early in their undergraduate career, preferably before their junior year.

## OUTDOOR EDUCATION AND LEADERSHIP

### Faculty

- Kellie Gerbers (Chair)
- AJ Verkouw

### Program Goals

- Students will demonstrate the ability to effectively teach diverse learners in front and backcountry settings.
- Students will graduate with an understanding of diversity, equity, and inclusion in the field of outdoor education and recreation.
- Students will become experienced leaders with the ability to facilitate successful group experiences and foster leadership in others.
- Students will demonstrate competence in specific outdoor skills at a level where they can model, teach, and manage novices.
- Students will integrate natural science, cultural history, land management, literature, and Environmental studies into impactful place-based outdoor programming.
- Students will understand and articulate the transference of outdoor education & leadership skills to other disciplines and will graduate highly qualified to work professionally in the outdoor field.

### Objectives

The Outdoor Education and Leadership program offers an academic major leading to a Bachelor of Arts degree as well as an academic minor. The Outdoor Education & Leadership academic degree provides students the opportunity to develop leadership, technical, and critical thinking skills through field-based, experiential, and integrated learning. The OEL major curriculum explores the concept of place, not only in our natural environment but also in the historical, cultural, political, and social connections and implications within these spaces.

The Outdoor Education & Leadership academic degree provides students the opportunity to develop leadership, technical, and critical thinking skills through field-based, experiential, and integrated learning. The OEL major curriculum explores the concept of place, not only in our natural environment but also in the historical, cultural, political, and social connections and implications within these spaces.

Students will engage in the field of outdoor education, understanding how diversity, equity, and inclusion are critical to the philosophy and transformative possibilities of outdoor education. Students will learn how to work with diverse groups of learners and develop strong community relationships through outdoor education. Graduates will be prepared to work in the outdoor education profession in one or more settings, including:

- Expedition-based outdoor education programs
- Guiding
- Non-profit management
- Adventure/outdoor program administration
- Adventure therapy
- Environmental education and interpretation
- Public land management
- Camp programs
- Community recreation programs
- Programs specializing in working with people with disabilities

## Program Requirements

All students must maintain a 2.75 cumulative GPA, a 3.0 GPA in OEL courses, and have a minimum grade of C in all OEL coursework. OEL courses may only be repeated once.

Students can select coursework to emphasize in a particular discipline. All students complete foundations coursework, Engaging the World coursework, WCore coursework, electives, and an internship.

Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

In addition to major or minor requirements, students must meet these university-wide graduation requirements in order to obtain the OEL major or minor:

- 124 total hours
- 30 upper-division hours
- WCore or Honors College requirements

## Major Requirements

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <b>I. Required Lower-Division Courses</b>                              | <b>23-24</b> |               |
| OEL 110 Foundations and Techniques of Outdoor Education and Leadership | 4            |               |
| OEL 120 Outdoor Leadership   | 4            |               |
| OEL 210 Wilderness Education   | 4            | OEL 120       |
| OEL 220 Adventure Programming  | 4            | OEL 110       |
| OEL 230 Instruction and Facilitation                                   | 4            |               |
| OEL 240 Skills Practicum   | 2            |               |
| OEL 245A/245B Wilderness First Responder                               | 1-2          |               |
| <b>II. Required Upper-Division Courses</b>                             | <b>20</b>    |               |
| OEL 301 Outdoor Program Management                                     | 4            |               |
| OEL 351 Land Management Policy   | 4            |               |
| OEL 410 Seminar in Outdoor Education and Leadership                    | 4            |               |
| OEL 440 Internship   | 8            |               |
| <b>III. OEL Electives</b>  | <b>6-7</b>   |               |
| Complete 6-7 credit hours of OEL courses from the following:           |              |               |
| OEL 250 Desert Writing   | 3            |               |
| OEL 251 Therapeutic Uses of Recreation                                 | 3            |               |
| OEL 252 Adventure Media  | 3            |               |

| Requirement Description   | Credit Hours | Prerequisites   |
|---|--------------|---|
| OEL 253 Western Rivers: An Expedition   | 3            |   |
| OEL 254 History of U.S. Outdoor Recreation  | 3            |   |
| OEL 255 Curriculum Design for Outdoor Education   | 3            |   |
| OEL 300 Special Topics in OEL   | 1-4          |   |
| OEL 352 Avalanche Ecology   | 3            |   |
| OEL 401 Directed Studies in OEL   | 1-4          |   |
| <b>IV. OEL Skill Electives</b>  | <b>8</b>     |   |
| <p>Complete 8 credit hours of OEL Skills courses from the following:</p> <p>OEL 150 Indoor Rock Climbing</p> <p>OEL 151 Introduction to Outdoor Rock Climbing</p> <p>OEL 153 Indoor Rock Climbing Level II</p> <p>OEL 154 Introduction to Route Setting</p> <p>OEL 155 Introduction to Canyoneering</p> <p>OEL 160 Introduction to Backcountry Touring</p> <p>OEL 161 Backcountry Touring Level II</p> <p>OEL 162 Avalanche Level I</p> <p>OEL 163 Snow Camping</p> <p>OEL 164 Introduction to Mountaineering</p> <p>OEL 165 Introduction to Ice Climbing</p> <p>OEL 170 Introduction to Flyfishing</p> <p>OEL 171 Introduction to Whitewater Paddling</p> <p>OEL 172 Introduction to Packrafting</p> <p>OEL 173 Teaching Practicum in Outdoor Education and Leadership</p> |              | OEL 160   |
| <b>V. Other Electives</b>   | <b>6-7</b>   |   |
| <p>Complete 6-7 credit hours of OEL courses from the following:</p> <p>EDUC 206 How to Change the World?</p> <p>COMM 250 Introduction to Human Communication</p> <p>EDUC 302 Foundations of Education in a Diverse Society</p> <p>EDUC 305 Classroom Management</p> <p>EDUC 315 Learning Theories</p> <p>EDUC 348 Environmental Education</p> <p>EDUC 352 Management of Nonprofit Organizations</p> <p>ENVI 370 Theories of Nature</p> <p>PHIL 307 Environmental Ethics</p> <p>PLSC 327 Environmental Politics and Policy</p> <p>PSYC 305 Adolescent Development</p>  |              | <p>EDUC 302</p> <p>PSYC 105</p> <p>ENVI 101</p> <p>PHIL 102</p> <p>PSYC 203 or PSYC 270</p> |

| Requirement Description              | Credit Hours | Prerequisites |
|--------------------------------------|--------------|---------------|
| <b>Total Hours for the OEL Major</b> | <b>63-65</b> |               |

## Recommended Plan of Study

|        | Fall Semester  | Spring Semester   |
|--------|--|---|
| Year 1 | OEL 120 Outdoor Leadership<br>OEL Skills Elective  | OEL 110 Foundations & Techniques<br>OEL Skills Elective |
| Year 2 | <b>Field Semester</b><br>OEL 210 Wilderness Education<br>OEL 220 Adventure Programming<br>OEL 230 Instruction and Facilitation<br>OEL 240 Skills Practicum<br>OEL 245 Wilderness First Responder | OEL Elective<br>Other Department Elective               |
| Year 3 | OEL 301 Outdoor Program Management<br>OEL Elective<br>Other Department Elective  | OEL Elective<br>Skills Elective                         |
| Year 4 | OEL 440 Internship   | OEL 410 Senior Seminar                                  |

## Minor Requirements

Students must maintain a minimum 2.3 GPA in all courses required for the Minor.

Westminster University requires all participants of activity-based classes and trips to carry personal health insurance. In the case of an accident, injury, or illness, your personal health insurance will be the primary provider and Westminster University insurance will be secondary if necessary. Up to 4 credit hours of other courses may be used in the elective category as approved by a program advisor. Six to Seven elective credits *may not* be skills-based courses.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Required Courses</b>  | <b>8</b>     |               |
| OEL 110 Foundations and Techniques of OEL                         | 4            |               |
| OEL 120 Outdoor Leadership  | 4            |               |
| <b>II. OEL Electives</b>  | <b>9-10</b>  |               |
| Complete 9-10 credit hours of OEL courses from the following:     |              |               |
| OEL 250 Desert Writing  | 3            |               |
| OEL 251 Therapeutic Uses of Recreation                            | 3            |               |
| OEL 252 Adventure Media   | 3            |               |
| OEL 253 Western Rivers: An Expedition                             | 3            |               |
| OEL 254 History of U.S. Outdoor Recreation                        | 3            |               |
| OEL 255 Curriculum Design for Outdoor Education                   | 3            |               |
| OEL 300 Special Topics in OEL                                     | 1-4          |               |
| OEL 351 Land Management Policy                                    | 4            |               |
| OEL 352 Avalanche Ecology   | 3            |               |
| OEL 401 Directed Studies in OEL                                   | 1-4          |               |
| OEL 410 Seminar in Outdoor Education and Leadership               | 4            |               |
| OEL 440 Internship  | 8            |               |
| <b>III. OEL Skill Electives</b>                                   | <b>4</b>     |               |
| Complete 4 credit hours of OEL Skills courses from the following: |              |               |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| OEL 150 Indoor Rock Climbing                                   | 2            |               |
| OEL 151 Introduction to Outdoor Rock Climbing                  | 2            |               |
| OEL 153 Indoor Rock Climbing Level II                          | 2            |               |
| OEL 154 Introduction to Route Setting                          | 2            |               |
| OEL 155 Introduction to Canyoneering                           | 2            |               |
| OEL 160 Introduction to Backcountry Touring                    | 2            |               |
| OEL 161 Backcountry Touring Level II                           | 2            | OEL 160       |
| OEL 162 Avalanche Level I                                      | 2            |               |
| OEL 163 Snow Camping   | 2            |               |
| OEL 164 Introduction to Mountaineering                         | 2            |               |
| OEL 165 Introduction to Ice Climbing                           | 2            |               |
| OEL 170 Introduction to Flyfishing                             | 2            |               |
| OEL 171 Introduction to Whitewater Paddling                    | 2            |               |
| OEL 172 Introduction to Packrafting                            | 2            | OEL 120       |
| OEL 173 Teaching Practicum in Outdoor Education and Leadership | 2            |               |
| OEL 245A Wilderness First Responder                            | 2            |               |
| OEL 245B Wilderness First Responder Recertification            | 1            |               |
| OEL 245C Wilderness First Aid                                  | 1            |               |
| <b>Total Hours for the OEL Minor</b>                           | <b>21-22</b> |               |

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

### Faculty

- Marilee Coles-Ritchie

### Objectives

This program leads to a state endorsement in Teaching English to Speakers of Other Languages (TESOL) at the early childhood, elementary, or secondary level. The program may be taken as an undergraduate minor.

### Teaching English to Speakers of Other Languages Minor Requirements

Students must meet the university-wide graduation requirements in addition to the TESOL Endorsement program:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

Completion of the following courses for endorsement.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Teaching English to Speakers of Other Languages Endorsement (TESOL)</b> | <b>18</b>    |               |
| TESL 320 Diverse Language Learners, Family, and Community                     | 3            |               |
| TESL 321 Foundations of Multilingual Education                                | 3            |               |
| TESL 322 Language Acquisition and Development                                 | 3            |               |

| Requirement Description   | Credit Hours                              | Prerequisites  |
|---|---|--|
| TESL 323 Instructional Methods for Diverse Language Learners  | 3   | pre or co-requisite: TESL 322                                |
| TESL 324 Content Instruction for Diverse Language Learners  | 3   | TESL 322   |
| TESL 325 Assessment for Diverse Language Learners   | 3   | TESL 322   |
| <b>II. Elective Courses</b>   | <b>3-4</b>                                |  |
| All undergraduate students must complete one of the classes listed below. Students may elect to count a May Term Study Experience for this category but must contact the Registrar's Office to be properly credited.<br><br>Any world language 4<br><br>COMM 365 Intercultural and Global Communication<br><br>LMW 310 Theory and Teaching of Writing<br><br>EDUC 313 Adult Learning<br>EDUC 375 Indigenous Knowledge and Lifeways<br>WCSBS 103 Communicating Across Cultures<br>WCSBS 110 Immigration, Education, and Equality<br>WCSBS 113 The Nature of Language | 4<br><br>3-4<br><br>3<br>4<br>4<br>4<br>4 | two WCFAH courses and one WE or HON 202<br><br>one WE course |
| <b>Total Hours for the TESOL Endorsement As An Undergraduate Minor</b>  | <b>21-22</b>                              |  |

**Recommended Plan of Study**

|        | Fall Semester        | Spring Semester      |
|--------|----------------------|----------------------|
| Year 1 | TESL 320<br>TESL 321 | TESL 322<br>TESL 323 |
| Year 2 | TESL 324<br>TESL 325 |                      |

## SCHOOL OF NURSING AND HEALTH SCIENCES

### SCHOOL OF NURSING AND HEALTH SCIENCES PROGRAMS

---

#### Sheryl Steadman, Dean

The Westminster School of Nursing and Health Sciences offers programs leading to the Baccalaureate degrees in nursing and public health. The undergraduate program prepares students to begin practice as professional nurse generalists. The program is designed for all qualified applicants including high school graduates, transfer students, and those with degrees in other fields.

#### Baccalaureate Nursing Program

The Baccalaureate Nursing program prepares students to practice as professional nurses. The curriculum provides students with various clinical experiences to enhance their learning. Graduates of the program are prepared to take the national licensing examination for Registered Nurses (NCLEX-RN). In addition, our program is fully accredited by the Commission of Collegiate Nursing Education.

#### Human Performance and Wellness

Human Performance and Wellness courses include traditional strength training classes to innovative mind-body-spirit offerings in outdoor recreation and leadership opportunities, nutrition, athletic training, and preparation for certification in personal training and group exercise.

#### Baccalaureate Public Health Program

The Westminster University Bachelor of Science in Public Health Degree addresses the health of communities and populations through instruction, service, and research. The program builds on Westminster University's excellence in liberal arts education by emphasizing the role the humanities and social sciences have in public health and then adding a commitment to scientific and quantitative sciences in addressing public health problems. Students who graduate with this degree will be able to utilize these tools to address public health issues with a scientifically sound methodology while remaining holistic, community-oriented and globally conscious.

#### Faculty

**Daniel Bunker**, Associate Professor  
**John Contreras**, Professor  
**Roland "Sam" Davis**, Associate Professor  
**Elizabeth Hanna**, Assistant Professor  
**Elizabeth Harald**, Associate Professor  
**Susanne Jones**, Professor  
**Han Kim**, Professor  
**Ronda Lucey**, Professor  
**Heidi Mason**, Assistant Professor  
**Colette McAfee**, Associate Professor  
**Cristina Monge**, Professor  
**Ted Morris**, Professor  
**Rachel Myrer**, Assistant Professor  
**Curtis Nielson**, Assistant Professor  
**Shauna Olsen**, Assistant Professor  
**Rebecca Sanderson**, Associate Professor  
**Manardie "Art" Shimata**, Associate Professor  
**Sheryl Steadman**, Dean and Associate Professor  
**Juanita Takeno**, Assistant Professor  
**Cindy Thomas**, Assistant Professor  
**Chris Torman**, Associate Professor  
**Heidi Waldrop**, Assistant Professor  
**Jon Worthen**, Associate Professor

### NURSING

---

#### Sheryl Steadman, Dean

#### Jon Worthen, Program Director

#### Philosophy Statement

The faculty at Westminster University's School of Nursing provide learning opportunities for individuals preparing to engage in the art and science of nursing. We are committed to excellence in teaching through the creation of an active learning environment that promotes inclusiveness and respect for diversity. We feel a deep sense of responsibility to build a foundation of knowledge and develop skills that will prepare students to function as nurse leaders in a variety of settings.

#### Mission

The undergraduate nursing program prepares professional nurse generalists whose liberal arts and professional education enables them to meet the health care needs of society and to continue life-long personal and professional development. To this end, the program offers a major in nursing leading to a Bachelor of Science degree. The program is designed to serve the learning needs of undergraduate students. Graduates of the program are eligible to take the national licensing examination for Registered Nurses (NCLEX-RN).

Liberal education, theory, research, and practice are integrated through collaborative learning methods. We encourage professionalism, teamwork, and interprofessional collaboration. We foster leadership development and strive to develop learners with knowledge of healthcare delivery systems and healthcare policy on a local and global level.

The nursing curriculum is designed with the premise that to be excellent nurses and leaders, students must be able to think critically, communicate effectively, understand their own values, and be sensitive to the values of others. In addition, they must have a thorough understanding of theoretical, empirical, and practical knowledge related to the profession of nursing. A professional nurse maintains the standards and ethics of the profession, advocates for patients, reflects on practice for improvement, and utilizes innovation and technology in the delivery of care.

### Program Goal and Outcomes

The program goal is to prepare professional nurses who are competent, caring, ethical, critical thinkers, scholarly, and effective communicators. Graduates of the undergraduate nursing program will be able to:

1. Synthesize the theoretical and empirical knowledge from nursing, life, physical, and social sciences, and the arts and humanities in professional nursing practice.
2. Integrate critical thinking, innovation, and creativity to provide evidence-based nursing care for individuals, families, groups, and communities in a variety of health care settings.
3. Incorporate professional values and life-long learning in the practice of professional nursing.
4. Influence the quality of nursing, patient safety, and health care within practice settings through the use of leadership skills, management concepts, and knowledge of the political system.
5. Collaborate with healthcare professionals in disease prevention and promotion of health for diverse individuals and populations throughout the life cycle.
6. Integrate inter-professional communication and collaboration to improve patient health outcomes.
7. Examine health care policy, finance, and delivery systems that meet the health needs of society.
8. Integrate informatics and technology in the delivery of quality nursing care.

### Program Requirements

The undergraduate nursing program may be completed in four years. Requirements include courses in the humanities, life sciences, behavioral and physical sciences, and nursing. Refer to the plan of study listed below. Additional information about university policies is provided in the sections "Degree Requirements" and "Academic Policies and Procedures."

Students must meet the university-wide graduation requirements in addition to the nursing major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Admission and Prerequisite Support Course Requirements

Students who qualify for admission to Westminster University can declare a pre-nursing major. Students apply to progress into nursing courses after completing the prerequisite support classes with a grade of C or higher, including the WCore courses, SOC 105 or SOC 253. Students must have a minimum cumulative grade point of 2.80 and a minimum prerequisite grade point of 3.00 on a 4.0 scale in order to be considered for admission to the undergraduate nursing program. Please refer to the chart for a complete list of required prerequisite coursework.

### Application to the Nursing Program

In addition to applying for admission to Westminster University, students apply to progress into the Nursing Program. Acceptance is determined by the Nursing Program's Admission and Progression Committee, which bases its decisions on the following criteria:

1. Completion of all prerequisite courses with a grade of C or better and an average GPA of 3.00 or higher; cumulative GPA from all institutions of higher education attended of at least 2.80.
2. Three completed recommendations from professionals indicating qualifications for success in nursing. Examples include employers, professors, instructors, or teachers.
3. Previous enrollment at Westminster University is beneficial to qualified applicants.
4. A typed letter of intent, which includes statements related to the candidate's skills and qualifications. The letter is evaluated on content, clarity, motivation to become a nurse, spelling, and grammar.
5. Applicants to the nursing program are required to obtain necessary screening through a certified background check company as a part of their application. The applicant will agree to release all of the required information from the certified background check company to the dean of the nursing program. The certified background check must be free of criminal arrest history. **If there is a criminal arrest history, arrests must be expunged prior to submission of the application. Drug test results must be negative.**
6. Ability to meet the State of Utah Student Nurse Physical Demands Policy requirements.

### Additional Requirements Upon Acceptance

1. Upon admission to the program, health information will be required by the School of Nursing and Health Sciences. Students will be responsible for providing updated health information on a yearly basis. Students must have personal health insurance and maintain health insurance throughout the nursing program. Proof of health insurance will be required prior to the beginning of classes each semester.
2. Proof of completion of a course or licensure as a CNA, LPN/PN, MA, or EMT is required prior to starting nursing courses. Proof of certification must be provided. If an admitted student is not currently licensed, he/she will need to complete a course. Admitted students have until the following dates to provide proof of requirement completion:

For Fall semester start: August 1

For Spring semester start: December 1

1. Malpractice insurance will be purchased by Westminster University and billed to each student. Nursing students are required to have their own health insurance throughout the duration of the nursing program. Students are required to submit proof of coverage on a yearly basis.

2. Students need to be able to provide their own transportation to clinical sites and may need to travel long distances. Students are expected to wear the official nursing student uniform to clinical experiences and to abide by the dress standard as outlined in the Undergraduate Nursing Student Handbook.
3. For successful continued progression through the program, nursing students are required to maintain high academic, ethical, and professional standards. Elaboration of progression policies are published in the Undergraduate Nursing Student Handbook.

**Clinical rotations are scheduled during day, evening, or weekend shifts.** Clinical rotation schedules are non-negotiable: students are expected to accept clinical rotations as assigned, regardless of personal scheduling conflicts (work, child care, etc.).

Students need to be aware that they are:

1. Required to notify the School of Nursing and Health Sciences of any changes in background check status within 24 hours of an incident.
2. Expected to be honest, responsible, dependable, civil, and mature. Nursing faculty expect students will be responsible for maintaining integrity in meeting course requirements. Students are responsible for managing their own learning and making appropriate contacts when unable to meet clinical assignments; they are also responsible for honesty in all written work and exams. The university policy on academic honesty outlines actions that may be taken in the event of dishonesty.
3. Required to achieve a grade of C or higher in nursing coursework. To achieve the minimum grade requirement, a grade of C or higher is necessary in both theoretical and clinical components of each nursing course. Grades of C- and below are not acceptable.

### **Nursing Program Grading System**

A (4.0) 95–100%

A- (3.7) 90–94%

B+ (3.3) 87–89%

B (3.0) 83–86%

B- (2.7) 80–82%

C+ (2.3) 78–79%

C (2.0) 75–77%

C- (1.7) 73–74%

D+ (1.3) 69–72%

D (1.0) 65–68%

D- (0.7) 62–64%

F (0.0) 61 & below

4. Must have a cumulative grade point average of 2.3 or higher in nursing coursework in order to graduate.

### **Progression in the Program**

The student must:

1. Maintain a minimum cumulative grade point average of 2.3.
2. Receive a grade of C or higher in all nursing courses. A grade of C- or lower in two nursing courses will result in dismissal from the program. Cumulative test/quiz scores must average 75% or higher, or the student will not be able to progress. If a student does not achieve a 75% or higher, the course grade will reflect only the average test/quiz scores achieved by the end of the course.
3. Complete prerequisite courses before enrolling in a course.
4. In identified nursing courses, a math test must be passed at 85% or higher to progress in the nursing program. Once students have been admitted into the nursing program, they have 8 semesters in which to complete the program.
5. Maintain negative drug screens and have no criminal arrests.
6. Complete required end of course and program exit exams.
7. Participate in a required NCLEX review course.

### **Course Probation and Program Dismissal Policy**

A student may receive a clinical/classroom warning of probationary status at any time during a clinical or classroom experience if the faculty determines that the student's performance is unsatisfactory. The written warning will outline what the student must do to meet the course requirements. Students who have been placed on course probation will be formally evaluated at the end of that course. Any probationary status will be documented in the student record.

A student will be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic honesty policy.
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical Conduct."
3. Failure to maintain a grade point average (GPA) appropriate to the program.
4. A documented pattern of unprofessional behavior in the classroom or clinical setting.
5. Unsafe practice in the clinical area.
6. A grade of C- or below in a second nursing course or a repeated nursing course during the entire program.
7. Failure to notify the School of Nursing of changes in a criminal arrest history.

Students dismissed from the nursing program related to clinical/classroom deficiencies must petition the Admission and Progression Committee for readmission if they wish to reenter the program. Matters of personal concern to the student will be considered at this time. The Admission and Progression Committee will make a recommendation to the Dean of the School of Nursing and Health Sciences regarding readmission to the nursing program.

Students have the right to appeal decisions of academic evaluation or dismissal from the program through the Academic Grievance Process of the School of Nursing and Health Sciences. The procedure for appeal is outlined in the Undergraduate Nursing Student Handbook.

### Nursing Major

| Requirement Description   | Credit Hours | Prerequisites                                  |
|---|--------------|--|
| <b>I. World Language Requirement</b>  | <b>4</b>     |  |
| All nursing majors must complete 4 hours of a world language. See External Credit for equivalencies, AP, and CLEP credit policy. ***This course must be taken prior to the first semester junior year. Must be complete prior to starting nursing courses.*** |              |  |
| <b>II. Prerequisite Courses</b>   | <b>33-37</b> |  |
| BIOL 103 Human Anatomy and Lab- offered Fall  | 4            |  |
| BIOL 104 Human Physiology and Lab- offered Spring   | 3            | BIOL 103                                       |
| BIOL 111 Clinical Microbiology and Lab  | 4            |  |
| CHEM 105/105L Introductory Chemistry for Nursing & Lab  | 4            | MATH 101 or above                              |
| Writing Emphasis Course   | 3-4          |  |
| DATA 220 or Introduction to Statistics or   | 4            |  |
| DATA 150 Data and Society   | 4            |  |
| *Must be taken prior to enrollment in junior-level nursing courses. Completing additional credit hours for math coursework may be necessary prior to enrolling in this course.  |              |  |
| NURS 210 Nutrition  | 3            | BIOL 103, 104, and CHEM 105 or 111             |
| NURS 280 Pathophysiology  | 3            | BIOL 103, 104, CHEM 105 co-requisite: BIOL 111 |
| PSYC 203 Lifespan Developmental Psychology  | 4            |  |
| Choose one of the following courses:  |              |  |
| SOC 105 The Sociological Imagination  | 4            |  |
| SOC 253 Sociology of the Family   | 4            |  |
| <b>III. Required Nursing Courses</b>  | <b>59-61</b> |  |
| NURS 300 Special Topics in Nursing  | 2-4          |  |
| NURS 312 Foundations of Nursing Practice I  | 4            | NURS 280                                       |
| NURS 313 Foundations of Nursing Practice I Practicum  | 5            | NURS 280                                       |
| NURS 314 Community and Mental Health Nursing  | 4            | NURS 280                                       |
| NURS 315 Communication Skills for Nurses  | 2            |  |
| NURS 330 Foundations of Nursing Practice II   | 4            | NURS 312, 313, 314, 315                        |
| NURS 331 Foundations of Nursing Practice II Practicum   | 6            | NURS 312, 313, 314, 315                        |
| NURS 370 Nursing Scholarly Inquiry and Informatics  | 3            | NURS 315, 330, 331, and 406                    |
| NURS 406 Nursing Pharmacology   | 4            | NURS 312, 313, 314, 315                        |

| Requirement Description                                | Credit Hours  | Prerequisites                |
|--|---------------|------------------------------|
| NURS 414 Foundations of Nursing Practice III           | 4             | NURS 315, 330, 331, 406      |
| NURS 415 Foundations of Nursing Practice III Practicum | 4             | NURS 315, 330, 331, 406      |
| NURS 418 Transitional Care Nursing                     | 3             | NURS 315, 330, 331, 406      |
| NURS 419 Leadership in Nursing                         | 2             | NURS 370, 414, 415, 417, 418 |
| NURS 425 Ethics in Professional Nursing                | 2             | NURS 370, 414, 415, 417, 418 |
| NURS 430 Capstone Practicum                            | 6             | NURS 370, 414, 415, 417, 418 |
| NURS 431 Capstone Synthesis                            | 2             | NURS 370, 414, 415, 417, 418 |
| <b>Total Hours for the Nursing Major</b>               | <b>96-102</b> |                              |

**Recommended Plan of Study**

Most courses are offered in the fall and spring. This Recommended Plan of Study is based on 1<sup>st</sup> year incoming students completing the degree in 4 years. Please consult an advisor based upon your individual circumstances.

|        | Fall Semester   | Spring Semester   | Summer Semester   |
|--------|---|---|---|
| Year 1 | *BIOL 103 (4)<br>WCore 1 (3-4)<br>WCore 2 (3-4)<br>Elective (3-4)<br><br><i>Total: 13-16 credit hours</i>   | *BIOL 104 (4)<br>***CHEM 105 (4)<br>WCore 3 (3-4)<br>WCore 4 (3-4)<br><br><i>Total: 14-16 credit hours</i>  |   |
| Year 2 | *BIOL 111 (4)<br>DATA 220 (4) <b>or</b> DATA 150 (4)<br>PSYC 203 Growth and Development (4)<br>*World Language (4)<br><br><i>Total: 16 credit hours</i>   | *NURS 280 Pathophysiology (3)<br>*NURS 210 Nutrition (3)<br>WCore 5 (3-4)<br>WCore 6 (3-4)<br>Elective (1-4)<br><br><i>Total: 15-18 credit hours</i>  | Service Learning or May Term Trip (3-4)   |
| Year 3 | NURS 312 Foundations I (4)<br>NURS 313 Foundations L (5)<br>NURS 314 Mental Health/Community (4)<br>NURS 315 Communication Skills for Nurses (2)<br><br><i>Total: 15 credit hours</i>   | NURS 330 Foundations II (4)<br>NURS 331 Foundations II L (6)<br>NURS 406 Nursing Pharmacology (4)<br><br><i>Total: 14 credit hours</i>  | NURS 300 (2-4) Specialty Topics course may be taken prior to this semester or as a May term |
| Year 4 | NURS 370 Nursing Scholarly Inquiry & Informatics (3)<br>NURS 414 Foundations III (4)<br>NURS 415 Foundations III L (4)<br>NURS 417 Transitional Care Nursing Practicum (2)<br>NURS 418 Transitional Care Nursing (3)<br><br><i>Total: 16 credit hours</i> | NURS 419 Leadership in Nursing (2)<br>NURS 425 Ethics (2)<br>NURS 430 Capstone (6)<br>NURS 431 Capstone Synthesis (2)<br><br>Elective (1-4)<br><br><i>Total: 12-16 credit hours; 12 credits without specialty topics or 13-16 with elective or specialty topics</i> |   |

**WCore courses include:** Social and Behavioral Sciences (2 courses), Fine Arts and Humanities (2 courses), and Science and Mathematics (2 courses).

**The plan outlined above also assumes maximum usage of allowable WCore double dipping.**

\* Prerequisites

\*\* DATA 150 or DATA 220 must be taken prior to junior year nursing courses.

\*\*\*MATH 101 is a pre/co-requisite for CHEM 105

## May and Summer Terms

Elective courses are offered during May Term, please refer to course schedules for these courses. Nursing students who follow this basic plan of study are strongly encouraged to take WCore courses during the summer to lighten their semester course loads. Clinical requirements in the junior and senior years make it difficult to coordinate WCore courses.

## Options for Advanced Standing

### Transfer Students

Program requirements must be met by all nursing students. Transfer students may meet some of their requirements by equivalent transfer credit.

Microbiology and human physiology must have been taken within the past five years. Students who completed these courses longer than five years ago may repeat the courses or submit a current transcript documenting successful completion of a pathophysiology course within the last three years.

Nursing prerequisite courses need to be fulfilled by students with prior degrees. Individual evaluations of comparable academic coursework, taken in an accredited college or university, will be made by the nursing program.

## PUBLIC HEALTH

### Faculty

- John Contreras
- Han Kim
- Colette McAfee (Director)
- Rachel Myrer

### Program Goals

- Apply critical thinking skills to recognize the public health problems of vulnerable populations on a social and community scale.
- Describe multidisciplinary and ecological public health issues and concerns.
- Describe the biological basis of health and disease from a population viewpoint.
- Understand the role of health promotion and health prevention in public health.
- Recognize the role of quantitative methods in addressing public health issues.
- Utilize health policy and health administration to positively influence public health.
- Understand the role of the environment on health.
- Apply cultural competencies and ethical considerations to public health problems.
- Utilize knowledge in global health issues and global consciousness to address health issues worldwide.

### Objectives

The Public Health program at Westminster University prepares those interested in a career in public health or health sciences with the proper tools necessary to promote health and prevent illness in Utah, the Intermountain West, the United States, and the world. The program is grounded in the belief that effective public health practitioners are properly trained in the core competencies of public health: critical analysis and assessment, policy development and program planning, communication, cultural and global competency, community dimensions of practice, basic public health science, and leadership and systems thinking. We accomplish this while embracing the core values of Westminster University: impassioned teaching and active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, university-wide excellence and high ethical standards.

This educational endeavor allows us to prepare public health and health science workers who are truly ready to meet the health challenges of the 21st century and to meet the diverse needs of public health locally, nationally and globally.

### Program Requirements

The undergraduate degree in public health can be completed in four years. Requirements include coursework in the humanities, life sciences, behavioral and physical sciences, world languages, and public health. Many of the courses are structured such that they are sequential.

The academic minor requires 22 credits to complete. Requirements include 14 credits of public health coursework and 8 credits of approved electives.

Additional information about university policies is provided in the Degree Requirements and Academic Policies and Procedures sections of the catalog.

Students must meet the university-wide graduation requirements in addition to the Public Health major:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

### Public Health Major

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. World Language Requirement</b>  | <b>4</b>     |               |
| Public Health majors must complete <b>four (4)</b> credit hours in a single world language. |              |               |
| <b>II. Prerequisite Courses</b>   | <b>14-15</b> |               |

|   |              |  |
|---|--------------|--|
| PHIL 216 Ethical Issues in Health and Healthcare (3)  |              |  |
| <i>Choose <b>one</b> of the following courses:</i>  |              |  |
| • CHEM 105/CHEM 105L Introductory Chemistry for Nursing & Lab (4)                               |              | MATH 101 or above                                      |
| • CHEM 111 Principles of Chemistry I and Lab (4)  |              | co-requisites: CHEM 111R recommended/MATH 144 required |
| <i>Choose <b>one</b> of the following courses:</i>  |              |  |
| • BIOL 103 Human Anatomy and Lab (4)  |              |  |
| • BIOL 104 Human Physiology and Lab (4)   |              | BIOL 103   |
| • BIOL 111 Clinical Microbiology and Lab (4)  |              |  |
| <i>Choose <b>one</b> of the following courses:</i>  |              |  |
| • PSYC 105 Bust That Psych Myth (4)   |              |  |
| • SOC 105 The Sociological Imagination (4)  |              |  |
| <b>III. Lower Division Courses</b>  | <b>15</b>    |  |
| PUBH 101 Introduction to Public Health (3)  |              |  |
| PUBH 190 Public Health Seminar I (1)  |              |  |
| PUBH 210 Infectious and Chronic Diseases (3)  |              |  |
| PUBH 240 Applied Quantitative Methods in Public Health (4)                                      |              | PUBH 101   |
| PUBH 250 Global Health (4)  |              |  |
| <b>IV. Upper Division Courses*</b>  | <b>19</b>    |  |
| PUBH 305 Epidemiology (4)   |              | PUBH 101, 210  |
| PUBH 310 Social and Behavioral Factors in Public Health (4)                                     |              | PUBH 101, 210  |
| PUBH 320 Environmental Health (4)   |              | PUBH 305 or PUBH 240 or DATA 220                       |
| PUBH 390 Public Health Seminar II (1)   |              | PUBH 190   |
| <i>Take <b>two</b> of the following courses:</i>  |              |  |
| • PUBH 330 Health Promotion and Education (3)   |              | PUBH 310   |
| • PUBH 340 Health Policy (3)  |              | PUBH 101   |
| • PUBH 350 Program Planning and Evaluation (3)  |              | PUBH 305, 310  |
| <b>V. Senior Capstone</b>   | <b>8</b>     |  |
| PUBH 480 Public Health Research Methods (4)   |              | PUBH 305, 310, 320                                     |
| PUBH 490 Public Health Capstone Project (4)   |              | PUBH 480   |
| <b>VI. Electives</b>  | <b>12</b>    |  |
| Students choose 12 hours of Public Health or related coursework, listed on the following pages. |              |  |
| <b>Total Hours for the Public Health Major</b>  | <b>72-73</b> |  |

\* A total of 30 upper-division credits (300 or above) are required for graduation.

### Suggested Elective Coursework

Electives must be approved by the student's advisor. Because of the broad nature of public health, electives can be from a diverse number of departments and schools. Courses used as part of the major requirements cannot be used again as electives. The following are suggestions based on the student's specific area of interest. **Please note these courses may have prerequisites that will also need to be fulfilled:**

| Requirement Description        |  | Prerequisites |
|--------------------------------|--|---------------|
| <b>Administration/Policy</b>   |  |               |
| COMM 240 Media and Society (4) |  |               |

|   |  |  |
|---|--|--|
| COMM 340 Communication Theory and Persuasion (4)            |  | COMM 211   |
| MGMT 430 The Nonprofit Organization (4)                     |  |  |
| MGMT 433 Organizational Behavior (4)                        |  | MGMT 305   |
| PLSC 327 Environmental Politics and Policy (4)              |  |  |
| <b>Life Sciences</b>  |  |  |
| BIOL 103 Human Anatomy and Lab (4)                          |  |  |
| BIOL 104 Human Physiology and Lab (4)                       |  | BIOL 103   |
| BIOL 111 Clinical Microbiology and Lab (4)                  |  |  |
| BIOL 303 Microbiology and Lab (4)                           |  | BIOL 204, 205, CHEM 112  |
| BIOL 350 Biochemistry and Lab (4)                           |  | BIOL 205, CHEM 304   |
| BIOL 402 Immunology and Lab (4)                             |  | BIOL 204, 205; CHEM 112, 303 BIOL 303 recommended                        |
| CHEM 111–112 Principles of Chemistry I and II and Lab (4–4) |  | CHEM 111 co-requisites: CHEM 111R recommended/MATH 144 required/CHEM 111 |
| CHEM 303–304 Organic Chemistry I and II and Lab (4–4)       |  | CHEM 111, 112  |
| CHEM 350 Biochemistry and Lab (4)                           |  | BIOL 205, CHEM 303   |
| ENVI 101 Introduction to Environmental Studies (4)          |  |  |
| <b>Social Sciences</b>                                      |  |  |
| PSYC 216 Social Psychology (4)                              |  | PSYC 105   |
| PSYC 363 Exploring Addictions (3)                           |  | PSYC 252, 270  |
| SOC 313 Social Theory (4)                                   |  | SOC 105  |
| SOC 345 Sociology of Sexualities (4)                        |  |  |
| SOC 390 Social Research Methods (4)                         |  |  |
| WCSBS 109 Imagining (In)justice (4)                         |  |  |
| <b>Statistics/Informatics</b>                               |  |  |
| CMPT 201 Introduction to Computer Science (4)               |  | MATH 101   |
| CMPT 202 Introduction to Data Structures (4)                |  | CMPT 201   |
| CMPT 307 Databases (4)                                      |  | CMPT 202   |
| CMPT 335 Computer Security (4)                              |  | CMPT 251   |
| MATH 202 Calculus II (4)                                    |  | MATH 201 or placement test   |
| MATH 203 Multivariate Calculus (4)                          |  | MATH 202   |
| MATH 210 Discrete Mathematics (4)                           |  |  |
| MATH 310 Probability and Statistics (4).                    |  | MATH 202   |

### Recommended Plan of Study for Public Health

|               | Fall Semester                                    | Spring Semester                           |
|---------------|--|---|
| <b>Year 1</b> | Learning Community<br>WCore<br>WCore<br>Language | PUBH 101<br>WCore<br>WCore<br>Language    |
| <b>Year 2</b> | BIOL prerequisite<br>DATA<br>PUBH 101            | CHEM prerequisite<br>PUBH 190<br>PUBH 210 |

|               |   |   |
|---------------|---|---|
|               |   | PUBH 250  |
| <b>Year 3</b> | PHIL 216<br>PUBH 305<br>PUBH 310<br>PUBH 390  | PUBH 320<br>PUBH 330/340/350<br>PUBH 390<br>PUBH elective |
| <b>Year 4</b> | PUBH 330/340/350<br>PUBH 480<br>PUBH elective | PUBH 490<br>PUBH elective                                 |

**Public Health Minor**

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Required Courses</b>  | <b>18</b>    |               |
| PUBH 101 Introduction to Public Health (3)                                |              |               |
| PUBH 210 Infectious and Chronic Diseases (3)                              |              |               |
| PUBH 240 Applied Quantitative Methods in Public Health (4)                |              |               |
| PUBH 250 Global Health (4)  |              |               |
| PUBH 305 Epidemiology (4)   |              | PUBH 101, 210 |
| <b>II. Electives</b>  | <b>4</b>     |               |
| Four (4) hours of Public Health or related coursework, 300-level or above |              |               |
| <b>Total Hours for the Public Health Minor</b>                            | <b>22</b>    |               |

# WCore

## WCore REQUIREMENTS

### Program Goals

WCore at Westminster University is designed to foster the intellectual skills and values that are necessary as a foundation for learning and to encourage the thoughtful integration of different disciplines. The WCore offers a wide range of challenging courses that expands the knowledge of our students and allows them to investigate and express their interests. It is our belief that the WCore will revitalize our liberal education program and will create a climate in which more critical questions are asked and answered by our students. A priority of the reform is to have more full time faculty and instructional staff teaching in the WCore. This goal recognizes the importance of students interacting with faculty specifically in the first two years and throughout their tenure at Westminster. The following university-wide goals form the core of liberal education courses and are reinforced across the curriculum in major areas of study:

- Critical Thinking
- Creativity
- Collaboration
- Communication
- Global responsibility

The following course requirements are established for all students seeking an undergraduate degree. Students must earn a grade of CR or C- or above in WCore coursework to fulfill graduation requirements.

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <b>I. Learning Community</b>  |              |               |
| All full-time first-year are required to complete one Learning Community.   |              |               |
| <b>II. WCore Courses</b>  |              |               |
| <p>WCore Fine Arts and Humanities (WCFAH) Students are required to take two WCFAH courses. (6-8 credit hours) These classes draw from the humanities and fine arts to develop analytical, creative and reflective capacities, as well as teach students the skills of articulating ideas and concepts clearly both in writing and speech. WCore WCFAH Courses</p> <p>WCore Science and Math (WCSAM) Students are required to take two WCSAM courses. (6-8 credit hours) WCore Science and Mathematics courses provide students the opportunity to learn about how quantitative reasoning and scientific inquiry shape our understanding and knowledge of the human experience and the world we inhabit. These classes draw from science and math to develop critical, analytical, and integrative thinking as well as writing and other communication skills. WCore WCSAM Courses</p> <p>WCore Social and Behavioral Sciences (WCSBS) Students are required to take two WCSBS courses. (6-8 credit hours) WCore Social and Behavioral Sciences courses provide students the opportunity to learn about and understand the human experience from social and behavioral science perspectives. These courses share the learning outcome of increasing understanding of human behavior and social interaction from multiple disciplinary and interdisciplinary approaches. Through a diverse range of course offerings students will be provided with the opportunity to explore dimensions of human life that may include cultural, biological, social, behavioral, interactional, organizational, structural, and institutional approaches. WCore Social Behavioral Science Courses</p> |              |               |
| <b>III. Emphasis</b>  |              |               |
| It is expected that courses meeting the Emphases requirements will also fulfill an WCore, a major, or a minor requirement and therefore will be drawn from courses already in the existing course rotation.   |              |               |

| Requirement Description   | Credit Hours | Prerequisites |
|---|--------------|---------------|
| <p>WCore Diversity Emphasis (3-4 credit hours)<br/>           Courses that meet the diversity requirement challenge students to examine differences of power, privilege, and subordination based on hierarchically organized socially ascribed categories of at least two of the following: race, ethnicity, social class, gender, ability, sexual orientation, national origin, age, and religion. Graded assignments that assess students' ability to explain, apply, and synthesize understanding of substantial global and U.S. American issues related to the selected categories are required. WCore Diversity Emphasis Courses</p> <p>WCore Quantitative Emphasis (3-4 credit hours)<br/>           Quantitative reasoning is taught across the curriculum and is not the purview of any one program and subject area. Accordingly, there is room for flexibility in course design for QE designated courses. QE designated courses are framed around a real-world context or problem (e.g., poll data in election, higher education data and policy, etc.) and include an extensive exploration of quantitative techniques that illuminate the questions at hand or they begin with a cohesive set of quantitative methods then explore their application across a broad range of real-world problems. Quantitative reasoning skills are fundamental to the university-wide learning goals beyond merely the goal of critical thinking. Appropriate analysis and presentation of data is often required in written and other forms of communication in many professional settings. WCore Quantitative Emphasis Courses</p> <p>Writing Emphasis (3-4 credit hours) WCore Writing Emphasis courses offer students many opportunities to write, reflect and revise; however, writing instruction is embedded in a topic from an academic discipline. The assumption that discipline-specific writing is an effective tool for building knowledge and skills underlies these courses. WCore Writing Emphasis Courses Completion Policy: Undergraduate students must take a Writing Emphasis course (or equivalent course in the Honors College curriculum: HON 201, HON 202 or HON 203) within their first three terms of full-time enrollment at Westminster. A full-time semester is 12-16 credits hours during fall and spring semesters. In the event that a student fails the Writing Emphasis in their third semester, the student must continue enrolling in a WE course every term until pass. In the event that a student fails WRIT 109, and therefore, they cannot be placed into a Writing Emphasis by their third semester, the student may complete the Writing Emphasis requirement by their fifth semester.</p> <p>WCore Research Emphasis (3-4 credit hours) WCore courses with an RE designation give students an opportunity to engage in an intensive, discipline-specific research experience, within the context of a broader course. There will be opportunities for inquiry or investigation that have the potential to make an original intellectual or creative contribution to the discipline. Research projects will be designed to produce positive student learning, have a clearly communicated purpose and research outcomes, guide the students through discipline-specific research objectives and methodology, require substantive contact with pertinent disciplinary literature, and involve written and oral presentations of findings. WCore Research Emphasis Courses</p> |              |               |
| <p><b>IV. Engaging the World</b></p>  |              |               |

| Requirement Description  | Credit Hours | Prerequisites |
|--|--------------|---------------|
| <p>The Engaging the World experience prepares students to be better global citizens. It builds on the knowledge from the WSeminars and Explorations courses students take during their first and second years and applies what they have learned by focusing on ways to advance social transformation, equity, and parity within our local and global communities. This experience challenges their biases and prejudices and emphasizes the knowledge that we live in an integrated, complex and interdependent society. There are four options for completing the Engaging the World requirement: WCore Engaging the World Courses Study Abroad The study abroad program must be on the approved list of programs at the time of application and participation. The official list of approved programs is maintained by the Office for Global Engagement. The student must take at least one course for a minimum of 3 credits or 45 clock hours. The course must be at a level equivalent to a Westminster University undergraduate course, either lower or upper division. The course must be transferable to Westminster University and an official transcript must be submitted to the Registrar's Office upon completion of the study abroad program. The student must earn at least a C- (or U.S. equivalent) final grade on at least one course that is at least 3 U.S. credits. International Internship The student must take at least one internship course for a minimum of 126 contact hours and at least 3 credit hours. The student must earn at least a C- (or U.S. equivalent) final grade in the course. The internship must be completed in a country that is outside of the student's permanent residence. U.S. citizens must choose a site that is located outside of the United States International students (non-immigrant visa holders) can count an internship completed in the United States or another country, as long as the internship site is not in their country of permanent residency. May Term Study Experience The following types of programs do not fulfill the Engaging the World requirement (this is an example of ineligible programs and not a complete list): Non-credit bearing international travel including volunteer or service programs Non-credit bearing research conducted abroad Non-credit bearing language training programs Non-credit bearing work abroad programs or experiences Military service Religious missions</p> |              |               |
| <p><b>V. Senior Capstone</b></p>   |              |               |
| <p>This is a required capstone course for all seniors offered within each major. While many of the specific objectives of this course will vary by discipline the one, shared outcome, is that all class participants will produce a piece of work that demonstrates each student's culminating intellectual experience at Westminster University. Possible culminating projects of this course include, among others, submissions for the senior arts exhibit, posters describing independent research projects, reflections on an impactful clinical experience, a collection of poems, or talks explaining business plans. Course participants will be invited by departmental faculty to share their culminating project at the Westminster Undergraduate Conference or senior showcase events held annually at the end of each spring semester. WCore Senior Capstone Courses</p>   |              |               |
|  |              |               |

## WCORE FINE ARTS AND HUMANITIES COURSES

### WCore Requirements

|   |            |   |                  |
|---|------------|---|------------------|
| <b>ART</b>  | <b>106</b> | <b>Drawing, Inquiry, and Expression</b> | <b>4 Credits</b> |
| <p>This course introduces students to the art of drawing and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of drawings, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)</p>  |            |   |                  |
| <b>ART</b>  | <b>111</b> | <b>Paint, Perception, and Alchemy</b>   | <b>4 Credits</b> |
| <p>This course introduces students to the art of painting and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of painting, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)</p>   |            |   |                  |
| <b>ART</b>  | <b>128</b> | <b>Maker's Lab</b>                      | <b>4 Credits</b> |
| <p>We live in a designed world. Our lived experience is the result of decisions made in the creative process and says as much about aesthetics as it does about effective design. This class engages students in discussions, written responses, hands-on studio workshops, and innovative problem-solving as a way to consider the aesthetics and design in our world. Using fundamental concepts from drawing and painting, sculpture and 3D construction, digital tools, and design, we will apply design-based thinking to solve problems, revise and evaluate existing solutions, and personally redefine the creative process. Work across several disciplines will allow us to see the interconnection and relationships between traditionally disparate fields of study. Simultaneously, this course will provide students the opportunity to expand and integrate their creative skills, gain experience with specialized technology, and develop a portfolio of interdisciplinary objects and ideas that demonstrate creative flexibility and a multifaceted understanding of complex issues. Alongside individual projects, we will identify and analyze real world problems, as a way to connect what we do in the classroom to our community. (WCore: WCFAH)</p>   |            |   |                  |
| <b>ART</b>  | <b>148</b> | <b>Ceramics I: Material Studies</b>     | <b>4 Credits</b> |
| <p>This course introduces students to the fundamental nature, practices, techniques, and culture of working in clay. Students will receive an introduction into the four basic building techniques of ceramics. It is a course that will familiarize the student with a utilitarian and artistic material that has been used for millennia and continues to be found useful in new technological and industrial manners. Students will be given an understanding of the practice of time management, a key component to the success of working in clay and a necessity in daily life. Students will learn ceramic hand-building, pottery, glazing, and firing methods as a means of self-expression and communication. (WCore: WCFAH and RE)</p>  |            |   |                  |
| <b>ART</b>  | <b>180</b> | <b>Photography</b>                      | <b>4 Credits</b> |
| <p>With the introduction of contemporary technology, vision itself has become our most immediate form of communication and expression. Although we will look at and discuss the work of others, this course is primarily about each student making her/his own personal images. In this course, students will learn basic technical skills for the beginning photographer. These include camera operation, developing and scanning black and white film, basic grayscale digital image processing, making prints from negatives, making inkjet prints and presentation. Students will also learn the grammar of this language; use of the frame, time, vantage, and detail. Students will investigate the relationship of form to content. Most importantly, students will use these skills to explore their own vision and ideas. Through discussions and group critiques, they will share this work with each other and receive feedback to help them refine it. They will produce affective images that examine their personal perception and concepts. (WCore: WCFAH)</p>   |            |   |                  |
| <b>ART</b>  | <b>210</b> | <b>Traditional Photography</b>          | <b>4 Credits</b> |
| <p>More photographs are uploaded to Facebook every two minutes than were made during the first 60 years of the history of photography. With the shift to digital technology and the convenience it affords, electronic photography has replaced traditional, silver-based photography as our mainstream method of visual expression and communication. Traditional photography, however, continues to be practiced with a strong and passionate following. Most serious photographers consider it necessary to learn these skills to truly understand the medium, and many practice it for its immediacy and hands-on intimacy. This course will introduce skills, techniques, and materials of traditional, silver-based black and white photography. These skills include use of camera types, including view cameras and hand-held cameras, lenses, light metering techniques, lighting techniques, and refined development and traditional printing techniques. We will examine how different technologies have introduced different methods, and how these methods have shaped, and been shaped by, cultural aesthetics and priorities. We will discuss and examine artistic and photographic concerns, and deal with the advancement of personal visual and conceptual skills needed to produce affective images. Students in this course will experiment with a variety of materials, techniques, and philosophical approaches to traditional photography, and ultimately produce a body of work that exhibits their own personal investigations and creative expression. (WCore: WCFAH)</p> |            |   |                  |
| <b>ART</b>  | <b>215</b> | <b>Drawing Lines in the Sand</b>        | <b>4 Credits</b> |
| <p>This hybrid studio-seminar course examines art about landscape, space, and environments, while challenging students to build on these ideas in their own creative work. Students will research artworks and writings that explore topics such as landscape, "wild" and urban space, public and private spaces, land(scapes) and power, using this context to inform their creative works that address these same topics. This course simultaneously introduces</p>   |            |   |                  |

students to fundamental drawing techniques, with a special focus on drawings and images made using landscape, nature, and hybridized modes of visual communication. No previous experience with drawing is required. (WCore: WCFAH, RE)

|  |            |                                       |                  |
|--|------------|---------------------------------------|------------------|
|  |            |                                       |                  |
| <b>DANCE</b>   | <b>110</b> | <b>Creative Process</b>               | <b>3 Credits</b> |
| This course is an interdisciplinary and playful exploration of the creative process in dance for anyone - no previous dance experience required. Students participate in theoretical and practical content to develop an understanding of our moving bodies, movement potential, personal voice, and collaboration via tools of improvisation, composition, and communication through movement. (WCore: WCFAH and DE)  |            |                                       |                  |
|  |            |                                       |                  |
| <b>FILM</b>  | <b>110</b> | <b>Making Sense of Movies</b>         | <b>4 Credits</b> |
| This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFAH, RE)  |            |                                       |                  |
|  |            |                                       |                  |
| <b>FILM</b>  | <b>210</b> | <b>(Un)American Cinema</b>            | <b>4 Credits</b> |
| This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFAH, RE) |            |                                       |                  |
|  |            |                                       |                  |
| <b>FILM</b>  | <b>212</b> | <b>Film Genres</b>                    | <b>4 Credits</b> |
| This course explores the history, procedures, and consequences of organizing popular films into distinct "genres" (i.e., Western, Sci-Fi, Fantasy). The course will consider such questions as how genres get established, how we know that a film falls into a particular genre, how genres organize audience expectations, and how films may either meet or upset those expectations. (WCore: WCFAH)   |            |                                       |                  |
|  |            |                                       |                  |
| <b>FILM</b>  | <b>220</b> | <b>Transnational Cinema</b>           | <b>4 Credits</b> |
| Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and emphatically political than other art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice.(WCore: WCFAH, DE)   |            |                                       |                  |
|  |            |                                       |                  |
| <b>GNDR</b>  | <b>101</b> | <b>Gender, Sex, and Identity</b>      | <b>4 Credits</b> |
| The central aim of this course is to foster critical thinking about gender and how the concept of gender structures relationships of power around us every day. This means that we will think about, write about, and talk about questions related to what gender is, how it affects us, and how it can change. Throughout this course, we will draw on several different disciplines, such as sociology, philosophy, literature, and political science, to develop a multi-faceted understanding of how gender structures our lives. We will also look at specific topics related to the intersections of race and gender, sexual identity, gender inequality, and the flexibility of gender categories.(WCore: WCFAH, DE)  |            |                                       |                  |
|  |            |                                       |                  |
| <b>HIST</b>  | <b>102</b> | <b>Alien Encounters in History</b>    | <b>4 Credits</b> |
| People often make the judgment that since the past has influenced our own world, the people of the past must somehow be "like us" in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with "alien" cultures. Examples: What's the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the "alien" encounters that we will study. (WCore: WCFAH and WE)   |            |                                       |                  |
|  |            |                                       |                  |
| <b>HIST</b>  | <b>111</b> | <b>Patterns of Global Immigration</b> | <b>4 Credits</b> |
| This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who  |            |                                       |                  |

|  |            |   |                  |
|--|------------|---|------------------|
| becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore:, WCFAH, WE)   |            |   |                  |
| <b>HIST</b>  | <b>120</b> | <b>The Story of America</b>             | <b>4 Credits</b> |
| This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFAH, DE)   |            |   |                  |
| <b>HIST</b>  | <b>123</b> | <b>Citizenship and Voting in Europe</b> | <b>4 Credits</b> |
| This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFAH, WE)   |            |   |                  |
| <b>HIST</b>  | <b>202</b> | <b>America's Best Idea</b>              | <b>4 Credits</b> |
| In 1872 the U.S. Congress declared the Yellowstone region the world's first "national park." In 1916 Congress created the National Park Service, "which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." Today the Park Service manages 407 "units" with 28 different designations – including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves – and nations around the world have created their own versions of "national parks." This course will investigate the "national park" idea and its implications for natural and human history. Why has this been called "America's best idea?" What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFAH, WE) |            |   |                  |
| <b>HIST</b>  | <b>206</b> | <b>Homelands and Contested Spaces</b>   | <b>4 Credits</b> |
| Focusing on the methods, processes and outcomes of empire in what are usually referred to as "settler states," this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why do these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The course places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)   |            |   |                  |
| <b>LMW</b>   | <b>104</b> | <b>Books That Changed the World</b>     | <b>4 Credits</b> |
| Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCore: WCFAH, WE)   |            |   |                  |
| <b>LMW</b>   | <b>105</b> | <b>Communicating Through Writing</b>    | <b>4 Credits</b> |
| This course immerses students into the process of becoming college writers. The workshop oriented class provides an opportunity for students to learn about the following: how rhetorical context shapes writing, how to write about readings, how to understand the information literacy needs and approaches to research, and how to synthesize research into a student's own writing. By the end of the course, students will have confidence to read, write, research, and communicate in a college context. (WCore: WCFAH, WE)  |            |   |                  |
| <b>LMW</b>   | <b>114</b> | <b>Searching for America</b>            | <b>4 Credits</b> |
| This course explores the rich tradition of modern American literature by featuring some of the most captivating texts and innovative authors, including US minority writers of different ethnic backgrounds. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCore: WCFAH, DE)   |            |   |                  |
| <b>LMW</b>   | <b>115</b> | <b>The Bible and Literature</b>         | <b>4 Credits</b> |
| We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S.Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCore: WCFAH, WE)   |            |   |                  |

|   |            |   |                  |
|---|------------|---|------------------|
| <b>LMW</b>  | <b>116</b> | <b>The Serious Art of Humor</b>               | <b>4 Credits</b> |
| This writing emphasis (WE) Exploration course focuses on humor as a pivotal human experience in the twenty-first century. Students will explore how humor is tied to social contexts, and gain a deep understanding of ways in which humor entertains, instructs, and illuminates political issues. We will read comedy as a cultural text and explore a myriad of subgenres that span geographical contexts (including works by social activist Wanda Sykes, contemporary satirist George Saunders, Indian joke master Kushwant Singh, and cultural critic Barry Sanders), as well as examine styles of comic performances from Ali G's shock-comedy to Margaret Cho's political satire. In the process, we will investigate the meanings and effects of humor that have proliferated through social and digital media in the backdrop of such historical events as 9/11 and the Asian Tsunami. Throughout the course, students will reevaluate the concept of humor and ask "What's funny and why?" (WCore: WCFAH, WE)  |            |   |                  |
| <b>LMW</b>  | <b>121</b> | <b>How Literature Matters Now</b>             | <b>4 Credits</b> |
| This course considers how literature continues to be a vital element of human experience in the 21st century. It may focus on how literary tropes and ideas manifest themselves in other media (in adaptations, allusions, or mashups), on how digital tools have opened up new ways of understanding literary texts, or on how the techniques of literary analysis can help us to understand political narratives. (WCore: WCFAH, WE)  |            |   |                  |
| <b>LMW</b>  | <b>130</b> | <b>Self-Discovery: Film and Literature</b>    | <b>4 Credits</b> |
| Great films and literature testify to the difficulty and the crucial importance of self-discovery. Literary and cinematic protagonists throughout history have struggled to "know thyself," as the oracle commands. The failure to know oneself can have tragic consequences. For us today, film and literature are a challenging and enjoyable route to self-knowledge. This class will study works of literature and cinema which speak to the process of self-discovery. (WCore: WCFAH)  |            |   |                  |
| <b>LMW</b>  | <b>133</b> | <b>Walking</b>                                | <b>4 Credits</b> |
| In this arts and humanities course, we will explore the cultural history of walking in the United States, we will walk with intention, and we will write and make art about walking. Some people walk only out of necessity. Others walk to improve their well-being, to see the world, or to save the earth. Depending on who is walking where, when, why, and how, this seemingly simple and ordinary activity can become an adventure, a sport, a crime, an artistic performance, a spiritual practice, a political protest, and more. By studying and practicing the art of walking, we will ask important questions and uncover sometimes uncomfortable truths about ourselves and our world. This course welcomes all people. For our purposes, walking is defined as slow movement across the land. (WCore: WCFAH, WE)   |            |   |                  |
| <b>LMW</b>  | <b>204</b> | <b>Epistolarity: Letters to and From</b>      | <b>4 Credits</b> |
| This writing emphasis (WE) W seminar focuses on letters as both reading and writing texts. Students will read letters both real and imagined (for example Heloise and Abelard, Frederick Douglass, Roland Barthes' A Lover's Discourse, Sojourner Truth, Madame de Stael, M.L.King's "Letter from Birmingham Jail," Rilke's Letters to a Young Poet, McSweeney's Letters to People or Entities Unlikely to Respond) across a variety of genres. Students will also write their own letters (love letters, rejection letters, condolence letters, complaint letters, etc.) to themselves, their loved ones, the instructor and classmates, the editors of newspapers or magazines, their communities, etc. The course seeks to combine a deep understanding of rhetoric (awareness of audience, purpose, and information literacy) with literary modes across a broad spectrum of relevance. Letters might include emails, texts, and tweets. The seminar aims to teach students the importance of establishing ethos in conjunction with educating one's audience. Workshop format, with at least 20 pages of writing, including multiple drafts of each assignment. The course addresses three university-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCore: WCFAH, WE) |            |   |                  |
| <b>LMW</b>  | <b>202</b> | <b>Worlds of Fantasy</b>                      | <b>4 Credits</b> |
| While the fantasy genre has its roots in truly ancient myths and legends, it is very much a product of the twentieth century. In Worlds of Fantasy, we will examine the origins and development of fantasy media in all their forms, from literature to TV, film, and games. Our central concerns will be how fantasy represents the past; how readers, viewers, and gamers experience fantasy; and how fantasy both expresses and challenges oppressive concepts of gender and race. Readings will draw from a diverse range of fantasy authors. (WCore: WCFAH)  |            |   |                  |
| <b>LMW</b>  | <b>205</b> | <b>Goddesses, Heroes, and Others</b>          | <b>4 Credits</b> |
| From ancient scriptures to contemporary comics, these literary characters-goddesses, heroes, and "others" (figures marginalized by the dominant group)-rule. This course investigates and supports your investigations of these character types. It poses basic questions asked by many literary critics: where do these characters come from and how are they adapted by so many cultures and literary genres? To answer these questions, we'll delve into current theory and historical research. We'll do our part to keep goddesses, heroes, and others alive! (WCore: WCFAH, RE)   |            |   |                  |
| <b>LMW</b>  | <b>207</b> | <b>Global Food Movements: Farms to Social</b> | <b>4 Credits</b> |
| This course is a study of social movements around food and agriculture in the Global South. From farm worker movements in India to the indigenous fight for environmental justice in Ecuador, this course will investigate how global "food systems" intersect with issues of land, hunger, environment, and the economy. The focus will be on the phenomenon of food crises and the social   |            |   |                  |

|   |            |   |                  |
|---|------------|---|------------------|
| movements in response to them. (WCore: WCFAH, WE)   |            |   |                  |
| <b>LMW</b>  | <b>210</b> | <b>Digital Narratives</b>                 | <b>4 Credits</b> |
| In this course we will learn how to create stories using digital media such as video narratives and podcasts. Alongside exploring creative elements, we will also reflect critically on how new media shape our understanding of narrative and audiences. The online forum will allow us to be fully immersed in a digital experience. We will create what Anne Burdick calls, "imaginative techno-texts" and critique each other's works online. To develop a common vocabulary, we will read critical texts about narrative and media. In the process, we will analyze the relationship between creator and audience, between form and medium, by asking questions like, "how do the intersections between technology and storytelling affect the ways in which we explore and express our stories?" Students don't need technical proficiency. We'll spend some time going over basic technical and production guidelines. (WCore: WCFAH, WE)  |            |   |                  |
| <b>LMW</b>  | <b>211</b> | <b>Reading and Detection</b>              | <b>4 Credits</b> |
| While investigating the history of the detective genre in film and literature, this course compares the work of interpretation with detective work. It is a famous staple of the detective narrative that the detective explains her or his method of detection, often in considerable philosophical detail. In this course, students will imitate these self-reflective detectives by cultivating and describing their own unique methods of interpretation. They will articulate these methods in essays, discussions, and other linguistic performances. (WCore: WCFAH)  |            |   |                  |
| <b>LMW</b>  | <b>215</b> | <b>Vampire Literature</b>                 | <b>4 Credits</b> |
| This course proceeds from the assumption that reading literature bears certain uncanny similarities with vampirism, and that these similarities partly account for the success of the vampire subgenre in popular literature and cinema (the reception of which we will regard as a kind of reading). In particular, literary texts put their readers in a state of passivity that is at once often nerve-wracking and intensely pleasurable. Meanwhile, we will regard writing as a form of vampiric seduction, luring the reading into a receptive state only to strike at the decisive moment and thus achieve its aims (which we will assume are somewhat less violent than the aims of a vampire). (WCore: WCFAH, WE)  |            |   |                  |
| <b>PHIL</b>   | <b>129</b> | <b>Race, Power, and Privilege</b>         | <b>4 Credits</b> |
| No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that we will investigate in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are. |            |   |                  |
| We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from different time periods and disciplines will highlight how concepts related to race and power change significantly over time, as well as reflecting that "Philosophy of Race" as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, engage in social justice work, and reflect upon that work in meaningful ways. (WCore: WCFAH, DE)  |            |   |                  |
| <b>PHIL</b>   | <b>131</b> | <b>Philosophy of Gender and Power</b>     | <b>4 Credits</b> |
| The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: WCFAH, DE)   |            |   |                  |
| <b>PHIL</b>   | <b>134</b> | <b>Philosophy, Identity, and the Self</b> | <b>4 Credits</b> |
| When we begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shakier scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCore: WCFAH, WE)  |            |   |                  |
| <b>PHIL</b>   | <b>208</b> | <b>Philosophy of Love &amp; Sex</b>       | <b>4 Credits</b> |
| Love and sexuality are two of the most crucial and complex aspects of our identities. Moreover, these concepts are often intertwined and sometimes pitted against one another. In this class, we will examine different approaches to this topic from a wide selection of philosophical traditions. Furthermore, we will supplement traditional philosophical readings with analyses of artifacts from popular culture, such as music, movies, and television. All of this will prepare   |            |   |                  |

us to ask and respond to various questions, such as "what is love, what is sex, and how are they related?" "In what ways does who and how we love make us who we are?" "How is sexuality a personally and politically important construct?" and "How can love change the world?" (WCore:, WCFAH, WE)

|             |            |                                   |                  |
|-------------|------------|-----------------------------------|------------------|
|             |            |                                   |                  |
| <b>PHIL</b> | <b>209</b> | <b>Poverty and Global Justice</b> | <b>3 Credits</b> |

Poverty is examined in this course as an ethical issue of the most pressing sort. Reviewing various ethical theories and conducting a survey of some of the most commonly used definitions of poverty, we focus on this question: what justifies, ethically, politically and economically, if at all, allowing so many human beings to remain mired in extreme conditions of deprivation (i.e., poverty that kills)? Arguably, we could act in such a way as to change such conditions to the benefit of the humans who are otherwise the victims of these unchanged, impoverished conditions. (WCore: WCFAH)

|             |            |  |                  |
|-------------|------------|--|------------------|
|             |            |  |                  |
| <b>PHIL</b> | <b>216</b> | <b>Ethical Issues in Health and Healthcare</b> | <b>4 Credits</b> |

The basic or human right to life enjoys widespread endorsement, though just what sort of life is considered a basic right may vary from one society to another. While exploring some of these varieties of the conception of "life" which all human beings putatively have a right to (and thus someone or other has a duty to support such a claim), we will focus in this course on the role which health and adequate health care play, anywhere, as necessities, for human beings who are trying to enjoy the substance of such a basic right to life. Other necessities for a substantive life as a matter of right will be discussed as well. (WCore: WCFAH)

|             |            |                            |                  |
|-------------|------------|----------------------------|------------------|
|             |            |                            |                  |
| <b>PHIL</b> | <b>221</b> | <b>Ethics of Diversity</b> | <b>4 Credits</b> |

In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question "What ought I do?" Throughout this term, we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of authors who are trying to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCore: WCFAH, DE)

|             |            |                 |                  |
|-------------|------------|-----------------|------------------|
|             |            |                 |                  |
| <b>THTR</b> | <b>180</b> | <b>Acting I</b> | <b>3 Credits</b> |

A study of the acting techniques of Stanislavski, Strasberg, and Hagen applied to monologues and scene. (WCore: WCFAH)

|             |            |                        |                  |
|-------------|------------|------------------------|------------------|
|             |            |                        |                  |
| <b>THTR</b> | <b>255</b> | <b>Script Analysis</b> | <b>3 Credits</b> |

This course studies methodologies of scriptanalysis to help students develop greater skill in the technical and theoretical skills of script analysis using a formalist approach. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally. Analytical methods provide students with glimpses of plays' underlying structural principles, leading to deeper understanding of overall meaning. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play's construction. (WCore; WCFAH)

|              |            |                         |                  |
|--------------|------------|-------------------------|------------------|
|              |            |                         |                  |
| <b>WCFAH</b> | <b>127</b> | <b>Infinite Variety</b> | <b>3 Credits</b> |

An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of storytelling, modes of communication (verbal, physical, text and subtext), and improvisation. Students will learn a lexicon of terms and techniques related to rehearsing, performing, and critiquing live performance and storytelling. Students will be challenged to access and deliver the physical, emotional, and psychological aspects of their character(s). (WCore: WCFAH)

|              |            |                                     |                  |
|--------------|------------|-------------------------------------|------------------|
| <b>WCFAH</b> | <b>132</b> | <b>Sound, Music, and Technology</b> | <b>3 Credits</b> |
|--------------|------------|-------------------------------------|------------------|

"The history of the music industry is inevitably also the story of the development of technology. From the player piano to the vinyl disc, from reel-to-reel tape to the cassette, from the CD to the digital download, these formats and devices changed not only the way music was consumed, but the very way artists created it." Edgar Bronfman, Jr. former CEO of Warner Music Group. Using this quote as a guide, but expanding it to include music and sound as a whole, not just the music industry, this course will broadly examine the effect that technology has had on music and sound after WWII. It will cover music and sound in popular music, art music, film and interactive media, music of other cultures, and sound art and sound installations. The class format is based on a cycle of listening, reading, and creating. Students will first listen to and discuss works that employ, are made possible, or were fundamentally changed because of a paradigm shift brought about due to a technological innovation. Students will then read and learn about one particular innovation and finally demonstrate their knowledge of this innovation by creating short musical or sound works of their own and writing about the relationship between technology and their own work or by composing short, focused essays about the relationship between a technological shift and works listened to in class. This class is open to all majors, regardless of prior musical knowledge; however, basic computer skills are required. (WCore: WCFAH)

|              |            |                             |                  |
|--------------|------------|-----------------------------|------------------|
|              |            |                             |                  |
| <b>WCFAH</b> | <b>207</b> | <b>Humor and Philosophy</b> | <b>4 Credits</b> |

Most people love to laugh-but why? And what makes something funny? Is there a secret to someone or something being comical? And what's the purpose of humor and laughter, anyway? Finally-can anything be funny? Are some forms of humor actually immoral, and are we bad people for laughing at some jokes? Or is humor a fictional holiday from everyday life, where anything and everything is allowed? In this course we'll philosophically explore these questions and others about the nature, purpose, value, and possible limits of humor in everyday life. (WCore: WCFAH)

|  |            |                                     |                  |
|--|------------|-------------------------------------|------------------|
|  |            |                                     |                  |
| <b>WCFAH</b>   | <b>213</b> | <b>Revisoning (Dis)ability</b>      | <b>4 Credits</b> |
| This course has been designed to provide an in-depth exploration of social justice issues for people with disabilities. Through a series of visual images, including documentaries and digital photographs, students will examine the disturbing history of cruel treatment through 'tyranny of the majority' toward those with disabilities. Topics include the Eugenics Movement, forced institutionalization, and continued restraint and seclusion. Students will also delve into the social changes brought about by the Disability Rights Movement as well as the barriers to full inclusion that exist today. (WCore: WCFAH, WE)  |            |                                     |                  |
|  |            |                                     |                  |
| <b>WCFAH</b>   | <b>219</b> | <b>The Music of Two Ring Cycles</b> | <b>4 Credits</b> |
| In this course, students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera Der Ring des Niebelungen and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's The Lord of the Rings. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCore: WCFAH, RE)                   |            |                                     |                  |
|  |            |                                     |                  |
| <b>WRIT</b>  | <b>110</b> | <b>First Year Writing Workshop</b>  | <b>4 Credits</b> |
| As students, we engage in a variety of academic conversations across multiple contexts. We engage with others in these communities to listen, share, inform, and persuade. The purpose of this course is to help students develop the confidence as writers entering academic conversations. We will approach this in several ways. We will develop mindful reading strategies. That is, how to make deliberate decisions on which reading strategies to use across various contexts and purposes. We will develop and reflect on our writing process, in which we plan, draft, share, and revise our writing. And, we will explore rhetorical choices in written and oral communication. That is, uncover not just what the writer and speaker says, but how the writing and speech is put together. We will analyze the academic conversations for rhetorical principles including audience, purpose, and argumentative strategies. (WCore: WCFAH) |            |                                     |                  |

## WCORE SCIENCE AND MATHEMATICS COURSES

### WCore Requirements

|   |            |  |                  |
|---|------------|--|------------------|
| <b>CMPT</b>   | <b>140</b> | <b>Computer Science Principles</b>               | <b>3 Credits</b> |
| This course is an introduction to the history, social implications, great principles, and future of computing. Relevance of computing to students and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will discuss how computing empowers discovery and progress in other fields. (WCore: WCSAM)  |            |  |                  |
|   |            |  |                  |
| <b>CMPT</b>   | <b>150</b> | <b>Math and Technology of Entertainment Arts</b> | <b>3 Credits</b> |
| Explore the math and technology behind computer animation and video game design. Ever wonder while watching a movie: "How did they do that?" Students will learn the mathematical and computational theory behind image processing, 2D and 3D computer graphics and special effects. This seminar will discuss the progress of computer graphics research over the last fifty years. (WCore: WCSAM, QE)   |            |  |                  |
|   |            |  |                  |
| <b>DATA</b>   | <b>110</b> | <b>Explorations in Data Science</b>              | <b>4 Credits</b> |
| Data Science is on the forefront of the Big Data Revolution. Governments, companies, nonprofits, and health care providers are collecting, storing, and analyzing vast amounts of data to extract information about us and make predictions about our lives. The mathematical and technological aspects of data science have been central to its success, yet they cannot exist in isolation. The context in which data is collected and used, and potentially misused, shape the impact on individuals and society as a whole. Therefore, the study of issues involving data collection, analysis, and its communication from multiple contexts involving different disciplines-including but not limited to economics, psychology, sociology, biology, medicine and chemistry-will be a central theme of this class. (WCore: WCSAM, QE)   |            |  |                  |
|   |            |  |                  |
| <b>ENVI</b>   | <b>102</b> | <b>Ecology of Food Systems</b>                   | <b>4 Credits</b> |
| We eat many times a day, but very few of us think about our meals as part of a complex system of interactions between plants, animals, people, machines, and institutions. In this course we will explore the current state of the US food system, from production to consumption as well as issues such as food waste and food insecurity. Through hands-on experiments, guest experts and field visits, we'll also learn about the many ways that folks are working to create new food systems that are more just, fair and ecological. This course will also introduce students to the hands-on skills essential for sustainable agriculture on a variety of scales. On some days, participants should come to class dressed to do garden work and expect to get their hands dirty, as well as spend time visiting several area farms and gardens. Students will have the opportunity to implement what they learn while working in Westminster's campus garden and in cooperation with community partners. (WCore: WCSAM, QE) |            |  |                  |

|   |            |                                       |                  |
|---|------------|---------------------------------------|------------------|
|   |            |                                       |                  |
| <b>ENVI</b>   | <b>115</b> | <b>Science of the Environment</b>     | <b>4 Credits</b> |
| In this course, you will get hands-on opportunities to learn about many critical aspects of our environment the soil that produces the food we eat, the air we breathe and the water we drink, as well as the climate of the planet we call home. You will have the opportunity to learn how these important environmental systems work, as well several techniques and tools to collect, analyze, and interpret environmental data. A major goal of the course is to help you understand the science behind many environmental issues so that you can make informed decisions about important environmental and global challenges. (WCore: WCSAM, QE)  |            |                                       |                  |
|   |            |                                       |                  |
| <b>GEOL</b>   | <b>107</b> | <b>Geology of the American West</b>   | <b>4 Credits</b> |
| This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)   |            |                                       |                  |
|   |            |                                       |                  |
| <b>GEOL</b>   | <b>111</b> | <b>National Parks Geology</b>         | <b>4 Credits</b> |
| Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)   |            |                                       |                  |
|   |            |                                       |                  |
| <b>GEOL</b>   | <b>230</b> | <b>Dinosaur Paleobiology</b>          | <b>4 Credits</b> |
| They say you can't get blood from a stone, but paleontologists often try to do exactly that. With nothing but a few fossilized fragments, paleontologists reconstruct not just the anatomy of extinct creatures, but also their physiology, behavior, ecology, and life histories. This class will use dinosaurs as an extended case study to explore how paleontologists make claims about the lives of long dead creatures, and about how understanding those creatures' lives can lead to additional insights about the history of the earth and the dynamics of evolution. (WCore: WCSAM)   |            |                                       |                  |
|   |            |                                       |                  |
| <b>NEURO</b>  | <b>117</b> | <b>Yep, Brains Are Cool!</b>          | <b>4 Credits</b> |
| In this course, we will explore a variety of topics important to anyone who owns and uses a brain. In particular, we will focus on brain development in late adolescence and emerging adulthood and will use our brains to understand how we research brains. The course will be framed around a central question - "How do we know that?" We will look at current research on brain development during the transition to young adulthood, examine strengths and weaknesses of methods used to conduct that research, and discuss the practical application of such knowledge to the students' own lives. In addition, we will discuss the ways in which said research has been used to shape parenting and educational practices as well as public policy over the past decade. (WCore: WCSAM, RE) |            |                                       |                  |
|   |            |                                       |                  |
| <b>NEURO</b>  | <b>120</b> | <b>Genetics of Human Behavior</b>     | <b>4 Credits</b> |
| Have you ever wondered how much your genes affect who you are? This course is an exploration of the role of genetic inheritance on human behavior. We will focus on modern genetic analysis and the molecular techniques used to study both complex normal human behaviors and diseases. Lab exercises, data analysis, and case studies will be integrated throughout to familiarize students with the process and methods of science. (WCore: WCSAM, QE)   |            |                                       |                  |
|   |            |                                       |                  |
| <b>NURS</b>   | <b>108</b> | <b>Healthy, Sustainable Nutrition</b> | <b>4 Credits</b> |
| The course includes the foundations of human dietary requirements, the basics of macronutrients and micronutrients, and nutritional needs across the lifespan needed for a pre-health occupation prerequisite. The primary prevention of the chronic diseases of first world populations, versus the needs of those of the third world will be compared and contrasted for the purpose of exploring complex issues of nutrition, food, health and environmental sustainability. Grounded in concepts of nutrition science and human ecology, the course will explore the impact of food production and consumption on human health and the environment. Deep learning is achieved through involvement in hands-on activities and assignments. (WCore: WCSAM)  |            |                                       |                  |
|   |            |                                       |                  |
| <b>PSYC</b>   | <b>105</b> | <b>Bust That Psych Myth</b>           | <b>4 Credits</b> |
| This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition and behavior. Through this exploration, the course presents students with opportunity to interact with material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (WCore: WCSAM, RE)  |            |                                       |                  |
|   |            |                                       |                  |
| <b>WCSAM</b>  | <b>103</b> | <b>Counting Votes</b>                 | <b>4 Credits</b> |

|  |            |   |                  |
|--|------------|---|------------------|
| After eighteen years of waiting, you finally have the right to vote! But just what does voting mean? There are actually many methods of expressing voting preferences via ballots. Which is the best method? How is a state's number of representatives in the U.S. House of Representatives actually determined? What other methods are there, and what results would they produce? How might that change the political landscape of our country? Which states have real power within the Electoral College? We will take a mathematical look at all of these questions by studying Arrow's Impossibility Theorem, exploring various apportionment methods and their implications, and learning about power within weighted voting systems. (WCore: WCSAM, QE)  |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>104</b> | <b>Explorations in Oceanography</b>             | <b>4 Credits</b> |
| This course will take an interdisciplinary approach to exploring oceanography, marine ecology, and how anthropogenic activities influence the ocean. We will study key aspects of physical, biological, and chemical oceanography in order to gain an integrated and comprehensive understanding of the oceans. This course will include multiday experiments and labs in which students will explore concepts such as what physical factors control ocean circulation, what influences biological primary production, the chemistry behind ocean acidification, and how ocean acidification impacts different classes of phytoplankton. Group activities will often utilize real oceanographic, remote sensing, and time series data to explore relationships, long-term trends, and periodic events, such as El Niño. (WCore: WCSAM, QE)   |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>105</b> | <b>Games and Decisions</b>                      | <b>4 Credits</b> |
| In a situation where the outcome depends on several people's decisions, how can you make the best rational decision? That is the central question of Game Theory, used in economics, political science, biology and many more fields. In this experiential course, students will discover the principles of Game Theory by playing and analyzing a variety of 'games'. The games analyzed will include Deterministic, Strategic and Coalition Games. (WCore: WCSAM)  |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>109</b> | <b>Introduction to Circuits and Electronics</b> | <b>4 Credits</b> |
| This is a hands -on course where students build practical electronic devices and learn basic electronics and electric circuits. (WCore: WCSAM, QE)   |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>112</b> | <b>Personal Wealth Foundations</b>              | <b>3 Credits</b> |
| This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM, QE)   |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>113</b> | <b>Probability, Risk, and Reward</b>            | <b>4 Credits</b> |
| An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM, QE)   |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>114</b> | <b>Science of Food and Drink</b>                | <b>3 Credits</b> |
| Food and drink are central to living and this culinary course takes a chemistry approach to the study of how different foods and drinks are created. During this highly interactive course, students will learn fundamental principles in chemistry and then use them to create various foods and drink. Topics such as chemical composition, chemical bonding, chemical interactions, chemical properties and chemical reactivity will be explored using chemicals and biological organisms common in a kitchen. Concepts will be studied through experimentation using the kitchen as the laboratory environment. During the course, other important and sometime controversial food science topics will be discussed. Additionally, examples and illustrations pulled from recent events will be given to heighten the general awareness of other chemicals present in society and the benefits and risks associated with their use. (WCore: WCSAM) |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>116</b> | <b>Introduction to the Universe</b>             | <b>4 Credits</b> |
| This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and extrasolar planets. Emphasis is placed on the physical properties of light and how it is used to observe the universe beyond our physical reach. Throughout the course, we will discuss the interaction of astronomy and culture, and what makes science different from other ways of knowing. (WCore: WCSAM, QE)  |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>201</b> | <b>Geobiology of the Universe</b>               | <b>4 Credits</b> |
| This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, crewed missions, and non-crewed probes into our solar system and beyond. Using primary data from past studies and current missions, we will develop models and design experiments to ask larger questions about the Universe. Is there life beyond Earth? How does geology of a space body inform the potential for life? This course fulfills the Research Emphasis (RE) requirement. (WCore: WCSAM, RE)   |            |   |                  |
|  |            |   |                  |

|  |            |   |                  |
|--|------------|---|------------------|
| <b>WCSAM</b>   | <b>202</b> | <b>Isotope Biogeochemistry</b>            | <b>3 Credits</b> |
| This course will use a case study approach to understand how the use of isotopic ratios and isotopic tracers have been employed to answer a wide range of questions about the earth and our universe. Students will read, present, and discuss seminal research articles from the primary literature that have used isotopes to answer important scientific questions. Topics covered will be drawn from across all environmental related fields, and will include the use of isotopes to: date the earth and our solar system, determine bird migration patterns and breeding grounds, determine the diet and trophic status of various organisms in an ecosystem, determine the source of toxic heavy metals, characterize the composition of the earth's atmosphere in the distant past, characterize ocean circulation and groundwater flow, etc. Students will learn how isotope measurements are made using mass spectrometers both at Westminster University and at multiple isotope labs at another institution on a class field trip. Students will analyze real data from these facilities in order to answer a current research question, and will later present their findings and conclusions. (WCore: WCSAM, QE) |            |   |                  |
| <b>WCSAM</b>   | <b>203</b> | <b>Linear Algebra</b>                     | <b>4 Credits</b> |
| Linear algebra is a foundational subject for almost all areas of pure and applied mathematics. This course will include systems of linear equations and their representations as matrices, matrix algebra, vector spaces and subspaces in $R^n$ , eigenvalues and eigenvectors, least squares, and the simplex method. There will be a heavy emphasis on applications and numerical techniques, implemented with standard scientific programming languages. This course emphasizes critical, analytical, and integrative thinking as well as writing and other communication skills. This course does not have a specific prerequisite, but students enrolling in this course need to be ready for college level mathematics. (WCore: WCSAM)   |            |   |                  |
| <b>WCSAM</b>   | <b>206</b> | <b>Making and Breaking Secret Codes</b>   | <b>4 Credits</b> |
| The purpose of this course is to introduce you to the complex and exciting world of secret communication. Starting with the ciphers used by Julius Caesar, we will trace the development of cryptography (the science of enciphering messages) and cryptanalysis (the science of breaking ciphers and decoding secret messages) through the medieval period, the Enigma machine and WWII, and the computer age. We will develop a hands-on understanding of the computer-based encryption that keeps our credit card numbers safe online and allows us to transmit information securely over great distances. (WCore: WCSAM, QE)   |            |   |                  |
| <b>WCSAM</b>   | <b>207</b> | <b>The Art and Science of Creativity</b>  | <b>3 Credits</b> |
| Creativity is significant in the design of both artistic creations and scientific experiments. Both science and the arts are process-driven and employ problem-solving techniques. Both have a history of work in the field, from collecting specimens to plein air painting. Both have a history of work indoors, from labs to studios. Whether one's lens is that of a camera or a microscope, observation is the same process. The course takes an interdisciplinary look at the creative process, turning parallels into intersections. We will focus on current research in creativity and, through experiential discovery, tap our own ability to design and experiment. (WCore: WCSAM)  |            |   |                  |
| <b>WCSAM</b>   | <b>208</b> | <b>Citizen Science Astronomy Research</b> | <b>3 Credits</b> |
| In this course, students will use robotic telescopes to take astronomical images, analyze the data in these images, and contribute their findings to an ongoing collaborative citizen science research project. Possible objects of study will vary depending on timing, but may include variable stars, eclipsing binaries, exoplanet transits, or asteroids. Students will also choose their own citizen science project in which to participate and share their project with others. Throughout the course, we will focus on the critical thinking skills and processes in scientific research, how the modern scientific enterprise operates, and how science is communicated to the public. (WCore: WCSAM)  |            |   |                  |

## WCORE SOCIAL AND BEHAVIORAL SCIENCES COURSES

### WCore Requirements

|  |            |  |                  |
|--|------------|--|------------------|
| <b>ECON</b>  | <b>130</b> | <b>The Hitchhiker's Guide to the Catallaxy</b> | <b>4 Credits</b> |
| We will hitchhike through time from the catallaxy (economy) of 18th Century BC Babylon to the catallaxy of present-day Utah to better understand two millennia of commerce, currency, chaos, control, and choice in a world of uncertainty and scarcity. During this period, the lives of commoners changed dramatically. Just a few centuries ago they were pawns of kings. Today, many of us live more lavishly than feudal queens and kings. We will use economic history and basic tools of economic science to study the dramatic changes in the lives of commoners (WCore: WCSBS). |            |  |                  |
| <b>ECON</b>  | <b>150</b> | <b>Economics, Ethics, and Growth</b>           | <b>3 Credits</b> |
| This class explores economic ideas through the effort to enhance economic growth by extending the market, and the counter movement to protect human beings, nature, and productive organizations from market forces. Extending the market involves transforming human beings, nature, and productive organization into commodities. This manifests itself in crises, inequality, environmental degradation, and so on. (WCore: WCSBS)  |            |  |                  |

|   |            |   |                  |
|---|------------|---|------------------|
|   |            |   |                  |
| <b>EDUC</b>   | <b>207</b> | <b>Don't Give Up on Us: Promoting Hope and Resilience in the Face of Childhood Trauma</b> | <b>4 Credits</b> |
| <p>This Social and Behavioral Sciences W-Core course will explore ways in which traumatic childhood events impact and shape individuals' brain development, health and well-being, relationships, educational trajectories, and involvement with the justice system. We will investigate traditional practices, policies, and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these experiential and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability to solving real-world problems. (WCore: WCSBS)</p> |            |   |                  |
|   |            |   |                  |
| <b>ENVI</b>   | <b>103</b> | <b>Radical Hope</b>   | <b>4 Credits</b> |
| <p>We live in a world in the midst of a climate crisis, a 6th great extinction, and ongoing environmental injustice. How might we find hope in our connection to things like pigeons, mushrooms, and frogs? The world around us is filled with environmental monsters and ghosts. What might we learn from those stories of horror and loss? The Anthropocene seems fraught with change, peril, and despair at every step; what tools for a more verdant and just future, what seeds for radical hope might we find among the ruins? this course aims to acknowledge the dramatic changes associated with the Anthropocene and the anxiety and despair that those changes might produce. In response, however, together we will look for tools to address this despair and reassess those changes to consider ways we might discover creative connections to the world around us, and how those connections might contain kernels of a more hopeful present and future. (WCore: WCSBS)</p>                    |            |   |                  |
|   |            |   |                  |
| <b>ENVI</b>   | <b>202</b> | <b>People and Places</b>  | <b>4 Credits</b> |
| <p>Have you seen hilarious public restroom graffiti, or initials and the symbol of a heart carved on the face of a boulder? Have you wondered about why people do what they do and say what they say in certain places but not other surroundings? How do people make sense of and cope with surroundings such as a prison, or a crowded and polluted neighborhood? Through readings, discussions, site visits, and other activities, we will delve deep into the intricacies of human-place relationships and examine the way in which social differences (race, gender, class, etc.) shape and influence that relationship. Topics may include nature in prisons, wilderness therapy, and community gardens, among others. (WCore: WCSBS)</p>   |            |   |                  |
|   |            |   |                  |
| <b>ENVI</b>   | <b>203</b> | <b>Climate Resilience</b>   | <b>4 Credits</b> |
| <p>The goal of this course is to prepare students to describe the complexity and diversity of older adults, explore ways to work effectively with older adults and promote healthy aging. Students will examine aspects of aging within historical, cultural, physical, mental, emotional, social, spiritual, economic and interpersonal contexts. The impact of an increased aging population on society and how society cares for the aging population will be a central theme of the course. (WCore: WCSBS)</p>  |            |   |                  |
|   |            |   |                  |
| <b>HIST</b>   | <b>124</b> | <b>Film and Memory</b>  | <b>4 Credits</b> |
| <p>This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/ Russia, Japan, and China/ Hong Kong. This course will consider how visions of the future reflect historical realities (new ideas about science, nuclear war, space exploration). We will examine how different actors-production companies, directors, studios, and the state-attempt to craft national narratives and contribute to community identity through different genres. (WCore, WCSBS, RE)</p>  |            |   |                  |
|   |            |   |                  |
| <b>HIST</b>   | <b>204</b> | <b>Truth and Reconciliation</b>   | <b>4 Credits</b> |
| <p>This course explores past and present attempts to achieve "Truth and Reconciliation" in the wake of violent and traumatic historical events. We will examine comparative examples of Truth and Reconciliation processes in places like South Africa, Canada, Chile, and Greensboro, South Carolina. We will also compare these processes with artistic and grassroots ways to come to terms with the past as well as international war tribunals. By closely analyzing the way individuals and governments create public memory about shared experiences and historical events, we will raise questions about the complex nature of seeking truth and studying history, and the tension between the pursuit of reconciliation and the desire for justice. This course has an oral history component. (WCore: WCSBS, WE)</p>  |            |   |                  |
|   |            |   |                  |
| <b>HIST</b>   | <b>214</b> | <b>Vietnam and America</b>  | <b>4 Credits</b> |
| <p>This course explores the tangled history of America's involvement in Vietnam, the war's impacts on the people of both nations, and the war's global legacy. We will emphasize the reasons, meanings, and outcomes of the war for a range of participants: Vietnamese soldiers and civilians, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti- war; and participants, observers, and protesters around the world. This course fulfills the WCore Research Emphasis. You will learn and practice history-specific research, discussion, and writing skills in a variety of assignments, including weekly reflective journals and crafting short "vignettes" and a longer research paper based on primary and secondary sources that you find, evaluate, analyze, and communicate to your classmates.? (WCore: WCSBS, RE)</p>   |            |   |                  |

|  |            |  |                  |
|--|------------|--|------------------|
| <b>JUST</b>  | <b>109</b> | <b>Power and Social Change</b>             | <b>4 Credits</b> |
| Power and Social Change is an exploratory course: the place where the student will be exposed to concepts, problems, and challenges of the ethics of justice. This will be accomplished by laying a phenomenological foundation to the study of justice. The student becomes familiar with (in)justice problems, critically analyze and challenge materials and images detailing the complexity of social constructions. By using critical analysis, students evaluate the ways in which race, ethnicity, class, (dis)ability, and gender intersect in the social structure. (WCore: WCSBS, DE)  |            |  |                  |
| <b>LMW</b>   | <b>131</b> | <b>Shakespeare, Culture, and Society</b>   | <b>4 Credits</b> |
| Shakespeare's plays and poems are important cultural artifacts of English society, its customs, traditions, structures, and institutions. We will investigate how the performance of Shakespeare's works function in 17 <sup>th</sup> -century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and René Girard. We will consider the role of Shakespeare's art in relation to issues of social order and of social change. (WCore: WCSBS, WE)  |            |  |                  |
| <b>NURS</b>  | <b>101</b> | <b>Aging Matters: Social Gerontology</b>   | <b>4 Credits</b> |
| The goal of this course is to prepare students to describe the complexity and diversity of older adults, explore ways to work effectively with older adults and promote healthy aging. Students will examine aspects of aging within historical, cultural, physical, mental, emotional, social, spiritual, economic and interpersonal contexts. The impact of an increased aging population on society and how society cares for the aging population will be a central theme of the course. (WCore: WCSBS)  |            |  |                  |
| <b>NURS</b>  | <b>109</b> | <b>Sociology, Wellness, and Healthcare</b> | <b>4 Credits</b> |
| Students are challenged to think critically about the sociology of health and healthcare. Questions students will analyze are: 1) how social forces affect health, illness, and healthcare; 2) how society views the meaning and experience of illness with an emphasis on mental illness; 3) the social distribution of healthcare in the United States; 4) the social meaning of health care systems and technologies; 5) the sociology of differing healthcare practitioners and practices. Additionally, students will explore how sociology can affect healthcare around the world. Finally, through case studies students will examine ethical dilemmas in healthcare and the politics underpinning those dilemmas. (WCore: WCSBS) |            |  |                  |
| <b>PLSC</b>  | <b>106</b> | <b>Explorations in Politics</b>            | <b>4 Credits</b> |
| This course explores contemporary political issues in the context of a diverse and globalized world. Issue areas explored may vary depending on political events at the time. (WCore: WCSBS, WE)   |            |  |                  |
| <b>PLSC</b>  | <b>203</b> | <b>Courts, Law, and Social Justice</b>     | <b>4 Credits</b> |
| In this course, students use the tools of social science and legal analysis to understand and analyze the role of law and the courts in American society and politics. Students come away from this course with an appreciation for the role of law in American society, an ability to use the basic tools and principles of legal analysis, and a perspective on US courts that is informed by social science theory. (WCore: WCSBS)  |            |  |                  |
| <b>SOC</b>   | <b>105</b> | <b>The Sociological Imagination</b>        | <b>4 Credits</b> |
| This course provides a comprehensive introduction to sociology by examining the cultural, organizational, and social forces that shape people's perceptions, actions, and opportunities. Areas of emphasis include the sociological perspective; social inequality; and social roles, groups, and institutions. (WCore: WCSBS, DE).  |            |  |                  |
| <b>SOC</b>   | <b>205</b> | <b>Social Problems</b>                     | <b>4 Credits</b> |
| Focusing on various social problems such as poverty, unemployment, crime, substance abuse, racism, discrimination, gender inequality, sexual inequality, and global inequality, this course utilizes sociological analysis to examine how social problems are defined and dealt with within the United States and other parts of the world. (WCore: WCSBS, DE)   |            |  |                  |
| <b>SOC</b>   | <b>253</b> | <b>Sociology of the Family</b>             | <b>4 Credits</b> |
| This course explores the modern American family, examining the traditions, roles, functions, representations, changes, and controversies surrounding the social institution of the family. (WCore: WCSBS, DE)  |            |  |                  |
| <b>SOC</b>   | <b>320</b> | <b>Sociology of Popular Culture</b>        | <b>4 Credits</b> |

|   |            |   |                  |
|---|------------|---|------------------|
| This course explores the social implications of popular culture. Focusing on film, television, video games, music, fashion, books, magazines, social media, social networking, and other forms of entertainment, the course critically examines how popular culture is produced, disseminated, consumed, interpreted, and experienced in the United States. (WCore: WCSBS)  |            |   |                  |
|   |            |   |                  |
| <b>SOC</b>  | <b>330</b> | <b>Sports and Society</b>                   | <b>4 Credits</b> |
| This course explores sports as a significant cultural, political, and economic force in American society. Focusing on both established and alternative sports, the course incorporates a sociological perspective to critically examine how sports are organized, played, experienced, observed, perceived, and critiqued in the United States. (WCore: WCSBS, SC)  |            |   |                  |
|   |            |   |                  |
| <b>SOC</b>  | <b>342</b> | <b>Sociology of the Life Course</b>         | <b>4 Credits</b> |
| This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCSBS, DE) |            |   |                  |
|   |            |   |                  |
| <b>THTR</b>   | <b>275</b> | <b>Period Styles</b>                        | <b>3 Credits</b> |
| Historic architecture, interior design styles, and fashion are essential areas of knowledge for theatre designers. Many productions are not only set in historic periods and locales, but also draw on historic inspirations. This course will introduce theatre majors to a range of historic and global period styles in architecture, decor, and fashion for application in theatre design. Students will learn basic terminology of architectural features, furniture, and fashion. Students will also learn about research methods and historical and cross cultural influences in fashion and architecture. (WCore: WCSBS, RE)  |            |   |                  |
|   |            |   |                  |
| <b>WCSBS</b>  | <b>103</b> | <b>Communicating Across Cultures</b>        | <b>4 Credits</b> |
| Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)   |            |   |                  |
|   |            |   |                  |
| <b>WCSBS</b>  | <b>107</b> | <b>Exploring Global Challenges</b>          | <b>4 Credits</b> |
| This course explores the complex interaction among global issues and challenges across multiple fields like ecology, economy, culture, society, politics, and health. (WCore: WCSBS and DE)   |            |   |                  |
|   |            |   |                  |
| <b>WCSBS</b>  | <b>110</b> | <b>Immigration, Education, and Equality</b> | <b>4 Credits</b> |
| This Social and Behavioral Sciences WCore course will explore ways in which environment, race, culture, and social class shape immigrants' educational experiences. We will read and analyze accounts of immigrants' experiences in public schools,, and critique perspectives regarding immigrant success in United States society and interact directly with immigrant students at a local school. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth. (WCore: WCSBS and DE)   |            |   |                  |
|   |            |   |                  |
| <b>WCSBS</b>  | <b>113</b> | <b>The Nature of Language</b>               | <b>4 Credits</b> |
| Examines ongoing issues concerning cognitive and social aspects of language. In exploring both popular and scientific perspectives on language, students develop skills in critical thinking while exploring elements of linguistic analysis. This course is framed around the following questions: What are the components of the language system? How do we acquire this system? And, how is this system used in society? In short: this course uses the lens of linguistics to examine real-life experiences. (WCore: WCSBS)   |            |   |                  |
|   |            |   |                  |
| <b>WCSBS</b>  | <b>130</b> | <b>Restorative Justice</b>                  | <b>4 Credits</b> |
| This Social and Behavioral Sciences WCore course will examine practices in policing, adjudication, incarceration, and methods of school discipline both nationally and locally, and explore the efficacy of restorative justice practices as an alternative to punitive discipline and sentencing in these settings. Through site visits to the Salt Lake Peer Court and local schools, work with the Restorative Justice Collaborative of Utah, the examination of case studies, and participating in restorative justice circles, students will examine the impact that these practices can have on individuals and communities and make suggestions for real-world change. (WCore: WCSBS)  |            |   |                  |
|   |            |   |                  |

|  |            |                                       |                  |
|--|------------|---------------------------------------|------------------|
| <b>WCSBS</b>   | <b>131</b> | <b>Folklore of Many Americas</b>      | <b>4 Credits</b> |
| This class is an introduction to the study of folklore, which celebrates the art of the everyday. Folklorists study stories, songs, sayings, legends, folk beliefs, and other aspects of traditional culture. Although a lot of folklore reinforces the status quo, this course focuses on the folklore of minority groups in America and asks if and when folklore can be an act of resistance. (WCore: WCSBS, RE)  |            |                                       |                  |
| <b>WCSBS</b>   | <b>132</b> | <b>The Art of Adulthood</b>           | <b>3 Credits</b> |
| You're in college, now what? This course discusses personal wellness, career selection, developing emotional resiliency and coping skills, and finding your path through ethics, leadership, diversity and mindfulness ... all important topics of "adulthood". The journey is yours - what will you do with it? As adults in a society struggling to grasp issues of personal and social responsibility, how do we prepare to contribute to necessary solutions and fulfill our roles as leaders? In other words, how do we become adults? This course is designed to help students answer this question and consider some of the more complex issues of adulthood. The Art of Adulthood guides students through the development of a framework for assuring a future of self-reliance, personal satisfaction and social contribution through a survey-level course including modules on Education for Life, Career and Job Search Skills, Emotional Resilience, Personal Ethics, Pluralism, Mindfulness and Leadership. Each module includes selected readings, participation in group discussions, preparing personal reflections, and developing personal action plans. Students will be expected to articulate select action plans in sufficient detail as to put their plans into motion and report on both short-run outcomes and long-run expectations. Students will be required to select a focal topic from the course modules on which they're prepared to offer a research project resulting in a paper, presentation, and video. The project requires exploration of existing frameworks and the selection of structural elements useful in constructing a framework applicable to a range of disciplines. Through the paper students will evidence how their proposed framework's utility may lead to the types of social contribution and personal satisfaction associated with productive leadership in the campus community and beyond. The production of the personal video is intended to offer students an opportunity to reflect on their journey through the course and how they expect to utilize their proposed framework to influence the fabric of their lives. The course includes coordination with Giovale Library staff to provide students with necessary information literacy instruction. Students will be expected to use this in the preparation of their research paper and as a useful foundation for structuring future critical writing projects and assignments. (WCore: WCSBS, WE) |            |                                       |                  |
| <b>WCSBS</b>   | <b>205</b> | <b>People, Power, and Protest</b>     | <b>4 Credits</b> |
| This course on social movements investigates key questions such as: How do social movements emerge? What do social movements do? Why do some movements succeed while others fail? To answer these questions, we draw from sociology, inter-disciplinary perspectives and cross-national approaches. This course will familiarize students with key concepts of this field - with a special focus on power and resistance - while exposing them to case studies of protest and social movements across the Americas and over time. (WCore: WCSBS and DE)  |            |                                       |                  |
| <b>WCSBS</b>   | <b>206</b> | <b>Social Entrepreneurship</b>        | <b>4 Credits</b> |
| Are you interested in contributing to the greater good through the career you choose? Do you want to do 'good' for others without sacrificing your own economic well being? Well, now you can. In this course you will learn about the growing phenomenon known as social entrepreneurship. In this class you will learn the theory behind social entrepreneurship and you will immerse yourself in the local economy of mission driven startups in the for-profit and not-for-profit sectors. (WCore: WCSBS and WE)   |            |                                       |                  |
| <b>WCSBS</b>   | <b>220</b> | <b>Social Justice By the Numbers</b>  | <b>4 Credits</b> |
| How can we measure and analyze justice, fairness, and equity in our society? How can we use such analysis to determine how to better ourselves and the society in which we live? Jordan Ellenberg describes math as "an atomic-powered prosthesis that you attach to your common sense"; in this course, you will develop your prosthesis and use it to analyze and improve the world around you. (WCore: WCSBS, QE)   |            |                                       |                  |
| <b>WRIT</b>  | <b>123</b> | <b>Writing and Language Diversity</b> | <b>4 Credits</b> |
| In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As college students, we are asked to write "academically." But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge - and are judged - on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers, and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE)   |            |                                       |                  |

## WCORE DIVERSITY EMPHASIS COURSES

### WCore Requirements

|   |            |                         |                  |
|---|------------|-------------------------|------------------|
| <b>DANCE</b>  | <b>110</b> | <b>Creative Process</b> | <b>3 Credits</b> |
| This course is an interdisciplinary and playful exploration of the creative process in dance for anyone - no previous dance experience required. Students participate in theoretical and practical content to develop an understanding of our moving bodies, movement potential, personal voice, and collaboration via tools of improvisation, composition, and communication through movement. (WCore: WCFAH and DE) |            |                         |                  |
|   |            |                         |                  |

|  |            |                                       |                  |
|--|------------|---------------------------------------|------------------|
| <b>ENVI</b>  | <b>203</b> | <b>Climate Resilience</b>             | <b>4 Credits</b> |
| <p>In this course, students will engage in extensive interdisciplinary research on how indigenous and people of colors communities build ecological, cultural, and emotional resilience in response to the crisis of climate change. Students will also collaborate on developing a website where they communicate their research findings to the general public. New content for the website will be created by cohorts of students each time the course is offered.? (WCore: WCSBS, DE)</p>  |            |                                       |                  |
| <b>FILM</b>  | <b>220</b> | <b>Transnational Cinema</b>           | <b>4 Credits</b> |
| <p>Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and emphatically political than other art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice. (WCore: WCFAH, DE)</p>   |            |                                       |                  |
| <b>GNDR</b>  | <b>101</b> | <b>Gender, Sex, and Identity</b>      | <b>4 Credits</b> |
| <p>The central aim of this course is to foster critical thinking about gender and how the concept of gender structures relationships of power around us every day. This means that we will think about, write about, and talk about questions related to what gender is, how it affects us, and how it can change. Throughout this course, we will draw on several different disciplines, such as sociology, philosophy, literature, and political science, to develop a multi-faceted understanding of how gender structures our lives. We will also look at specific topics related to the intersections of race and gender, sexual identity, gender inequality, and the flexibility of gender categories. (WCore: WCFAH, DE)</p>  |            |                                       |                  |
| <b>GNDR</b>  | <b>131</b> | <b>Philosophy of Gender and Power</b> | <b>4 Credits</b> |
| <p>The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: WCFAH, DE)</p> |            |                                       |                  |
| <b>GNDR</b>  | <b>350</b> | <b>Gender in Society</b>              | <b>4 Credits</b> |
| <p>This course exposes students to the problematic concept of "gender", including the many ways in which society's organizations reinforce and shape gender relations, and the ways in which gender shapes our identity, relationships, and the division of labor in society. Using a feminist perspective and drawing on international authors, this course will focus on the concept of "gender" at the individual, interactional, and institutional levels. (WCore: DE)</p>   |            |                                       |                  |
| <b>HIST</b>  | <b>120</b> | <b>The Story of America</b>           | <b>4 Credits</b> |
| <p>This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFAH, DE)</p>  |            |                                       |                  |
| <b>HIST</b>  | <b>206</b> | <b>Homelands and Contested Spaces</b> | <b>4 Credits</b> |
| <p>Focusing on the methods, processes and outcomes of empire in what are usually referred to as "settler states," this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why do these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The course places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)</p>  |            |                                       |                  |
| <b>JUST</b>  | <b>109</b> | <b>Power and Social Change</b>        | <b>4 Credits</b> |
| <p>Power and Social Change is an exploratory course: the place where the student will be exposed to concepts, problems, and challenges of the ethics of justice. This will be accomplished by laying a phenomenological foundation to the study of justice. The student becomes familiar with (in)justice problems, critically analyze and challenge materials and images detailing the complexity of social constructions. By using critical analysis, students evaluate the ways in which race, ethnicity, class, (dis)ability, and gender intersect in the social structure. (WCore: WCSBS, DE)</p>   |            |                                       |                  |

|  |            |                                       |                  |
|--|------------|---------------------------------------|------------------|
| <b>JUST</b>  | <b>310</b> | <b>Law and Society</b>                | <b>4 Credits</b> |
| <p>This course explores the relationship between the legal system, law, and current controversial issues in society as they relate to race, ethnicity, class, and gender. Students will learn to analyze contemporary American legal issues using the theories of Durkheim, Marx, and Weber in addition to critical legal studies and critical race theory. (WCORE: DE)</p>  |            |                                       |                  |
| <b>LMW</b>   | <b>114</b> | <b>Searching for America</b>          | <b>4 Credits</b> |
| <p>This course explores the rich tradition of modern American literature by featuring some of the most captivating texts and innovative authors, including US minority writers of different ethnic backgrounds. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCORE: WCF, DE)</p>  |            |                                       |                  |
| <b>NURS</b>  | <b>310</b> | <b>Vulnerable Populations</b>         | <b>4 Credits</b> |
| <p>This course will examine and analyze a vulnerable population using two approaches. The first approach will be to scrutinize the vulnerable population through an aggregate lens of diversity that includes the risk factors, trends, and health disparities in a vulnerable population of the student's choosing. Some, but not all, populations the student can choose from include: the chronically ill and disabled, persons living with HIV/AIDS, those living with alcohol or substance abuse, the suicide or homicide prone, those that are homeless, immigrants and refugees, and the elderly. In the second approach the student will describe and synthesize the concepts of power, privilege, and subordination in the selected vulnerable population. The student will be expected to examine the selected population through the lens of a person in that population. (WCORE: DE)</p>   |            |                                       |                  |
| <b>PHIL</b>  | <b>129</b> | <b>Race, Power, and Privilege</b>     | <b>4 Credits</b> |
| <p>No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that we will investigate in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are.</p> <p>We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from different time periods and disciplines will highlight how concepts related to race and power change significantly over time, as well as reflecting that "Philosophy of Race" as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, engage in social justice work, and reflect upon that work in meaningful ways. (WCORE: WCF, DE)</p> |            |                                       |                  |
| <b>PHIL</b>  | <b>131</b> | <b>Philosophy of Gender and Power</b> | <b>4 Credits</b> |
| <p>The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCORE: WCF, DE)</p>   |            |                                       |                  |
| <b>PHIL</b>  | <b>221</b> | <b>Ethics of Diversity</b>            | <b>4 Credits</b> |
| <p>In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question "What ought I do?" Throughout this term we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of authors who are trying to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCORE: WCF, DE)</p>  |            |                                       |                  |
| <b>SOC</b>   | <b>105</b> | <b>The Sociological Imagination</b>   | <b>4 Credits</b> |
| <p>This course provides a comprehensive introduction to sociology by examining the cultural, organizational, and social forces that shape people's perceptions, actions, and opportunities. Areas of emphasis include the sociological perspective; social inequality; and social roles, groups, and institutions. (WCORE: WCSBS, DE)</p>  |            |                                       |                  |
| <b>SOC</b>   | <b>205</b> | <b>Social Problems</b>                | <b>4 Credits</b> |

|   |            |   |                  |
|---|------------|---|------------------|
| Focusing on various social problems such as poverty, unemployment, crime, substance abuse, racism, discrimination, gender inequality, sexual inequality, and global inequality, this course utilizes sociological analysis to examine how social problems are defined and dealt with within the United States and other parts of the world. (WCore: WCSBS, DE)  |            |   |                  |
| <b>SOC</b>  | <b>253</b> | <b>Sociology of the Family</b>              | <b>4 Credits</b> |
| This course explores the modern American family—examining the traditions, roles, functions, representations, changes, and controversies surrounding the social institution of the family. (WCore: WCSBS, DE)  |            |   |                  |
| <b>SOC</b>  | <b>342</b> | <b>Sociology of the Life Course</b>         | <b>4 Credits</b> |
| This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCSBS, DE) |            |   |                  |
| <b>SOC</b>  | <b>350</b> | <b>Gender in Society</b>                    | <b>4 Credits</b> |
| This course examines gender from institutional, interactional, and individual level perspectives. We will cover a brief history of the women's movement and its implications within the United States. A sociological perspective will be used to understand contemporary gender issues, including the social construction of gender, the intersection of work and family, the social construction of masculinity and femininity, and gendered relationships. (WCore: DE)   |            |   |                  |
| <b>SOC</b>  | <b>372</b> | <b>Race, Ethnicity, and Class</b>           | <b>4 Credits</b> |
| This course explores race, ethnicity, and social class from a sociological perspective. Many people believe that American society is "color-blind" and equal opportunities exist for all. Challenging this assumption by focusing on the continuing significance of race, ethnicity, and class in America, this course examines how historical discrimination has led to large gaps in income, wealth, educational opportunities, and health outcomes, as well as how these disparities continue to be re-created and reproduced in everyday life. (WCore: DE)  |            |   |                  |
| <b>WCSBS</b>  | <b>103</b> | <b>Communicating Across Cultures</b>        | <b>4 Credits</b> |
| Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)   |            |   |                  |
| <b>WCSBS</b>  | <b>107</b> | <b>Exploring Global Challenges</b>          | <b>4 Credits</b> |
| This course explores the complex interaction among global issues and challenges across multiple fields like ecology, economy, culture, society, politics, and health. (WCore: WCSBS, DE)  |            |   |                  |
| <b>WCSBS</b>  | <b>110</b> | <b>Immigration, Education, and Equality</b> | <b>4 Credits</b> |
| This Social and Behavioral Sciences WCore course will explore ways in which environment, race, culture, and social class shape immigrants' educational experiences. We will read and analyze accounts of immigrants' experiences in public schools,, and critique perspectives regarding immigrant success in United States society and interact directly with immigrant students at a local school. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth. (WCore: WCSBS, DE)  |            |   |                  |
| <b>WCSBS</b>  | <b>205</b> | <b>People, Power, and Protest</b>           | <b>4 Credits</b> |
| This course on social movements investigates key questions such as: How do social movements emerge? What do social movements do? Why do some movements succeed while others fail? To answer these questions, we draw from sociology, inter-disciplinary perspectives and cross-national approaches. This course will familiarize students with key concepts of this field - with a special focus on power and resistance - while exposing them to case studies of protest and social movements across the Americas and over time. (WCore: WCSBS, DE)  |            |   |                  |

**WCORE QUANTITATIVE EMPHASIS COURSES**

## WCore Requirements

|   |            |  |                  |
|---|------------|--|------------------|
|   |            |  |                  |
| <b>CMPT</b>   | <b>150</b> | <b>Math and Technology of Entertainment Arts</b> | <b>4 Credits</b> |
| Explore the math and technology behind compute animation and video game design. Ever wonder while watching a movie: "How did they do that?" Students will learn the mathematical and computational theory behind image processing, 2D and 3D computer graphics and special effects. This seminar will discuss the progress of computer graphics research over the last fifty years. (WCore: WCSAM, QE)  |            |  |                  |
|   |            |  |                  |
| <b>DATA</b>   | <b>110</b> | <b>Explorations in Data Science</b>              | <b>4 Credits</b> |
| Data Science is on the forefront of the Big Data Revolution. Governments, companies, nonprofits, and health care providers are collecting, storing, and analyzing vast amounts of data to extract information about us and make predictions about our lives. The mathematical and technological aspects of data science have been central to its success, yet they cannot exist in isolation. The context in which data is collected and used, and potentially misused, shape the impact on individuals and society as a whole. Therefore, the study of issues involving data collection, analysis, and its communication from multiple contexts involving different disciplines-including but not limited to economics, psychology, sociology, biology, medicine and chemistry-will be a central theme of this class. (WCore: WCSAM, QE)   |            |  |                  |
|   |            |  |                  |
| <b>DATA</b>   | <b>150</b> | <b>Data and Society</b>                          | <b>4 Credits</b> |
| Quantitative literacy is increasingly important in our world of information. The primary goal of this course is to learn about data and how it's used. Along the way, we will learn how to develop basic tools to analyze and visualize data, read and evaluate research claims, and report research findings in honest and ethical ways. (This course may not be taken for credit if a student already has credit for DATA 220.) (WCore: QE)   |            |  |                  |
|   |            |  |                  |
| <b>DATA</b>   | <b>220</b> | <b>Introduction to Statistics</b>                | <b>4 Credits</b> |
| Statistics is the study of data. This course will develop tools for analyzing data from a variety of fields. We follow the process from data gathering (sampling methods and experimental design) to exploratory data analysis (graphs, tables, charts, and summary statistics) to inferential statistics (hypothesis tests and confidence intervals) using simulation and sampling distributions. A key component of the course is the introduction of the statistical language R for analysis and R Markdown for the presentation of statistical analysis. (WCore: QE)  |            |  |                  |
|   |            |  |                  |
| <b>EDUC</b>   | <b>221</b> | <b>Math for K-6 Teachers II</b>                  | <b>3 Credits</b> |
| This course is a concept-oriented exploration of geometry, measurement, probability, and data analysis topics in relation to children's learning. The emphasis is on developing conceptual and relational understandings of these topics from an informal and hands-on perspective. Students will examine how many of the concepts related to these topics develop from the early and elementary children's natural explorations. (WCore: QE)   |            |  |                  |
|   |            |  |                  |
| <b>ENVI</b>   | <b>102</b> | <b>Ecology of Food Systems</b>                   | <b>4 Credits</b> |
| We eat many times a day, but very few of us think about our meals as part of a complex system of interactions between plants, animals, people, machines, and institutions. In this course we will explore the current state of the US food system, from production to consumption as well as issues such as food waste and food insecurity. Through hands-on experiments, guest experts and field visits, we'll also learn about the many ways that folks are working to create new food systems that are more just, fair and ecological. This course will also introduce students to the hands-on skills essential for sustainable agriculture on a variety of scales. On some days, participants should come to class dressed to do garden work and expect to get their hands dirty, as well as spend time visiting several area farms and gardens. Students will have the opportunity to implement what they learn while working in Westminster's campus garden and in cooperation with community partners. (WCore: WCSAM, QE) |            |  |                  |
|   |            |  |                  |
| <b>ENVI</b>   | <b>115</b> | <b>Science of the Environment</b>                | <b>4 Credits</b> |
| In this course, you will get hands-on opportunities to learn about many critical aspects of our environment the soil that produces the food we eat, the air we breathe and the water we drink, as well as the climate of the planet we call home. You will have the opportunity to learn how these important environmental systems work, as well several techniques and tools to collect, analyze, and interpret environmental data. A major goal of the course is to help you understand the science behind many environmental issues so that you can make informed decisions about important environmental and global challenges. (WCore: WCSAM, QE)  |            |  |                  |
|   |            |  |                  |
| <b>GEOL</b>   | <b>107</b> | <b>Geology of the American West</b>              | <b>4 Credits</b> |
| This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)   |            |  |                  |
|   |            |  |                  |

|  |            |   |                  |
|--|------------|---|------------------|
| <b>GEOL</b>  | <b>111</b> | <b>National Parks Geology</b>                   | <b>4 Credits</b> |
| Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)  |            |   |                  |
| <b>NEURO</b>   | <b>120</b> | <b>Genetics of Human Behavior</b>               | <b>4 Credits</b> |
| Have you ever wondered how much your genes affect who you are? This course is an exploration of the role of genetic inheritance on human behavior. We will focus on modern genetic analysis and the molecular techniques used to study both complex normal human behaviors and diseases. Lab exercises, data analysis, and case studies will be integrated throughout to familiarize students with the process and methods of science. (WCore: WCSAM, QE)  |            |   |                  |
| <b>NURS</b>  | <b>450</b> | <b>Older Adults in the Community</b>            | <b>4 Credits</b> |
| In this course the RN student will focus on the physical, mental, emotional, social, and spiritual aspects of aging. Through the evidence based practice concepts learned in NURS 391 and the teaching mentoring concepts learned through NURS 385, students will assess the health patterns of an older adult in the community to identify the environmental factors impacting the community-dwelling older adult. The student will acquire knowledge about diverse community resources available for older adults in the community. To coincide with NURS 385, students will continue with a focus on health promotion relevant to their older adult in the community. (WCore: QE)   |            |   |                  |
| <b>WCSAM</b>   | <b>103</b> | <b>Counting Votes</b>                           | <b>4 Credits</b> |
| After eighteen years of waiting, you finally have the right to vote! But just what does voting mean? There are actually many methods of expressing voting preferences via ballots. Which is the best method? How is a state's number of representatives in the U.S. House of Representatives actually determined? What other methods are there, and what results would they produce? How might that change the political landscape of our country? Which states have real power within the Electoral College? We will take a mathematical look at all of these questions by studying Arrow's Impossibility Theorem, exploring various apportionment methods and their implications, and learning about power within weighted voting systems. (WCore: WCSAM, QE)  |            |   |                  |
| <b>WCSAM</b>   | <b>104</b> | <b>Explorations in Oceanography</b>             | <b>4 Credits</b> |
| This course will take an interdisciplinary approach to exploring oceanography, marine ecology, and how anthropogenic activities influence the ocean. We will study key aspects of physical, biological, and chemical oceanography in order to gain an integrated and comprehensive understanding of the oceans. This course will include multiday experiments and labs in which students will explore concepts such as what physical factors control ocean circulation, what influences biological primary production, the chemistry behind ocean acidification, and how ocean acidification impacts different classes of phytoplankton. Group activities will often utilize real oceanographic, remote sensing, and time series data to explore relationships, long-term trends, and periodic events, such as El Niño. (WCore: WCSAM, QE) |            |   |                  |
| <b>WCSAM</b>   | <b>109</b> | <b>Introduction to Circuits and Electronics</b> | <b>4 Credits</b> |
| This is a hands-on course where students build practical electronic devices and learn basic electronics and electric circuits. (WCore: WCSAM, QE)  |            |   |                  |
| <b>WCSAM</b>   | <b>112</b> | <b>Personal Wealth Foundations</b>              | <b>3 Credits</b> |
| This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM and QE)  |            |   |                  |
| <b>WCSAM</b>   | <b>113</b> | <b>Probability, Risk, and Reward</b>            | <b>4 Credits</b> |
| An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM, QE)   |            |   |                  |
| <b>WCSAM</b>   | <b>116</b> | <b>Introduction to the Universe</b>             | <b>4 Credits</b> |
| This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and extrasolar planets. Emphasis is placed on the physical properties of light and how it is used to observe the universe beyond our physical reach. Throughout the course, we will discuss the interaction of astronomy and culture, and what makes science different from other ways of knowing. (WCore: WCSAM, QE)  |            |   |                  |

|  |            |   |                  |
|--|------------|---|------------------|
|  |            |   |                  |
| <b>WCSAM</b>   | <b>202</b> | <b>Isotope Biogeochemistry</b>          | <b>3 Credits</b> |
| This course will use a case study approach to understand how the use of isotopic ratios and isotopic tracers have been employed to answer a wide range of questions about the earth and our universe. Students will read, present, and discuss seminal research articles from the primary literature that have used isotopes to answer important scientific questions. Topics covered will be drawn from across all environmental related fields, and will include the use of isotopes to: date the earth and our solar system, determine bird migration patterns and breeding grounds, determine the diet and trophic status of various organisms in an ecosystem, determine the source of toxic heavy metals, characterize the composition of the earth's atmosphere in the distant past, characterize ocean circulation and groundwater flow, etc. Students will learn how isotope measurements are made using mass spectrometers both at Westminster University and at multiple isotope labs at another institution on a class field trip. Students will analyze real data from these facilities in order to answer a current research question, and will later present their findings and conclusions. (WCore: WCSAM, QE) |            |   |                  |
|  |            |   |                  |
| <b>WCSAM</b>   | <b>206</b> | <b>Making and Breaking Secret Codes</b> | <b>4 Credits</b> |
| The purpose of this course is to introduce you to the complex and exciting world of secret communication. Starting with the ciphers used by Julius Caesar, we will trace the development of cryptography (the science of enciphering messages) and cryptanalysis (the science of breaking ciphers and decoding secret messages) through the medieval period, the Enigma machine and WWII, and the computer age. We will develop a hands-on understanding of the computer-based encryption that keeps our credit card numbers safe online and allows us to transmit information securely over great distances. (WCore: WCSAM, QE)   |            |   |                  |
|  |            |   |                  |
| <b>WCSBS</b>   | <b>220</b> | <b>Social Justice By the Numbers</b>    | <b>4 Credits</b> |
| How can we measure and analyze justice, fairness, and equity in our society? How can we use such analysis to determine how to better ourselves and the society in which we live? Jordan Ellenberg describes math as “an atomic-powered prosthesis that you attach to your common sense”; in this course, you will develop your prosthesis and use it to analyze and improve the world around you. (WCore: WCSBS, QE)   |            |   |                  |

## WCORE WRITING EMPHASIS COURSES

### WCore Requirements

|  |            |   |                  |
|--|------------|---|------------------|
| <b>HIST</b>  | <b>102</b> | <b>Alien Encounters in History</b>        | <b>4 Credits</b> |
| People often make the judgment that since the past has influenced our own world, the people of the past must somehow be “like us” in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with “alien” cultures. Examples: What’s the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the “alien” encounters that we will study. (WCore: WCFAH and WE)   |            |   |                  |
|  |            |   |                  |
| <b>HIST</b>  | <b>111</b> | <b>Patterns of Global Immigration</b>     | <b>4 Credits</b> |
| This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore: WCFAH, WE)  |            |   |                  |
|  |            |   |                  |
| <b>HIST</b>  | <b>123</b> | <b>Citizenship &amp; Voting in Europe</b> | <b>4 Credits</b> |
| This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFAH, WE)   |            |   |                  |
|  |            |   |                  |
| <b>HIST</b>  | <b>202</b> | <b>America’s Best Idea</b>                | <b>4 Credits</b> |
| In 1872 the U.S. Congress declared the Yellowstone region the world’s first “national park.” In 1916 Congress created the National Park Service, “which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” Today the Park Service manages 407 “units” with 28 different designations – including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves – and nations around the world have created their own versions of “national parks.” This course will investigate the “national park” idea and its implications for natural and human history. Why has this been called “America’s best idea?” What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFAH, WE) |            |   |                  |

|  |            |  |                  |
|--|------------|--|------------------|
|  |            |  |                  |
| <b>HIST</b>  | <b>204</b> | <b>Truth and Reconciliation</b>          | <b>4 Credits</b> |
| This course explores past and present attempts to achieve "Truth and Reconciliation" in the wake of violent and traumatic historical events. We will examine comparative examples of Truth and Reconciliation processes in places like South Africa, Canada, Chile, and Greensboro, South Carolina. We will also compare these processes with artistic and grassroots ways to come to terms with the past as well as international war tribunals. By closely analyzing the way individuals and governments create public memory about shared experiences and historical events, we will raise questions about the complex nature of seeking truth and studying history, and the tension between the pursuit of reconciliation and the desire for justice. This course has an oral history component. (WCore: WCSBS, WE)  |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>104</b> | <b>Books That Changed the World</b>      | <b>4 Credits</b> |
| Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCore: WCFAH, WE)   |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>105</b> | <b>Communicating Through Writing</b>     | <b>4 Credits</b> |
| This course immerses students into the process of becoming university writers. The workshop oriented class provides an opportunity for students to learn about the following: how rhetorical context shapes writing, how to write about readings, how to understand the information literacy needs and approaches to research, and how to synthesize research into a student's own writing. By the end of the course, students will have confidence to read, write, research, and communicate in a university context. (WCore: WCFAH, WE)  |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>115</b> | <b>The Bible and Literature</b>          | <b>4 Credits</b> |
| We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S.Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCore: WCFAH, WE)   |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>116</b> | <b>The Serious Art of Humor</b>          | <b>4 Credits</b> |
| This writing emphasis (WE) Exploration course focuses on humor as a pivotal human experience in the twenty-first century. Students will explore how humor is tied to social contexts, and gain a deep understanding of ways in which humor entertains, instructs, and illuminates political issues. We will read comedy as a cultural text and explore a myriad of subgenres that span geographical contexts (including works by social activist Wanda Sykes, contemporary satirist George Saunders, Indian joke master Kushwant Singh, and cultural critic Barry Sanders), as well as examine styles of comic performances from Ali G's shock-comedy to Margaret Cho's political satire. In the process, we will investigate the meanings and effects of humor that have proliferated through social and digital media in the backdrop of such historical events as 9/11 and the Asian Tsunami. Throughout the course, students will reevaluate the concept of humor and ask "what's funny and why?" (WCore: WCFAH, WE) |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>121</b> | <b>How Literature Matters Now</b>        | <b>4 Credits</b> |
| This course considers how literature continues to be a vital element of human experience in the 21st century. It may focus on how literary tropes and ideas manifest themselves in other media (in adaptations, allusions, or mashups), on how digital tools have opened up new ways of understanding literary texts, or on how the techniques of literary analysis can help us to understand political narratives. (WCore: WCFAH, WE)   |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>131</b> | <b>Shakespeare, Culture, and Society</b> | <b>4 Credits</b> |
| Shakespeare's plays and poems are important cultural artifacts of English society, its customs, traditions, structures, and institutions. We will investigate how the performance of Shakespeare's works function in 17 <sup>th</sup> -century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and René Girard. We will consider the role of Shakespeare's art in relation to issues of social order and of social change. (WCore: WCSBS, WE)  |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>133</b> | <b>Walking</b>                           | <b>4 Credits</b> |
| In this arts and humanities course, we will explore the cultural history of walking in the United States, we will walk with intention, and we will write and make art about walking. Some people walk only out of necessity. Others walk to improve their well-being, to see the world, or to save the earth. Depending on who is walking where, when, why, and how, this seemingly simple and ordinary activity can become an adventure, a sport, a crime, an artistic performance, a spiritual practice, a political protest, and more. By studying and practicing the art of walking, we will ask important questions and uncover sometimes uncomfortable truths about ourselves and our world. This course welcomes all people. For our purposes, walking is defined as slow movement across the land. (WCore: WCFAH, WE)  |            |  |                  |
|  |            |  |                  |
| <b>LMW</b>   | <b>204</b> | <b>Epistolarity: Letters to and From</b> | <b>4 Credits</b> |

|  |            |   |                  |
|--|------------|---|------------------|
| <p>This writing emphasis (WE) W seminar focuses on letters as both reading and writing texts. Students will read letters both real and imagined (for example Heloise and Abelard, Frederick Douglass, Roland Barthes' A Lover's Discourse, Sojourner Truth, Madame de Stael, M.L.King's "Letter from Birmingham Jail," Rilke's Letters to a Young Poet, McSweeney's Letters to People or Entities Unlikely to Respond) across a variety of genres. Students will also write their own letters (love letters, rejection letters, condolence letters, complaint letters, etc.) to themselves, their loved ones, the instructor and classmates, the editors of newspapers or magazines, their communities, etc. The course seeks to combine a deep understanding of rhetoric (awareness of audience, purpose, and information literacy) with literary modes across a broad spectrum of relevance. Letters might include emails, texts, and tweets. The seminar aims to teach students the importance of establishing ethos in conjunction with educating one's audience. Workshop format, with at least 20 pages of writing, including multiple drafts of each assignment. The course addresses three university-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCORE: WCFAH, WE)</p> |            |   |                  |
|  |            |   |                  |
| <b>LMW</b>   | <b>207</b> | <b>Global Food Movements: Farms to Social Media</b> | <b>4 Credits</b> |
| <p>This course is a study of social movements around food and agriculture in the Global South. From farm worker movements in India to the indigenous fight for environmental justice in Ecuador, this course will investigate how global "food systems" intersect with issues of land, hunger, environment, and the economy. The focus will be on the phenomenon of food crises and the social movements in response to them. (WCORE: WCFAH, WE)</p>   |            |   |                  |
|  |            |   |                  |
| <b>LMW</b>   | <b>210</b> | <b>Digital Narratives</b>                           | <b>4 Credits</b> |
| <p>In this course we will learn how to create stories using digital media such as video narratives and podcasts. Alongside exploring creative elements, we will also reflect critically on how new media shape our understanding of narrative and audiences. The online forum will allow us to be fully immersed in a digital experience. We will create what Anne Burdick calls, "imaginative techno-texts" and critique each other's works online. To develop a common vocabulary, we will read critical texts about narrative and media. In the process, we will analyze the relationship between creator and audience, between form and medium, by asking questions like, "how do the intersections between technology and storytelling affect the ways in which we explore and express our stories?" Students don't need technical proficiency. We'll spend some time going over basic technical and production guidelines. (WCORE: WCFAH, WE)</p>  |            |   |                  |
|  |            |   |                  |
| <b>LMW</b>   | <b>215</b> | <b>Vampire Literature</b>                           | <b>4 Credits</b> |
| <p>This course proceeds from the assumption that reading literature bears certain uncanny similarities with vampirism, and that these similarities partly account for the success of the vampire subgenre in popular literature and cinema (the reception of which we will regard as a kind of reading). In particular, literary texts put their readers in a state of passivity that is at once often nerve-wracking and intensely pleasurable. Meanwhile, we will regard writing as a form of vampiric seduction, luring the reading into a receptive state only to strike at the decisive moment and thus achieve its aims (which we will assume are somewhat less violent than the aims of a vampire). (WCORE: WCFAH, WE)</p>  |            |   |                  |
|  |            |   |                  |
| <b>PHIL</b>  | <b>134</b> | <b>Philosophy, Identity, and the Self</b>           | <b>4 Credits</b> |
| <p>When we begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shakier scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCORE: WCFAH, WE)</p>  |            |   |                  |
|  |            |   |                  |
| <b>PHIL</b>  | <b>208</b> | <b>Philosophy of Love &amp; Sex</b>                 | <b>4 Credits</b> |
| <p>Love and sexuality are two of the most crucial and complex aspects of our identities. Moreover, these concepts are often intertwined and sometimes pitted against one another. In this class, we will examine different approaches to this topic from a wide selection of philosophical traditions. Furthermore, we will supplement traditional philosophical readings with analyses of artifacts from popular culture, such as music, movies, and television. All of this will prepare us to ask and respond to various questions, such as "what is love, what is sex, and how are they related?" "In what ways does who and how we love make us who we are?" "How is sexuality a personally and politically important construct?" and "How can love change the world?" (WCORE: WCFAH, WE)</p>   |            |   |                  |
|  |            |   |                  |
| <b>PLSC</b>  | <b>106</b> | <b>Explorations in Politics</b>                     | <b>4 Credits</b> |
| <p>This course explores contemporary political issues in the context of a diverse and globalized world. Issue areas explored may vary depending on political events at the time. (WCORE: WCSBS, WE)</p>  |            |   |                  |
|  |            |   |                  |
| <b>WCSBS</b>   | <b>132</b> | <b>The Art of Adulthood</b>                         | <b>3 Credits</b> |
| <p>You're in university, now what? This course discusses personal wellness, career selection, developing emotional resiliency and coping skills, and finding your path through ethics, leadership, diversity and mindfulness ... all important topics of "adulthood". The journey is yours - what will you do with it? As adults in a society struggling to grasp issues of personal and social responsibility, how do we prepare to contribute to necessary solutions and fulfill our roles as leaders? In other words, how do we become adults? This course is designed to help students answer this question and consider some of the more complex issues of adulthood. The Art of Adulthood guides students through the development of a framework for assuring a future of self-reliance, personal satisfaction and social contribution through a survey-level course including modules on Education for Life, Career and Job Search Skills, Emotional Resilience, Personal Ethics, Pluralism, Mindfulness and Leadership. Each module includes selected readings, participation in group discussions, preparing personal reflections, and developing personal action plans. Students will be expected to articulate select action plans in sufficient detail as to put their plans into motion and</p>   |            |   |                  |

report on both short-run outcomes and long-run expectations. Students will be required to select a focal topic from the course modules on which they're prepared to offer a research project resulting in a paper, presentation, and video. The project requires exploration of existing frameworks and the selection of structural elements useful in constructing a framework applicable to a range of disciplines. Through the paper students will evidence how their proposed framework's utility may lead to the types of social contribution and personal satisfaction associated with productive leadership in the campus community and beyond. The production of the personal video is intended to offer students an opportunity to reflect on their journey through the course and how they expect to utilize their proposed framework to influence the fabric of their lives. The course includes coordination with Giovale Library staff to provide students with necessary information literacy instruction. Students will be expected to use this in the preparation of their research paper and as a useful foundation for structuring future critical writing projects and assignments. (WCore: WCSBS, WE)

|   |            |                                       |                  |
|---|------------|---------------------------------------|------------------|
|   |            |                                       |                  |
| <b>WCSBS</b>  | <b>206</b> | <b>Social Entrepreneurship</b>        | <b>4 Credits</b> |
| Are you interested in contributing to the greater good through the career you choose? Do you want to do 'good' for others without sacrificing your own economic well being? Well, now you can. In this course you will learn about the growing phenomenon known as social entrepreneurship. In this class you will learn the theory behind social entrepreneurship and you will immerse yourself in the local economy of mission driven startups in the for-profit and not-for-profit sectors. (WCore: WCSBS, WE)   |            |                                       |                  |
|   |            |                                       |                  |
| <b>WRIT</b>   | <b>123</b> | <b>Writing and Language Diversity</b> | <b>4 Credits</b> |
| In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As university students, we are asked to write "academically." But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge - and are judged - on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers, and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE) |            |                                       |                  |

## WCORE RESEARCH EMPHASIS COURSES

### WCore Requirements

|  |            |                                  |                  |
|--|------------|----------------------------------|------------------|
| <b>ART</b>   | <b>215</b> | <b>Drawing Lines in the Sand</b> | <b>4 Credits</b> |
| This hybrid studio-seminar course examines art about landscape, space, and environments, while challenging students to build on these ideas in their own creative work. Students will research artworks and writings that explore topics such as landscape, "wild" and urban space, public and private spaces, land(scapes) and power, using this context to inform their creative works that address these same topics. This course simultaneously introduces students to fundamental drawing techniques, with a special focus on drawings and images made using landscape, nature, and hybridized modes of visual communication. No previous experience with drawing is required. (WCore: WCFAH, RE)   |            |                                  |                  |
|  |            |                                  |                  |
| <b>COMM</b>  | <b>101</b> | <b>Disinformation in the USA</b> | <b>4 Credits</b> |
| Disinformation is the intentional spread of false, inaccurate, distracting, and/or distorted information for the purpose of gaining power. In this class, we'll explore the history of disinformation-from early propaganda to more recent manipulation of facts-to examine how we as consumers can better identify and fight media exploitation. Emphasis will be on evaluating, analyzing, and synthesizing primary and secondary sources to promote healthier media landscapes through information literacy. (WCore: RE)  |            |                                  |                  |
|  |            |                                  |                  |
| <b>FILM</b>  | <b>110</b> | <b>Making Sense of Movies</b>    | <b>4 Credits</b> |
| This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFAH, RE)  |            |                                  |                  |
|  |            |                                  |                  |
| <b>FILM</b>  | <b>210</b> | <b>(Un)American Cinema</b>       | <b>4 Credits</b> |
| This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFAH, RE) |            |                                  |                  |
|  |            |                                  |                  |
| <b>HIST</b>  | <b>124</b> | <b>Film and Memory</b>           | <b>4 Credits</b> |
| This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to  |            |                                  |                  |

science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/ Russia, Japan, and China/ Hong Kong. This course will consider how visions of the future reflect historical realities (new ideas about science, nuclear war, space exploration). We will examine how different actors-production companies, directors, studios, and the state-attempt to craft national narratives and contribute to community identity through different genres. (WCore: WCSBS, RE)

|             |            |                            |                  |
|-------------|------------|----------------------------|------------------|
|             |            |                            |                  |
| <b>HIST</b> | <b>214</b> | <b>Vietnam and America</b> | <b>4 Credits</b> |

This course explores the tangled history of America's involvement in Vietnam, the war's impacts on the people of both nations, and the war's global legacy. We will emphasize the reasons, meanings, and outcomes of the war for a range of participants: Vietnamese soldiers and civilians, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti- war; and participants, observers, and protesters around the world. This course fulfills the WCore Research Emphasis. You will learn and practice history-specific research, discussion, and writing skills in a variety of assignments, including weekly reflective journals and crafting short "vignettes" and a longer research paper based on primary and secondary sources that you find, evaluate, analyze, and communicate to your classmates.? (WCore: WCSBS, RE)

|            |            |                                      |                  |
|------------|------------|--------------------------------------|------------------|
|            |            |                                      |                  |
| <b>LMW</b> | <b>205</b> | <b>Goddesses, Heroes, and Others</b> | <b>4 Credits</b> |

From ancient scriptures to contemporary comics, these literary characters-goddesses, heroes, and "others" (figures marginalized by the dominant group)-rule. This course investigates and supports your investigations of these character types. It poses basic questions asked by many literary critics: where do these characters come from and how are they adapted by so many cultures and literary genres? To answer these questions, we'll delve into current theory and historical research. We'll do our part to keep goddesses, heroes, and others alive! (WCore: WCFAH, RE)

|              |            |                              |                  |
|--------------|------------|------------------------------|------------------|
|              |            |                              |                  |
| <b>NEURO</b> | <b>117</b> | <b>Yep, Brains are Cool!</b> | <b>4 Credits</b> |

In this course, we will explore a variety of topics important to anyone who owns and uses a brain. In particular, we will focus on brain development in late adolescence and emerging adulthood and will use our brains to understand how we research brains. The course will be framed around a central question – "How do we know that?" We will look at current research on brain development during the transition to young adulthood, examine strengths and weaknesses of methods used to conduct that research, and discuss the practical application of such knowledge to the students' own lives. In addition, we will discuss the ways in which said research has been used to shape parenting and educational practices as well as public policy over the past decade. (WCore: WCSAM, RE)

|             |            |                                    |                  |
|-------------|------------|------------------------------------|------------------|
|             |            |                                    |                  |
| <b>NURS</b> | <b>391</b> | <b>Nursing Theory and Research</b> | <b>4 Credits</b> |

This course will prepare the RN student to explore nursing theory and the research process. This course is two-fold: One part of the course will focus on research ethics and students will earn a certificate on Protecting Human Research Participants through the National Institute of health. In the second part of this course students will identify a practice problem in their current area of employment and utilize course concepts to offer evidence-based solutions to that problem. As learned in NURS 385, students will present their research findings at their place of employment. (WCore: RE)

|             |            |                                 |                  |
|-------------|------------|---------------------------------|------------------|
|             |            |                                 |                  |
| <b>PHIL</b> | <b>202</b> | <b>History of Philosophy II</b> | <b>4 Credits</b> |

In this course, we will read, write about, and discuss ideas from some of Western philosophy's most canonical authors. This course will focus on "modern philosophy," or Western philosophy from the mid-1600s to the late-1700s. This course will concentrate on ideas related to metaphysics and epistemology, with a bit of ontology to keep things exciting. Throughout this term, you will start to notice how these ideas are at work in the philosophical texts that you have already read and concepts that you take for granted. (WCore: RE)

|             |            |                             |                  |
|-------------|------------|-----------------------------|------------------|
|             |            |                             |                  |
| <b>PSYC</b> | <b>105</b> | <b>Bust That Psych Myth</b> | <b>4 Credits</b> |

This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition and behavior. Through this exploration, the course presents students with opportunity to interact with material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (WCore: WCSAM, RE)

|             |            |                      |                  |
|-------------|------------|----------------------|------------------|
|             |            |                      |                  |
| <b>THTR</b> | <b>275</b> | <b>Period Styles</b> | <b>3 Credits</b> |

Historic architecture, interior design styles, and fashion are essential areas of knowledge for theatre designers. Many productions are not only set in historic periods and locales, but also draw on historic inspirations. This course will introduce theatre majors to a range of historic and global period styles in architecture, decor, and fashion for application in theatre design. Students will learn basic terminology of architectural features, furniture, and fashion. Students will also learn about research methods and historical and cross cultural influences in fashion and architecture (WCore: RE).

|              |            |                                     |                  |
|--------------|------------|-------------------------------------|------------------|
|              |            |                                     |                  |
| <b>WCFAH</b> | <b>219</b> | <b>The Music of Two Ring Cycles</b> | <b>4 Credits</b> |

|  |            |                                   |                  |
|--|------------|-----------------------------------|------------------|
| In this course, students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera Der Ring des Niebelungen and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's The Lord of the Rings. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCore: WCFAH, RE) |            |                                   |                  |
| <b>WCSAM</b>   | <b>201</b> | <b>Geobiology of the Universe</b> | <b>4 Credits</b> |
| This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, women/manned missions, and unmanned probes into our solar system and beyond. Using primary data from past studies and current missions, we will develop models and design experiments to ask larger questions about the Universe. Is there life beyond Earth? How does geology of a space body inform the potential for life? (WCore: WCSAM, RE)  |            |                                   |                  |
| <b>WCSBS</b>   | <b>131</b> | <b>Folklore of Many Americas</b>  | <b>4 Credits</b> |
| This class is an introduction to the study of folklore, which celebrates the art of the everyday. Folklorists study stories, songs, sayings, legends, folk beliefs, and other aspects of traditional culture. Although a lot of folklore reinforces the status quo, this course focuses on the folklore of minority groups in America and asks if and when folklore can be an act of resistance. (WCore: WCSBS, RE)  |            |                                   |                  |

## WCORE ENGAGING THE WORLD COURSES

### WCore Requirements

|   |            |   |                  |
|---|------------|---|------------------|
| <b>CHEM</b>   | <b>306</b> | <b>Quantitative Chemistry</b>                 | <b>4 Credits</b> |
| A study of the theory and practice of quantitative analytical chemistry. Topics include kinetics, chemical equilibrium, acid-base chemistry, complex formation, ionic strength effects, and oxidation-reduction reactions. The lab involves an in-depth study of gravimetric and volumetric methods, as well as a range of instrumental analyses with a focus on quality assurance/quality control. Students will gain experience with multiple modes of scientific communication, and will learn to apply statistics to data collected in the lab, with statistical tests covered including one-sample t-test, two sample t-test, paired t-test, linear regression, and ANOVA. The course includes a multi-week community based lab and science global learning outreach component which requires attendance at least one evening during the term outside normal class or lab time. (WCore: EWRLD) |            |   |                  |
| <b>COMM</b>   | <b>365</b> | <b>Intercultural and Global Communication</b> | <b>4 Credits</b> |
| The major focus on this course is the exploration of the significance of culture in everyday life and how culture interrelates with and influences communication processes. Students will explore the ways in which attitudes, beliefs, values, and behaviors affect communication among people of different backgrounds. This course will address topics that challenge intercultural interactions, ranging from issues of privilege and power in society and representation of cultures and identities in popular media to the relationship between language, power, and culture. (WCore: EWRLD)  |            |   |                  |
| <b>ECON</b>   | <b>319</b> | <b>International Economics</b>                | <b>4 Credits</b> |
| The study of international economics examines how international transactions influence things such as social welfare, income distribution, employment, growth, price stability, and the ways public policy can affect these outcomes. The course is divided into two distinct areas of focus: international trade and international monetary economics. (WCore: EWRLD)  |            |   |                  |
| <b>EDUC</b>   | <b>206</b> | <b>How to Change the World?</b>               | <b>3 Credits</b> |
| This course enables students to learn about service and community engagement as a means of impacting the world around them. The course strengthens the students' understanding of the connection between their field of endeavor and the diverse needs of their community. To further understand these community needs, students will spend time providing service to individuals or agencies in the local community. Students will make connections between community service and their own learning through in-class activities, assignments, interviews, presentations and personal reflection. (WCore: EWRLD)   |            |   |                  |
| <b>EDUC</b>   | <b>307</b> | <b>Globalization of Education</b>             | <b>3 Credits</b> |
| This course analyzes the political, economic, and social forces that have led to the globalization of education. It uses various frameworks and theories to analyze critically the impact of globalization on everyday educational practices and the role education plays in shaping society. The class introduces systems thinking, analysis of power relations, and responses to globalization of education in various parts of the world. (WCore: EWRLD)   |            |   |                  |
| <b>EDUC</b>   | <b>373</b> | <b>Juvenile Justice</b>                       | <b>3 Credits</b> |

|   |            |   |                  |
|---|------------|---|------------------|
| This course will explore the U.S. juvenile justice system, including its history, philosophical underpinnings, and biases. Through visits to detention facilities, interviews with individuals involved in the justice system and an exploration of comparative systems of youth incarceration and rehabilitation in the U.S and abroad, students will critically analyze and evaluate our current system and make recommendations for reform. (WCore: EWRLD)   |            |   |                  |
| <b>EDUC</b>   | <b>374</b> | <b>Popular Culture as Pedagogy</b>        | <b>4 Credits</b> |
| This course introduces students to critical media literacy as a means of critically examining the messages they receive from the media, through popular culture, and from the entertainment industry. Students will begin to understand the role these institutions play in maintaining systems of domination and subordination through the often detrimental and deleterious portrayal of marginalized groups in the United States. In order to fully interrogate the impact these messages have on society generally and marginalized groups specifically, students will also be exposed to critical theory. Students will then take the knowledge they have attained in this course and engage in a community media literacy project. (WCore: EWRLD)   |            |   |                  |
| <b>EDUC</b>   | <b>375</b> | <b>Indigenous Knowledge and Lifeways</b>  | <b>4 Credits</b> |
| This course will introduce indigenous knowledge systems, worldviews, and lifeways from various regions of the world. The course will be structured so students experience indigenous ways of learning and social-environmental organization. Students will explore epistemological questions, relationships (economic, social, governance, with nonhuman life forms), and historical and contemporary practices. Students will apply their learning to addressing global crises through their specific discipline(s) and reflect on their own cultural identity, values, and practices. (WCore: EWRLD)  |            |   |                  |
| <b>ENVI</b>   | <b>333</b> | <b>Native West</b>                        | <b>4 Credits</b> |
| This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 332, and HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi. Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers/speakers, and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD) |            |   |                  |
| <b>ENVI</b>   | <b>351</b> | <b>The Global Environment</b>             | <b>4 Credits</b> |
| This course presents students with an opportunity to study to global implications of contemporary environmental issues and relationships between nature and society. Many scientists and social scientists have argued that we are in the midst of the Anthropocene, an epoch in which people have fundamentally changed the earth's environment. Students will approach these issues with attention to cross-cultural interactions and ideas that shape environmental and humanitarian concerns in light of global processes of social and ecological transformation, students will study the global nature of many environmental issues, their impacts on local communities and ways those communities have responded. Global environmental issues such as energy, agriculture or water use will be considered through specific local changes with an emphasis on communities in Asia, Africa and South America. (WCore: EWRLD)   |            |   |                  |
| <b>GEOL</b>   | <b>205</b> | <b>Climate Science &amp; Consequences</b> | <b>4 Credits</b> |
| A study of the earth as a dynamic system focusing on the human dimensions of global change. (WCore: EWRLD)  |            |   |                  |
| <b>GEOL</b>   | <b>325</b> | <b>Oil and Water</b>                      | <b>4 Credits</b> |
| This course focuses on natural resources within the state of Utah, and how these resources affect people and places locally, regionally, and globally. Four principle resources will be examined: oil, water, coal, and mineable resources (primarily uranium, copper, and silver). Students will learn the geology behind each resource, extraction and refining methods, laws and policies pertaining to resource development, and impacts (both positive and negative) of the resources on people, places, and the world. (WCore: EWRLD)   |            |   |                  |
| <b>GNDR</b>   | <b>320</b> | <b>Gender, Stories, and Migration</b>     | <b>4 Credits</b> |
| Increased migration is a nearly present feature in the news and politics. Although women comprise about half of all migrants, discussions of gender and sexuality are generally absent in the analyses, even as they are highlighted in the press and in the way we talk about migration. This course will use stories-understood broadly-to explore migration, specifically through the lens of gender studies and the uneven impact of migration on women. (WCore: EWRLD)   |            |   |                  |
| <b>GNDR</b>   | <b>325</b> | <b>Human Trafficking</b>                  | <b>4 Credits</b> |
| This course will provide cross-disciplinary understanding of different forms of slavery and their current prevalence in the United States and throughout the world (as sex-trafficking, forced labor, child soldiers, and similar). We will identify connections between historical slavery and modern-day practices of human trafficking, focusing on issues of economics, power, human rights, abolition, and legislation on both local and global levels. Our readings will  |            |   |                  |

include first-person narratives, abolition materials, scholarly articles, case studies, and government reports and legislation. We will also watch several documentaries and follow prominent anti-slavery campaigns. A substantial component of the course will be devoted to civic engagement, allowing us to conduct research in the community and get involved in local organizations that emphasize prevention and protection. The ultimate goal will be to apply academic research and service learning to problem-solving in a critically informed and socially responsible fashion. (WCore: EWRLD)

|  |            |   |                  |
|--|------------|---|------------------|
|  |            |   |                  |
| <b>HIST</b>  | <b>230</b> | <b>Global Coffee Cultures</b>           | <b>4 Credits</b> |
| This course educates students on the international histories of and ethical considerations attached to labor, political economics, environment, and gender related to global coffee cultures, both the consumption and production sides. Students will critically engage with these historical and contemporary issues pervasive in global coffee communities through primary and secondary texts, film, and an occasional field trip to local roasters and/or cafes. Coffee will be served during each class period. (WCore: EWRLD)   |            |   |                  |
|  |            |   |                  |
| <b>HIST</b>  | <b>325</b> | <b>The Native West</b>                  | <b>4 Credits</b> |
| This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 330A, ENVI 330B, and one of: ENVI 330D or HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth-century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi.   |            |   |                  |
| Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers and speakers and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)   |            |   |                  |
|  |            |   |                  |
| <b>HIST</b>  | <b>327</b> | <b>History of the Holocaust</b>         | <b>4 Credits</b> |
| The horrors of the events that became known as the Holocaust, or Shoah—the murder of more than six million Jews and five million or more non-Jewish people: Roma, homosexuals, disabled people, political prisoners, Jehovah's Witnesses—continues to haunt human memory. The legacy of the Holocaust continually appears in media and film, in novels, and in political and historical debates. In this course, we will confront some of the most challenging questions and topics that come out of this history: why were most people bystanders? What was the role of Christian anti-Semitism in the destruction of Jews? What motivated ordinary people to murder their neighbors? We will also place the Shoah in a global context by exploring its connections to colonialism, racism, ableism, and other genocides. We will listen to oral histories and testimonies to better understand the lived experiences of those who survived. This course will culminate in a final project that contributes to contemporary understandings of the Holocaust's significance. (World history emphasis and WCore: EWRLD)     |            |   |                  |
|  |            |   |                  |
| <b>HIST</b>  | <b>329</b> | <b>Culture and Society in East Asia</b> | <b>4 Credits</b> |
| The twenty-first century has often been referred to as the "Pacific Century." East Asia has become a focal point of economics, technology, politics, and popular culture. How did East Asian societies go from devastation, occupation, revolution, and dictatorship to global prominence? Culture and Society in East Asia takes this question as a starting point and investigates the distinctive historical transformations of postwar Japan, China, and South Korea using the lens of popular culture, including film, literature, manga, anime, sports, social media, gaming, music, and new technologies. We will explore how popular cultural phenomena, whether Cold War Olympic sports or K-pop celebrities, intertwined with politics, economics, religion, and historical memory. This interdisciplinary approach to East Asian history and society will provide a richer understanding of the complex and dynamic cultures of China, Japan, and Korea. Our examination will take us beyond generalizations and stereotypes to think in critical and informed ways about East Asia and its place in the world. |            |   |                  |
|  |            |   |                  |
| <b>INTR</b>  | <b>305</b> | <b>Citizen Diplomacy</b>                | <b>4 Credits</b> |
| This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, "the U.S. Department of State's premier professional exchange program" sponsored locally by UCCD. Students will design and implement a survey focused on the world's major challenges, reflect upon the data and recommend topics for future UCCD speakers. They will conduct research focused on a global challenge and present their findings. (WCore: EWRLD)  |            |   |                  |
|  |            |   |                  |
| <b>INTR</b>  | <b>310</b> | <b>Engaging Worldwide Neighbors</b>     | <b>4 Credits</b> |
| Drawing on multi-faceted concepts ranging from process drama (or other art forms), learning theory, and global learning, this course is an interdisciplinary exploration of what it means to be a civically informed and engaged citizen while making valuable local connections. This team-taught course will emphasize hands-on experiential opportunities to bring process drama (or other art-forms: visual arts/music/movement) classes and activities to local immigrant school-age children. (WCore: EWRLD)   |            |   |                  |
|  |            |   |                  |
| <b>JUST</b>  | <b>221</b> | <b>Community Justice</b>                | <b>4 Credits</b> |

|  |             |  |                  |
|--|-------------|--|------------------|
| <p>This course is designed to provide understanding to students regarding the meaning of social justice and community building to advocate for social equity. In regard to Justice Studies social equity is vital to the liberation of marginalized communities. This course is aimed at teaching students the history, theory and practice realities of community building locally and globally through discussion and exploration. This course will have a service learning component with a nonprofit organization focused on providing junior high school students with the information, skills and understanding for university preparation through the mentoring of university students. Students will learn to critically analyze current social and economic conditions that are embedded in US societal structures. They will gain knowledge and insight of issues underlying oppression while learning approaches to social equity and advocacy. Students will study policy and politics that influence social injustices based on race, ethnicity, socio-cultural and gender characteristics. (WCore: EWRLD)</p>  |             |  |                  |
| <b>JUST</b>  | <b>318</b>  | <b>Humanitarian Justice</b>                | <b>4 Credits</b> |
| <p>This course addresses the historical transformation of, and contemporary controversies concerning humanitarian law and politics, human rights, humanitarian intervention, and human security in a global context. In order to explore these fields, we will focus on several themes, topics, and issues of concern such as debates concerning the historical and political emergence of humanitarian law, the different theoretical, cultural, and ideological perspectives on human rights, the controversies over humanitarian intervention, and the contestations regarding the emerging framework of human security. In order to illustrate these fields and issues, we will explore historical accounts, Western and non-Western perspectives, environmental perspectives, gendered perspectives, and various contesting theoretical and ideological stances in the contemporary legal, political, diplomatic, and policy spheres regarding humanitarian law, human rights, humanitarian intervention, and human security. There are no prerequisites for this course. (WCore: EWRLD)</p>  |             |  |                  |
| <b>LMW</b>   | <b>231</b>  | <b>Global Shakespeares</b>                 | <b>4 Credits</b> |
| <p>William Shakespeare is exceptional in the worldwide reach of his plays and poems, and his influence continues to grow with performances, translations, and adaptations to a variety of mediums, notably film. Global Shakespeares will examine how his plays are adapted for different cultures and formats in far-flung places across the globe. We will view his plays from a sociological perspective, to see how they mediate the society of Shakespeare's England first, and then how they mediate various global cultures. Our study of global Shakespeares will help us to better understand and meaningfully engage with the many cultures and countries that continue to enjoy, consume, use, and engage with his texts. We will pay especial attention to the representation of gender relations and the treatment of marginalized groups and individuals in performances of Shakespeare. (WCore: EWRLD)</p>  |             |  |                  |
| <b>LMW</b>   | <b>335</b>  | <b>Englises of the World</b>               | <b>4 Credits</b> |
| <p>This course examines how the English language has spread across the world, accumulating accents and varieties to become a global language in the 20th and 21st centuries. By applying theories of globalization and post-colonialism, we will explore how English has been exported into South Asia, Africa, and the Caribbean through social or political coercion, mass media, or "choice." We will analyze print, visual, and digital texts written in English by non-native writers and gain awareness of issues like cultural translation, hybridity, broken English and the inherent ideological consequences when writers choose to represent cultures in a language other than their own.</p> <p>This course will also be linked to a service-learning project: Westminster's partnership with the Promise South Salt Lake initiative provides opportunities for student volunteers to interact with members of the Bhutanese and Somali refugee communities who take ESL classes to pass their citizenship tests. Our students will spend two class sessions with ESL students from Bhutan and/or Somalia, and through mutual interactions, gain a deeper understanding of how language (English) is inherently tied to ideas of power, identity, and cultural assimilation. Students will turn in a written assignment based on this experience. (WCore: EWRLD)</p> |             |  |                  |
| <b>MGMT</b>  | <b>412C</b> | <b>Citizen Diplomacy</b>                   | <b>4 Credits</b> |
| <p>This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, "the U.S. Department of State's premier professional exchange program" sponsored locally by UCCD. Students will design and implement a survey focused on the world's major challenges, reflect upon the data and recommend topics for future UCCD speakers. They will conduct research focused on a global challenge and present their findings. (WCore: EWRLD)</p>   |             |  |                  |
| <b>MUSC</b>  | <b>207</b>  | <b>World Music, World Perspectives</b>     | <b>3 Credits</b> |
| <p>This course is a selective survey of the music of the indigenous and migrant populations of Africa, India, China, Southeast Asia, Indonesia, the Middle East, Central and South America, and North America. In this course we will examine the ways that music functions within these cultures. We will examine the music itself, the people who make it, the instruments they use, and the complex ideas, behaviors, and processes that are involved in the production of this music. (WCore: EWRLD)</p>   |             |  |                  |
| <b>NURS</b>  | <b>314</b>  | <b>Community and Mental Health Nursing</b> | <b>4 Credits</b> |
| <p>This course focuses on community and mental health nursing concepts. There are two areas of focus for this course. The first is the development of and understanding of mental health alterations in clients with mental illness. Emphasis is placed on common psychiatric disorders and treatments with related nursing diagnoses, nursing interventions, and the overall conceptual models of psychiatric nursing care. The second area of focus is on community health nursing concepts with an emphasis on community and family assessment, health promotion, and planning for the health of communities, families, and individuals across the lifespan. (WCore: EWRLD)</p>   |             |  |                  |

|  |            |   |                  |
|--|------------|---|------------------|
|  |            |   |                  |
| <b>NURS</b>  | <b>470</b> | <b>Culture, Health, and Illness</b>   | <b>5 Credits</b> |
| <p>This course explores cultural diversity and its influence on healthcare and disparate health outcomes. Students will be exposed to topics such as: the nursing population's impact on health care disparities, health disparities and inequities in minorities, HIV and AIDS, ethnicities, religion, and the gay, lesbian, and transgender community. While students explore those topics they will seek out best practices along with integrative modalities in treating underprivileged and minority populations. Other topics that will be addressed will be global health, and principles of genetics and genetic influence on health. Finally, students will be exposed to a culture of their choice in an in depth level and use evidence-based practice to shared best practices related to caring for and treating their culture of choice. (WCore: EWRLD)</p>  |            |   |                  |
|  |            |   |                  |
| <b>PLSC</b>  | <b>306</b> | <b>Comparative Politics</b>   | <b>4 Credits</b> |
| <p>This course focuses on the comparative interdisciplinary study of different forms of power, politics, government, and governance across space, culture, time, and levels of analysis. Because the field of Comparative Politics is extremely broad and diverse, each edition of the course focuses on only certain regions and specific themes (e.g., Global South, Former Eastern Bloc, Global North). Course participants will learn how to employ the different perspectives of the interdisciplinary comparative approach to conducting comparative political analyses across different historical cases, cultural spheres, geographical areas, thematic fields, and levels of political aggregation (from local, to national, regional, and global). With its focus on the challenges of globalization, democratization, diversity, social justice, and ecological sustainability across time, space, and cultures, this course will enable participants to critically assess the merits and demerits of the different forms which power and politics can take in its structural, institutional, ideological, social-transformational and practical or policy dimensions. (WCore: EWRLD)</p> |            |   |                  |
|  |            |   |                  |
| <b>PLSC</b>  | <b>315</b> | <b>Theories of Global Politics</b>  | <b>4 Credits</b> |
| <p>This course explores the different theories and approaches to the study and practice of International Relations and Global Politics. It employs a critical, intercultural, and global framework that enables participants to learn and understand the growing diversity of Western, Non-Western, feminist, and ecological perspectives on planetary affairs. The overall purpose of this course is to equip participants with the various theoretical compasses needed to creatively navigate and proactively participate in the emergent global polity. (WCore: EWRLD)</p>   |            |   |                  |
|  |            |   |                  |
| <b>PLSC</b>  | <b>316</b> | <b>Issues in Global Politics</b>  | <b>4 Credits</b> |
| <p>This course engages with key conversations in global politics, such as those surrounding political economy, education, healthcare, diversity, ecology and security. We will explore each of these areas alongside conceptions of social justice, inclusion and equity. Through a combination of textual analysis, class speakers and civic engagement events, this course enables students to explore political issues in theory and practice. (WCore: EWRLD)</p>   |            |   |                  |
|  |            |   |                  |
| <b>PSYC</b>  | <b>315</b> | <b>Human Services Practicum</b>   | <b>4 Credits</b> |
| <p>Students will engage in a structured practicum experience at a local human services agency (any structured organization with a staff that provides direct service delivery to community members) in order to apply psychological principles, experience working with help-seekers and providers, understand the functioning of human service agencies in a sociocultural context, and explore cultural identities. (WCore: EWRLD)</p>   |            |   |                  |
|  |            |   |                  |
| <b>PUBH</b>  | <b>250</b> | <b>Global Health</b>  | <b>4 Credits</b> |
| <p>The course will introduce students to public health concepts related to global health, the role of globalization in the spread of illness, the link between socioeconomic factors and health, the role of politics and governments in health, key diseases and conditions in global health, the role of culture and social factors in health, and key organizations and their role in global health (WCore: EWRLD).</p>   |            |   |                  |
|  |            |   |                  |
| <b>SOC</b>   | <b>395</b> | <b>Applied Sociology</b>  | <b>4 Credits</b> |
| <p>This course uses sociological theory and research methods to explore real-world social applications. Students will work with a community organization on a particular social issue with some practical outcome in mind. This course will allow students to gain a greater understanding of how sociological concepts, theory, methods, and findings are used in practice. (WCore: EWRLD)</p>  |            |   |                  |
|  |            |   |                  |
| <b>SPAN</b>  | <b>301</b> | <b>The Spanish Speaking World</b>   | <b>4 Credits</b> |
| <p>Development of speaking proficiency with professional application, such as medical, legal, and business Spanish. The study of cultural values is an integral component. May emphasize oral proficiency, idiomatic mastery, expository writing, and/or advanced grammar review. Course materials are derived from Spanish literature and contemporary cultural issues.(WCore: EWRLD)</p>   |            |   |                  |
|  |            |   |                  |
| <b>THTR</b>  | <b>358</b> | <b>Global Stages and Stories: Theatre of Ancient Civilizations through the 19th Century</b> | <b>3 Credits</b> |

|  |            |                         |                  |
|--|------------|-------------------------|------------------|
| Study of the history of theatre and dramatic literature from its origins in ancient civilization through the nineteenth century. (WCore: EWRLD)  |            |                         |                  |
| <b>WRIT</b>  | <b>405</b> | <b>Agents of Change</b> | <b>3 Credits</b> |
| Agents, advocates, champions, and leaders - These express the roles students will experience in this course. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication, as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD) |            |                         |                  |

## WCORE SENIOR CAPSTONE COURSES

### WCore Requirements

|  |               |   |                  |
|--|---------------|---|------------------|
| <b>ACCT</b>  | <b>467</b>    | <b>Accounting Information Systems</b>       | <b>4 Credits</b> |
| An introduction to systems analysis and design with a strong emphasis toward accounting information systems. Conceptual foundations of accounting information systems; database and file-oriented systems; the systems life cycle; control and audit of accounting information systems; and accounting information systems applications are reviewed. A relational database software package is introduced and used to prepare a term project. (WCore: SC) |               |   |                  |
| <b>ART</b>   | <b>475</b>    | <b>Senior Seminar</b>                       | <b>4 Credits</b> |
| Designed to help students create a strong, unified body of work. Students of all disciplines work on their own time, with weekly meetings devoted to critiques, discussions, guest speakers and professional development issues. Studios are available to most students. This is the Art Program's capstone course and should be taken by all Art majors during Spring Semester of student's last year of study. (WCore: SC)                               |               |   |                  |
| <b>BBA</b>   | <b>PRJ5.5</b> | <b>Financial Plan</b>                       | <b>4 Credits</b> |
| Student learners will apply critical financial concepts of literacy, reporting, analysis and forecasting and apply these concepts in planning the financial operations of an organization. Underlying assumptions and financial data in support of a sales forecast, cash budget and proforma financial statements will be developed. (WCore: SC)  |               |   |                  |
| <b>BBA</b>   | <b>PRJ5.F</b> | <b>Financial Business Plan Presentation</b> | <b>2 Credits</b> |
| Student learners will create professionally organized final business plan customized for potential investors or decision-makers; learners will present key aspects of the business plan to stakeholders in order to incorporate feedback into a final deliverable. (WCore: SC)   |               |   |                  |
| <b>BIOL</b>  | <b>420</b>    | <b>Senior Seminar</b>                       | <b>2 Credits</b> |
| This course is designed as a senior level capstone in the Biology curriculum. Students will develop a sense of significance of communication of data in fields of science. They will learn how to use the current databases, journals, and internet to access scientific literature. They will also build a proficiency in writing and communication skills with regards to sharing scientific information. (WCore: SC)                                    |               |   |                  |
| <b>CMPT</b>  | <b>390</b>    | <b>Senior Capstone</b>                      | <b>2 Credits</b> |
| A required capstone course for senior Computer Science and Computer Information Systems majors. The purpose is to develop a significant independent software project. In addition, students are expected to submit portfolios of their coursework at Westminster University. (WCore: SC)   |               |   |                  |
| <b>COMM</b>  | <b>490</b>    | <b>Portfolio Workshop</b>                   | <b>2 Credits</b> |
| Gives students an opportunity to create portfolios from samples of their work that reflects skills acquired in the Communication program. Students learn to produce professional-quality portfolios displaying artifacts completed in courses and internships, as well as through professional work experience. The course should be taken in one of the last two semesters before graduation. (WCore: SC)   |               |   |                  |
| <b>DANCE</b>   | <b>490</b>    | <b>Senior Seminar</b>                       | <b>2 Credits</b> |

|  |            |                                    |                  |
|--|------------|------------------------------------|------------------|
| The capstone course in the Dance Program, this course looks beyond studio practice to prepare students for success in their professional careers. Through a range of supplemental skill sets, students hone the abilities necessary to navigate and succeed in a wide range of professional aspects of dance and the arts. These skill sets include but are not limited to portfolio development, administration, marketing, and technological literacy. (WCore: SC)   |            |                                    |                  |
| <b>DANCE</b>   | <b>491</b> | <b>Senior Showcase</b>             | <b>2 Credits</b> |
| This semester course gives students a forum to demonstrate their mastery of choreographic ideas, audition and rehearsal processes, and performance design - culminating in a high quality production. (WCore: SC)  |            |                                    |                  |
| <b>ECON</b>  | <b>485</b> | <b>Senior Seminar in Economics</b> | <b>4 Credits</b> |
| The senior seminar is structured along two tracks – economics thesis work and advanced empirical project. Students can choose from the two tracks depending on their background training and career plans. Students who choose the economics thesis work must produce original scholarship in economics or related disciplines. Students may choose topics from economic theory, economic history, law, economic growth and development, environmental, international, or monetary and financial economics, or focus on contemporary economic and public policy questions or a doctrinal work on economic thought. This option is relevant for students completing the B.A. or the B.A. pre-law tracks in economics. This option is suitable and advisable for students who seek to get involved in an intensive research program and who plan to pursue advanced work in economics education or industry research. The advanced empirical project option is most appropriate for students who are completing the B.S. track in economics. The economics faculty and the seminar adviser will recommend the theme of the empirical project. Students are encouraged to explore local or regional policy questions, or choose topics in business development, insurance, marketing, international business, finance, or strategy, or choose to investigate broader contemporary social and economic problems. |            |                                    |                  |
| <i><b>BS.ECON</b> students are required to complete the ETS exam, which is generally administered in BUSI 350. If students take ECON 485 instead of BUSI 350, please contact the Gore School of Business Administrative Office to schedule the exam. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical. (WCore: SC)</i>  |            |                                    |                  |
| <b>EDUC</b>  | <b>418</b> | <b>Student Teaching Seminar</b>    | <b>2 Credits</b> |
| Student teachers meet four times on campus throughout the duration of the student teaching semester. In-depth discussion and reading enable students to acquire and refine skills needed by all professional teachers. Topics include parent relationships, student assessment and grades, professional growth and collaboration with colleagues, and other issues. Visits from practicing experts from the profession are included also. Case studies and portfolios are presented and explored. (WCore: SC)  |            |                                    |                  |
| <b>EDUC</b>  | <b>495</b> | <b>Senior Thesis/Project</b>       | <b>4 Credits</b> |
| Students complete the thesis or creative project designed in EDUC 390 and learn skills for data analysis and presentation of research findings. Students complete a program portfolio and participate in university-wide sharing of their learning portfolio. (WCore: SC)  |            |                                    |                  |
| <b>ENVI</b>  | <b>405</b> | <b>Senior Capstone</b>             | <b>4 Credits</b> |
| A capstone course for Environmental Studies majors ordinarily taken during one of the last two semesters of undergraduate study. The Senior Capstone will challenge students take the learning they've done in the classroom and apply it to the real world. Students will work in partnership with local community organizations, government agencies and individuals to identify and address environmental needs through community-based action. This work can take different shapes for students from the different concentrations, and will give students the chance to develop their ability to grapple with complex environmental issues and conduct efforts in preparation for future careers, graduate school, and more. (WCore: SC)   |            |                                    |                  |
| <b>FINC</b>  | <b>495</b> | <b>Finance Capstone</b>            | <b>4 Credits</b> |
| This course integrates the concepts/theories the student has acquired in their undergraduate experience from Undergraduate Business Core courses, Upper Division Finance courses, and Finance Elective courses. By creating and analyzing a variety of financial models, students will demonstrate their ability to effectively understand and communicate complex financial concepts, analyses, and decisions. Students will also study ethics to increase their financial ethical awareness and to create their personal ethics statement. (WCore: SC)   |            |                                    |                  |
| <b>GEOL</b>  | <b>360</b> | <b>Field Geology</b>               | <b>6 Credits</b> |
| This course, which should preferably be taken in the summer before senior year, provides the opportunity for students to put their skills into practice. After an initial week of in-class instruction on field methods, students will get in the vans for the ultimate in experiential learning. At various field locales around Utah and Colorado, students will gain experience mapping, measuring sections, and creating stratigraphic columns. (WCore: SC)  |            |                                    |                  |
| <b>HIST</b>  | <b>490</b> | <b>Research Seminar in History</b> | <b>3 Credits</b> |
| A required seminar for history majors, continuing the work begun in HIST 390. (WCore: SC)  |            |                                    |                  |

|   |            |  |                  |
|---|------------|--|------------------|
|   |            |  |                  |
| <b>JUST</b>   | <b>490</b> | <b>Senior Capstone</b>                 | <b>4 Credits</b> |
| Students select, research, analyze, and discuss a topic or problem. The results of each student's project will be written as a senior thesis and presented for a discussion in a seminar setting. Required for all majors in their senior year. (WCore: SC)   |            |  |                  |
|   |            |  |                  |
| <b>LMW</b>  | <b>403</b> | <b>Thesis</b>                          | <b>4 Credits</b> |
| A capstone course for LMW majors who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary topic. Students will interact with a faculty member and other students in a seminar setting. They will demonstrate their ability to grapple with complex issues of literary study and conduct advanced research. The course culminates in a successful completion of a written research project. (WCore: SC)  |            |  |                  |
|   |            |  |                  |
| <b>LMW</b>  | <b>405</b> | <b>Thesis - Creative Writing</b>       | <b>4 Credits</b> |
| A course to support and guide LMW majors who have chosen the creative writing concentration in developing an original group of poems, short stories, creative nonfiction pieces, play(s) or novel. Ideally, this course should be taken after the student has completed all the other requirements for the creative writing concentration, as it will entail revising work submitted to workshops in addition to producing new work. Hours are arranged. (WCore: SC)  |            |  |                  |
|   |            |  |                  |
| <b>MATH</b>   | <b>485</b> | <b>Senior Seminar</b>                  | <b>2 Credits</b> |
| This class will collaboratively review the core areas of undergraduate mathematics and build a more complete and integrated view of mathematics. All students will be required to take the Mathematics ETS exam at the conclusion of the course. Teaching and academic majors must register for the Senior Seminar during the spring semester of their senior year. Students who will be student teaching during that semester may take it the previous year. (WCore: SC)   |            |  |                  |
|   |            |  |                  |
| <b>MGMT</b>   | <b>450</b> | <b>Advanced Strategic Planning</b>     | <b>4 Credits</b> |
| This course examines how firms gain a sustainable competitive advantage. Fundamentally the course addresses three core questions: 1. What determines the overall profitability of a business? 2. Why do some companies fail, while others succeed? 3. What, if anything, can managers do about it? The course demonstrates that for firms to be successful, the strategy must permeate all departments and functional areas. As such, this course integrates knowledge and skills gained from studies in the functional areas of business (e.g., marketing, organizational behavior, finance, accounting). The course also focuses on corporate strategy - how firms create value with multiple business units. These issues will help students understand and cope with issues they will face in the business world. Students acquire tools, insights, frameworks, and experience that will aid them in helping organizations achieve success. (WCore: SC) |            |  |                  |
|   |            |  |                  |
| <b>MKTG</b>   | <b>490</b> | <b>Senior Seminar in Marketing</b>     | <b>4 Credits</b> |
| This is an integrative course in marketing planning and strategy that delineates the relationship among marketing decisions. Marketing functions are examined through application, focusing on case analysis to successfully integrate all elements of the managerial process. The course presents concepts from a decision making perspective rather than from a descriptive point of view. This approach reflects our emphasis on the marketing decisions that students are most likely to confront in their careers. Additionally, because marketing managers are held accountable for profits as well as sales, budgetary considerations of marketing decisions are discussed. (WCore: SC)  |            |  |                  |
|   |            |  |                  |
| <b>MUSC</b>   | <b>420</b> | <b>Senior Recital</b>                  | <b>2 Credits</b> |
| This is the capstone project for music performance minors, a 30-45-minute solo recital to be given on campus in the recital hall during the final semester of private lessons or a semester following the final semester of lessons. This credit hour will be earned in the same manner as that of private lessons, but with the specific goal of a performance determining the nature and intensity of training. (WCore: SC)   |            |  |                  |
|   |            |  |                  |
| <b>MUSC</b>   | <b>421</b> | <b>Senior Project</b>                  | <b>2 Credits</b> |
| This is the capstone course for music majors who are completing the Bachelor of Arts degree without a performance emphasis. This project can address any number of subjects—musical or connected to music in at least one major way—and it may take any number of different forms, though both subject and form must be worked out and agreed upon by the student and at least one music faculty member. (WCore: SC)  |            |  |                  |
|   |            |  |                  |
| <b>NEURO</b>  | <b>409</b> | <b>Advanced Topics in Neuroscience</b> | <b>2 Credits</b> |
| This course explores current topics in neuroscience across a variety of levels of analysis from molecular/cellular through behavioral. Students read current literature and propose research experiments incorporating multiple levels of analysis. (WCore: SC)   |            |  |                  |
|   |            |  |                  |

|   |             |  |                  |
|---|-------------|--|------------------|
| <b>NURS</b>   | <b>410</b>  | <b>Nursing Leadership Capstone RN to BS</b>        | <b>6 Credits</b> |
| In this course the RN student will have an opportunity to demonstrate competency skills, and knowledge gained through previous course work and service learning. An important aspect of this course, and a central concept throughout this program, is nursing leadership. The student will have three opportunities to demonstrate their new knowledge of expanded nursing leadership. First, using discussion format students will provide peers with content on assigned topics such as problem solving, change, conflict, organizational assessment, and legal and ethical aspects of practice. Overall the quality of health care practices will be examined. Secondly, students will continue with a service learning activity that they developed in NURS 385 (Teaching, Mentoring, and Health Promotion). Finally, the student will complete a capstone and management experience at an agency or organization that is different from where they currently practice in order to diversify their nursing background. (WCore: SC) |             |  |                  |
| <b>NURS</b>   | <b>431</b>  | <b>Capstone Synthesis</b>                          | <b>2 Credits</b> |
| Weekly seminar provides an opportunity for the analysis, synthesis, refinement and integration of nursing knowledge. This course provides activities and discussion that facilitate the student's transition to professional nursing practice. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in a variety of patient care settings. Working closely with staff and faculty, the student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and coordinator of care. (WCore: SC)   |             |  |                  |
| <b>OEL</b>  | <b>410</b>  | <b>Seminar in Outdoor Education and Leadership</b> | <b>4 Credits</b> |
| In this capstone course students will integrate their experiences, research, goals, and practical application of outdoor education and leadership. The course will focus on contemporary issues and trends in the field with topics including social justice, public land management (federal, state, and local), ethics (environmental and virtue-based), practical application of research, options for further education in the field, and career opportunities. During the course, students will identify their individual context within outdoor education and leadership, and complete a comprehensive capstone project. The project requires students to research their area of interest, write a literature review, present their personal professional philosophy, and how they plan to contribute to the field based on their career goals and education. (WCore: SC)   |             |  |                  |
| <b>PHIL</b>   | <b>390</b>  | <b>Thesis Research Preseminar in Philosophy</b>    | <b>4 Credits</b> |
| A required seminar for senior philosophy majors, focusing on research, analysis, and writing techniques aimed at a particular topic or question in philosophy, in preparation for the production of a senior thesis in PHIL 490. Majors and minors should take this class during the fall semester of their senior year. PHIL 390 results in a thesis paper of 25–30 pages for Philosophy minors only. (WCore: SC)  |             |  |                  |
| <b>PHIL</b>   | <b>490</b>  | <b>Research Seminar in Philosophy</b>              | <b>4 Credits</b> |
| A required seminar for Philosophy majors, continuing the work begun in PHIL 390. Students produce a substantial piece of original scholarship in Philosophy. Philosophy majors should take this class during the spring semester of their senior year. (WCore: SC)  |             |  |                  |
| <b>PLSC</b>   | <b>490</b>  | <b>Senior Capstone</b>                             | <b>4 Credits</b> |
| A required course for all senior political studies majors. Students select, research, analyze, and discuss a topic or problem. The results of each student's project will be written as a senior thesis and presented for a discussion in a seminar setting. Required for all majors in their senior year. (WCore: SC)  |             |  |                  |
| <b>PSYC</b>   | <b>400K</b> | <b>The Science of Psychotherapy</b>                | <b>4 Credits</b> |
| Perceived by some as a nonscientific practice, there are thousands of controlled research studies that demonstrate the efficacy of psychotherapy as a systematic practice informed by psychological principles. Students will learn pertinent research designs, key research findings, and debates in the field as to why psychotherapy is effective. This course is ideal for students who want to attend graduate school in a helping profession. Prerequisites: PSYC 252, 390, junior or senior status, or consent of instructor. (WCore: SC)  |             |  |                  |
| <b>PUBH</b>   | <b>490</b>  | <b>Public Health Capstone Project</b>              | <b>4 Credits</b> |
| The course will provide students with an opportunity to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will, with the guidance of a faculty mentor, choose a research topic, and by attending periodic workshops and lectures and by submitting intermediate assignments during the duration of the research project, generate a submission-quality research paper and present the results in a seminar. The course will culminate in a presentation of the research project by the student at a seminar, and the potential submission of a publication-quality research paper or poster. (WCore: SC)  |             |  |                  |
| <b>SOC</b>  | <b>330</b>  | <b>Sports and Society</b>                          | <b>4 Credits</b> |
| This course explores sports as a significant cultural, political, and economic force in American society. Focusing on both established and  |             |  |                  |

alternative sports, the course incorporates a sociological perspective to critically examine how sports are organized, played, experienced, observed, perceived, and critiqued in the United States. (WCore: WCSBS, SC)

|  |            |                               |                  |
|--|------------|-------------------------------|------------------|
|  |            |                               |                  |
| <b>SOC</b>   | <b>470</b> | <b>Senior Thesis</b>          | <b>4 Credits</b> |
| All sociology majors will produce a senior thesis that examines a sociological topic and/or phenomenon through original research, secondary analysis, and/or theoretical exploration. As part of their senior thesis, all sociology majors will participate in a senior thesis seminar (or a senior thesis directed study) in which they critically share their thesis work with their fellow students and/or thesis advisor. All majors signing up for the thesis must have completed SOC 390 (after having first completed MATH 150, DATA 150, or DATA 220 as a prerequisite). To take the thesis, all students must have senior standing, a declared major in sociology, and consent of the instructor. (WCore: SC) |            |                               |                  |
|  |            |                               |                  |
| <b>SPAN</b>  | <b>470</b> | <b>Senior Thesis</b>          | <b>2 Credits</b> |
| A capstone opportunity to produce a well-researched, fully documented, comprehensive thesis on a literary or cultural topic under the support and guidance of a Spanish faculty member. (WCore: SC)  |            |                               |                  |
|  |            |                               |                  |
| <b>THTR</b>  | <b>485</b> | <b>Theatre Senior Seminar</b> | <b>2 Credits</b> |
| This capstone serves as a final opportunity for graduating seniors to receive faculty evaluation of their portfolio, vitae, resume, and monologues. This course will provide an appraisal of a plan of action for success in graduate school and/or a student's chosen profession. It is a final opportunity for a student to undergo personal, professional, and programmatic assessment. (WCore: SC)   |            |                               |                  |
|  |            |                               |                  |
| <b>WCSAM</b>   | <b>400</b> | <b>Science Capstone</b>       | <b>2 Credits</b> |
| This capstone seminar provides students with an opportunity to extend their learning through designing and conducting an interdisciplinary science capstone project in small teams. Students will learn how to develop and complete collaborative STEM (science, technology, engineering, and mathematics) research projects, and present their work both on campus and in the local community. This course is designed to complement senior projects within students' majors. (WCore: SC)   |            |                               |                  |

# COURSE DESCRIPTIONS

## ALL COURSES

### (ACCT)

**ACCT 213 Financial Accounting 3 CREDITS**  
An introductory course in fundamental accounting concepts that provides students with an understanding of how accounting is utilized by management, investors, creditors and other organization stakeholders. The primary learning objective is to develop an understanding of how economic events and transactions affect the financial position of an organization.

**ACCT 313 Managerial Accounting 3 CREDITS**  
A study of concepts, techniques, and uses of accounting in managerial decision-making and problem solving. Develops skills in the use of job-order costing, activity-based costing, budgeting, cost control using standard costing, identifying relevant costs when making decisions and capital investments.

**ACCT 350 Intermediate Accounting I 4 CREDITS**  
Provides in-depth coverage of financial accounting and numerous recent developments in accounting valuation and reporting practices. Includes theory, practices, and pronouncements of authoritative professional accounting bodies.

**ACCT 356 Careers in Accounting & Finance Lecture 1 to 2 CREDITS**  
This course provides students the unique opportunity to hear from professionals in both the accounting industry following traditional accounting or finance paths as well as those who have used their accounting/finance education in unique ways. Through a series of guest speakers, the class explores the various paths students may take in their careers. This series may include speakers from audit, tax, law, forensics, government, data analytics, investment banking, valuation experts, and corporate executives.

**ACCT 360 Intermediate Accounting II 4 CREDITS**  
Provides in-depth coverage of financial accounting and numerous recent developments in accounting valuation and reporting practices. Includes theory, practices, and pronouncements of authoritative professional accounting bodies.

**ACCT 374 Cost Accounting 4 CREDITS**  
Prepares students to understand and manage cost accounting systems and solve problems encountered in the business world. Covers cost planning, accumulation, procedures, controls and reports, and analysis.

**ACCT 401 Directed Studies 1 to 4 CREDITS**  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Accounting Program. This course is repeatable for credit.

**ACCT 405 Accounting Analytics Project 1 CREDIT**  
This course will require students to create a project, in consultation with an account professional, that applies data analytics tools used prevalently in the accounting profession. This project will apply skills and tools learned in BUSI 400.

**ACCT 412 Special Topics in Accounting 1 to 4 CREDITS**  
Topics relevant to accounting students will be offered periodically under this title.

**ACCT 441 Tax Clinic Practicum (VITA) 2 to 4 CREDITS**  
This course is designed to teach students how to prepare 1040 federal returns and related schedules, state returns and related schedules, and assist taxpayers with accessing many financial resources. Students will be certified by the IRS and trained as financial advocates. Tax training includes basic tax laws, advanced tax laws, taxation of nonresident aliens, international income taxation and taxation of military tax payers and families. Students also receive ethics training related to tax preparation, cultural sensitivity training and learn client-interviewing and tax software skills. Students are required to complete the in-class training and achieve a minimum score of 80% on all related certifications prior to participating in the practicum for approximately 8-10 hours per week over the course of the semester.

**ACCT 454 Auditing 4 CREDITS**  
A study of the principles, techniques, and procedures in auditing. Includes professional ethics, legal responsibility, theory of audit evidence, conducting audits through use of audit programs, working papers, and report writing.

**ACCT 467 Accounting Information Systems 4 CREDITS**  
An introduction to systems analysis and design with a strong emphasis toward accounting information systems. Conceptual foundations of accounting information systems; database and file-oriented systems; the systems life cycle; control and audit of accounting information systems; and accounting information systems applications are reviewed. A relational database software package is introduced and used to prepare a term project. (WCore: SC)

**ACCT 471 Individual Income Tax I 3 CREDITS**  
This course provides comprehensive coverage of the Federal income tax structure and application of tax principles for preparation of individual tax returns.

**ACCT 472 Individual Income Tax II 1 CREDIT**  
This course is designed to teach students how to prepare 1040 federal returns and related schedules, prepare multi-state returns and related schedules and process taxpayers for various financial services administered by the VITA clinic. Students will be certified by the IRS and trained as financial advocates. IRS certification must be completed before commencing their fieldwork. Students will also receive ethics training related to tax preparation, cultural sensitivity training and learn client-interviewing skills.

**ACCT 495 Advanced Accounting 3 CREDITS**  
Provides in-depth coverage of financial accounting and numerous recent developments in accounting valuation and reporting practices. The course includes theory, practices, and pronouncements of authoritative professional accounting bodies. Prerequisites: ACCT 360.

### (ART)

**ART 440S Internship 1 to 8 CREDITS**

**ART 106 Drawing, Inquiry, and Expression 4 CREDITS**  
This course introduces students to the art of drawing and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of drawings, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)

**ART 111 Paint, Perception, and Alchemy 4 CREDITS**  
This course introduces students to the art of painting and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of painting, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCore: WCFAH)

**ART 128 Maker's Lab 4 CREDITS**  
We live in a designed world. Our lived experience is the result of decisions made in the creative process, and says as much about aesthetics as it does about effective design. This class engages students in discussions, written responses, hands-on studio workshops, and innovative problem-solving as a way to consider the aesthetics and design in our world. Using fundamental concepts from drawing and painting, sculpture and 3D construction, digital tools, and design, we will apply design-based thinking to solve problems, revise and evaluate existing solutions, and personally redefine the creative process. Work across several disciplines will allow us to see the interconnection and relationships between traditionally disparate fields of study. Simultaneously, this course will provide students the opportunity to expand and integrate their creative skills, gain experience with specialized technology, and develop a portfolio of interdisciplinary objects and ideas that demonstrates creative flexibility and a multifaceted

understanding of complex issues. Alongside individual projects, we will identify and analyze real world problems, as a way to connect what we do in the classroom to our community. (WCore: WCFAH)

**ART 148 Ceramics I: Material Studies 4 CREDITS**

This course introduces students to the fundamental nature, practices, techniques, and culture of working in clay. Students will receive an introduction into the four basic building techniques of ceramics. It is a course that will familiarize the student with a utilitarian and artistic material that has been used for millennia and continues to be found useful in new technological and industrial manners. Students will be given an understanding of the practice of time management, a key component to the success of working in clay and a necessity in daily life. Students will learn ceramic hand-building, pottery, glazing, and firing methods as a means of self-expression and communication. (WCore: WCFAH)

**ART 180 Photography 4 CREDITS**

Photography is the visual language of our time. With the introduction of contemporary technology, vision itself has become our most immediate form of communication and expression. Although we will look at and discuss the work of others, this course is primarily about each student making her/his own personal images. In this course, students will learn basic technical skills for the beginning photographer. These include camera operation, developing and scanning black and white film, basic grayscale digital image processing, making prints from negatives, making inkjet prints and presentation. Students will also learn the grammar of this language; use of the frame, time, vantage, and detail. Students will investigate the relationship of form to content. Most importantly, students will use these skills to explore their own vision and ideas. Through discussions and group critiques, they will share this work with each other and receive feedback to help them refine it. They will produce affective images that examine their personal perception and concepts. (WCore: WCFAH)

**ART 201 Wheel Throwing 4 CREDITS**

This course provides focused study for the student interested primarily in wheel throwing. Students will hone their skills for working on the wheel through a series of both functional and non-functional projects. Students will also work on their ability to develop a series. Notably, the development of a personal aesthetic that distinguishes each student will be assessed.

**ART 202 Intermediate Drawing 4 CREDITS**

This course builds on technical approaches to drawing by introducing conceptual approaches to image making with various drawing media. Projects will explore ideas from the history of contemporary art and drawing practices with an emphasis on making clearer and more nuanced works.

**ART 203 Ceramic Sculpture 4 CREDITS**

This course provides focused study for the student interested in generating sculpture through the ceramic medium. Students can expect to explore a variety of projects that will explore working in a multitude of scales, styles, surfaces, and firing processes.

**ART 205 Figure Drawing 4 CREDITS**

Using the live model as subject matter, this class explores the figure in a variety of contexts through drawing and other media. Topics include functional anatomy and kinesiology, spatial awareness and scale, the drawn figure throughout history, and discussion and assignments exploring use of the figure in contemporary drawing and visual art.

**ART 206 Figure Painting 4 CREDITS**

Using the nude model as subject, this class explores the figure in a variety of contexts through paint and other media. Topics include functional anatomy and kinesiology, color paint theory, spatial awareness and scale, the painted figure throughout history, and discussion and assignments exploring use of the figure in contemporary painting and visual art.

**ART 209 Composition and Design 4 CREDITS**

Aesthetic organization of color, line, space, and texture in two- and three-dimensional design.

**ART 210 Traditional Photography 4 CREDITS**

More photographs are uploaded to Facebook every two minutes than were made during the first 60 years of the history of photography. With the shift to digital technology and the convenience it affords, electronic photography has replaced traditional, silver-based photography as our mainstream method of visual expression and communication. Traditional photography, however,

continues to be practiced with a strong and passionate following. Most serious photographers consider it necessary to learn these skills to truly understand the medium, and many practice it for its immediacy and hands-on intimacy. This course will introduce skills, techniques, and materials of traditional, silver-based black and white photography. These skills include use of camera types, including view cameras and hand-held cameras, lenses, light metering techniques, lighting techniques, and refined development and traditional printing techniques. We will examine how different technologies have introduced different methods, and how these methods have shaped, and been shaped by, cultural aesthetics and priorities. We will discuss and examine artistic and photographic concerns, and deal with the advancement of personal visual and conceptual skills needed to produce affective images. Students in this course will experiment with a variety of materials, techniques, and philosophical approaches to traditional photography, and ultimately produce a body of work that exhibits their own personal investigations and creative expression. (WCore: WCFAH)

**ART 215 Drawing Lines in the Sand 4 CREDITS**

This hybrid studio-seminar course examines art about landscape, space, and environments, while challenging students to build on these ideas in their own creative work. Students will research artworks and writings that explore topics such as landscape, "wild" and urban space, public and private spaces, land(scapes) and power, using this context to inform their creative works that address these same topics. This course simultaneously introduces students to fundamental drawing techniques, with a special focus on drawings and images made using landscape, nature, and hybridized modes of visual communication. No previous experience with drawing is required. (WCore: WCFAH, RE)

**ART 300 Special Topics in Art 1 to 4 CREDITS**

Special classes in the arts not offered on an annual basis. Prerequisite: consent of instructor.

**ART 302 Intermediate Painting 4 CREDITS**

This class builds on technical and conceptual aspects presented in Beginning Painting through conceptually driven projects that explore concepts in contemporary painting and additional techniques and practical concerns related to paint.

**ART 303 Advanced Painting 4 CREDITS**

Explores advanced painting techniques and problems, emphasizing color and design concepts. This course is repeatable for credit.

**ART 305 Raku Pottery 4 CREDITS**

Raku originated as part of the tea ceremonies in 16th century Japan. It has evolved into a technique of rapid firing, pulling pieces out of a hot kiln to be reduced with combustible materials such as paper, sawdust, pine needles, producing a smoking atmosphere. Using both wheel and hand building techniques we will focus on forms (such as tea bowls, sculpture and wearable art) that work well with the raku firing process. Different surface designs and firing techniques will be explored and may include: traditional; horse hair; resist erosion; terra sigillata; naked slip firing; pit and sager firings.

**ART 306 Advanced Figure Painting 4 CREDITS**

Extension of Figure Painting with greater emphasis on student experimentation, guided exploration, and personal expression. This course is repeatable for credit.

**ART 308 Advanced Figure Drawing 4 CREDITS**

Extension of Figure Drawing with a greater emphasis on student experimentation, guided exploration, and personal expression. This course is repeatable for credit.

**ART 310 Art History: Emergence to Renaissance 4 CREDITS**

Examines works of art from the time of Prehistory through the Renaissance. We will examine major monuments and artworks in a chronological sequence, focusing on those from each period that give the essence of their time, place, function, intent, and the aspirations of the culture and artist.

**ART 311 Art History: Renaissance to Modern Art 4 CREDITS**

Explores the development of art beginning with the High Renaissance, moving to the advent of Contemporary Art. Students learn through lecture, discussion, reading and writing, and visiting local museums and galleries.

**ART 312 History of Contemporary Art 4 CREDITS**

This class will review the myriad of developments found in contemporary art from the mid-1960s to today. Painting, sculpture, mixed media works, performance art, installation, photography, and video/film will be covered. We will discuss the shift from modernism to the postmodern era with an emphasis on global art. Throughout the semester we will pay special attention to the unique artistic developments that originated from the Land Arts movement of the 1960s: earthworks, environmental art, and ecological art will be explored.

**ART 313 Environmental Art 4 CREDITS**

This course shall trace the history of Land based, Environmental and Ecological Art, as well as explore its major concepts, concerns and trends. Students will examine important art that has been made in these disciplines, as well as develop ideas and refine proposals for making art of their own that address these issues.

**ART 318 History of Photography 4 CREDITS**

This course will trace the young history of human desire to capture the image of light, and then figure out what to do with it. From cultural conditions that led to the invention of photography to the role it plays in the contemporary world, we will investigate the technical inventions as well as the artistic movements that have made photography such an important part of current creative expression.

**ART 320 Digital Imaging 4 CREDITS**

This course covers technical skills for the digital photographer. These include image capture, image processing, retouching, manipulation and printing. This course also deals with visual and conceptual skills needed to produce effective images. This course is repeatable for credit.

**ART 321 Digital Media Survey 4 CREDITS**

This course will introduce its students to the possibilities for making art on a computer. It explores techniques in several popular software programs. This course is repeatable for credit.

**ART 322 Digital Drawing 4 CREDITS**

This studio course introduces students to the techniques and technology of digital drawing. Building on foundation drawing skills and ideas, this course expands the conceptual potential of drawing by incorporating digital tools and processes. Students will gain experience with drawing hardware and software, digital drawing and mark-making, digital manipulation and formal intersections with traditional drawings and techniques, and development of conceptual crossover between traditional and digital drawn languages. This course is repeatable for credit.

**ART 325 Figure Sculpture in Clay 4 CREDITS**

Through this concentrated course on the human form, students will render the figure through a variety of quick studies and longer, more detailed works. The nude figure will be used heavily as reference for assignments and projects.

**ART 330 Intermediate Ceramics: the Ceramic Surfa 4 CREDITS**

Advanced wheelwork, more emphasis on sculptural work, and experimentation with glazing. Individual assignments. This course is repeatable for credit.

**ART 335 Advanced Ceramics 4 CREDITS**

Advanced ceramics is your chance to make the work you want, and to choose the line of research that interests you. In this course there will be a strong emphasis on self-directed research. We will discuss the kind of work you want to make, why you want to make it and I will do my best to facilitate you in doing so. Students are expected to mix their own glazes and fire their own kilns. We will discuss an array of contemporary makers, ideas, and issues from which to draw in the development of your work and career. Feedback from one another is highly important and everyone is expected to contribute to critique and discussion.

**ART 345 Video Production 4 CREDITS**

This course covers the basics of video production and editing. Topics include storyboarding, camera operation, sound, lighting and editing, as well as a wide variety of film and video genres including narrative, documentary and experimental.

**ART 360 Advanced Drawing 4 CREDITS**

Explores advanced topics in drawing and related media through personal research, as well as group critique and discussion. This course is repeatable for credit.

**ART 379 Traditional Photography II 4 CREDITS**

With an emphasis on traditional photography, this course will introduce new technical skills for those who have a functional understanding of basic photographic skills. This new information includes use of lenses, camera types, exposure techniques, and refined developing and printing techniques, as well as discussion of current artistic and photographic concerns. This course will also deal with the advancement of personal visual and conceptual skills needed to produce effective images. This course is repeatable for credit.

**ART 380 Advanced Photography 4 CREDITS**

This course is for advanced photographers, both traditional and digital, who are interested in creating a strong body of work. We will discuss historical and contemporary issues in photography as well as professional development. Through a process of detailed analysis, students will gain greater understanding of their own work, leading to more effective expression. This course is repeatable for credit.

**ART 383 Color Photography 4 CREDITS**

This course covers the basic techniques of traditional color photographic processes. The aim of this course is to further develop the photographic skills learned in the basic photography course, including color theory and the reaction of photographic materials to the quality of light in different situations, how to develop color negative film and make prints from color negatives, and explore the language and aesthetics of color photography. This course is repeatable for credit.

**ART 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Art Program. Prerequisite: consent of instructor and school dean. This course is repeatable for credit.

**ART 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**ART 475 Studio Seminar 4 CREDITS**

Designed to help students create a strong, unified body of work. Students of all disciplines work on their own time, with weekly meetings devoted to critiques, discussions, guest speakers and professional development issues. Studios are available to most students. This is the Art Program's capstone course, and should be taken by all Art majors during Spring Semester of student's last year of study. (WCore: SC)

**(BBA)**

**BBA PRJ.1 My Project and Program Plan 2 CREDITS**

Student learners will develop a Gantt chart which will provide a timeline for completion of Project Sequence One and develop a planning map for completion of all of the project sequences. Competencies Evaluated: - Demonstrate effective written communications. - Illustrate professional planning techniques.

**BBA PRJ.2 My Ethical Perspective 2 CREDITS**

Student learners will understand the most important concepts and ideas regarding business ethics, to recognize both the need and the complexity of ethical reasoning, to learn how to deal with business ethical dilemmas, and finally, to provide intellectual tools for more profound self-reflection and critical assessment of personal moral conviction. Competencies Evaluated: - Explain values and beliefs, relative to diversity and decision making. - Explain values and beliefs, relative to ethics and decision making.

**BBA PRJ1.3 My Organization 2 CREDITS**

Student learners will develop critical understanding of organizations, the markets they serve and process of adding value. This project will involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic environment. Competencies Evaluated: - Interpret an organizational structure and environment and provide a written analysis using professional communication and planning techniques. - Choose appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions.

**BBA PRJ1.4 Balanced Scorecard Analysis 2 CREDITS**

Student learners will understand how a balanced scorecard developed for an organization can be used to link the vision and mission of the organization and key stakeholders, including: shareholders, customers, employees and strategic partners. Competencies Evaluated: - Analyze the effectiveness of leadership and management in the context of organizational mission, vision, values and goals. - Evaluate the organization's strategic process in the context of organizational mission, vision, values and goals.

**BBA PRJ1.5 External Environment 2 CREDITS**

Student learners will develop the capacity to think strategically about a company: its present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage. Competencies Evaluated: - Interpret an organization's competitive advantage. - Analyze the effectiveness of leadership and management in the context of organizational mission, vision, values and goals.

**BBA PRJ1.F CEO for a Day 2 CREDITS**

Student learners will explore why good strategic management leads to good business performance, understanding the basic concepts and tools of strategic analysis. Competencies Evaluated: - Explain how a firm creates value for its stakeholders. - Evaluate the effectiveness of leadership and management in the context of organizational mission, vision, values and goals.

**BBA PRJ2.1 Consumer Profile 2 CREDITS**

Student learners will develop consumer profiles for a company and assess the environmental factors in the market that can influence consumer behaviors. Competencies Evaluated: - Identify, evaluate, and quantify consumer needs and wants to access market opportunities and create value propositions. - Evaluate, compare, and contrast consumers and consumer behaviors in different market situations.

**BBA PRJ2.2 Product and Price 2 CREDITS**

Student learners will examine a company's product mix and develop strategic pricing tactics. Competencies Evaluated: - Analyze a company's product mix and make strategic recommendations. - Identify pricing decisions and strategic choices.

**BBA PRJ2.3 Market Research 2 CREDITS**

Student learners will conduct a small research project to assess consumer brand perceptions and understand implications of the results. Competencies Evaluated: - Interpret quantitative information to evaluate relevance, implications, and magnitude. - Identify data that can be used to provide context and support for problem-solving and decision-making.

**BBA PRJ2.4 Targeting and Segmentation 2 CREDITS**

Student learners will discuss how markets can be segmented and positioned to fulfill unmet consumer needs. Competencies Evaluated: - Identify and recommend appropriate market segments. - Select positioning statements appropriate for a particular segment or target.

**BBA PRJ2.5 Tactical Execution 2 CREDITS**

Student learners will create a timeline for a new product launch and deliver a professional presentation and a press release for the new product. Competencies Evaluated: - Identify actions and processes that can be implemented to achieve goals. - Select measurable outcomes to determine if the firm has achieved its purpose.

**BBA PRJ2.F Global Consciousness 2 CREDITS**

Student learners will examine how external forces can result in strategic opportunities or threats to the company when moving to international markets. Competencies Evaluated: - Interpret findings from a SLEPT analysis to determine overall relevance and impact to the firm's operations. - Identify

the relevant global "sphere" for the firm, based on where up-and down-stream members of the value chain are located, where final consumers are located, or where corporate assets are located.

**BBA PRJ3.1 Organizational Performance 2 CREDITS**

Student learners will develop a balanced scorecard for an organization that provides a linkage between the vision and mission of the organization and the development of key metrics that determine a value proposition for key organization stakeholders, including: shareholders, customers, employees and strategic partners. Competencies Evaluated: - Identify performance measures that address organizational vision and mission. - Evaluate organizational performance using performance metrics, industry standards and/or organizational goals.

**BBA PRJ3.2 Systems Analysis and Design 2 CREDITS**

Student learners will understand the key elements of information systems and apply decision-making to evaluate how the systems development life cycle can be used to develop solutions to organizational business problems and opportunities. Competencies Evaluated: - Differentiate among different components, applications and uses of information systems in an organization. - Apply decision making processes that address organizational problems or opportunities.

**BBA PRJ3.3 Preparing a Feasibility Study 2 CREDITS**

Student learners will use appropriate analytical tools to evaluate an organizational opportunity and formulate an information or business systems solution by completing a feasibility analysis that leads to a recommendation. Competencies Evaluated: - Identify appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions. - Evaluate an organizational opportunity and formulate an information or business systems solution.

**BBA PRJ3.4 Company Financial Analysis 2 CREDITS**

Student learners will demonstrate understanding of critical financial concepts of literacy, reporting, analysis, performance and forecasting and apply these concepts as part of a financial evaluation of an organization. Competencies Evaluated: - Understand the income statement, balance sheet and cash flow statement of an organization. - Explain how a firm creates value for its stakeholders based on financial performance.

**BBA PRJ3.5 Industry Financial Analysis 2 CREDITS**

Student learners will conduct a comparative analysis of competitors in a selected industry and evaluate financial performance for purposes of identifying an organization's competitive advantage and effectiveness of leadership and management in the context of organizational mission, vision, values and goals. Competencies Evaluated: - Interpret an organizations performance utilizing financial and comparative analysis. - Differentiate the effectiveness of leadership and management among competitors based on financial performance.

**BBA PRJ3.F Financial Forecast and Plan 2 CREDITS**

Student learners will prepare a financial forecast and plan for an entrepreneurial endeavor or idea. Financial planning is a continuous process of directing and allocating financial resources to meet strategic goals and objectives. The project deliverable is to develop budgeted financial statements and cash flow forecasts based on key assumptions and risks.

**BBA PRJ4.1 The Mission Statement 2 CREDITS**

Student learners will evaluate the mission, vision, values and goals of a company of their choice and determine the degree of influence the mission statement has on organizational strategy and performance. Competencies Evaluated: - Demonstrate by example how organization strategy supports the mission, vision, values and goals of the organization. - Evaluate an organization's strategic performance in the context of organizational mission, vision, values and goals.

**BBA PRJ4.2 Industry Analysis 2 CREDITS**

Student learners analyze an industry utilizing two tools: SLEPT analysis and Porter's six forces analysis as part of a competitive analysis. Competitor performance relative to each other will be evaluated and compared. Competencies Evaluated: - Interpret appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions. - Differentiate strategic and global positioning among firms within a particular industry.

**BBA PRJ4.3 Internal Company Analysis 2 CREDITS**

Student learners must analyze the internal functions of a company. Strengths and weaknesses are identified as well as distinctive competencies in the areas of quality, efficiency, customer responsiveness, and innovation. Competencies Evaluated: - Interpret the internal environment of the firm utilizing a SWOT analysis. - Apply appropriate analytical tools (quantitative and qualitative to evaluate problems and recommend solutions).

**BBA PRJ4.4 External Analysis 2 CREDITS**

Student learners must draw on their analyses of an industry and a company to identify possible opportunities and threats to the company and develop recommendations for strategic improvement. Competencies Evaluated: - Interpret the external environment of a firm and/or industry and identify threats and/or opportunities for strategic improvement. - Select strategies for an organization that address opportunities that support the vision and mission.

**BBA PRJ4.5 Executive Leadership and Teams 2 CREDITS**

Student learners must evaluate a selected executive's leadership style, communication and effectiveness as applied to organizational structure and culture. Managing effective teams within an organizational context will be addressed. Competencies Evaluated: - Identify measures of leadership and performance that contribute to organizational goals and outcomes. - Evaluate skills and processes for managing teams.

**BBA PRJ4.F Business Strategy and Sustainability 2 CREDITS**

Student learners will identify and compare companies with two different business level strategies: low cost producer and differentiation. In addition, one company CEO will be analyzed for their effectiveness at leading change in their organization. Competencies Evaluated: - Compare and contrast the strategic plan of different organizations based on business strategy. - Evaluate how change and innovation is implemented within an organization.

**BBA PRJ5.1 Industry & Company Analysis 2 CREDITS**

Student learners will develop a concise proposal for a new business (or a substantial expansion of a current enterprise). The proposal will include a project timeline and will outline: key sources of competitive advantage, unique qualifications, and company mission, vision, values and goals. Industry analysis includes market size and potential, relevant trends, and profiles of related industries. Competencies Evaluated: - Select appropriate data to support internal and/or external analysis. - Interpret how macroeconomic conditions and policies impact a firm's strategic position.

**BBA PRJ5.2 Marketing Analysis and Plan 2 CREDITS**

Student learners will analyze, define and profile the target customer at different levels (ideal customer and total addressable market). Learners will also create marketing strategies and outline step-by-step implementation plans for attracting and retaining these customers. Competencies Evaluated: - Demonstrate how a firm creates value for stakeholders by providing examples or illustrations. - Develop a marketing strategy for a new or existing firm.

**BBA PRJ5.3 Competitor Analysis & Strategy 2 CREDITS**

Student learners will analyze, define and profile the competitive landscape (direct competition). Learners create strategies and outline step-by-step implementation plans for responding to these competitive pressures. Students analyze stated mission, vision, values and goals in relation to the competitive landscape. Competencies Evaluated: - Design an organization structure in the context of mission, vision, values and goals. - Develop recommendations to address issues that impact organizational strategy and performance.

**BBA PRJ5.4 Company Operations Plan 2 CREDITS**

Student learners will demonstrate understanding of key processes and operational inputs and outputs, business milestones and operational priorities. Learners outline specific steps to achieve operational efficiency. Competencies Evaluated: - Select appropriate analytical tools (quantitative and qualitative) to evaluate problems and recommend solutions. - Develop recommendations to improve organizational performance by understanding, prioritizing and selecting performance metrics, industry standards and contributing to organizational goals.

**BBA PRJ5.5 Financial Plan 2 CREDITS**

Student learners will apply critical financial concepts of literacy, reporting, analysis and forecasting and apply these concepts in planning the financial operations of an organization. Underlying assumptions and financial data in support of a sales forecast, cash budget and pro forma financial statements will be developed. Competencies Evaluated: - Create the income

statement, balance sheet and cash flow or cash budget for an entity. - Demonstrate responsible financial decision-making in the best interests of self, organization, community and society. (WCore: SC)

**BBA PRJ5.F Final Bus Plan Presentation 2 CREDITS**

Student learners will create professionally organized final business plan customized for potential investors or decision-makers; learners will present key aspects of the business plan to stakeholders in order to incorporate feedback into a final deliverable. Competencies Evaluated: - Develop a professional, written business plan that addresses all required elements of a comprehensive business plan. - Demonstrate effective oral communication techniques, in either synchronous or asynchronous mode, a final business plan presentation to stakeholders. (WCore: SC)

**BBA 401 Directed Study 1 to 4 CREDITS**

**(BIOL)**

**BIOL 440S Internship 1 to 8 CREDITS**

**BIOL 103 Human Anatomy and Lab 4 CREDITS**

This course focuses on the study of the structures of the human body in an integrated lecture/lab setting. The course approaches anatomy from both the microscopic and macroscopic perspectives and includes developmental and comparative aspects of each organ system. A human cadaver is used in the lab. BIOL 103 does not fulfill biology major requirements and registration priority is given to declared Nursing and Health Science majors.

**BIOL 104 Human Physiology and Lab 4 CREDITS**

The mechanisms of human biological function are the basis of this course in an integrated lecture/lab class. Normal processes within cells, organs, and systems form the foundation for understanding disease and subsequent medical treatment. The study of physiology requires some familiarity with the basic concepts of chemistry. BIOL 104 does not fulfill biology major requirements. Prerequisite: BIOL 103 or instructors' permission. Offered Spring semester.

**BIOL 111 Clinical Microbiology and Lab 4 CREDITS**

This course is designed for pre-nursing and allied health majors and does not count toward the biology major or minor. The techniques and principles of microbiology, especially as they relate to human disease, are examined in this course.

**BIOL 202 Organisms and Evolution 4 CREDITS**

In this course, students will be exposed to the process and pattern of evolution, as it applies to animal and plant communities. An evolutionary perspective will be taken throughout, as the course underscores how the environment and biological laws shape the adaptations in diverse animal and plant groups. Classification and phylogenetics will highlight the functional and structural relationships among living organisms. Students will also explore the relationships between humans and biological diversity. Students will apply the scientific method through experimental design as well as data analysis and interpretation as it relates to the diversity of life on Earth.

**BIOL 203 Introduction to Ecology 4 CREDITS**

This course covers evolutionary biology and ecology, with the goal of exposing you to a broad range of topics and ideas in both disciplines and as an integrated whole. We will examine how organisms interact with their environment at the individual, population, and community levels, while also looking at the current state of many important ecosystems on Earth. Additionally, we will explore the mechanisms of evolution that have resulted in the diversity of life on Earth. This course is designed to help you develop skills of science, including observation, written and oral communication, critical thinking, and problem-solving, in a collaborative environment. Pre- or co-requisite: MATH 240 or DATA 220.

**BIOL 204 Principles of Genetics 4 CREDITS**

Genetics, the study of inheritance, relates to all aspects of Biology since all living organisms must possess, maintain, and pass on their genetic material. Traditionally this discipline is separated into classical concepts (e.g. Mendelian) and modern concepts (e.g. Molecular). However, this division is historical and unnecessary. Our course will intentionally meld these components to build an authentic understanding of the current field. Also, since genetics is the basis of variation in biology and a source of modern technology, social issues involving diversity and bioethics are interwoven to

enhance the understanding of the application of this science. Prerequisites: CHEM 112. (4)

**BIOL 205 Introduction to Cell Biology 4 CREDITS**

This course is an introduction to molecular and cellular biology in an integrated lecture, discussion, and lab format. Course topics include the basic synthesis, structure and processing of biological molecules, enzyme function, cellular structure, signaling, as well as cell types and differentiation. In lab, you will also learn to perform basic cell and molecular biology lab techniques, such as micro-scale measurement, microscopy, and sterile technique and learn to design experiments to test hypotheses, and collect and analyze data to test their hypotheses. Prerequisites: CHEM 112. (4)

**BIOL 300 Special Topics in Biology 1 to 4 CREDITS**

Covers special topics normally not offered in the regular biology curriculum. A maximum of four hours of BIOL 300 may be used toward the biology major or minor.

**BIOL 301 Comparative Anatomy and Lab 4 CREDITS**

An integrated lecture/lab covering the anatomic relationships of all chordates. It includes aspects of embryology and evolution as they pertain to chordates. Lamprey, shark, cat, and human anatomy are emphasized. Offered Fall semester. Prerequisites: BIOL 202, 203, 205 (pre-2011: BIOL 105, 106); CHEM 111, 112. (4)

**BIOL 303 Microbiology and Lab 4 CREDITS**

An introduction to general and medical microbiology. Topics will include the fields of bacteriology, virology, and mycology. Special attention will be given to human pathogens and their host-parasite relationships. Immunological and other host defense systems will also be introduced in the course. Historical developments and investigators will be discussed. The laboratory portion of the course will include a research project. Prerequisites: BIOL 204, 205; CHEM 111, 112. (4)

**BIOL 304 Stem Cells and Development Lab 4 CREDITS**

Interested in stem cell therapy, regeneration, or growing organs in the lab for transplant? In this course we will dig deeper into recent developments in research on stem cell maintenance and differentiation as well as how stem cells are involved in tissue organization and organ development. We will investigate how signal transduction pathways, gene regulation, and epigenetic mechanisms influence stem cells and differentiation in detail by examining model systems as well as medical applications. We will read and present the primary literature throughout the class and the laboratory will include research projects that are designed and carried out by the students.

**BIOL 306 Aquatic Ecology and Lab 4 CREDITS**

This field course will introduce students to the freshwater aquatic ecosystems of the western U.S., including lakes, streams, rivers, and wetlands. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions about the relationships among species and between species and their environment.

**BIOL 307 Comparative Physiology and Lab 4 CREDITS**

The general physiological processes in major groups of animals will be addressed. From the most primitive to the most complex, the physiology of animals will be studied through evolutionary and embryological approaches.

**BIOL 309 Global Change Biology 4 CREDITS**

Global climate change has altered the natural environment processes and their functionality in unprecedented ways. This leave biological systems to cope with the consequences. From molecular to ecosystem level, the responses of biological systems to these changes are the subject of active scientific research. Students in this course will become familiar with general concepts and mechanisms of Global Change as well as advanced biological research topics in the area of Global Change Biology.

**BIOL 310 Plant Biology and Lab 4 CREDITS**

This course will take a cellular, molecular and genetic approach to unravel the complex biology of plants from the microscopic cell level to the structure and function of higher plant systems. Topics will include evolutionary developmental biology (evo/devo), plant anatomy, plant-microbe and plant-environment interactions, abiotic stress physiology, soil-water relations, and

molecular genetics. Weekly lab experiences will deal with the microscopic organization of plant bodies, local field trips, plant cell and tissue culture, and plant biotechnology. A functional knowledge of basic cell biology and genetics as well as lab and microscope skills will be needed. Prerequisites: BIOL 202, 204, 205; CHEM 111,112.

**BIOL 311 Scientific Writing 2 CREDITS**

Writing is a crucial skill in practicing science; the communication of data to other scientists in written form creates a reliable body of peer-reviewed literature that propels discovery. Students will practice good writing techniques and science-specific fundamentals in the format of a variety of outlets, including primary research reports, secondary literature reviews, and grant proposals. They will learn scientific citation and referencing skills that credit primary discoveries and recent innovations. This foundation will not only give students better communication skills, but it will also give them new insight into reading scientific studies. The course will also consider methods for effective communication of science to the public.

**BIOL 313 Astrobiology and Lab 4 CREDITS**

Astrobiology is the interdisciplinary study of the origin of life on Earth and the search for life beyond our planet. Drawing on current research in disparate fields, such as planetary science and biochemistry, students will use Utah's unique environmental features as a backdrop for engaging in discussions about conditions that push the limits of life. Students will explore topics such as life in extreme environments, life in space, and the molecular origin of life. They will participate in field trips and lab work, as well as read current primary literature in the field. Prerequisite: BIOL 203, 204 (pre-2011: BIOL 105). (4)

**BIOL 315 Principles of Paleontology 4 CREDITS**

This course introduces the organisms that compose the fossil record as well as the methods that paleontologists use to reconstruct the life of the past. Topics include modes of preservation, classification and the species problem, biases of the fossil record, phylogenetic reconstructions, functional morphology, paleoecology, morphometric analyses, evolutionary developmental biology, evolutionary trends, and critical intervals in the history of life.

**BIOL 350 Biochemistry 3 CREDITS**

A study of the chemistry of living organisms. Begins with a review of basic biology and organic chemistry as it applies to the biological systems, the structure and function of the cell, water and its importance in the biological system and energy considerations. Detailed discussions of protein chemistry, enzymology, carbohydrate structure, cellular metabolism, and lipid chemistry.

**BIOL 370 Scientific Computing 4 CREDITS**

This course provides students with experience applying programming techniques in Python to a wide range of scientific problems. Topics include a brief review of basic programming principles, and applications in equation solving, data analysis, and model simulation.

**BIOL 387 Undergraduate Teaching 1 to 2 CREDITS**

For teaching assistants in the biology classes. Practical experience in teaching and grading undergraduate biology courses. A maximum of two credit hours of BIOL 387 may be applied toward the major or minor. This course is repeatable for credit.

**BIOL 400 Advanced Topics in Biology 2 to 4 CREDITS**

Topical courses that are not currently a part of the regular curriculum. For junior and senior biology majors only.

**BIOL 401 Directed Studies 1 to 4 CREDITS**

A student-initiated in-house study of some biological topic or project. A maximum of four credit hours of BIOL 401 can be credited toward the Biology major or minor. Prerequisite: consent of instructor and school dean.

**BIOL 402 Immunology and Lab 4 CREDITS**

An introduction to the complex interaction of cellular signals and events that constitute the human immune response. Humoral and cellular mechanisms of immunity, histocompatibility, hypersensitivities, cytokine signaling, and the complement system will be examined in some detail. The laboratory will introduce the elemental methods of immunology and the immunological diagnosis of diseases.

**BIOL 403 Cellular Neuroscience and Lab 4 CREDITS**

The focus of this course is molecular and cellular neurobiology, including neuronal differentiation, cell structure, function, and connectivity. We will focus on how neurons are made, communicate, and are connected into circuits. Model systems used to study neuroscience will be introduced and we will use primary literature throughout. The laboratory will include research projects that are designed and carried out by the students.

**BIOL 404 Advanced Ecology and Lab 4 CREDITS**

A discussion of the basic principals of plant and animal ecology and the processes that maintain the structure and function of ecosystems. The course examines connections between ecology and some pressing environmental problems, and includes ecological phenomena that require background understanding of chemical and physical processes. Class and lab projects involve reading of primary literature, experimental design, data analysis, and independent research. This is a senior level course that builds on other course information and skills. Prerequisites: BIOL 202, 203 (pre-2011: BIOL 105, 106); CHEM 112; MATH 240.

**BIOL 405 Cell Biology of Cancer and Lab 4 CREDITS**

Nearly every structure and process in healthy cells is affected in cancer cells. This course is an exploration of cell structure and function with a molecular focus, including in-depth discussions of cell polarity, migration, division, and death, and how these processes are affected in cancer. We will read and present the primary literature throughout the class. The laboratory emphasizes current techniques in cellular biology and includes research projects that are designed and carried out by the students. Offered even Spring semesters.

**BIOL 420 Senior Seminar 2 CREDITS**

This course is designed as a senior level capstone in the Biology curriculum. Students will develop a sense of significance of communication of data in fields of science. They will learn how to use the current databases, journals, and internet to access scientific literature. They will also build a proficiency in writing and communication skills with regards to sharing scientific information. (WCore: SC)

**BIOL 430 Undergraduate Research 1 to 4 CREDITS**

Students undertake a portion of a research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken one credit at a time. This course is repeatable for credit.

**BIOL 440 Internship 1 to 4 CREDITS**

A maximum of 4 hours of BIOL 440 may be applied toward the major or minor. Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(BUSI)**

**BUSI 101A Business Fundamentals I: Communicating 3 CREDITS**

This course, in conjunction with BUSI 101B, will help students experience business communication, development, analysis, and decision making in terms of real world applications. While also offering students an awareness of the various majors offered through the Bill and Vieve Gore School of Business, this course aids in building important enterprise skill sets sufficient to view business from the perspective of investor, decision maker, employee, supplier or customer. BUSI 101A will allow students to develop analytical, presentation, and writing skills needed to be successful in a professional environment. Students will explore the approaches and formats necessary for communicating effectively in business and other organizational settings.

**BUSI 101B Business Fundamentals I: Calculating 3 CREDITS**

This course, in conjunction with BUSI 101A, will help students experience business communication, development, analysis, and decision making in

terms of real world applications. While also offering students an awareness of the various majors offered through the Bill and Vieve Gore School of Business, this course aids in building important enterprise skill sets sufficient to view business from the perspective of investor, decision maker, employee, supplier or customer. Students will be introduced to mathematical concepts as they relate to a business situation. Students will then be asked to make business decisions based on their computations and analysis.

**BUSI 101C Business Fundamentals I: Company Lab0 CREDITS**

This course is the lab component associated with Business Fundamentals I, Communicating (BUSI 101A) and Business Fundamentals I, Calculating (BUSI 101B). Students will use lab time to complete company work associated with the class.

**BUSI 300T Business Transfer Elective 1 to 4 CREDITS**

**BUSI 440S Internship 1 to 8 CREDITS**

**BUSI 200 Applied Business Math and Modeling 3 CREDITS**

This course will build upon the quantitative skills taught in BUSI 101B. The main focus will be business math and modeling skills. Using discipline-specific scenarios, students will learn to review and work with raw data, create models, as well as analyze and interpret business information.

**BUSI 225 Business Law and Ethics 3 CREDITS**

This course discusses current legal problems confronting businesses, its agents and the legal considerations of decision-making. The course helps students understand legal principles and the processes of legal reasoning and proceedings, particularly as they pertain to businesses and its agents. The course also provides a basic understanding of three legal areas: (1) introduction to the U.S. legal system, (2) deep dive into agency law (3) survey of the various business organizations (sole proprietorship, partnerships, corporations and limited liability companies), (4) corporate governance and securities (5) employment law and (6) contract law. This course will also include the ethical implications of business decisions and how to make them.

**BUSI 300 Information Technology 3 CREDITS**

This course is designed to prepare students to understand the principles of information technology in a business and the role of information technology in the management of an organization. Students will develop an understanding and enhanced competency of database and programming tools utilized to address a wide range of business problem solving and data analysis. Students will apply data modeling and analysis concepts to improve their proficiency in the use of analytical and technical skills for business problem solving. Students will study the use of information technology as a source of competitive advantage using modern-day technology companies as examples.

**BUSI 350 Business Fund II: Integrative Core 2 CREDITS**

This course is capstone course for the core undergraduate business classes. It pulls together the concepts learned in all the functional areas of business. Students will complete a cross-functional, integrated project that will demonstrate their business core knowledge as well as showcase their communication and quantitative skills. There is a fee associated with this course. The ETS exam (a graduation requirement) is administered in BUSI 350.

**BUSI 400 Business Analytics 4 CREDITS**

This course gives you the opportunity to apply what you have learned to create and deploy business products that incorporate data architecture, predictive analytics, visualizations and dashboards to help businesses make better data-driven decisions like optimizing marketing strategies and operations, route minimization, revenue or profit maximization, cost minimization, making hiring and management decisions and analyzing policy effects. Upon completing this class, you will have the applied knowledge and intuition to build an original business product in BUSI 405.

**BUSI 401 Directed Study in Business 1 to 8 CREDITS**

**BUSI 405 Business Analytics Project 1 CREDIT**

The purpose of this course is to create an original Python, R, Tableau, PowerBI or other business product using business and IT theory, tools and skills that were acquired in the business courses you have taken. Ideally, this business product is the foundation for the project you will create in the Business Computer Information Systems capstone course (CMPT 390).

- BUSI 412 Special Topics in Business 1 to 4 CREDITS**  
Special topics in business.
- BUSI 440 BUSI Fund III: Internship 1 to 8 CREDITS**  
Students receive credit for meeting pre-arranged objectives while working for a company or non-profit organization. Internships give students the opportunity to compare their understanding of classroom material with current best practices in their field. A minimum of 2 total internship credits are required for graduation but they may be completed in separate semesters. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>
- BUSI 441 Business Practicum 4 CREDITS**  
The Business Practicum is a student team-based, company consultation project. The project addresses a real issue of concern to a client company (or non-profit organization), requires extensive research, and results in a formal oral presentation and written report to the company. Students work in teams of 3-6 students under the supervision of a Gore School of Business faculty member.
- BUSI 442 Professional Portfolio 2 CREDITS**  
The Professional Portfolio is designed for mid-career professionals. The class gives students the opportunity to assess their interests and skills, design a career plan, and create a portfolio, which documents what they have to offer to an organization in an appropriate field. Students must have at least five years of professional or managerial experience to enroll in this class. BUSI 442 is offered primarily as a directed studies option. For further information and 442 approval, see the Practice Experience Coordinator.
- (CHEM)**
- CHEM 105L Introductory Chemistry for Nursing Lab 0 CREDITS**  
Lab for CHEM 105 Introductory Chemistry Nursing
- CHEM 111R Chemistry III: Recitation 0 CREDITS**  
An add on to the Chemistry 111 course aimed at bolstering students' math, problem-solving and deductive reasoning skills.
- CHEM 440S Internship 1 to 8 CREDITS**
- CHEM 105 Introductory Chemistry for Nursing 4 CREDITS**  
A general introductory chemistry course that covers the fundamental principles of general chemistry specific to pre-nursing students. Topics include atomic structure, states of matter, the periodic table, chemical bonding, chemical reactions, solubility, solutions, ideal gasses, IUPAC rules for naming organic compounds, structure, functional groups, organic reactions, followed by a survey of biochemical topics, including proteins, lipids, carbohydrates, and nucleic acids.
- CHEM 111 Principles of Chemistry I and Lab 4 CREDITS**  
A course in inorganic chemistry designed for students majoring in chemistry, biology, pre-professional programs in the sciences, and other science fields. Emphasis is placed on a detailed analysis of the fundamental principles of chemistry on both a theoretical and descriptive level.
- CHEM 112 Principles of Chemistry II and Lab 4 CREDITS**  
A course in inorganic chemistry designed for students majoring in chemistry, biology, pre-professional programs in the sciences, and other science fields. Emphasis is placed on a detailed analysis of the fundamental principles of chemistry on both a theoretical and descriptive level.
- CHEM 300 Special Topics in Chemistry 2 to 4 CREDITS**  
Topics of interest and importance to students majoring in chemistry, biology, and physics will be offered as needed. Special Topics may be used as elective hours in the Chemistry majors or minors.
- CHEM 303 Organic Chemistry I 3 CREDITS**  
A detailed study of the chemistry of aliphatic and aromatic organic compounds. Topics covered include structure and nomenclature, the basic reactions of organic functional groups, reaction mechanisms, stereochemistry, organic synthesis and spectroscopy. The class is designed for chemistry, biology and pre-professional science majors. Prerequisites: CHEM 111, 112. CHEM 303 is a prerequisite for CHEM 304. (4-4)
- CHEM 304 Organic Chemistry II 3 CREDITS**  
A detailed study of the chemistry of aliphatic and aromatic organic compounds. Topics covered include structure and nomenclature, the basic reactions of organic functional groups, reaction mechanisms, stereochemistry, organic synthesis and spectroscopy. The class is designed for chemistry, biology and pre-professional science majors. Prerequisites: CHEM 111, 112. CHEM 303 is a prerequisite for CHEM 304. (4-4)
- CHEM 306 Quantitative Analysis and Lab 4 CREDITS**  
A study of the theory and practice of quantitative analytical chemistry. Topics include kinetics, chemical equilibrium, acid-base chemistry, complex formation, ionic strength effects, and oxidation-reduction reactions. The lab involves an in-depth study of gravimetric and volumetric methods, as well as a range of instrumental analyses with a focus on quality assurance/quality control. Students will gain experience with multiple modes of scientific communication, and will learn to apply statistics to data collected in the lab, with statistical tests covered including one-sample t-test, two sample t-test, paired t-test, linear regression, and ANOVA. The course includes a multi-week community based lab and science global learning outreach component which requires attendance at least one evening during the term outside normal class or lab time. (WCore: EWRLD)
- CHEM 307 Instrumental Analysis and Lab 4 CREDITS**  
Theory and laboratory work in absorption and emission spectroscopy (AA, UV-vis, IR and fluorometry); electroanalytical chemistry and chromatography as they apply to analytical chemistry. Offered spring of even years. Prerequisites: CHEM 111, 112; PHYS 151 or 211. (4)
- CHEM 320 Inorganic Chemistry 4 CREDITS**  
Inorganic chemistry is concerned with the chemistry of all of the elements except carbon. Selected topics that give the student broad exposure to the modern applications of inorganic chemistry are presented, as well as the underlying theories on which the subject is based. Topics include symmetry and group theory, bonding in inorganic compounds, the solid state, chemical forces, and coordination chemistry. Interesting aspects of the chemistry of selected elements are covered.
- CHEM 350 Biochemistry 3 CREDITS**  
A study of the chemistry of living organisms. Begins with a review of basic biology and organic chemistry as it applies to the biological system, the structure and function of the cell, water and its importance in the biological system and energy considerations. Detailed discussion of the structure and function of proteins, enzymology, carbohydrate structure and metabolism by both aerobic and anaerobic metabolism, and the structure and function of lipids and biological membranes.
- CHEM 370 Scientific Computing 4 CREDITS**  
This course provides students with experience applying programming techniques in Python to a wide range of scientific problems. Topics include a brief review of basic programming principles, and applications in equation solving, data analysis, and model simulation.
- CHEM 400 Advanced Topics in Chemistry 1 to 5 CREDITS**  
A class designed to meet the special course needs of chemistry majors. Subject offerings include: (a) Organic Reaction Mechanisms, (b) Organic Qualitative Analysis, (c) Organic Synthesis, and (d) Advanced Inorganic Chemistry. The specific course offerings depend upon student need and interest.
- CHEM 401 Directed Studies in Chemistry 1 to 4 CREDITS**  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in Chemistry Program. Prerequisites: senior standing and consent of instructor and school dean. This course is repeatable for credit.

## Course Descriptions

---

### **CHEM 421 Quantum Chemistry and Lab 4 CREDITS**

A study of the basic principles of quantum mechanics and its application to atomic structure, molecular structure and spectroscopy. A laboratory section accompanies the lecture. Offered fall semester.

### **CHEM 422 Thermodynamics & Statistical Mechanics 4 CREDITS**

A study of the theoretical macroscopic properties of matter. An introduction to statistical mechanics and chemical thermodynamics with applications to gases, solutions, and phase and chemical equilibria. A laboratory section accompanies the lecture.

### **CHEM 430 Undergraduate Research 1 to 4 CREDITS**

Students undertake a portion of a research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken one credit at a time. This course is repeatable for credit.

### **CHEM 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **CHEM 487 Undergraduate Teaching 1 to 2 CREDITS**

Provides an opportunity for teaching experience in lower-division laboratories by junior- and senior-level chemistry majors and minors. CHEM 487 may not be used as elective hours in the chemistry majors or minors. This course is graded on a credit/no credit basis. Permission of program director required. This course is repeatable for credit.

## **(CHIN)**

---

### **CHIN 110 Basic Chinese I 4 CREDITS**

A beginning level course to help students develop basic skills in listening, speaking, reading and writing Mandarin Chinese. The emphasis of this course is on vocabulary conversation skill, and culture appreciation.

### **CHIN 111 Basic Chinese II 4 CREDITS**

A continuation of language skill development in listening, speaking, reading and writing Mandarin Chinese. The emphasis of this course is on conversation in various social situations.

### **CHIN 220 Basic Chinese III 4 CREDITS**

The emphasis of this course is on spoken Mandarin Chinese. Includes a review of pin-yin, introducing the specifics of this language, the speech sounds (pronunciation and intonation), basic grammar rules, and sentence structure.

### **CHIN 221 Basic Chinese IV 4 CREDITS**

A continuation of the study of Mandarin Chinese, with an emphasis on advanced language skills, including conversation, characters, grammar rules, and basic Chinese translations. Includes a study of Chinese culture, philosophy, and politics.

### **CHIN 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered. Requires consent of the instructor and school dean. This course is repeatable for credit.

## **(CHN)**

---

### **CHN 225 Chinese Language Basic A1 1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of Chinese. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able

to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

### **CHN 226 Chinese Language Basic+ A2 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Chinese. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

### **CHN 325 Chinese Intermediate B1 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Chinese. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

### **CHN 326 Chinese Intermediate B2 1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in Chinese. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

## **(CMPT)**

---

### **CMPT 440S Internship 1 to 8 CREDITS**

### **CMPT 140 Computer Science Principles 3 CREDITS**

This course is an introduction to the history, social implications, great principles, and future of computing. Relevance of computing to students and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will discuss how computing empowers discovery and progress in other fields. (WCore: WCSAM)

### **CMPT 150 Math and Tech of Entertainment Arts 3 CREDITS**

Explore the math and technology behind computer animation and video game design. Ever wonder while watching a movie: "How did they do that?" Students will learn the mathematical and computational theory behind image processing, 2D and 3D computer graphics and special effects. This seminar will discuss the progress of computer graphics research over the last fifty years. (WCore: WCSAM, QE)

### **CMPT 190 Learning to Code 2 CREDITS**

A gentle introduction to programming fundamentals including coding, testing, and debugging using the Python programming language. This course is appropriate for students with no programming experience and will introduce basic variables, functions, conditionals, loops, and problem-solving skills through programming. This class meets four hours per week for half semester.

### **CMPT 201 Introduction to Computer Science 4 CREDITS**

Introduction to programming fundamentals, including problem-solving skills, program design, object-oriented programming, coding, testing, and debugging using the Java programming language. This class meets for five hours and includes an integrated lab.

### **CMPT 202 Introduction to Data Structures 4 CREDITS**

An exploration of data structures including stacks, queues, trees, and dictionaries, and a comparison of the algorithmic efficiencies based upon their implementations. This class meets for five hours and includes an integrated lab.

### **CMPT 210 Just Enough Java 2 CREDITS**

An overview of introductory principles of programming in Java. This 7-week course is intended for those who have taken CMPT 190 Learning to Code or have had prior programming experience and prepares the student with

enough Java skills for taking CMPT 202 Introduction to Data Structures, a course taught entirely in Java.

**CMPT 215 Emerging Scholars 0 to 1 CREDITS**

A peer-led, seminar-style course for students enrolled in CMPT 201. Students will work through challenging, non-textbook activities that reinforce the computer science concepts that are keys to success in CMPT 201. This course is highly recommended for all CMPT 201 students and may be taken for 0 credits if students are already registered for 16 credits.

**CMPT 251 Computer Systems and Programming 4 CREDITS**

An examination of a computer system from the programmer's perspective. Examines how your programs interact with the compiler, the assembler, the operating system, and hardware, enabling students to write software that is efficient, modular, and versatile. Introduces the C programming language, the Linux operating system, and assembly programming.

**CMPT 300 Special Topics in Computer Science 1 to 4 CREDITS**

A special topics course covering new or specialized courses in Computer Science.

**CMPT 301 Artificial Intelligence 4 CREDITS**

Introduces the principles and techniques of modern artificial intelligence, including problem solving paradigms and intelligent agents for solving real world problems. Topics include search techniques, games, machine learning, logic, and constraint satisfaction problems.

**CMPT 306 Algorithms 4 CREDITS**

A study of balanced search trees, algorithms, and complexity analysis. This class meets for five hours and includes an integrated lab.

**CMPT 307 Databases 4 CREDITS**

A study of relational databases from theory through practical design, implementation, and application programming using SQL. The course also examines other topics such as alternative database models, relational algebra, and web application frameworks.

**CMPT 311 Machine Learning 4 CREDITS**

An introduction to the discipline of machine learning intended for students with Python programming experience. Students will learn the skills necessary to implement model algorithms from scratch using Python, as well as to familiarize them with libraries for more advanced algorithms that are beyond the scope of this course.

**CMPT 322 Software Engineering 4 CREDITS**

An overview of constructing software using an Agile approach to software development and design. Topics include software planning and design, scheduling, testing and reliability, and software maintenance. A semester-long project developed in a group setting.

**CMPT 328 Computer Architecture 4 CREDITS**

An overview of computer hardware and the processing of instructions including processor and memory system organization, bus structures, I/O, and secondary storage devices. A RISC assembly language is used extensively.

**CMPT 335 Computer Security 4 CREDITS**

An introduction to the fundamentals of computer security as it relates to several areas of computer science including networking, operating systems, and databases. Topics range from cryptography to less technical areas such as user policies and legal issues. Alternative pre-requisite instead of CMPT 251: CMPT 202 and UNIX/Linux command line experience

**CMPT 341 Programming Languages 4 CREDITS**

The study of language paradigms, data types, and structure. Coverage includes procedural, functional, and interpreted languages.

**CMPT 351 Operating Systems 4 CREDITS**

A study of the design of contemporary operating systems. Topics include process and thread management, CPU scheduling, concurrency, memory management and I/O device management. Ongoing case studies include UNIX/Linux, Windows, and OS X.

**CMPT 352 Computer Networks 4 CREDITS**

A study of hardware and software components and protocols in local and wide area networks. Emphasizes TCP/IP networks and the Internet.

Alternative pre-requisite instead of CMPT 251: CMPT 202 and UNIX/Linux command line experience

**CMPT 355 Compilers 4 CREDITS**

Syntax analysis, semantics, code generation, optimization, and run time systems. A complete compiler for a programming language will be implemented.

**CMPT 360 Computer Graphics 4 CREDITS**

Fundamental computer graphics algorithms, including two- and three-dimensional transformations, viewing projections, lighting models, texture mapping, and ray-tracing. Recommended: basic linear algebra skills.

**CMPT 375 Web Applications 4 CREDITS**

An introduction to designing and developing web applications using a variety of programming languages and frameworks. Topics include front-end and back-end web app architecture, e-commerce websites, and object-relational mapping.

**CMPT 385 Senior Project Proposal Writing 1 CREDIT**

Students will write a detailed proposal describing their capstone project to be completed in CMPT 390. Prerequisites: computer science or computer information systems major in the last Fall semester of his or her course of study.

**CMPT 387 Undergraduate Teaching 1 CREDIT**

For teaching assistants in lower division computer science problem solving courses. A maximum of two credit hours of CMPT 387 may be applied toward the major or minor. Program chair permission required. This course is repeatable for credit.

**CMPT 390 Senior Capstone, Computer Science 2 CREDITS**

A required capstone course for senior Computer Science and Computer Information Systems majors. The purpose is to develop a significant independent software project. In addition, students are expected to submit portfolios of their coursework at Westminster. (WCore: SC)

**CMPT 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Computer Science Program. Instructor and school dean permissions required. This course is repeatable for credit.

**CMPT 440 Internship 1 to 8 CREDITS**

A maximum of 4 hours of CMPT 440 may be applied toward the major or minor. Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(COMM)**

**COMM 440S Internship 1 to 8 CREDITS**

**COMM 101 Disinformation in the USA 4 CREDITS**

Disinformation is the intentional spread of false, inaccurate, distracting, and/or distorted information for the purpose of gaining power. In this class, we'll explore the history of disinformation-from early propaganda to more recent manipulation of facts-to examine how we as consumers can better identify and fight media exploitation. Emphasis will be on evaluating, analyzing, and synthesizing primary and secondary sources to promote healthier media landscapes through information literacy. (WCore: RE)

**COMM 210 Media Writing I 4 CREDITS**

Introduces students to the basics of newswriting in preparation for further study in journalism, public relations, marketing, and business and technical writing. The framework of the basic news story is used to help students

process complex information and write about it clearly and concisely. The course also includes basic editing and consideration of legal and ethical questions.

**COMM 211 Media Writing II 4 CREDITS**

Develops interviewing and other research skills essential to gathering relevant information and crafting original stories suitable for publication in various media.

**COMM 240 Media and Society 4 CREDITS**

Analyzes the history, nature, effects, responsibilities, influence, and power of the mass media. Media history leads into instruction about ethical principles and legal accountability.

**COMM 250 Introduction to Human Communication 4 CREDITS**

Helps students develop a more precise appreciation of the complexity of human communication and further develops their abilities and skills to communicate with competence in various situations. Students will develop their awareness of basic communication processes and skills and explore how these basic skills and processes work in different types and contexts of communication.

**COMM 299 Forum Editorial Staff 0 to 1 CREDITS**

Students learn best practices for running a student media organization, set performance goals, and evaluate progress throughout the semester. Students evaluate published content and plan strategies for creating and distributing content, reaching advertisers, maintaining operations, and managing staff reporters.

**COMM 300 Special Topics in Communication 1 to 4 CREDITS**

Presents special topics not offered in the regular Communication curriculum.

**COMM 302 Forum Student Media 4 CREDITS**

Provides practical experience producing print and online content for the college's student media organization.

**COMM 305 Forum Staff Contributor 1 to 2 CREDITS**

Students work independently with The Forum editors and faculty adviser to produce content, including written stories, photos, videos, audio, and social media projects. This course is repeatable for credit.

**COMM 310 Business & Professional Communication 4 CREDITS**

Strengthens professional writing skills in the workplace and in the community. Specifically, students will work on becoming adept at making critical writing decisions based on audience expectations, context and timing, organizational constraints, analysis of research, and the students' professional values and objectives. Projects will include business letters and memos; proposals; reports; and educational, persuasive, and/or informative articles for publication (digital and traditional). Emphasis is on research, writing style, and the revision process.

**COMM 322 Multimedia Image Production 4 CREDITS**

Emphasizes the aesthetic and technical skills necessary to produce multimedia images. This course explores multimedia image creation within a variety of formats including digital photography, video, and animation. The course emphasizes the artistic tradition within multimedia imaging, but projects will be applicable to fields ranging from advertising to game design.

**COMM 325 Designing Dynamic Images 4 CREDITS**

This course focuses on learning the visual tools, concepts, and production of dynamic still images and motion graphics for persuasive visual communication and storytelling. We will look at the application of photo manipulation and animation through a graphic design lens. The core software used will be Adobe Photoshop along with other software such as After Effects to produce original design projects for multimedia such as web and social media content, film and podcast, print and advertising, and other current media.

**COMM 326 Introduction to Web Writing and Design 4 CREDITS**

This course explores the emerging conventions of website development from a communication, design and content strategy perspective. Students will create a complete, original website using a content management system (CMS) such as WordPress. Through the development of this website, students

will plan, create, and implement web design best practices and digital content development. Students can expect to learn some or all of the following website development principles, practices, and theories: web hosting and domain name establishment; usability; accessibility; user experience design; digital content strategy; website analytics; search engine optimization; visual asset management; intellectual property for the web; and basic coding in HTML and CSS.

**COMM 336 Public Relations Principles 4 CREDITS**

Presents methods of establishing and maintaining two-way communication between an institution and its publics. The course focuses on publicity and placement with the media, program planning and management, lobbying, administration, and public affairs. It also covers writing and editing, small-group communication, research procedures, and legal-ethical considerations.

**COMM 345 Video Production 4 CREDITS**

Covers the basics of video production and editing. Topics include storyboarding, camera operation, sound, lighting and editing, as well as a wide variety of film and video genres including narrative, documentary and experimental.

**COMM 350 Leadership & Decision Making 4 CREDITS**

Provides a broad survey of communication-based perspectives on leadership traits, skills, behaviors, and practices. Specific topics include change management, conflict management, creativity and innovation, crisis leadership, influence, power, and ethics. This course explores a variety of perspectives, problems, and practices that students will face in their future workplaces. Emphasis will be on both analyzing leadership in various contexts and on developing the skills necessary for effective leadership.

**COMM 360 Race, Gender, Class, and Media 4 CREDITS**

This course explores and challenges how issues and individuals, groups, and populations are presented in the media. Students will analyze the portrayals of race, ethnicity, gender (including gender identity), sexual orientation, age, ability and socioeconomic class in entertainment and news media. (WCORE: DE)

**COMM 365 Intercultural and Global Communication 4 CREDITS**

The major focus on this course is the exploration of the significance of culture in everyday life and how culture interrelates with and influences communication processes. Students will explore the ways in which attitudes, beliefs, values, and behaviors affect communication among people of different backgrounds. This course will address topics that challenge intercultural interactions, ranging from issues of privilege and power in society and representation of cultures and identities in popular media to the relationship between language, power, and culture. (WCORE: EWRLD)

**COMM 370 Design Foundations 4 CREDITS**

Introduces students to foundational principles of visual communication and design. Students learn theories related to typography, color, layout, organization, photography, iconography, visual rhetoric, and related concepts in information design. Students learn to evaluate and apply these theories in emergent media both in print and in digital formats.

**COMM 371 Multimedia Tools and Production 4 CREDITS**

This course builds upon theories of design through the production of various projects that may combine text, photography, graphic images, video, animation, audio, and interactivity. Students learn to apply theories and technical application in design by using emerging and industry-standard tools and procedures for web and print. Possible projects include design for print media, file assets for web, layout design, personal branding, and multimedia presentations.

**COMM 372 Design and the User Experience 4 CREDITS**

This course applies principles of design and emergent media to the interface between the user and the designed product, focusing on studying how design choices engage the user. Topics covered include design thinking, interface design, usability, accessibility, inclusivity, user experience design, emotional design, and interactive design. Projects include analysis and development of various user interfaces including kiosks, websites, app prototypes, wayfinding systems and physical environments. The User Experience capstone project will be a compilation of design projects completed for a client.

**COMM 380 Communication & Nonprofit Organizations 4 CREDITS**

Nonprofit organizations often operate on a shoestring budget and require their employees to wear multiple hats. To be an effective communicator in a nonprofit organization, you will need a broad set of skills. This class may include aspects of public relations, including crisis response and brand identity development and management; event and cause marketing; grant-writing; and public education, including opinion management.

**COMM 387 Undergraduate Teaching 1 to 2 CREDITS**

Student enrolled will function as a Teaching Assistant for a particular undergraduate class. Student may be responsible for grading smaller assignments (quizzes, discussion posts, and/or short process writing) based on rubrics established by the professor. Student may also provide written feedback on drafts and meet one-on-one (remotely or in-person) to discuss student writing. Student may be responsible for reading content as assigned by the professor and attending frequent check-in meetings with the professor to discuss pedagogy strategies. Repeatable for credit.

**COMM 401 Directed Studies 1 to 4 CREDITS**

Allows students to initiate proposals for intensive tutorial-based study of topics not otherwise offered in the Communication Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**COMM 425 Communication Law and Ethics 4 CREDITS**

Provides an in-depth study of legal and ethical issues in communication. The course focuses on developing a basic understanding of the American legal system and how it applies to the communication industries. Students also study principles and concepts of ethical theory to develop expertise in moral reasoning with regard to ethical problem solving.

**COMM 440 Internship 1 to 6 CREDITS**

One internship is required for the major. A second internship is strongly recommended. Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**COMM 490 Portfolio Workshop 2 CREDITS**

Gives students an opportunity to create portfolios from samples of their work that reflects skills acquired in the Communication Program. Students learn to produce professional-quality portfolios displaying artifacts completed in courses, internships, and professional work experience. Course should be taken in one of the last two semesters before graduation, preferably in the final semester. (WCore: SC)

**(DANCE)****DANCE 200A Ballet Technique for BFA Dance 2 CREDITS**

This course is designed to further prepare and condition students to strengthen and excel in dance technique through ballet. In this course, the expansion of artistry and musical sensitivity is advanced and movement vocabulary is expanded. Students will further their proficiency and develop stability in a variety of turns and jumps, increasing repetitions and revelations from varying approaches. Students will work on developing power and elevation through increasingly intricate forms of grand adagio and grand allegro that include varying approaches, steps, and lengthened combinations. This course is repeatable for credit.

**DANCE 440S Internship 1 to 8 CREDITS****DANCE 110 Creative Process in Movement and Dance 3 CREDITS**

This course is an interdisciplinary and playful exploration of the creative process in dance for anyone - no previous dance experience required. Students participate in theoretical and practical content to develop an understanding of our moving bodies, movement potential, personal

voice, and collaboration via tools of improvisation, composition, and communication through movement. (WCore: WCFAH and DE)

**DANCE 130 Beging Modern/Contemporary Dance 2 CREDITS**

This course addresses the principles of modern contemporary dance: body alignment, flexibility, coordination, terminology, and improvisation. No previous dance experience is necessary.

**DANCE 135 Beginning Ballet/Jazz Dance 2 CREDITS**

This course addresses the principles of ballet and jazz dance styles: body alignment, flexibility, coordination, terminology, and musicality/rhythm analysis. No previous dance experience is required.

**DANCE 180 Dance in Culture and History 2 CREDITS**

This course examines human movement as an identifier and descriptor of culture through history. The class will focus on universal functions of human movement and the diverse ways in which those functions are expressed across aesthetic systems and cultural practices of selected dance traditions.

**DANCE 190 Dance in Global Context 3 CREDITS**

This course introduces students to a broad range of dance forms from around the world. Through theoretical and experiential study, students investigate both traditions found in specific dance forms as well as the cross-cultural nature of dance and art in society, examining where divergent cultures have points of intersection. Along with close movement analysis, students will look through historical, social/cultural, and political lenses to explore the diversity of movement forms from around the globe.

**DANCE 210 Somatic Landscapes 2 CREDITS**

This course surveys the field of somatic practices through scholarship, embodiment, creativity, and application. Somatic practices as a supplement to dance training, as well as a mode of inquiry are addressed.

**DANCE 230 Dance Technique: Modern II 3 CREDITS**

This course addresses the principles of modern dance styles with an increased competency in body alignment, flexibility, coordination, terminology, and improvisation. This course is repeatable for credit.

**DANCE 232 Dance Technique: Contemporary 3 CREDITS**

This course addresses the principles of contemporary dance styles with an increased competency in body alignment, flexibility, coordination, terminology, and improvisation. This course is repeatable for credit.

**DANCE 235 Dance Technique: Ballet II 3 CREDITS**

This course is designed to build upon the fundamentals of classical ballet technique with increased competency of its principles. Memorization of ballet terminology is expected. This course is repeatable for credit.

**DANCE 237 Dance Technique: Jazz II 3 CREDITS**

This course is designed to build upon the fundamentals of jazz technique with increased competency of its principles. This course is repeatable for credit.

**DANCE 280 Dance History II 3 CREDITS**

This course examines the development of Western concert dance within a global perspective, and analyzes its important figures and movement theories from the beginning of the twentieth century through the present. Emphases includes analysis of movement through historical, social/cultural, and political lenses and as an illuminator of culture.

**DANCE 310 Dance Performance/Company Workshop 1 to 4 CREDITS**

This course is a practical application of technique training, engaging students in various professional models of creating, rehearsing, and performing in choreographic works by faculty, guest artists, and community partners for a dance company concert in the dance season. This class is repeatable for credit.

**DANCE 330 Dance Technique: Modern III 3 CREDITS**

This course is a further implementation of the principles found in Modern II with an increased expectation of consistency in the physicality and mental process of the student. This course is repeatable for credit.

**DANCE 332 Dance Technique: Contemporary 3 CREDITS**

This course is a further implementation of the principles found in Contemporary II with an increased expectation of consistency in the

physicality and mental process of the student. This course is repeatable for credit.

**DANCE 335 Dance Technique: Ballet III 3 CREDITS**

This course is designed to build upon the fundamentals of classical ballet technique taught in Ballet II. This level is dedicated to strengthening balance on demi-pointe both at barre and center practice. In this course a more extensive movement vocabulary is introduced, and readiness for pointe work is determined by each student's strength and physical development and will be decided upon by the assessment of the instructor. This course is repeatable for credit.

**DANCE 337 Dance Technique: Jazz III 3 CREDITS**

This course is designed to build upon the principles of jazz technique established in level II, with increased competency of its principles and opportunities for expression of artistry in performance choices. This course is repeatable for credit.

**DANCE 350 Dance Pedagogy 4 CREDITS**

This course provides students with the skills for teaching all age levels of dance by understanding developmental ability, preparing concise and effective lesson plans, selecting age appropriate music and activities, and setting goals and communicating with clarity in the classroom.

**DANCE 351 Applied Anatomy/Kinesiology 4 CREDITS**

This course investigates human anatomy and kinesiology in relationship to dance. Course content and tasks will emphasize the skeletal and muscular systems, injury prevention and treatment, conditioning, and the role of individual differences.

**DANCE 370 Composition and Choreography 4 CREDITS**

This course provides exploration of self-generated movement that departs from codified styles of dance. It examines dance-making tools and compositional structures through which students can communicate their ideas. Open to dancers of any styles and builds upon movement principles, choreographic devices, production elements explored in previous studio work. Improvisation, Choreographic tools, interdisciplinary projects, site specific work, and mentoring opportunities guide students through the creative process at an increasingly complex level.

**DANCE 380 Dance Forms 3 CREDITS**

This studio-based course explores a variety of vernacular dance forms and will rotate through topics including, but not limited to tap, hip-hop, salsa, flamenco, and various social dance forms. Historical, social/cultural, and political considerations of each form will also be addressed.

**DANCE 381 Ballet Studies 4 CREDITS**

This studio-based course explores various facets of ballet study and will rotate through topics including, but not limited to, pointe/variations, partnering, and character dance. Emphasis is placed on building upon a solid ballet foundation and enhancing coordination, stability, and clarity of expression through the classical style. Some topics may require instructor approval.

**DANCE 382 Moving Images: Dance for Film 3 CREDITS**

In this course students explore the use of different perspectives of dance composition specifically for film and construct digital dance projects while receiving guidance and feedback on composition, editing, and use of technology.

**DANCE 401 Directed Study in Dance 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Dance Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**DANCE 430 Dance Technique: Modern IV 3 CREDITS**

This course builds upon year III with increased emphasis on performance-level quality and technique in modern dance. Work will explore complex movement sequences, rhythmic structures, and spatial relationships. This course is repeatable for credit.

**DANCE 432 Dance Technique: Contemporary IV 3 CREDITS**

This course builds upon year III with increased emphasis on performance-level quality and technique in contemporary dance. Work will explore complex movement sequences, rhythmic structures, and spatial relationships. This course is repeatable for credit.

**DANCE 435 Dance Technique: Ballet IV 3 CREDITS**

This course emphasizes a mastery of the principles presented in earlier ballet courses as well as requiring strong technical standards, style application, and performance techniques. This class will enhance the student's power and elevation in grand allegro and speed of petit allegro as well as potentially addressing pointe work for the advanced student, based upon the assessment of the instructor. Development of musical sensitivity and overall artistry as expected as it relates to the ballet canon. This course is repeatable for credit.

**DANCE 437 Dance Technique: Jazz IV 3 CREDITS**

This course is designed to explore the principles of jazz dance at an advanced level, with increased competency of its principles and opportunities for expression of artistry in performance choices. This course is repeatable for credit.

**DANCE 440 Internship 1 to 4 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**DANCE 480 Production 2 CREDITS**

This course explores the skills necessary to manage and produce formal dance concerts (e.g., costumes, scenery, lighting, sound, and stage management).

**DANCE 490 Senior Seminar 2 CREDITS**

The capstone course in the Dance Program, this course looks beyond studio practice to prepare students for success in their professional careers. Through a range of supplemental skill sets, students hone the abilities necessary to navigate and succeed in a wide range of professional aspects of dance and the arts. These skill sets include but are not limited to portfolio development, administration, marketing, and technological literacy. (WCore: SC)

**DANCE 491 Senior Showcase 2 CREDITS**

This semester course gives students a forum to demonstrate their mastery of choreographic ideas, audition and rehearsal processes, and performance design - culminating in a high quality production.

**(DATA)**

**DATA 440S Internship 1 to 8 CREDITS**

**DATA 110 Explorations in Data Science 4 CREDITS**

Data Science is on the forefront of the Big Data Revolution. Governments, companies, nonprofits, and health care providers are collecting, storing, and analyzing vast amounts of data to extract information about us and make predictions about our lives. The mathematical and technological aspects of data science have been central to its success, yet they cannot exist in isolation. The context in which data is collected and used, and potentially misused, shape the impact on individuals and society as a whole. Therefore, the study of issues involving data collection, analysis, and its communication from multiple contexts involving different disciplines-including but not limited to economics, psychology, sociology, biology, medicine and chemistry-will be a central theme of this class. (WCore: WCSAM, QE)

**DATA 150 Data and Society 4 CREDITS**

Quantitative literacy is increasingly important in our world of information. The primary goal of this course is to learn about data and how it's used. Along the way, we will learn how to develop basic tools to analyze and visualize data, read and evaluate research claims, and report research findings in honest and ethical ways. (This course may not be taken for credit if a student already has credit for DATA 220.) (WCore: QE)

**DATA 220 Introduction to Modern Statistics 4 CREDITS**

Statistics is the study of data. This course will develop tools for analyzing data from a variety of fields. We follow the process from data gathering (sampling methods and experimental design) to exploratory data analysis (graphs, tables, charts and summary statistics) to inferential statistics (hypothesis tests and confidence intervals) using both simulation methods and sampling distributions. A key component of the course is learning the statistical language R for data analysis and R Markdown for the presentation of statistical analysis. (WCore: QE)

**DATA 307 Databases for Data Science 2 CREDITS**

A study of the application of relational databases to information collection and extraction. SQL queries are studied in depth.

**DATA 350 Statistical Modeling 4 CREDITS**

The general linear model is a powerful framework for modeling relationships in data analysis. This course establishes the theory and application of regression models from simple and multiple regression through ANOVA and logit/probit models. In addition to building models, we will also learn to diagnose model fit and handle a wide range of possible complications. We will use the statistical language R for analysis and R Markdown for the presentation of statistical analysis.

**DATA 360 Data Science With Python 4 CREDITS**

Python is currently the top programming language for data science. It's a flexible and efficient language that's relatively easy to learn and use, with an extensive set of packages for data wrangling, visualization, statistics, and machine learning. In this course we will supplement basic programming skills by exploring data formats and storage, data cleaning and wrangling, and exploratory data analysis using industry-standard Python packages. The goal of this course is to take a more programmatic and Pythonic view of data science. Much of our work will be in the Jupyter notebook environment with some exposure to the command line and scripting. We will also cover basic SQL queries for interacting with databases. Students will learn reproducible research techniques and skills for working with big data in Python.

**DATA 370 Statistical Learning 4 CREDITS**

Statistical learning is a broad term that refers to any statistical technique that seeks to estimate the relationships among data. Modern advances in computational power allow us to use technology to build a wide array of models to analyze increasingly complex data sets. This course will explore the theory and application of statistical learning techniques such as clustering, regression, discriminant analysis, resampling, regularization, splines, generalized additive models, and Bayesian inference. We will use the statistical language R for analysis and R Markdown for the presentation of statistical analysis.

**DATA 401 Directed Study 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Data Science Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**DATA 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**DATA 470 Capstone Project 1 CREDIT**

The capstone project is an opportunity for students to apply the knowledge gained throughout the Data Science minor to an interesting data problem, preferably in conjunction with a research project in their major. The students in the course will work with a mentor in their field of interest as well as the faculty member running the Data Science capstone project to develop a research plan to analyze one or more data sets addressing a topic of interest. All capstone students will meet together one hour a week to share ideas and take advantage of interdisciplinary collaboration. The capstone experience will culminate in a paper and a presentation.

**(ECON)****ECON 130 The Hitchhiker's Guide to the Catallaxy 4 CREDITS**

We will hitchhike through time from the catallaxy (economy) of 18th century BC Babylonia to the catallaxy of present-day Utah to better understand the history of commerce, currency, chaos, control, and choice in a world of uncertainty and scarcity. During this period, the lives of commoners changed dramatically. Just a few centuries ago they were the pawns of kings. Today, many of us live more lavishly than feudal queens and kings. We will use economic history and basic tools of economic science to study the dramatic changes in the lives of commoners. (WCore: WCSBS)

**ECON 150 Economics, Ethics, and Growth 3 CREDITS**

This class explores economic ideas through the effort to enhance economic growth by extending the market, and the counter movement to protect human beings, nature, and productive organizations from market forces. Extending the market involves transforming human beings, nature, and productive organization into commodities. This manifests itself in crises, inequality, environmental degradation, and so on. (WCore: WCSBS)

**ECON 253 Elementary Macroeconomics 3 CREDITS**

Introduction to the origins and evolution of theories of capitalism, emphasizing growth and depression. Analyzes the nation's economy as a whole, presenting an overview of the determination of output, employment, and the price level. This course is required for all business and economics majors. Offered Fall, Spring and Summer semesters.

**ECON 263 Elementary Microeconomics 3 CREDITS**

This course provides an introduction to microeconomics. We study how individuals, firms and governments make important decisions to get the most from a limited availability of resources. We examine how they achieve this through interactions in the markets, under perfect and imperfect competition. We explore how markets and governments complement each other. The topics include: supply and demand, elasticity, market efficiency, externalities, and market structure, etc. In this class, we frequently use algebraic and graphical analysis, in addition to qualitative analysis. As a prominent economist, John Maynard Keynes, once wrote, "The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions." We expect students to learn the economic way of thinking after taking this class.

**ECON 303 Money and Banking 4 CREDITS**

Money and banking institutions, theory of prices, and interest. Keynesian and post-Keynesian monetary theory and alternative monetary policies.

**ECON 311 History of Economic Thought 4 CREDITS**

Examines the history of economic thought in the context of the evolution of the capitalist system. The course uses original sources in understanding the classical, Marxist, neoclassical, Institutional, and Austrian schools of economic thought.

**ECON 317 Macroeconomic Theory 4 CREDITS**

Intermediate study of income, employment, and output; also the role of fiscal and monetary policies. The course also explores the role of fiscal and monetary policies from classical, Keynesian, post-Keynesian, and monetarist viewpoints.

**ECON 318 Microeconomic Theory 4 CREDITS**

Intermediate study of the price mechanism and resource allocation, behavior of consumers, business firms, and suppliers of productive resources in the institutional context of market economy.

**ECON 319 International Economics 4 CREDITS**

The study of international economics examines how international transactions influence things such as social welfare, income distribution, employment, growth, price stability, and the ways public policy can affect these outcomes. The course is divided into two distinct areas of focus: international trade and international monetary economics. (WCore: EWRLD)

**ECON 325 Environmental Economics 4 CREDITS**

Covers economic theories and policies regarding pollution and the use of renewable and non-renewable resources. Explores the degree to which economic growth is compatible with environmental quality and considers both orthodox and heterodox approaches to the environment.

**ECON 365 Economic Justice 4 CREDITS**  
 The importance of economic justice stems from the scarcity of resources: how should society allocate resources to achieve the social good? Invariably, questions of justice involve tradeoffs between fairness and efficiency. Such questions are inextricably related to religion, class, gender, poverty, ethnicity, sexual orientation, and so on. The course examines the concept of justice from the points of view of pre-market economies, classical liberalism, neo-classical economics, heterodox economics, Kenneth Arrow, John Rawls, Amartya Sen, among others.

**ECON 401 Directed Studies 1 to 4 CREDITS**  
 A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Economics Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**ECON 412 Special Topics in Economics 1 to 4 CREDITS**  
 Special Topics in Economics, e.g., Public Finance, Multinational Corporations, Mathematical Economics.

**ECON 418 Economics and the Law 4 CREDITS**  
 The course will begin by developing the general framework used in economics as an approach for examining and solving legal problems. The course tries to make economic principles emerge from a more or less systematic survey of legal principles. By using this approach we are assuming that the law is a system; it has unity that economic analysis can illuminate. A significant amount of time will be spent on non-market behavior—with family, crime, accidents, litigation, and much else that is remote from the conventional analysis of market behavior studied in microeconomics.

**ECON 441 Economics Practicum 4 CREDITS**  
 The Disciplinary Practicum is a student team- based, company consultation project. The project addresses a real issue of concern to a client company (or non-profit organization), requires extensive research, and results in a formal oral presentation and written report to the company. Students work in teams of 3-6 students under the supervision of a Gore School of Business faculty member. Prerequisites: ECON 253, 263; MATH 150; junior or senior standing.

**ECON 485 Senior Seminar 4 CREDITS**  
 The senior seminar is structured along two tracks - economics thesis work and advanced empirical project. Students can choose from the two tracks depending on their background training and career plans. Students who choose the economics thesis work must produce original scholarship in economics or related disciplines. Students may choose topics from economic theory, economic history, law, economic growth and development, environmental, international, or monetary and financial economics, or focus on contemporary economic and public policy questions or a doctrinal work on economic thought. This option is relevant for students completing the B.A. or the B.A. pre-law tracks in economics. This option is suitable and advisable for students who seek to get involved in an intensive research program and who plan to pursue advanced work in economics education or industry research. The advanced empirical project option is most appropriate for students who are completing the B.S. track in economics. The economics faculty and the seminar adviser will recommend the theme of the empirical project. Students are encouraged to explore local or regional policy questions, or choose topics in business development, insurance, marketing, international business, finance, or strategy, or choose to investigate broader contemporary social and economic problems. BS.ECON students are required to complete the ETS exam, which is generally administered in BUSI 350. If students take ECON 485 instead of BUSI 350, please contact the Gore School of Business Administrative Office to schedule the exam. (WCore: SC)

**ECON 493 Business Forecasting 4 CREDITS**  
 The course offers an introduction to forecasting for junior and senior undergraduates in business and related majors. The course aims to equip students with basic expertise on how to generate forecasts using a variety of models including time-series and causal or structural models. The course covers the foundational concepts of stationary and non-stationary data, and the autocorrelation and the partial autocorrelation functions, and it introduces forecasting using time-series decomposition, exponential smoothing, regression models, the Box-Jenkins ARIMA methodology, and vector autoregression and cointegration models. Students will learn how to conduct model-based forecasting and how to evaluate the reliability of the forecasts generated. Computer applications are integral components of the course. Mastering these methods is among the most sought after qualifications for graduates working in either the private or public sectors of the economy.

**ECON 495 Mathematical Economics 4 CREDITS**  
 The primary objective of this course is to prepare undergraduate students for the mathematical techniques and analyses that are used in graduate economic programs. Topics include equilibrium analysis, linear models and matrix algebra, the matrix algebra of ordinary least squares regression, application of differential and integral calculus, comparative statics, optimization, dynamic analysis using first order differential or difference equations, and an introduction to game theory and proof writing.

**ECON 499 Introduction to Econometrics 4 CREDITS**  
 This course aims to equip students with basic understanding of the econometric tools necessary in quantitative research. Students will apply the techniques learned to specific empirical problems that arise in economics, marketing, management, and finance. The course emphasizes the classical linear regression model, and it introduces estimation and testing using simple and multiple linear regression models, time series models, panel data models, and limited dependent variable models as well as estimation and testing using two-stage least squares and the instrumental variables method. The course is oriented towards applied econometric work and therefore aims to prepare the students for more empirical work. The computer is a valuable part of the course and the students will gain valuable experience in the area of computer assisted data analysis.

**(EDUC)**

**EDUC 440S Internship 1 to 8 CREDITS**

**EDUC 206 How to Change the World? 3 CREDITS**  
 This course enables students to learn about service and community engagement as a means of impacting the world around them. The course strengthens the students' understanding of the connection between their field of endeavor and the diverse needs of their community. To further understand these community needs, students will spend time providing service to individuals or agencies in the local community. Students will make connections between community service and their own learning through in class activities, assignments, interviews, presentations and personal reflection. (WCore: EWRLD)

**EDUC 207 Hope/Resilience Childhood Trauma 4 CREDITS**  
 This Social and Behavioral Sciences W-Core course will explore ways in which traumatic childhood events impact and shape individuals' brain development, health and well-being, relationships, educational trajectories, and involvement with the justice system. We will investigate traditional practices, policies, and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these experiential and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability to solving real-world problems. (WCore: WCSBS)

**EDUC 220 Math for K-6 Teachers I 3 CREDITS**  
 This course is a concept-oriented exploration of number and early algebraic reasoning in relation to children's learning. The emphasis is on developing conceptual and relational understanding of number and number theory, arithmetic operations and their properties, and models for teaching these concepts in the early childhood and elementary classrooms. Students will examine how the concepts of number and operations connect and grow across the K-6 grade levels.

**EDUC 221 Math for K-6 Teachers II 3 CREDITS**  
 This course is a concept-oriented exploration of geometry, measurement, probability, and data analysis topics in relation to children's learning. The emphasis is on developing conceptual and relational understandings of these topics from an informal and hands-on perspective. Students will examine how many of the concepts related to these topics develop from the early and elementary children's natural explorations. Prerequisite: MATH 141 with C or better.

**EDUC 252 Developmentally Teaching/Learning Appropriate 4 CREDITS**  
 This course introduces students to developmental theories, principles, and practices. The following topics are studied: instructional design, classroom

environment, assessment, culturally responsive teaching, Common Core, and the Utah State Core. 'Funds of Knowledge' will be introduced as a framework for building home-to-school connections into instructional design. The Teacher Work Sample will be introduced.

**EDUC 300 Special Topics in Education 1 to 4 CREDITS**  
Timely topics in education are presented as appropriate to students' needs and curricula.

**EDUC 301 Educational Policy 3 CREDITS**  
This course emphasizes the importance of understanding schools and other educational institutions as organizations that are embedded in a political system. The course explores decisions that are made within schools, educational institutions, state legislatures, and the federal government. A variety of theoretical frameworks for understanding issues, the decisions of policy makers, participation in decision-making, and the outcomes of policy will be discussed.

**EDUC 302 Foundations of Education Diverse Society 4 CREDITS**  
This course is designed to introduce students to educational theories. Students will examine, integrate, and apply various dynamics and principles of learning theories to practical classroom environments. Emphasis is placed upon the joining of learning theory and instructional practice, to personal transformation of teacher professionals. The readings will guide students toward understanding a critical perspective on the sociology of schooling and exploration of how schools have evolved, the political, economic, and social forces that shape those schools today, and the significant issues facing public educators. We examine how to create inclusive spaces in relation to race, class, gender, and sexual orientation. The course helps students understand a variety of philosophical systems that shape public education and guide students to articulate their own philosophy about teaching and learning. Students are required to observe in schools and attend a school board meeting.

**EDUC 305 Elementary Classroom Management 3 CREDITS**  
Students will examine, integrate and apply various dynamics and principles of classroom management to practical elementary classroom environments. Discipline, interpersonal relationships, classroom climate, home and parent involvement, conflict resolution, restorative discipline and providing meaningful opportunities for student voice will be addressed.

**EDUC 307 Globalization of Education 3 CREDITS**  
This course analyzes the political, economic, and social forces that have lead the globalization of education. It uses various frameworks and theories to analyze critically the impact of globalization on everyday educational practices and the role education plays in shaping society. The class introduces systems thinking, analysis of power relations, and responses to globalization of education in various parts of the world. (WCore: EWRLD)

**EDUC 309 Advocacy Under the Dome 4 CREDITS**  
Students will gain the knowledge and skills to participate effectively in local public policy making and advocacy. Through first-hand observation of and engagement with local political processes, study of public policies, and analyses of contemporary movements, students will deepen their understanding of how public policies are made and how citizens can be most effective in influencing those policies.

**EDUC 312 Specialized Education Services 3 CREDITS**  
Explores professional roles and responsibilities of general educators in K-12 schools as they serve students with specific learning needs. Explores the collaborations among educators, families, and community agencies in providing appropriate services and educational plans for students with gifted and talented abilities, mild to severe learning and behavioral disorders, and for students with cognitive and physical disabilities.

**EDUC 313 Theories of Adult Learning 3 CREDITS**  
This course explores theories and research that seek to explain how adults learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon brain research, theories of adult learning, and research on adult learning. Students formulate a working theory of adult learning in a specific setting.

**EDUC 315 Learning Theories 3 CREDITS**  
This course explores theories and research that seek to explain how children and adolescents learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon brain research, theories of learning, and research on learning. Students formulate a working theory of learning in a specific setting.

**EDUC 322 Serious Games, Gamification, and Beyond 3 CREDITS**  
Gaming has become an important pathway for learning in a variety of formal and non-formal settings. In this course, students learn the differences between gamification, game-based learning, and learning games and how to use these formats effectively. Students connect learning theories to game design to enhance motivation and learning. Students make use of research on learning through gaming and design a game-based learning unit. Ethical issues involved in the field will be explored.

**EDUC 334 Teaching Adults 3 CREDITS**  
Teaches a variety of instructional strategies for facilitating adult learning. The course covers setting learning goals and methods of instruction for teaching skills and content, for increasing understanding, and for construction and application of knowledge. The course addresses teaching in different settings and the implications of context on instruction. The course also teaches methods of assessing various types of learning.

**EDUC 335 Adult Education, Program Planning 3 CREDITS**  
This course focuses on the process of planning and evaluating adult education programs. Different models for program planning will be considered along with their appropriateness for differing settings. The course will include methods for evaluating adult education programs.

**EDUC 342 Science Methods 3 CREDITS**  
Principles, methods, and materials for teaching science in the elementary school. Scope and sequence of science concepts include life sciences, physical sciences, and other sciences using inquiry oriented teaching and learning. Students are required to spend twenty clock hours in a field placement.

**EDUC 344 Creative Arts Methods 3 CREDITS**  
Introduction to the methods, materials, and media for creative arts instruction. Involves how to teach appreciation of the arts, music, movement, and production in the arts. Students are required to spend twenty clock hours in a field placement.

**EDUC 346 Social Studies Methods 3 CREDITS**  
Principles, methods, and materials for teaching social studies in the elementary school. Scope and sequence of social studies concepts include geography, history, economics, community, state and national governments. Students are required to spend twenty clock hours in a field placement.

**EDUC 352 Management of Nonprofit Organizations 4 CREDITS**  
The course provides an overview of the history, development, role, auspices, organization, strategies, and purposes of nonprofit organizations in the U.S. and the world. Emphasis is placed on structure, planning, policies, organizational leadership/management, governance, stewardship, resource development, community building, advocacy, volunteer services, and problems that face nonprofits. The course addresses social, political, economic, cultural and ideological issues.

**EDUC 355 Literature-Based Reading Instruction 1 CREDIT**  
Students will become familiar with a wide range of children's and adolescents' literature and explore their uses in the classroom. The course focus will be on instructional strategies for developing critical and analytical thinking skills. A wide range of authentic literature will be presented along with a study of genres and integration into content areas.

**EDUC 356 Online Teaching and Learning 3 CREDITS**  
Students will identify how they and others learn using the internet. They will participate in the development of online learning materials and follow best practices in instructional design to identify learning outcomes, design appropriate learning materials for a type of learner, develop effective learning materials, implement online instruction, and evaluate the effectiveness of the learning process. Learners will also participate in learning technologies that help engage online students and teach others how to use these technologies.

**EDUC 359 Assessment to Improve Teaching 2 CREDITS**  
 This course prepares students to use data from their own classroom assessments and from standardized tests to improve student learning. Students will learn to tie their assessments to the Common Core standards and to interpret the results of state-wide standardized tests.

**EDUC 362 Physical Education Methods 1 CREDIT**  
 Methods and techniques for teaching elementary physical education. Prerequisite: EDUC 302.

**EDUC 363 Literacy Foundations, Assessment 3 CREDITS**  
 Research-based literacy assessments, processes, and instructional practices will be studied and then practiced in the field. In addition to a K-6 classroom field placement, a 15-hour assessment and intervention experience with a struggling reader is required. Prerequisite: EDUC 252, 302.

**EDUC 364 Reading and Language Arts 3 CREDITS**  
 Provides contact with lessons, materials, methods, research, and theory for the elementary teaching in language arts skills and strategies for application in the K-6 classroom. We examine various instructional strategies and adaptations in language arts for all learners through critical text readings, shared experiences, field placement, demonstrations, hands-on activities, and active student inquiry and participation. Students are required to spend twenty clock hours in a field placement.

**EDUC 368 Math Methods for K-6 Teachers 3 CREDITS**  
 This course examines current directions in how students learn mathematics in order to promote thinking about best practices for teaching K-8 children mathematics. The emphasis is on understanding a variety of instructional practices, assessment strategies, and curriculum development to plan for effective teaching and learning. Students are required to spend twenty clock hours in a field placement. Prerequisites: EDUC 220 and 221.

**EDUC 369 Literacy Assessment and Intervention 1 CREDIT**  
 Students will practice concepts studied in EDUC 363 as they tutor readers in Title I schools on a weekly basis. Co-requisite: EDUC 363

**EDUC 370 Adult Education: Foundations and Futures 4 CREDITS**  
 This course introduces students to the breadth of the field of adult education and its historical, sociological, and philosophical foundations. Students will explore their own beliefs, values, and experiences and develop a working philosophy of education. They will deepen their understanding of the historical development of adult education in the US and the differing philosophies that shape contemporary educational policies, and envision possible futures for the field.

**EDUC 373 Juvenile Justice 3 CREDITS**  
 This course will explore the U.S. juvenile justice system, including its history, philosophical underpinnings, and biases. Through visits to detention facilities, interviews with individuals involved in the justice system and an exploration of comparative systems of youth incarceration and rehabilitation in the U.S and abroad, students will critically analyze and evaluate our current system and make recommendations for reform. (WCore: EWRLD)

**EDUC 374 Popular Culture As Pedagogy 4 CREDITS**  
 This course introduces students to critical media literacy as a means of critically examining the messages they receive from the media, through popular culture, and from the entertainment industry. Students will begin to understand the role these institutions play in maintaining systems of domination and subordination through the often detrimental and deleterious portrayal of marginalized groups in the United States. In order to fully interrogate the impact these messages have on society generally and marginalized groups specifically, students will also be exposed to critical theory. Students will then take the knowledge they have attained in this course and engage in a community media literacy project. (WCore: EWRLD)

**EDUC 375 Indigenous Knowledge and Lifeways 4 CREDITS**  
 This course will introduce indigenous knowledge systems, worldviews, and lifeways from various regions of the world. The course will be structured so students experience indigenous ways of learning and social-environmental organization. Students will explore epistemological questions, relationships (economic, social, governance, with nonhuman life forms), and historical and contemporary practices. Students will apply their learning to addressing global crises through their specific discipline(s) and reflect on their own cultural identity, values, and practices. (WCore: EWRLD)

**EDUC 390 Educational Research Methods 4 CREDITS**  
 This course provides an introduction to research methods and research design. Students will learn basic skills in interpreting quantitative data and develop their skills in qualitative research methods. Students will design a final research project or creative project which integrates the knowledge and skills learned throughout the program and which benefits an education-related organization or effort.

**EDUC 401 Directed Studies 1 to 4 CREDITS**  
 A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Education Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**EDUC 418 Student Teaching Seminar 2 CREDITS**  
 This seminar provides a forum for teacher candidates to share information, address concerns, and network with supportive peers and faculty members during their student teaching. Additional foci on the teacher candidates' capstone assessment and career guidance are also provided. (WCore: SC)

**EDUC 440 Coop/Education Internship 1 to 8 CREDITS**  
 Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**EDUC 480 Elementary Student Teaching 10 CREDITS**  
 Mentored classroom experience under the supervision of a certificated elementary teacher. Placement requires observation of, participation in, and direct responsibility for classroom work and conferences with the mentor teacher. (Students with certificates at other levels may need only five hours; all other students must have ten hours. For more information, please contact the Education Office.)

**EDUC 495 Senior Thesis/Project 4 CREDITS**  
 Students complete the thesis or creative project designed in EDUC 390 and learn skills for data analysis and presentation of research findings. Students complete a program portfolio and participate in college-wide sharing of their learning portfolio. Requires Senior standing and EDUC 390 or EDUC 440. May be taken at during the same semester as EDUC 440. (WCore: SC)

**(ENVI)**

**ENVI 410RR Applied Conservation Biology 3 CREDITS**  
 Conservation biology focuses on the application of scientific principles to inform and guide the protection and management of Earth's biological diversity. This course covers major topics that fall under applied conservation biology, with an emphasis on large-scale conservation and local case studies. Due to the interdisciplinary nature of this course, topics are drawn from fields including population ecology, landscape ecology, community ecology and genetics, as well as social, economic, and community aspects of conservation. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

**ENVI 415RR Applied Ecology 3 CREDITS**  
 Applied ecology provides the conceptual basis for the practice of science-based ecological research, conservation, monitoring, and restoration. In this course, we will explore concepts in ecology that are essential for understanding how historical land-use shapes ecosystems today, and how we can expect systems to respond in the future to current disturbances and proposed management actions. Ecological concepts covered within this course include trophic cascades, speciation, predation and herbivory, habitat use and preference, aquatic and terrestrial food webs, disturbance regimes, and climate change. The course also focuses on local applications for ecological restoration, such as removing or modifying a source of disturbance (e.g., a dam), removing invasive non-native species, reintroducing native species, and removing barriers to wildlife movement. By providing locally relevant case studies and scientific articles, students will learn to

apply ecological concepts to local conservation and restoration projects, assignments, and fieldwork. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

**ENVI 420RR Community-Based Natural Resource Mgm't 3 CREDITS**

Much of southern Africa has adopted Community-Based Natural Resource Management (CBNRM) approaches to conservation, led and implemented by community organizations, traditional leaders, conservation NGO's, private-sector investors, and government authorities. The goal of CBNRM is for local communities and private landowners to benefit directly from both consumptive and non-consumptive natural resource utilization strategies. This course covers major approaches to CBNRM focusing on evaluating the success of local strategies. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

**ENVI 425RR Humans and the Environment 3 CREDITS**

Understanding a culture's relationship to the natural world provides insight into successful conservation strategies. Successful approaches to community-based conservation often incorporate local knowledge and necessitate perceiving humans as part of the environment. Drawing on disciplines such as anthropology and geography, and this reading and discussion-based course covers topics such as Human Wildlife Conflict, Traditional Ecological Knowledge, impacts of protected areas on local people, ecosystem services, and the methods and problems associated with applying research to conservation and development efforts. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

**ENVI 430RR Biological Field Methods 3 CREDITS**

Conservation biology and ecology are based on a solid foundation of skills related to field methodology and the observation, recording, and reporting of plants and wildlife in their natural environments. This course provides an introduction to a variety of field methodologies and natural history observation techniques, and will provide students with the information and tools needed to understand the scientific process: formulating a research question, collecting data, compiling and analyzing data, writing a scientific paper, and presenting research results. This course gives students practical research skills and field experience that cannot be gained in a classroom setting. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

**ENVI 435RR Introduction to Natural History 3 CREDITS**

Natural history is the study of plants and animals in their natural environments and is the basis of all scientific learning. The concepts of conservation biology and ecology are enhanced by a solid foundation in natural history. No great technical knowledge is necessary to comprehend the practice of natural history, but it is necessary to practice these skills in the field. Students will become familiar with the flora and fauna native to their program area, and will learn standardized methods to record observations, patterns, and experiences in the field. Students will also read and discuss a variety of natural history-related essays. This field course is offered by Round River Conservation Studies. Contact the Environmental Studies program chair for more information.

**ENVI 440S Internship 1 to 8 CREDITS**

**ENVI 101 Environment: Science, Society, Culture 4 CREDITS**

Interdisciplinary exploration of the fundamental principles of Environmental Studies. Students will consider influential approaches to understanding nature, and investigate local environmental issues. This course draws on ideas from the natural sciences, the social sciences and the humanities.

**ENVI 102 Ecology of Food Systems 4 CREDITS**

We eat many times a day, but very few of us think about our meals as part of a complex system of interactions between plants, animals, people, machines, and institutions. In this course we will explore the current state of the US food system, from production to consumption as well as issues such as food waste and food insecurity. Through hands-on experiments, guest experts and field visits, we'll also learn about the many ways that folks are working to create new food systems that are more just, fair and ecological. This course will also introduce students to the hands-on skills essential for sustainable agriculture on a variety of scales. On some days, participants should come to class dressed to do garden work and expect to get their hands dirty, as well as spend time visiting several area farms and gardens. Students

will have the opportunity to implement what they learn while working in Westminster's campus garden and in cooperation with community partners. (WCore: WCSAM, QE)

**ENVI 103 Radical Hope 4 CREDITS**

We live in a world in the midst of a climate crisis, a 6th great extinction, and ongoing environmental injustice. How might we find hope in our connection to things like pigeons, mushrooms, and frogs? The world around us is filled with environmental monsters and ghosts. What might we learn from those stories of horror and loss? The Anthropocene seems fraught with change, peril, and despair at every step; what tools for a more verdant and just future, what seeds for radical hope might we find among the ruins? This course aims to acknowledge the dramatic changes associated with the Anthropocene and the anxiety and despair that those changes might produce. In response, however, together we will look for tools to address this despair and reassess those changes to consider ways we might discover creative connections to the world around us, and how those connections might contain kernels of a more hopeful present and future. (WCore: WCSBS)

**ENVI 115 Science of the Environment 4 CREDITS**

In this course, you will get hands-on opportunities to learn about many critical aspects of our environment the soil that produces the food we eat, the air we breathe and the water we drink, as well as the climate of the planet we call home. You will have the opportunity to learn how these important environmental systems work, as well several techniques and tools to collect, analyze, and interpret environmental data. A major goal of the course is to help you understand the science behind many environmental issues so that you can make informed decisions about important environmental and global challenges. (WCore: WCSAM, QE)

**ENVI 201 Green Careers 1 CREDIT**

This course will help students discern their career goals and the ways in which they aim to make a difference in the world via an Environmental Studies degree. Through course exercises and experiences students will begin to identify and acquire the skills and tools they can use to make those changes. The course will include an investigation into the range of environmentally focused careers, while helping students to identify the coursework and professional development students will need in order to succeed with in them.

**ENVI 202 People and Places 4 CREDITS**

Have you seen hilarious public restroom graffiti, or initials and the symbol of a heart carved on the face of a boulder? Have you wondered about why people do what they do and say what they say in certain places but not other surroundings? How do people make sense of and cope with surroundings such as a prison, or a crowded and polluted neighborhood? Through readings, discussions, site visits, and other activities, we will delve deep into the intricacies of human-place relationships and examine the way in which social differences (race, gender, class, etc.) shape and influence that relationship. Topics may include nature in prisons, wilderness therapy, and community gardens, among others. (WCore: WCSBS)

**ENVI 203 Climate Resilience 4 CREDITS**

In this course, students will engage in extensive interdisciplinary research on how indigenous and people of colors communities build ecological, cultural, and emotional resilience in response to the crisis of climate change. Students will also collaborate on developing a website where they communicate their research findings to the general public. New content for the website will be created by cohorts of students each time the course is offered.? (WCore: WCSBS, DE)

**ENVI 300 Special Topics in Environmental Studies 1 to 4 CREDITS**

A changing topics course that addresses specific issues, ideas, practices, and solutions for Environmental Studies. Possible topics are activism, computer modeling, meteorology, adventure sports, endangered species, etc.

**ENVI 301 Field Study 1 CREDIT**

This course takes students into the environment. Academically structured weekend trips and carefully guided service learning opportunities are powerful tools for meeting learning goals like active learning, teamwork, global consciousness, social responsibility, and leadership. ENVI 301 offers our students short, intense learning opportunities where they travel to engage contemporary environmental debates or learn about significant environmental issues. Prerequisites: ENVI 101 or instructor permission.

**ENVI 305 Geographic Information Systems 4 CREDITS**

This course has cross-disciplinary appeal from Computer Science to Geology to ENVI. Maps and other geographic information are increasingly present in myriad applications in our data-rich, digital world. Environmental studies in particular make extensive use of "spatial data", i.e., information involving locations. Working with spatial data is best accomplished with the extensive capabilities provided by geographic information systems (GIS). GIS include a combination of hardware and software that allow us to collect, store, manage, analyze and present spatial data. Such data are increasingly available, are easily collected with GPS tools or even with smart phones, and are used to address issues in many fields. In this class, students will learn how GIS systems work and, in a series of labs, will work with GIS software using various data types to query and analyze it, present it as maps and graphs, and collect data concerning environmental topics. Students will also learn spatial analysis techniques, some principles of cartography, essential principles of how geographic information is used to solve problems. (4)

**ENVI 330 Extended Field Study 4 CREDITS**

The concerns of Environmental Studies are grounded in specific places, topics, and processes. Extended field study courses put students in those places so that they can explore deeply the challenges, possibilities, contexts, and processes at the heart of contemporary and historical environmental issues. These field courses require a commitment to travel away from campus for an extended period of time (ranging from 1 week to a full semester) for the field experience. This course is repeatable for credit.

**ENVI 331 Environmental Conflict and Cooperation 4 CREDITS**

Wars, ambushes, evictions, occupations, political and personal arguments, murders, feuds. The Environmental History contemporary social context of the west is full of conflict. But it is also full cooperation, agreement, help, love, encouragement, and collaboration. In this course we will visit the sites of this conflict and cooperation. We'll talk to actors in the debates and the process and look to understand the context of the conflict and the hope behind the cooperation as people look to address the wide range of environmental issues across the West. The sites we visit will be driven by the itinerary of the trip, current events, and the availability of guest speakers. This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 332, ENVI 333, and HIST 202).

**ENVI 332 Landscape and Meaning 4 CREDITS**

This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 333, and HIST 202). This course will examine the link between the landscapes of the West and the cultural meanings attached to them. The natural landscapes that surround us contain a world of meaning. The earth is home, habitat, playground, resource, waste-sink. It is seen as dangerous and peaceful, bountiful and depleted, crowded and open. Places like Yellowstone National Park, the Nez Perce Trail, the Atomic Test site, or the expanses of the Bitterroot mountains carry with them profound histories and meanings the often confound their natural appearance. How do we reconcile these contradictions? What do they mean in terms of the cultural and political ecologies of particular places? How do the cultural values we attach to natural landscapes challenge our understandings of their history and our own involvement in the natural world? By looking at the cultural geography of the environment we can analyze how the meanings of nature are actively created and why it is contested by different people in different places. And, perhaps most importantly, why it matters. In this course students will examine these landscapes of meaning in person. They will hear from experts, managers, and discuss the contested meanings that surround them. Students will prepare questions for guest lecturers, write descriptive field notes while observing and participating in social life, reflect on your interviews and field notes through exploratory essays, write critical reviews of existing relevant research, and complete an original analysis of a cultural landscape that incorporates properly-cited primary and secondary source material. You may take lots of pictures, video, or record sounds and present them to the public on the expedition blog.

**ENVI 333 The Indigenous West 4 CREDITS**

This course will function as one of the Westminster Expedition courses (and must be taken with ENVI 331, ENVI 332, and HIST 302). Indigenous peoples inhabited all of the American West; today's Indigenous nations exercise sovereignty over fragments of their former territory. This course investigates the "Indigenous history" of some of the West, based upon the Expedition's itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Indigenous nations and investigate their roles in land-use issues. Students will meet with Indigenous peoples, public

lands managers, scholars, and activists along our route. (WCore: EWRLD) (Americas History category)

**ENVI 340 Special Topics in Environmental Science 1 to 4 CREDITS**

Upper-division courses exploring influential ideas, texts, and practices from the intersection of science and environment.

**ENVI 341 Environmental Toxicology 4 CREDITS**

Environmental toxicology is the study of the nature, properties, effects, and detection of toxic substances in the environment and in any environmentally exposed species, including humans. This course will provide a general understanding of toxicology related to the environment. Fundamental concepts will be covered including dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants, target organ toxicity, teratogenesis, mutagenesis, carcinogenesis, and risk assessment. In the second part of the course, we will study the toxicodynamic and kinetics of contaminants in the environment including fate and transport. The course will examine chemicals of environmental interest and how they are tested and regulated.

**ENVI 350 Special Topics in the Civic Environment 1 to 4 CREDITS**

Upper-division courses exploring influential ideas, texts, and practices from the intersection of the civic realm and the environment.

**ENVI 351 The Global Environment 4 CREDITS**

This course presents students with an opportunity to study to global implications of contemporary environmental issues and relationships between nature and society. Many scientists and social scientists have argued that we are in the midst of the Anthropocene, an epoch in which people have fundamentally changed the earth's environment. Students will approach these issues with attention to cross-cultural interactions and ideas that shape environmental and humanitarian concerns in light of global processes of social and ecological transformation, students will study the global nature of many environmental issues, their impacts on local communities and ways those communities have responded. Global environmental issues such as energy, agriculture or water use will be considered through specific local changes with an emphasis on communities in Asia, Africa and South America. (WCore: EWRLD)

**ENVI 352 Water in the West 4 CREDITS**

An old aphorism notes that to get rich in the West, one should become a water lawyer. Another states that "Whiskey is for drinking and water is for fighting." Forest historian Char Millar writes that "Great hopes, deep doubts, even despair, have been integral to the history of western water policy." The American West has long been defined in large part by its lack of water. The region's aridity lies at the heart of endless ecological, social, political, and legal debates that have at times sparked violence. This course will explore the social world of water in the region, and the challenges presented by its relative scarcity.

**ENVI 353 Environmental Movements 4 CREDITS**

In this course we'll examine how environmental movements work. What big ideas do they mobilize around? What strategies are effective or ineffective? How do they promote change? We'll consider how US based movements differ from those in other parts of the world and what those differences mean. We'll also look closer to home with a research project analyzing how organizations in Utah have worked to promote a more sustainable future. At a protest against environmental injustice at Love Canal, a young woman wore a sign that said, "We've got better things to do than sit around and be contaminated." This class will look at what people have done and why.

**ENVI 355 Special Topics-Env. Humanitie/Soc Sci 4 CREDITS**

Upper-division special topics courses exploring influential ideas, texts, and practices at the intersection of the humanities and social sciences and the environment.

**ENVI 360 Special Topics in Env. Humanities 1 to 4 CREDITS**

Upper-division courses exploring influential ideas, texts and practices at the intersection of the humanities and the environment.

**ENVI 361 Writing the Environment 4 CREDITS**

This course will ask students to develop their written communication skills through a carefully focused series of writing assignments. Students will build their confidence in written expression by engaging multiple genres including

the research essay, the argumentative essay, the editorial, the cover letter and the personal reflection.

**ENVI 363 Gender and the Environment 4 CREDITS**

This course examines holistic and alternative ideas and practices pertinent to gender and the environment, and their significance in creative and activist work to promote social and environmental justice and wellbeing. Themes to be discussed include gendered embodiment of the environment, gender and environmental movements, and queer ecology, among others. Course reading materials are drawn from multicultural and global sources in environmental humanities (art, film, literature, etc.,) and related interdisciplinary fields of inquiries (masculinities studies/critical men's studies, women's and gender studies, queer studies, etc.,).

**ENVI 364 Spiritual Ecology 4 CREDITS**

In this class, we will embark on a collective journey to hunt for hope in a world as challenging as this one we are currently living in. From diverse perspectives, we will examine the role that spirituality plays in global earth healing. Through readings, discussions, and other activities, we will ponder the questions of where we came from, where we are at now, where we are going, and what the place of humans is in the larger living system. The class will also be an opportunity for us to build a learning community where we explore our own inner landscapes, our actions in the outer world, and collective solutions to a sustainable and just world.

**ENVI 365 Literature of the Environment 4 CREDITS**

In this course, we will read and discuss a selection of contemporary environmental literature by multiethnic writers in North America and beyond. Much of our reading will be in the genres of poetry, fiction and creative non-fiction. Along the way, we will examine the historical and political contexts in which these texts were produced while attending to diverse perspectives that inform our perceptions of the environment—from the philosophical to the political and from the scientific to the poetic.

**ENVI 370 Theories of Nature 4 CREDITS**

This course is designed to introduce students to the field of Nature and Society. This course covers the fundamental integrative theories that explore nature and society interactions, including key contributions from economics, literature, sociology, political science as well as political, social, and cultural ecology. The focus is on learning how to assess the complex interactions between natural and built environments, technology, institutions, social groups and individuals, and value/ethical systems which shape the context for social policy analysis and decision-making. The goal is to promote among students thoughts and practice that facilitate sustainable development both at the community and national level.

**ENVI 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Environmental Studies Program. Prerequisite: consent of instructor and school dean.

**ENVI 405 Senior Capstone 4 CREDITS**

A capstone course for Environmental Studies majors ordinarily taken during one of the last two semesters of undergraduate study. The Senior Capstone will challenge students take the learning they've done in the classroom and apply it to the real world. Students will work in partnership with local community organizations, government agencies and individuals to identify and address environmental needs through community-based action. This work can take different shapes for students from the different concentrations, and will give students the chance to develop their ability to grapple with complex environmental issues and conduct efforts in preparation for future careers, graduate school, and more.

**ENVI 440 Internship 1 to 8 CREDITS**

Students receive credit for meeting pre-arranged learning objectives while working for a business, a non-profit, a government program, or some other organization that engages the environment. Hands-on experience is especially important to Environmental Studies students, and the faculty will work to support internship opportunities for all students. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE:

Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**ENVI 450 Undergraduate Research 1 to 4 CREDITS**

Students undertake a portion of a research project and learn all aspects of interdisciplinary inquiry in Environmental Studies. This course may be taken one credit at a time. This course is repeatable for credit.

**(FILM)**

**FILM 440S Internship 1 to 8 CREDITS**

**FILM 110 Making Sense of Movies, And Aesthetics 4 CREDITS**

This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFah, RE)

**FILM 300 Special Topics in Film 1 to 4 CREDITS**

This is the general designation for film electives, which explore specific elements of film, film history, and interdisciplinary film studies. Courses include: Film Theory, Cinematography and Editing, National Cinemas, Documentary Film, Sociology of Popular Culture, Screenwriting, Film Genres, Narrative and Adaptation, and Race in Film.

**FILM 331 These Films Are So Gay! 4 CREDITS**

One of the earliest representations of non-normative gender performances in film is The Dickinson Experimental Sound Film of 1894/5. Lasting only 17 seconds, the film captures a man playing a violin into a large recording horn while two men danced "cheek to cheek". The dancing men perhaps were an afterthought for William Kennedy Dickson, the Scottish inventor who recorded the film, or as Vito Russo insists, in The Celluloid Closet (1981), as a direct representation of homoerotic affection between men. Nevertheless, this film demonstrates the power found in questioning heteronormative constructs of gender identities and sexuality and raises questions of how films both represent, either by accident or design, non-normative sexual desire that ultimately become part of cultural identities. In this course we will explore representative films of queer cinema not only for their aesthetic value but also for their political meaning and historical legacy. Some of the themes and films we will explore are: problematic yet impressive explorations of gender identities of the pre-code era such as Sidney Drew's A Florida Enchantment (1914) and George Cukor's Sylvia Scarlett (1935); homoerotic desire in films such as Alfred Hitchcock's Rope (1948) and Kenneth Anger's short films; iconic camp films such as Robert Aldrich's Whatever Happened to Baby Jane? (1962) and Frank Perry's Mommie Dearest (1975); boundary and taste pushing films in the aftermath of Stonewall such as John Waters's Pink Flamingos (1972); and contemporary films where the pretense of "suggestive" homoerotic love interests are dropped and fully explored such as Sean S. Baker's Tangerine (2015) and Céline Sciamma's Girlhood (2014).

**FILM 345 Video Production 4 CREDITS**

Covers the basics of video production and editing. Topics include storyboarding, camera operation, sound, lighting and editing, as well as a wide variety of film and video genres including narrative, documentary and experimental.

**FILM 380 Video Game Culture 4 CREDITS**

Video games have emerged in the 21st century as one of the most-watched spectator sports. Pro-gamers compete for hundred-thousand-dollar prizes, and they receive sponsorships that can be worth millions. But to view the video game medium as only an economic force denies the complicated nature of gaming. In popular culture, gaming is the domain of nerdy teenagers, but video game conventions demonstrate that the average player is, well, everyone. This course focuses on the critical analysis of social issues in video games. Class time will be split between playing across different video game genres (such as role-playing, action-adventure, life simulation, strategy, sports, music, and literary hypertexts) and participating in current academic debates around gaming and game studies. Class discussions will engage with the ludic and narrative elements of game theory from an interdisciplinary perspective that considers video games as cultural artifacts, economic powerhouses, educational tools, drivers of technological innovation and works of art.? This course fulfills the Language & Media requirement for LMW majors.

**FILM 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Film Studies Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**FILM 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(FINC)**

**FINC 405A Investment Strategies and Applications I 2 CREDITS**

This course meets for two hours in Fall semester and two hours in Spring semester. Students in this course will be managing the D.A. Davidson Student Investment Fund for the academic year. The course will give students experience preparing industry/sector analyses, researching and using various investment styles, making stock selections, monitoring portfolio selections, preparing performance reports and portfolio re-balancing. The class is designed to expose students to employment opportunities in investment research and management. The course will include materials designed to help students prepare for the Level 1 exam for the Chartered Financial Analyst professional designation.

**FINC 405B Investment Strategies and Applications 2 2 CREDITS**

This course meets for two hours in Fall semester and two hours in Spring semester. Students in this course will be managing the D.A. Davidson Student Investment Fund for the academic year. The course will give students experience preparing industry/sector analyses, researching and using various investment styles, making stock selections, monitoring portfolio selections, preparing performance reports and portfolio re-balancing. The class is designed to expose students to employment opportunities in investment research and management. The course will include materials designed to help students prepare for the Level 1 exam for the Chartered Financial Analyst professional designation.

**FINC 200 Investing for Everyone 3 CREDITS**

In this course, students focus on understanding basic investment options and being able to think critically about the risk and return tradeoffs of each asset class. The investment options included are stocks, bonds, mutual funds, exchange traded funds, and real estate. Key investment concepts include risk and return, and the variety of ways investment return is calculated. Students will review market cycles and volatility cycles so that they have a broad perspective on investment performance and risk over time. There is a strong focus on learning to think critically about the sources of information in this space. There is currently no other course that introduces students to the basics of investing within a framework of learning to be a critical consumer in the financial services marketplace.

**FINC 300 Business Finance 3 CREDITS**

Business Finance introduces students to basic financial concepts and their application to business situations. The course will develop an understanding of the methods used to analyze and manage the financial performance of a firm. Topics include: a review of accounting, financial ratio analysis, time value of money, asset valuation methods, fundamentals of capital budgeting, the relationship between risk and return and the cost of capital.

**FINC 305 Investments and Analysis 4 CREDITS**

A survey of the organization and regulation of security markets, security analysis and valuation, and principles of portfolio management from the perspective of the individual investor.

**FINC 309 Concepts and Applications of Corporate, Finance 4 CREDITS**

A case analysis approach of financial management theory with special emphasis on capital budgeting, capital markets and long-term financing.

**FINC 310 Financial Institutions, Banking 2 CREDITS**

This course provides an understanding of financial institutions and their interactions in the economy. It explores Utah's unique and growing industrial banking industry. It provides an understanding of why these institutions are formed, how they function, and their unique characteristics.

**FINC 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Finance Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**FINC 410 Raising Money for New Business 2 CREDITS**

This course is for business and non-business majors interested in starting a new business. We will review the different sources of funds for a new business and the standard documentation needed to receive funding. We will also familiarize students with the concepts, issues and techniques of starting a new business.

**FINC 412 Special Topics in Finance 2 to 4 CREDITS**

Topics relevant to Finance students will be offered periodically under this title.

**FINC 435 International Finance 4 CREDITS**

The primary focus of this course is the understanding and application of the concepts of corporate finance, financial markets, and investment in an international context. Students will analyze economic, political, cultural, religious, and demographic factors that impact country financial risk. Specific topics include the international flow of funds, exchange rate determination, managing currency exposure, global investing, political/financial risk analysis, and international capital budgeting from a global perspective.

**FINC 493 Business Forecasting 4 CREDITS**

This course is designed to introduce students to advanced statistical forecasting procedures. The course addresses the process of assessing the need for forecasting, choice of forecasting tools, evaluation of the forecast and how to present results to management. Topics include exploratory data analysis and graphing techniques, data transformations and smoothing multivariate regression models, simultaneous system estimation, and time series analysis.

**FINC 495 Finance Capstone 4 CREDITS**

This course integrates the concepts/theories the student has acquired in their undergraduate experience from Undergraduate Business Core courses, upper division Finance courses, and Finance elective courses. By creating and analyzing a variety of financial models, students will demonstrate their ability to effectively understand and communicate complex financial concepts, analyses, and decisions. Students will also study ethics to increase their financial ethical awareness and to create their personal ethics statement. (WCore: SC)

**(FIRST)**

**FIRST 100 College Success 0 to 2 CREDITS**

This course is part of the First Scholars Program which will ensure that participating students achieve social and academic integration. With an emphasis on lived experience, first-generation and traditionally underrepresented students will learn academic success strategies, will understand their social identities to successfully navigate college, and will participate in the social fabric of Westminster. This course also provides a general orientation to Westminster's resources. Students are introduced to college offices and services, explore major and career options, and develop college success skills.

**FIRST 200 Community-Based Learning 0 to 2 CREDITS**

This course is part of the First Scholars Program, a program designed to ensure academic and social integration for 4-year students. Through this course, students will expand their development of skills in leadership, collaboration, diversity understanding, and community engaged learning. We will focus on furthering our understanding of our own personal identity. We will take that understanding and integrate it into the community to better understand our own roles and responsibilities within our local community.

**FIRST 300      Accessing Developmental Opportunities      0 to 1 CREDITS**

This course will continue to strengthen the collegiate experience of our First Scholars by helping them to find their place at Westminster and develop academic, self-management, professionalism, and critical thinking skills. The course was created with the vision of expanding institutional support for first-generation students and to serve as a bridge as they navigate their campus environment and explore developmental opportunities such as internships, research opportunities, and fellowships.

**FIRST 400      Graduation Transition      0 to 1 CREDITS**

This course will continue to strengthen the collegiate experience of First Scholars by strengthening their understanding of identity and allow them to apply their academic, self-management, professionalism, and critical thinking skills. Students in this course will understand how issues of power, privilege, and oppression inform issues like policy, laws, values, and culture. Students in this course will also develop a transition plan for post-graduation - be it graduate school or entering the workforce.

**(FREN)****FREN 440S      Internship      1 to 8 CREDITS****FREN 110      French I      4 CREDITS**

A novice introduction to the written and spoken structures of the language. Cultural appreciation also emphasized.

**FREN 111      French II      4 CREDITS**

Continued development of listening, speaking, reading and writing skills, as well as cultural appreciation.

**FREN 220      French III      4 CREDITS**

An intermediate conversation/composition course with some emphasis on grammar.

**FREN 221      French IV      4 CREDITS**

Students will view various French movies which have been chosen because of their historical, cultural, or linguistic importance. All of these movies will have English or French subtitles and will become the subject of "intermediate" conversations and written compositions in French. Assignments will integrate grammar review, vocabulary, and the study of idiomatic expressions.

**FREN 300      Special Topics in French      1 to 4 CREDITS**

This changing-topics course provides a variety of on-campus special interest French language courses, as well as May Term travel courses. Recent courses have included Conversational French, Cinéma en Classe de Français, and French Gastronomy.

**FREN 320      Advanced French I      4 CREDITS**

Continuation of advanced conversation/composition with emphasis on French literature and culture. Some review of intermediate and advanced grammar.

**FREN 321      Advanced French II      4 CREDITS**

Continuation of advanced conversation/composition with emphasis on French literature and culture. Some review of intermediate and advanced grammar.

**FREN 370      Survey of Literature      4 CREDITS**

The reading of representative French masterpieces to provide an understanding of the major literary and intellectual developments in French civilization. Analyses of the works enlighten problems of translation, critical approaches, and aesthetic principles.

**FREN 387      Undergraduate Teaching      1 to 2 CREDITS**

Advanced students work as teaching assistants in FREN 110-111. A maximum of two credit hours of FREN 387 may be applied toward the major or minor. This course is repeatable for credit.

**FREN 401      Directed Studies      1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the French Program. Requires consent of instructor and school dean. Recommended for advanced students only. This course is repeatable for credit.

**FREN 440      Internship      1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(FRN)****FRN 225      French Language Basic A1      1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of French. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**FRN 226      French Language Basic+ A2      1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in French. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**FRN 325      French Intermediate B1      1 to 9 CREDITS**

At the intermediate level, this course focuses on deepening students' understanding and command of French language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**FRN 326      French Intermediate B2      1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in French. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(GEOL)****GEOL 350A      Geologic Research: Antelope Island      2 CREDITS**

Geological research method courses combine abbreviated classroom time with extended day, weekend or semester break field excursions to allow students the opportunity to collect their own samples, make their own maps, or in other ways put into practice the concepts that they have learned in the classroom.

**GEOL 440S      Internship      1 to 8 CREDITS****GEOL 107      Geology of the American West      4 CREDITS**

This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE) Note: Students may get credit for GEOL 107 or GEOL 111, but not both.

**GEOL 111 National Parks Geology 4 CREDITS**  
 Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE) Note: Students may get credit for GEOL 107 or GEOL 111, but not both.

**GEOL 201 Earth Materials I: Mineralogy & Lab 4 CREDITS**  
 In this integrated lecture-lab course, students learn how minerals are formed in various geologic environments, how to identify minerals using diagnostic properties, and how minerals are relevant to societal needs. Students will use chemical principles to understand mineral formation and appearance from the atomic to outcrop scales. Lab exercises allow students to practice identification skills of mineral samples and will allow students to explore the world of minerals using polarizing light microscopes.

**GEOL 205 Climate Science and Solutions 4 CREDITS**  
 A study of the earth as a dynamic system focusing on the human dimensions of global change. (WCore: EWRLD)

**GEOL 210 Historical Geology 4 CREDITS**  
 This course traces the history of the Earth from its fiery origins to its current state. Along the way students will learn about the major geological, environmental, and biological changes that have sculpted the planet we all know and love.

**GEOL 214 Sedimentology and Stratigraphy 4 CREDITS**  
 This course takes an in-depth look at how geologists use sedimentary rocks to interpret the changing nature of the earth's surficial environment. This class utilizes actualistic experiments and field studies in addition to traditional lectures and discussions. Topics include the physical nature of sediment and sedimentary environments (shelf, terrestrial, and carbonate); naming clastic and chemical sedimentary rocks; dating, correlation, and magnetostratigraphy; biostratigraphy and biogeography; and sequence stratigraphy. Includes a 2-hour weekly lab.

**GEOL 230 Dinosaur Paleobiology 4 CREDITS**  
 They say you can't get blood from a stone, but paleontologists often try to do exactly that. With nothing but a few fossilized fragments, paleontologists reconstruct not just the anatomy of extinct creatures, but also their physiology, behavior, ecology, and life histories. This class will use dinosaurs as an extended case study to explore how paleontologists make claims about the lives of long dead creatures, and about how understanding those creatures' lives can lead to additional insights about the history of the earth and the dynamics of evolution. (WCore: WCSAM)

**GEOL 260 Geoliteracy 2 CREDITS**  
 This course serves prospective geology majors and minors with an overview of the field from the perspective of working geologists. Topics to be covered will include, but not be limited to, an overview of geological subdisciplines, reading the scholarly literature, careers in geology, and communicating geological information to a variety of audiences.

**GEOL 300 Special Topics in Geology 1 to 4 CREDITS**  
 Topics of interest and importance not covered by regularly scheduled courses.

**GEOL 301 Earth Materials II: Petrology 4 CREDITS**  
 This integrated lecture-lab class serves as an introduction to the types of igneous and metamorphic rocks and the geologic processes that create them. Emphasis is placed on the identification of rocks from hand samples and thin sections. Students will explore rocks from world-class locations such as Yellowstone, providing opportunities to link observations and processes to the broader regional geology.

**GEOL 310 Structural Geology and Tectonics 4 CREDITS**  
 This course studies the fate and evolution of the solid parts of the earth after initial rock formation has occurred. Students in this class will learn about the forces that bend, break and shape rock as well as the origin of those forces from tectonic processes.

**GEOL 311 Scientific Writing 2 CREDITS**  
 Writing is a crucial skill in practicing science; the communication of data to other scientists in written form creates a reliable body of peer-

reviewed literature that propels discovery. Students will practice good writing techniques and science-specific fundamentals in the format of a variety of outlets, including primary research reports, secondary literature reviews, and grant proposals. They will learn scientific citation and referencing skills that credit primary discoveries and recent innovations. This foundation will not only give students better communication skills, but it will also give them new insight into reading scientific studies. The course will also consider methods for effective communication of science to the public.

**GEOL 315 Principles of Paleontology 4 CREDITS**  
 This course introduces the organisms that compose the fossil record as well as the methods that paleontologists use to reconstruct the life of the past. Topics include modes of preservation, classification and the species problem, biases of the fossil record, phylogenetic reconstructions, functional morphology, paleoecology, morphometric analyses, evolutionary developmental biology, evolutionary trends, and critical intervals in the history of life.

**GEOL 320 Volcanology 4 CREDITS**  
 Volcanoes are one of Earth's most powerful geologic phenomena, causing disruption on local and global scales, with potentially cataclysmic consequences. This course will survey different eruption styles, magma production and differentiation, associated hazards, mitigation techniques, and volcanoes throughout our Solar System. Modern and historical case studies will be used to demonstrate successes and failures associated with geologic hazards.

**GEOL 325 Oil and Water 4 CREDITS**  
 This course focuses on natural resources within the state of Utah, and how these resources affect people and places locally, regionally, and globally. Four principle resources will be examined: oil, water, coal, and mineable resources (primarily uranium, copper, and silver). Students will learn the geology behind each resource, extraction and refining methods, laws and policies pertaining to resource development, and impacts (both positive and negative) of the resources on people, places, and the world. (WCore: EWRLD)

**GEOL 350 Geological Research Methods 1 to 4 CREDITS**  
 Geological research method courses combine abbreviated classroom time with extended day, weekend or semester break field excursions to allow students the opportunity to collect their own samples, make their own maps, or in other ways put into practice the concepts that they have learned in the classroom.

**GEOL 360 Field Geology 6 CREDITS**  
 This course, preferably taken in the summer before senior year, is the opportunity for students to put their skills into practice. After an initial week of in-class instruction on field methods, students will get in the vans for the ultimate in experiential learning. At various field locales around Utah and Colorado, students will gain experience mapping, measuring sections, and creating stratigraphic columns. (WCore: SC)

**GEOL 401 Directed Studies 1 to 4 CREDITS**  
 A student-driven research project on some aspect of geology. One credit hour equates to a minimum of four hours of research each week. Requires the consent of the instructor and school dean.

**GEOL 402 Senior Seminar 3 CREDITS**  
 This class will familiarize students with scholarly geological literature. Students will read and discuss contemporary geological research papers and will learn the process for writing research proposals and journal articles.

**GEOL 405 Geochemistry 4 CREDITS**  
 This class explores the chemical fundamentals of geologic processes. Students will explore how rocks and minerals record chemical variabilities within magma chambers, learn fundamentals of radio-isotopic dating, use tracer isotopes to explore the nature of the unseen mantle and crust, and use stable isotopes to examine climatic changes across geologic time. Real quantitative data will allow students to practice computational skills employed by scientists to understand the evolution of Earth.

**GEOL 415 Geobiology 3 CREDITS**  
 Geobiology uses the tools of biology and biochemistry to study the long term interactions between the Earth and life. Students will learn the significance and uses of global chemical cycles, the use of biomarkers in geology, mechanisms of biomineralization, how metabolism affects geochemistry, and will explore the history of the Earth from a completely new perspective.

**GEOL 425 Geophysics 4 CREDITS**

This class will act as a capstone class for students with a particular interest in the physical evolution of the earth. Topics to be covered may include the dynamics of the earth's interior, the generation and evolution of the earth's magnetic field, gravimetry as a tool for geologic exploration, rotation of the earth's core and the flow of heat in the mantle.

**GEOL 430 Undergraduate Research 1 to 4 CREDITS**

Students complete a research project and learn the process of scientific inquiry through hypothesis testing. One credit hour equates to a minimum of four hours of research each week. Requires consent of the instructor.

**GEOL 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**(GER)****GER 225 German Language Basic A1 1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of German. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**GER 226 German Basic+ A2 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in German. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**GER 325 German Intermediate B1 1 to 9 CREDITS**

At the intermediate level, this course focuses on deepening students' understanding and command of German language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**GER 326 German Intermediate B2 1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in German. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(GNDR)****GNDR 440S Internship 1 to 8 CREDITS****GNDR 101 Gender, Sex, and Identity 4 CREDITS**

The central aim of this course is to foster critical thinking about gender and how the concept of gender structures relationships of power around us every day. This means that we will think about, write about, and talk about questions related to what gender is, how it affects us, and how it can change.

Throughout this course, we will draw on several different disciplines, such as sociology, philosophy, literature, and political science, to develop a multi-faceted understanding of how gender structures our lives. We will also look at specific topics related to the intersections of race and gender, sexual identity, gender inequality, and the flexibility of gender categories. (WCore: WCAFAH, DE)

**GNDR 131 Philosophy of Gender and Power 4 CREDITS**

The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: DE)

**GNDR 221 Domestic Arts: Sticking From the Margins 2 CREDITS**

The domestic art of stitching has in recent history been coded as a feminine pursuit. This course subverts the notion that femininity is a form of weakness; we will upend this notion with a look at the domestic arts for its ability to provide humans with a self-sufficient livelihood, access to aesthetically pleasing arts, and functional objects. To explore the strength in stitching, students will explore how needlework, often dismissed as passive, requires patience, physical, and mental work to develop the skills of assertive individuality in design (Rozsika Parker, *The Subversive Stitch*). Our course meets twice a week to engage in a series of domestic arts such as embroidery, weaving, quilting, and other forms of stitching.

**GNDR 222 Drawing Gender 2 CREDITS**

How can drawing interrogate and express gender? In this course students will consider different modes of portraiture and the way images can communicate self and bodies outside of the gender binary. This course is intended for students without drawing experience who are interested in understanding and using drawing to both challenge and confirm traditional values of gender in our society.

**GNDR 223 Gender and the Media 2 CREDITS**

How does what we see in the media impact how we think about gender? The media is the air we breathe, and it shapes the way we see the world and ourselves. Come learn about how the media has framed gender through fictional and nonfictional portrayals across news, movies, television, social media, etc.

**GNDR 224 Math With No Problems 2 CREDITS**

When you think of a math professor, who do you picture? Most folks don't picture themselves or their identities fitting in the world of math. That's because mathematics culture has not encouraged people outside the norm to fit in. In this class we will embrace the wonder, power, and beauty of mathematics by learning to play. By exploring what it means to do mathematics without the assumptions on who can do math, this course creates a space where gender, race, and sexuality are not marginalized but centered in seeking out patterns and formulating truths. Math with no problems is a place for exploration and does not require any prior math knowledge. This course is hands on where all things will be completed in class.

**GNDR 225 Archive of Feelings 2 CREDITS**

The past is often presented as clean, tidy, and easy to understand with events shown as inevitable and where the only voices heard are those in power. BUT! The past is as messy, complicated, and dynamic as the people who lived it, and archives offer a window into lives and times, peoples and places that were historically marginalized and excluded from textbook presentations of history, anthropology, and archaeology. This class will dig into a variety of archival sources looking at how gender, sex, and sexuality are coded in archives, how social and cultural mores of dominate ideologies shape what is permissible and what is deviant, and work to illuminate and elevate the real lives and truths of people subjugated to and erased by modern narratives building a new understanding of the world.

**GNDR 226 I want my MTV! 2 CREDITS**

Music based television has been around since the 1960s but it was the rallying cry of "I want my MTV!" that the music video took over the world. This course begins by examining the canonical history of music videos exploring its avant-garde use of technology and how this medium challenged sexuality, gender, and race while exposing our social class hierarchies through a capitalist endeavor that represented the excess of the 1980s. This course will end with an exploration of how digital media and social media have re-invented music videos. The learning objectives for this course center on exploring the story telling form of music videos while recognizing that this is a promotional medium that encourages mass consumption. For this course students are required to produce a social media project (vlog, podcasts, Twitter essay, etc.) that explores music videos.

**GNDR 227 Guerilla Theatre 2 CREDITS**

Protest performance for change! Coined by Che Guevara, this theater practice employs protest, performance, music, and art to ignite social and political conversation. The class will pick a topic and create a piece of guerilla theatre on campus!

**GNDR 228 Bodies in Motion 2 CREDITS**

Through the study of professional dance and popular social media dance crazes, this course explores how bodies in motion defy and define beauty, gender, sex, sexuality through a disability studies lens.

**GNDR 229 Witches, Magic and Belief 2 CREDITS**

Witchcraft and magic-as well as attempts to ban them-are aspects of the supernatural and belief that allow us to learn more about the cultures that produced them, particularly their social and cultural anxieties about religion and gender. Ideas of witches and witchcraft are heavily gendered and tied into history and folklore. Users of magic, meanwhile, may use it to find love, connect with others, or to cause harm or exert power over others. In this class, we will ask ourselves how developing an understanding of witchcraft and magic (including related ideas such as possession and exorcism) can lead us to a more humane understanding of belief and the human experience.

**GNDR 300 Special Topics in Gender Studies 2 to 4 CREDITS**

Presents a number of special topics allowing students to explore a wide range of issues relevant to gender studies.

**GNDR 319 American Women's History 4 CREDITS**

An overview of the economic, social, and political roles women have played in American history, from the colonial period to today. Investigates women's work in the household and market economies, women and the family, and women's legal and civil rights and liabilities across time. Offered alternate years.

**GNDR 320 Gender, Stories, and Migration 4 CREDITS**

Increased migration is a nearly present feature in the news and politics. Although women comprise about half of all migrants, discussions of gender and sexuality are generally absent in the analyses, even as they are highlighted in the press and in the way we talk about migration. This course will use stories-understood broadly-to explore migration, specifically through the lens of gender studies and the uneven impact of migration on women. (WCore: EWRLD)

**GNDR 325 Human Trafficking 4 CREDITS**

This course will provide cross-disciplinary understanding of different forms of slavery and their current prevalence in the United States and throughout the world (as sex-trafficking, forced labor, child soldiers, and similar). We will identify connections between historical slavery and modern-day practices of human trafficking, focusing on issues of economics, power, human rights, abolition, and legislation on both local and global levels. Our readings will include first-person narratives, abolition materials, scholarly articles, case studies, and government reports and legislation. We will also watch several documentaries and follow prominent anti-slavery campaigns. A substantial component of the course will be devoted to civic engagement, allowing us to conduct research in the community and get involved in local organizations that emphasize prevention and protection. The ultimate goal will be to apply academic research and service learning to problem-solving in a critically informed and socially responsible fashion. (WCore: EWRLD)

**GNDR 331 These Films Are So Gay! 4 CREDITS**

One of the earliest representations of non-normative gender performances in film is The Dickinson Experimental Sound Film of 1894/5. Lasting only 17 seconds, the film captures a man playing a violin into a large recording horn while two men danced "cheek to cheek". The dancing men perhaps

were an afterthought for William Kennedy Dickson, the Scottish inventor who recorded the film, or as Vito Russo insists, in *The Celluloid Closet* (1981), as a direct representation of homoerotic affection between men. Nevertheless, this film demonstrates the power found in questioning heteronormative constructs of gender identities and sexuality and raises questions of how films both represent, either by accident or design, non-normative sexual desire that ultimately become part of cultural identities. In this course we will explore representative films of queer cinema not only for their aesthetic value but also for their political meaning and historical legacy. Some of the themes and films we will explore are: problematic yet impressive explorations of gender identities of the pre-code era such as Sidney Drew's *A Florida Enchantment* (1914) and George Cukor's *Sylvia Scarlett* (1935); homoerotic desire in films such as Alfred Hitchcock's *Rope* (1948) and Kenneth Anger's short films; iconic camp films such as Robert Aldrich's *Whatever Happened to Baby Jane?* (1962) and Frank Perry's *Mommie Dearest* (1975); boundary and taste pushing films in the aftermath of Stonewall such as John Waters's *Pink Flamingos* (1972); and contemporary films where the pretense of "suggestive" homoerotic love interests are dropped and fully explored such as Sean S. Baker's *Tangerine* (2015) and Céline Sciamma's *Girlhood* (2014).

**GNDR 335 Psychology of Women 4 CREDITS**

An overview of major theories of women's development, applications of feminist theory, gender-related research, and women's health issues across the life span. Psychological issues important to women during childhood, adolescence, adulthood, and old age, are discussed, such as gender role acquisition, pay inequities in the work force, adjustment to menopause, and violence against women. Focus is given to research on women in relation to diverse socioeconomic classes, ethnic backgrounds and culture.

**GNDR 339 Queer Theory and Posthumanism 4 CREDITS**

Humanism is the belief that reason provides the best tools for solving the problems of the world. It has dominated political and literary thought at least since the seventeenth century. It is the foundation of human rights discourse, of many theories of democracy, and of the prevailing models of social justice. Nonetheless, humanism has its detractors, and the last several decades have seen the rise of "posthumanism," which seeks to challenge humanism's dominant position in political and social thought. Some critics suspect that humanism unconsciously upholds the racism, misogyny, and homophobia of the texts that established its terms in the 18th, 19th, and 20th centuries. Others are motivated by the challenges to reason presented by psychoanalysis, Marxism, and radical feminism. Queer Theory is among the most important posthumanist discourses in the United States, though not all queer theorists are posthumanists. This course investigates how queer theorists have attacked and defended humanism, and also explores queer theory's relationship to other posthumanist discourses. Authors to be considered may include Michel Foucault, Eve Kosofsky Sedgwick, Donna Haraway, Lauren Berlant, Leo Bersani, Jasbir Puar, Lee Edelman, Jacques Derrida, Giorgio Agamben, and Joan Copjec. This course fulfills the Theory requirement for LMW majors.

**GNDR 345 Sociology of Sexualities 4 CREDITS**

This course examines sexuality from an historical, social, and interpersonal perspective. Students will study the history of sexuality research in the United States along with the major sexual revolutions. The sociological perspective will be used to understand contemporary issues around sexuality, including transgender rights, sexual orientations, modern-day sexual scripts, the sexual double standard, and the medicalization of sexuality.

**GNDR 350 Gender in Society 4 CREDITS**

This course exposes students to the problematic concept of "gender", including the many ways in which society's organizations reinforce and shape gender relations, and the ways in which gender shapes our identity, relationships, and the division of labor in society. Using a feminist perspective and drawing on international authors, this course will focus on the concept of "gender" at the individual, interactional, and institutional levels. (WCore: DE)

**GNDR 360 Race, Gender, Class, and the Media 4 CREDITS**

This course explores and challenges how issues and individuals, groups, and populations are presented in the media. Students will analyze the portrayals of race, ethnicity, gender (including gender identity), sexual orientation, age, ability and socioeconomic class in entertainment and news media.

**GNDR 378 Podcasting 4 CREDITS**

As a disruptive technology, podcasts have reinvented the way we listen. While washing the dishes, walking the dog, and commuting we listen to podcasts on comedy, music, horror, news, knitting, murder, boating, walking, eating, film, TV, and video games. The topics for podcasts are endless and, so it

appears, is our insatiable hunger for them! In this course we will spend our time listening and creating podcasts. We will explore different genres such as political podcasts and podguides and different formats such as video podcasts. The goals for this course include understanding audio storytelling, ethics, and diversity in podcasting through a transgender BIPOC-inclusive feminist approach that seeks to celebrate lived experiences. You will learn basic podcasting skills such as writing, research, interviewing, and editing. The projects for this course will involve podcasting about Salt Lake City, helping you develop an understanding of the historical and current impact of sex and gender on societies, individuals, and institutions in Salt Lake City and the greater Utah area. This requires that during class time we meet outside of campus. Students are required to have a smart phone or a camera with the capacity to record both sound and video. This course fulfills the Language & Media requirement for LMW majors.

**GNDR 380 Video Game Culture 4 CREDITS**

Video games have emerged in the 21st century as one of the most-watched spectator sports. Pro-gamers compete for hundred-thousand-dollar prizes, and they receive sponsorships that can be worth millions. But to view the video game medium as only an economic force denies the complicated nature of gaming. In popular culture, gaming is the domain of nerdy teenagers, but video game conventions demonstrate that the average player is, well, everyone. This course focuses on the critical analysis of social issues in video games. Class time will be split between playing across different video game genres (such as role-playing, action-adventure, life simulation, strategy, sports, music, and literary hypertexts) and participating in current academic debates around gaming and game studies. Class discussions will engage with the ludic and narrative elements of game theory from an interdisciplinary perspective that considers video games as cultural artifacts, economic powerhouses, educational tools, drivers of technological innovation and works of art.? This course fulfills the Language & Media requirement for LMW majors.

**GNDR 400 Senior Project/Thesis 3 CREDITS**

Serves as the capstone course for the GNDR minor. Students undertake self-directed project or thesis that integrates concepts learned in gender studies courses with those learned in the student's major area of study. Project completed with a supervisory committee of two (at least one must be a gender studies faculty member). Prerequisite: completion of 20 hours of Gender Studies courses including GNDR 100. Note: Students whose major requires a senior project or thesis will not be expected to complete a second project or thesis. One thesis or project can count for both a major requirement and a gender studies requirement if students (1) select topics relevant to both gender studies and their majors and (2) work with a faculty advisor who teaches gender studies courses.

**GNDR 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Gender Studies program. This course is repeatable for credit.

**GNDR 440 Internship 1 to 8 CREDITS**

In order to emphasize the importance of experiential learning, this course offers students opportunities to integrate classroom knowledge with practical experience related to gender studies. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

## (HIST)

**HIST 440S Internship 1 to 8 CREDITS**

**HIST 102 Alien Encounters in History 4 CREDITS**

People often make the judgment that since the past has influenced our own world, the people of the past must somehow be "like us" in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry

will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with "alien" cultures. Examples: What's the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the "alien" encounters that we may study. (WCore: WCFah and WE)

**HIST 111 Patterns of Global Immigration 4 CREDITS**

This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore: WCFah, WE)

**HIST 120 The Story of America 4 CREDITS**

This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFah, DE)

**HIST 123 Citizenship and Voting in Europe 4 CREDITS**

This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFah, WE)

**HIST 124 Film and Memory 4 CREDITS**

This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and peoples in a variety of films. This course will consider how visions of the future reflect historical realities (new ideas about science, nuclear war, space exploration). We will examine how different actors-production companies, directors, studios, and the state-attempt to craft national narratives and contribute to community identity through different genres. (WCore, WCSBS, RE)

**HIST 200 Special Topics in History 1 to 4 CREDITS**

Special topics focusing on shifting regional and thematic studies. Courses classified under the HIST 200 designation are taught on a rotating basis.

**HIST 202 Experiencing Public Lands 4 CREDITS**

In 1872 the U.S. Congress declared the Yellowstone region the world's first "national park." In 1916 Congress created the National Park Service, "which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." Today the Park Service manages over "units" with nearly 30 different designations - including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves - and nations around the world have created their own versions of "national parks." This course will investigate the "national park" idea and its implications for natural and human history. Why has this been called "America's best idea?" What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFah, WE)

**HIST 204 Truth and Reconciliation 4 CREDITS**

This course explores past and present attempts to achieve "Truth and Reconciliation" in the wake of violent and traumatic historical events. We will examine comparative examples of Truth and Reconciliation processes in places like South Africa, Canada, Chile, and Greensboro, South Carolina. We will also compare these processes with artistic and grassroots ways to come to

terms with the past as well as international war tribunals. By closely analyzing the way individuals and governments create public memory about shared experiences and historical events, we will raise questions about the complex nature of seeking truth and studying history, and the tension between the pursuit of reconciliation and the desire for justice. This course has an oral history component. (WCore: WCSBS, WE)

**HIST 206 Homelands and Contested Spaces 4 CREDITS**

Focusing on the methods, processes and outcomes of empire in what are usually referred to as "settler states," this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why do these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The course places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)

**HIST 214 Vietnam and America 4 CREDITS**

This course explores the tangled history of America's involvement in Vietnam, the war's impacts on the people of both nations, and the war's global legacy. We will emphasize the reasons, meanings, and outcomes of the war for a range of participants: Vietnamese soldiers and civilians, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti- war; and participants, observers, and protesters around the world. This course fulfills the WCore Research Emphasis. You will learn and practice history-specific research, discussion, and writing skills in a variety of assignments, including weekly reflective journals and crafting short "vignettes" and a longer research paper based on primary and secondary sources that you find, evaluate, analyze, and communicate to your classmates. (WCore: WCSBS, RE)

**HIST 230 Global Coffee Cultures 4 CREDITS**

This course educates students on the international histories of and ethical considerations attached to labor, political economics, environment, and gender related to global coffee cultures, both the consumption and production sides. Students will critically engage with these historical and contemporary issues pervasive in global coffee communities through primary and secondary texts, film, and an occasional field trip to local roasters and/or cafes. Coffee will be served during each class period. (WCore: EWRLD)

**HIST 241 The Craft of History 4 CREDITS**

This course introduces students to the study and practice of history. Students will learn how to frame historical research questions, find primary sources, interpret historical works, and effectively communicate their own research. Students also gain real-world field experience in historical research. The course includes occasional, brief field trips (during regular class hours) to historical research libraries, museums, and archives (for example, the Utah Historical Society, Marriott Library Special Collections, and LDS Family Research Library), and historic sites (such as downtown Salt Lake City, Fort Douglas, and local cemeteries). The skills learned in this course will be fundamental to the research and writing expected in upper-division history classes, especially the two-semester thesis sequence (390/490).

**HIST 300 Special Topics in History 1 to 4 CREDITS**

Special topics focusing on shifting regional and thematic studies. Courses classified under the HIST 300 designation are taught on a rotating basis.

**HIST 302 Experiencing Public Lands 4 CREDITS**

The United States has a system of public lands unlike any other nation. About 25% of the country's territory is managed by federal agencies, including the USDA Forest Service; Bureau of Land Management, National Park Service, and US Fish and Wildlife Service (all in the Interior Department); and the Department of Defense. These lands have been designated for a bewildering variety of uses and purposes, and they are managed by very different agencies that face very different challenges, from restoring endangered species to testing weapons to mitigating toxic waste. The Westminster Expedition, a semester-long academic road trip, brings students to dozens of public lands units, where students learn firsthand about those uses, purposes, challenges, and management priorities, often from officials within those agencies and people who live and work on or near those lands and who deal with the policies and challenges of these complex places.

**HIST 307 Comparative Revolutions 4 CREDITS**

From the Atlantic Revolutions of the late eighteenth century to the Marxist revolutions that swept the globe in the twentieth century, this seminar is a critical examination of conflicts of liberation, decolonization, and radical imagination. We will explore how people reacted to political, economic, religious, and social injustices often violently in search of better futures. We will also examine the contradictions and tensions of many revolutionary movements and the legacy of revolution in political and artistic life in places like France, Russia, Vietnam, China, and Cuba. (World History category)

**HIST 308 Supernatural Europe 4 CREDITS**

Belief in magic in medieval and early modern Europe was nearly universal. From priests to scholars to millers to merchants, the supernatural was central to understanding the world. This course will use the framework of the supernatural-belief in mythical beings, in spiritual or occult forces, in magic-to investigate European society and culture. We will study how views of the supernatural changed as a result of societal transformations and upheavals, including the Black Death, the Reformation, the Scientific Revolution, industrialization, and the wars of the twentieth century. (World History category)

**HIST 313 Our Troubled Time US History Since 1945 4 CREDITS**

This course focuses on the history of the United States as the preeminent global power, the onsequences and challenges of that status, and the social and cultural issues that have captivated and challenged Americans since 1945. (Americas History category)

**HIST 316 Slavery, Civil War, Legacy 4 CREDITS**

Examines U.S. history in its most violent and divisive period. Emphases include the experience of enslaved African Americans; the growth of the anti-slavery movement; the division of the nation; the military course of the Civil War; the results of the war; the failed experiment of Reconstruction; and economics, politics and society in the Gilded Age. (Americas History category)

**HIST 317 Empire & Power: Us History, 1890-1945 4 CREDITS**

Explores the metamorphosis of the United States from a provincial, continental power to an industrialized and urbanized world power. Emphases include the Industrial Revolution and its impact on foreign policy; the Spanish-American War and the acquisition of empire; the growing power of the executive branch; the Progressive Era; the 1920s; the Depression; and U.S. participation in two world wars. (Americas History category)

**HIST 319 American Women's History 4 CREDITS**

An overview of the economic, social, and political roles women have played in American history, from the colonial period to today. Investigates women's work in the household and market economies, women and the family, and women's legal and civil rights and liabilities across time. (Americas History category)

**HIST 320 Environmental History of the United States 4 CREDITS**

An exploration of how men and women have thought about and acted upon the land in what is now the United States from before the European exploration to the present day, including how the land and its resources shaped how people live, how the ways that people view the land changed over time, and how people have changed the earth and some of the consequences of those changes. (Americas History category)

**HIST 324 Global Cold War 4 CREDITS**

The Cold War, a global political, and frequently, militaristic struggle from around 1947 to 1991, is often centered on contests between the Soviet Union and the United States. This course will complicate the view that the world was divided between two powers and ideologies by considering the legacy the Cold War had on societies in places such as eastern and central Europe, Southeast Asia, Latin America, and parts of Africa. We will closely examine how culture was often weaponized during the Cold War - how music, art, popular literature, and sports could be used as a source of ideological inspiration, as a form of resistance and protest, and as propaganda. This course will also investigate how cultural developments were shaped by Cold War politics and the threat of nuclear war. Through case studies and oral history interviews, students will explore to what extent cultural forms (whether jazz music or Olympics sports) have the capacity to express communist or democratic capitalist ideologies. (World History category)

- HIST 325 The Indigenous West 4 CREDITS**  
This course will function as one of the Westminster Expedition courses (and must be taken with ENVI 331, ENVI 332, and HIST 302). Indigenous peoples inhabited all of the American West; today's Indigenous nations exercise sovereignty over fragments of their former territory. This course investigates the "Indigenous history" of some of the West, based upon the Expedition's itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Indigenous nations and investigate their roles in land-use issues. Students will meet with Indigenous peoples, public lands managers, scholars, and activists along our route. (WCore: EWRLD) (Americas History category)
- HIST 327 History of the Holocaust 4 CREDITS**  
The horrors of the events that became known as the Holocaust, or Shoah-the murder of more than six million Jews and five million or more non-Jewish people: Roma, homosexuals, disabled people, political prisoners, Jehovah's Witnesses-continues to haunt human memory. The legacy of the Holocaust continually appears in media and film, in novels, and in political and historical debates. In this course, we will confront some of the most challenging questions and topics that come out of this history: why were most people bystanders? What was the role of Christian anti-Semitism in the destruction of Jews? What motivated ordinary people to murder their neighbors? We will also place the Shoah in a global context by exploring its connections to colonialism, racism, ableism, and other genocides. We will listen to oral histories and testimonies to better understand the lived experiences of those who survived. This course will culminate in a final project that contributes to contemporary understandings of the Holocaust's significance. (World history emphasis and WCore: EWRLD)
- HIST 328 Death on Display 4 CREDITS**  
Death, considered by some cultures as taboo, has a long history of exhibition, from saints' relics to museum artifacts. This course investigates the way different types of institutions-churches, art museums, science and natural history museums, and ethnographic museums-have exhibited death to the public. We will approach the issue of displaying death through international case studies and visit local museums and public history sites to observe first-hand how human remains, funerary objects, and photography exhibit and narrate death. This course also examines debates surrounding the repatriation and reburial of human remains, changing attitudes toward death and dying, and the social meaning of funerary ritual. (World History category)
- HIST 329 Culture & Society in East Asia 4 CREDITS**  
The twenty-first century has often been referred to as the "Pacific Century." East Asia has become a focal point of economics, technology, politics, and popular culture. How did East Asian societies go from devastation, occupation, revolution, and dictatorship to global prominence? The course takes this question as a starting point and investigates the distinctive historical transformations of postwar Japan, China, and South Korea using the lens of popular culture, including film, literature, manga, anime, sports, social media, gaming, music, and new technologies. We will explore how popular cultural phenomena, whether Cold War Olympic sports or K-pop stars, intertwined with politics, economics, religion, and historical memory. This interdisciplinary approach to East Asian history and society will provide a richer understanding of the complex and dynamic cultures of China, Japan, and Korea. Our examination will take us beyond generalizations and stereotypes to think in critical and informed ways about East Asia and its place in the world. (World History category) (WCore: EWRLD)
- HIST 330 Middle Eastern History 4 CREDITS**  
An inquiry into Middle Eastern history from the early civilizations to our own day. The course deals with conflicts as well as quests that have created peace; developments in the three monotheistic religions and their cultures (with an emphasis on Islam); late 20th-Century issues. (World History category)
- HIST 340 Conquest & Discovery Colonial Latin Am 4 CREDITS**  
Surveys the Latin American experience from pre-Columbian society through independence, and emphasizes the recurring themes of authoritarianism and exploitation. (Americas History category)
- HIST 341 Democracy, Revolution, Repression 4 CREDITS**  
Explores Latin American history from Independence (1810) to the contemporary period, focusing on democracy, revolution, and authoritarianism as proposed solutions to the inequality, poverty, and exploitation that sometimes plague Latin American nations. (Americas History category)
- HIST 352 Water in the West 4 CREDITS**  
An old aphorism notes that to get rich in the West, one should become a water lawyer. Another states that "Whiskey is for drinking and water is for fighting." Forest historian Char Millar writes that "Great hopes, deep doubts, even despair, have been integral to the history of western water policy." The American West has long been defined in large part by its lack of water. The region's aridity lies at the heart of endless ecological, social, political, and legal debates that have at times sparked violence. This course will explore the social world of water in the region, and the challenges presented by its relative scarcity.
- HIST 365 Utah and the West 4 CREDITS**  
This course examines the history of Utah and its place in the region, including its Indigenous inhabitants, early explorers, the arrival of Mormons and non-Mormons, Utah's clashes with the federal government, and the "Americanization" of Utah since 1896. (Americas History category)
- HIST 390 Research Seminar in History 3 CREDITS**  
A required seminar for senior history majors, which combines historiography and research, resulting in the production of a senior thesis based on original research. Prerequisite: History major or minor or consent of instructor.
- HIST 401 Directed Studies 1 to 4 CREDITS**  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the History Program. Requires consent of instructor and school dean. This course is repeatable for credit.
- HIST 440 Internship 1 to 8 CREDITS**  
Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>
- HIST 490 Research Seminar in History 3 CREDITS**  
A required seminar for history majors, continuing the work begun in HIST 390. (WCore: SC)
- 
- (HON)**
- HON 440S Internship 1 to 4 CREDITS**
- HON 201 Foundational Conversations I 4 CREDITS**  
This sequence guides students through the transition to college-level work by engaging primary texts from around the world and across epochs. Organized each year by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.
- HON 202 Foundational Conversations II 4 CREDITS**  
This sequence guides students through the transition to college-level work by engaging primary texts from around the world and across epochs. Organized each year by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

**HON 203 Foundational Conversations III 4 CREDITS**

This seminar guides students who have entered the Honors College by lateral entry admission through the transition to Honors by engaging primary texts from around the world and across epochs. Organized each term by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

**HON 211 Global Welfare and Justice 4 CREDITS**

Economic inequality continues to increase throughout the world, putting more human beings in poverty. The 21st century poses a significant challenge therefore to political and economic institutions to deal effectively and justly with this increasing economic inequality-as-poverty. This course explores the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21st century.

**HON 212 Arts and Performance 4 CREDITS**

Using a multi-disciplinary approach that emphasizes direct artistic experiences, this course explores the what and the why of both arts and performance. As in the creation of art itself, this seminar engenders curiosity, considers context, welcomes risk-taking, and fosters an environment that leads to openness and depth of connection. Primary sources include the specific artistic interests of individuals within the class as well as a variety of arts events within the Westminster and Salt Lake communities. Firmly committed to the idea that being an educated, active, and fully alive individual requires engaging with and critically/creatively responding to the arts, we examine a wide variety of artistic works in the visual arts, music, dance/movement, drama/theatre, as we explore essential questions related to the arts, to creation, to life. Students develop a sense of openness to unexpected possibilities through the recognition of the place for the arts in their lives.

**HON 213 Environments and the Space of Art 4 CREDITS**

This course explores the intersection of art and the environment across a broad understanding of each sphere. Faculty and students will explore primary texts and experiences that lend an understanding to our place within the arts (visual, literary, sound, performative) and environment (natural, constructed, scientific). Topics might include, for example, unexpected nature, ecosystems and creativity, environmental and cultural changes, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring these topics through field trips and study. Other learning activities—writing, conversation, and reflection—will offer students myriad ways to appreciate our place in environments and the space of art.

**HON 221 Science as Knowledge 4 CREDITS**

When we hear someone say "That's not science," it sounds inherently dismissive. In this interdisciplinary seminar, we will discuss the special status often given to scientific knowledge relative to other forms of knowledge and explore the ways in which that status might help or hinder our ability to actually understand our universe. We will build on this discussion to critically evaluate the notions of certainty, authority, and progress that are often intertwined with scientific knowledge, as well as the degree to which scientific knowledge reflects the culture that develops it.

**HON 222 Science, Power, and Diversity 4 CREDITS**

This seminar explores the relationship between scientific knowledge and power, especially as this relationship intersects with issues of diversity. Students will engage with major ideas and texts from the last century in the contemporary philosophy of science, science and cultural studies, and the natural and physical sciences. Epistemological and ethical issues in the production and dissemination of science knowledge are discussed, as are issues of race, gender, culture, and justice pertaining to science in society. Students will gain critical perspectives on popular contemporary scientific discourse by analyzing ideas from primary source texts, critical accounts of science, and scientific journalism.

**HON 231 Human Culture and Behavior 4 CREDITS**

Why do people do the things they do as individuals, groups, or as a society? How does our culture and society shape human behavior? How

does our behavior shape society? Are the answers to be found in genetics, socioeconomic status, gender, culture, and/or elsewhere? This seminar explores the intersection of human culture and behavior via the methods and perspectives of a variety of social science disciplines. The course examines topics as diverse as violence, law and crime, sexuality and sexual identity, and gender and racial injustice.

**HON 232 Data/Society/Decision-Making 4 CREDITS**

We are surrounded by data. Even when we're unaware of it, data informs key systems upon which we rely: transportation, politics, computing, medicine, and commerce, just to name a few. In this course, we seek to develop an understanding of the nature of data—what it is, how it is gathered and stored, what it purports to measure, and what it actually measures. Quantitative tools are developed to analyze data while simultaneously exploring the value and limitations of such analysis. The ultimate goal is to connect data to the process of making decisions, with examples from a variety of fields used to illustrate its successes and failures.

**HON 300 Special Topics in Honors 1 to 4 CREDITS**

These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered Fall, Spring and May Term.

**HON 400 Special Topics 1 to 4 CREDITS**

These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered on occasion.

**HON 401 Directed Studies in Honors 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Honors Program and for student-initiated, interdisciplinary research projects. Prerequisite: consent of instructor(s), and Honors College dean

**HON 402 Senior Project/Thesis 3 CREDITS**

A self-directed project or thesis that covers a topic in the student's major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors College faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.

**HON 403 Capstone Conversations 0 to 1 CREDITS**

This course provides a capstone experience that challenges students to reflect on the process of creating independent scholarship in an interdisciplinary learning context. Faculty and students will examine the diverse set of skills required to produce high quality independent scholarship, from the generation of project ideas, to project planning and implementation, to the presentation of their work in a variety of potential formats. At each meeting, students will discuss their progress and approaches to handling upcoming challenges on their independent capstone projects, receiving support, feedback, and input from their peers in other disciplines. In particular, cross-disciplinary conversations will encourage students to draw inspiration from colleagues in other fields and see how their research might have applicability to those fields. The capstone seminar will culminate with the presentation of their project to the Honors College and university communities. This course is repeatable for credit.

**HON 440 Internship 1 to 4 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion

of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

## (HPW)

**HPW 440S Internship 1 to 8 CREDITS**

**HPW 103 Strength Training 1 CREDIT**

This course serves as an introduction to progressive resistance training on machines and free weights and development of an individualized strength training program. Safety, etiquette, and proper technique are emphasized. This course is repeatable for credit.

**HPW 110 First Aid/CPR/AED for Schools and Comm 1 CREDIT**

This course helps program participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. The courses in this program teach skills that participants need to know to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. This class offers a choice of first aid, CPR, and AED courses to meet the various training needs of a diverse audience. This class has an associated class fee.

**HPW 156 Exploring Wasatch Mountain Paths 2 CREDITS**

Students will utilize the power of nature to explore their inner selves through hiking, snowshoeing, and cross country skiing in the Wasatch-Cache National Forest, Millcreek, Big Cottonwood and Little Cottonwood Canyons. Hikes and snowshoeing will include paths to a variety of lakes or peaks, generally gaining 2,000 vertical feet over 3 miles, and cross-country skiing will take place at several different venues. Our mountain journeys will focus on increasing overall well-being--physical, mental, psychological and spiritual--through meeting the physical challenge in these inspirational settings.

**HPW 190 Varsity Athletics 1 CREDIT**

Activity course for student-athletes chosen to compete in Westminster varsity athletics. This course is specifically designed for students participating on varsity teams. Students will benefit from training under a professional coach and from the opportunity to participate in athletics. This course is repeatable for credit.

**HPW 215 Flexibility for Life and Sport 1 CREDIT**

Students become more educated in the area of flexibility and stretching and gain knowledge in how it can benefit their fitness regimen and daily lives. The course enables students to learn the knowledge and skills necessary to help maintain flexibility levels and increase flexibility. Flexibility for Life and Sport is adaptable to meet the various needs and limitations of course participants. This course is repeatable for credit.

**HPW 220 Yoga for Wellness 2 CREDITS**

This course is designed to help students discover the benefits of regular yoga practice and develop a personal practice that can be continued beyond this class. Students will study the history and philosophy of yoga and the practical skills of pose work. Most classes will be devoted to understanding beneficial moving and breathing principles. Students will be encouraged to expand their practice beyond the mat, and bring increased awareness into their lives. Reading and reflective journaling will assist this process. Students will be guided to adapt yoga poses to their needs on a daily basis. Relaxation is part of the daily curriculum; as students strengthen their ability to fully rest, learning is absorbed and students become better students. Students will be required to develop a plan for their personal yoga practice. This course is repeatable for credit.

**HPW 235 Belly Dance Basics 1 CREDIT**

Uses Middle Eastern dance in a low impact cardio workout to stretch and strengthen muscles, especially core. It can help improve posture and increase concentration while having fun. This class encourages lifetime health and wellness.

**HPW 250 Wellness for Life 2 CREDITS**

This course empowers students to adopt healthy lifestyles. Concepts presented explore the mind, body, and spirit. Covering all areas of wellness; emotional, spiritual, physical, intellectual, and social encouraging students to make wise decisions about their health.

**HPW 255 Foundations of Sports Management 4 CREDITS**

This course provides an overview of general principles and practices of the sport industry, covering all facets of sport management, including

leadership, sociology, marketing, legal aspects, finance and governance, in both professional and amateur sports settings. Discussion may involve necessary professional skills and attitudes of sports managers, as well as the manner in which the globalization of sport continues to affect the sport management professions. Students learn and understand those unique aspects of sport management that distinguish it from other management fields. Students gain an increased awareness of various career opportunities in the sport industry.

**HPW 260 Psychological Aspects of Performance and Well-Being 2 CREDITS**

The course is designed to provide a deeper understanding of developing theories in "positive psychology," and practical application techniques that apply to students, managers, athletes, and others, in an effort to maximize potential in individuals and inspire optimal living. Participants will read inspirational and informative literature, learn and practice mental training techniques, and examine their perception of the world and their "self" on a deep level. Through reflective assignments and life-specific projects, the course provides an opportunity to make profound positive personal change. Furthermore, with continued engagement in positive and meaningful living, people are able to influence and guide the institutions and world in which they function.

**HPW 270 Beginning SCUBA Diving 1 CREDIT**

Beginning Scuba Diving introduces students to the joy and excitement of scuba diving. Through home study, class sessions and pool sessions, you will learn the essential information to scuba dive safely in a swimming pool. After the initial classes at Dive Utah, you can choose to complete Open Water training at the Homestead Crater in Midway and complete your PADI Open Water Diver certification. This prestigious certification is internationally recognized and will allow you a lifetime of scuba enjoyment.

**HPW 301 Lifeguard Certification 2 CREDITS**

Lifeguarding Certification teaches participants the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and to prevent drowning and injuries. Upon successful completion of the requirements of the course, the student will receive American Red Cross Lifeguarding and First Aid certification along with CPR/AED for lifeguard certification. This class has an associated class fee.

**HPW 315 Meditation As Environmental Study 2 CREDITS**

This is an experiential course in mindfulness awareness practice, also known as "insight meditation" or "vipassana." The practice of meditation has much in common with appreciation of and advocacy for the natural environment. Meditation practice both inspires and is inspired by our relationships to the natural environment. From the Gaia principle to Gandhian civil disobedience, nature inspires activism and creative problem solving, as much as it offers solace and comfort to a body, mind, and spirit wearied by "fighting the good fight." In-class meditation instruction, practice, and discussion will focus on the relationships between various meditative experiences and issues of the natural environment, supplemented by weekly readings. Sitting, walking, mantra, visualization, and other meditation tactics will be covered.

**HPW 320 Pilates for Wellness 2 CREDITS**

This course helps students discover the benefits of regular Pilates practice and develop a personal practice that can be continued beyond this class. Students will learn the history behind Pilates and its practical application to daily movement and living. The Pilates principles and muscle functions for the exercises will be addressed. Students will have assigned reading and will learn names and variations of exercises, proper alignment, breath and form associated with each exercise. A journal is required to keep track of experience and progress. This course is repeatable for credit.

**HPW 325 Introduction to Athletic Training 3 CREDITS**

This course examines the athletic trainer's role in sports medicine, mechanisms of athletic injuries, tissue response to injury, and introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures. Further topics include blood-borne pathogens, general illnesses common to athletes, and dermatological conditions. Course methodology includes lecture, discussion, and hands-on application. A course fee of \$15 is required for athletic training supplies.

**HPW 345 Sports Law and Ethics 4 CREDITS**

This this course provides a focused overview of legal principles and ethical issues in sports, touching on all levels including recreational, secondary school, collegiate and professional sports. It covers the different fields of

## Course Descriptions

law and the broad issues involved in sports law, such as contract, labor law, tort, antitrust laws, the athlete/agent relationship, intellectual property, risk management, and development of relationships between leagues, teams, athletes, agents, television, media, advertisers and fans. The course also covers the necessity and practice of ethical decision-making in the sports environment. Prerequisite: HPW 255

### **HPW 350 Nutrition for HPW 2 CREDITS**

This course focuses on nutrient metabolism, nutrition science, and exercise physiology as it applies to sports performance, exercise, and health. Topics may include the following: the role of carbohydrates, protein, lipids, water, and vitamins and minerals in human nutrition; the relationship of nutrition to maintenance of health and prevention of disease; or the role of nutrition in weight control, exercise and sport.

### **HPW 360 College Athletic Administration 4 CREDITS**

This course will address the unique and focused area of collegiate athletic administration, which allows students to apply knowledge from their previous courses and address topics such as Title IX compliance, fundraising, NCAA regulations, university communications, and other applicable areas. Administration topics will be discussed, such as budgeting, human resource management, facilities, and legal issues.

### **HPW 370 Advanced SCUBA 1 CREDIT**

Advanced SCUBA Diving is designed to introduce students to advanced SCUBA techniques which will allow students to both explore more difficult terrain and to learn advanced safety procedures. This advanced course is for those that already have completed a beginning course and have their Open Water certification. Through home study, class sessions and pool sessions, students will learn about five advanced areas of diving. Successful completion of the five learning modules and training dives will certify the student as a PADI advanced Open Water Diver which is a prestigious certification that is recognized internationally. Completion of this advanced training will allow a student if they choose to move forward in their dive training to learn rescue diving techniques.

### **HPW 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered. This course is repeatable for credit.

## **(INTR)**

### **INTR 440S Internship 1 to 8 CREDITS**

### **INTR 100 College Success 1 CREDIT**

This first semester course provides a general orientation to Westminster resources, policies, and procedures as well as an opportunity to meet other new students, staff and faculty. Students are introduced to college offices and services, explore major and career options, develop college success skills, and participate in a class service project. Each class section focuses on a special interest topic.

### **INTR 110 Leadership for Social Change 1 CREDIT**

Throughout the course, students will examine a variety of topics and their application to leadership. Leadership will also be framed within the context of fostering positive social change (community service). Classes will be activity and group discussion focused. This theory-to-practice class will give you a great start to making a big impact on campus and beyond!

### **INTR 130 S-Cubed Seminar I 0 to 1 CREDITS**

This course will use mini-projects to engage students in the excitement of computer science, physics, and mathematics. Possible mini-project topics include: algorithms that changed the world, fractals, and building an FM transmitter. Students will also explore career opportunities in these fields with frequent guest speakers and discussions about internships and summer research opportunities. This course is graded on a credit/no credit basis.

### **INTR 135 S-Cubed Seminar II 0 to 1 CREDITS**

This course will use mini-projects to engage students in the excitement of computer science, physics, and mathematics. Possible mini-project topics include: algorithms that changed the world, fractals, and building an FM transmitter. Students will also explore career opportunities in these fields with frequent guest speakers and discussions about internships and summer research opportunities. This course is graded on a credit/no credit basis.

### **INTR 140 Success in College and Beyond 2 CREDITS**

This course goes beyond a general orientation to Westminster resources, policies, and procedures by focusing on the skills, behaviors, and resources essential to success in college and beyond. Students will develop an understanding of what it means to be successful learners and will develop a personal plan to achieve academic success.

### **INTR 300 Special Topics-Interdisciplinary Studies 1 to 4 CREDITS**

Topics of interest and importance not covered by regularly scheduled courses.

### **INTR 305 Citizen Diplomacy 4 CREDITS**

This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, "the U.S. Department of State's premier professional exchange program" sponsored locally by UCCD. Students will design and implement a survey focused on the world's major challenges, reflect upon the data and recommend topics for future UCCD speakers. They will conduct research focused on a global challenge and present their findings. (WCore: EWRLD)

### **INTR 307 Advanced Global Studies 4 CREDITS**

The course on Advanced Interdisciplinary Global Studies (Advanced IGS) endows students with the tools and opportunities to develop and propose concrete solutions and alternatives to complex contemporary global problems. This course will unfold as follows. First students will be presented with a delimited set of highly complex global problems known to scholars in trans-disciplinary and global studies as seemingly "intractable problems". These problems come from the different spheres of ecology, economy, politics, health, and culture, and the interaction among them. Examples of such seemingly "intractable problems" may include the following: the global environmental crisis as evident, for instance, in climate change or the mass extinction of species due to the expansion of human civilization; the global crisis resulting from energy and resource depletion due to overexploitation and overconsumption; the global crisis in the food and water systems due to unsustainable land and water use that leads to soil erosion and water pollution, maldistribution of food and water, and excessive waste; the crisis in the global economic system due to growing concentration of wealth, deepening inequality, continuing poverty, financial volatility, and demographic displacement; the global challenges in health due to the correlation between material deprivation, environmental degradation and proliferating illnesses; or the global crisis of (in)security due to responses to injustice, oppression, exploitation, and violence, or to the rising manifestations of militarism, war, terrorism, conflict and the like, especially as reinforced (or propelled) by misunderstandings and distrust among social groups along categories such as nationality, culture, religion, civilization, race, gender, class and other types of identity. Students will then explore how these problems can actually interact and reinforce each other across different spheres in "perverse" ways that make challenges even more complex and seemingly intractable. Afterwards, students will be challenged to develop a deep critical understanding of the structural and agential drivers behind these problems and to collaboratively find creative ways to overcome such complex challenges, using interdisciplinary, intercultural, and intersectional approaches with global perspectives. The professor will closely mentor throughout the process to guide students in the effort to analyze and deconstruct these seemingly intractable problems and to explore, develop, or creatively prefigure globally inclusive, healthy, socially just and environmentally sustainable alternatives and solutions for one or more of these intersecting issues. In order for students to conduct proper research geared towards the development of solid proposals for alternatives and solutions to global problems, during this seminar students will be exposed to some of the cutting edge in-depth scholarly research and policy work on contemporary global problems, and will be trained in some of the most useful interdisciplinary approaches, theories and methods to address these global problems. Students will also work closely with the professor during the second half of the course to tailor a personalized research agenda containing research materials in accordance with the unique skills and interests of each student. Finally, students will develop as a project a proposal based on substantial scholarly research and geared towards understanding, addressing, and overcoming a specific global problem, or small set of global problems, through concrete solutions or alternatives. The project may result in a research paper or a policy proposal, but may also result in a documentary film, a webpage or another artifact of scholarly quality.

**INTR 310 Engaging Worldwide Neighbors 4 CREDITS**

Drawing on multi-faceted concepts ranging from process drama (or other art forms), learning theory, and global learning, this course is an interdisciplinary exploration of what it means to be a civically informed and engaged citizen while making valuable local connections. This team-taught course will emphasize hands-on experiential opportunities to bring process drama (or other art-forms: visual arts/music/movement) classes and activities to local immigrant school-age children. (WCORE: EWRLD)

**INTR 401 Directed Studies 1 to 8 CREDITS**

Allows students to initiate proposals for intensive tutorial-based study of topics not otherwise offered in the Interdisciplinary/ Custom Major Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**INTR 440 Interdisciplinary Internship 0 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**INTR 450 The Myriad Internship 1 to 4 CREDITS**

This online internship course teaches students how to evaluate and select submissions for the Westminster literary journal, The Myriad--an online academic journal featuring cross disciplinary works by Westminster students. It is published annually in April. In this course, students will learn the skills to evaluate academic submissions and learn the mechanisms of running an online journal. The deadline for submission to The Myriad is Jan 25. The responsibility of this class (taught in the spring) is to evaluate and select submissions for publication as well as to discuss the design layout for the website. Students do not need prior experience in design and editing to enroll in the course. The Myriad has an in-house designer. Students enrolled in the course will simply contribute with design ideas in addition to evaluating and selecting submissions.

**(IPSL)****IPSL 401 Independent/Directed Study 1 to 3 CREDITS**

IPSL recognizes the vital role independent study can play in a student's education. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member who has agreed to direct the student's work. The course may include directed readings, applied work, assisting the faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate by the supervising faculty member and the department. Regardless of the nature of the experience, the work must culminate in a formal project or paper, and a presentation.

**IPSL 402 Comm Organization Soc Activism 3 CREDITS**

This course deals with the origin and background of non-governmental organizations in the country of study, including how these groups have been created to respond to essential social problems and the ways that civil society in this country has found to exercise fundamental rights and respond to needs not covered by the state. The different types of organizations studied are: Non-Governmental Organizations, Foundations, Civil Associations, Social and Popular Movements. We will study the history, the birth and the issues on which these social organizations work. We will investigate their contribution to the development of skills and opportunities for the 21st century for growth in the midst of differences. Coursework is complemented by volunteering in a community project and engagement with diverse cultures and viewpoints. Students reflect on national and international practices using the curriculum framework and drawing on discussions with host country nationals.

**IPSL 403 Language Across Curriculum 3 CREDITS**

This course is designed for students with all proficiency levels in a language spoken in the country where the course is taken. This is a streamlined, focused course designed to produce maximum functional fluency in a specific area of interest. Course topics and vocabulary are carefully compiled to provide students the language patterns they need to successfully navigate

professional/social situations while living and studying in the country. This course helps students achieve proficiency not only in conversational language but also in skill areas necessary for further study, such as phonetics, grammar and sentence structure.

**IPSL 404 Sponsored Research 3 CREDITS****IPSL 408 Special Topics 1 to 3 CREDITS****IPSL 420 Afro-Colombian History Culture 3 CREDITS****IPSL 421 Conflict/ Peace Colombia 3 CREDITS****IPSL 422 Escobar to Santos Modern Colombia 3 CREDITS**

It is impossible to talk about Modern Colombia without an examination of the impact of the decades long "narco-tráfico" - the narcotics trade that was at the center of Colombia's political, economic, and social structures. The socio-political core of Colombia is what it is today, in part, because of the illegal drug trade. By the same token, Colombia is not the same country it was one generation ago, which is when Pablo Escobar, the head of the Medellín Drug Cartel, died. At the time one of the wealthiest men in the world, Pablo Emilio Escobar Gaviria continues to engender strong opinions on all sides and all spectrums. Some of the nation's poorest people praise Escobar's attention to the plight of the poor. Other Colombians - and foreigners - rightfully bring attention to the violence - and the tens of thousands of dead - that were part of the drug trade and the accompanying terrorism. The years of "narco-tráfico" affected countless Colombians, and many others, during those years, and the history is only starting to be discussed and researched. The first part of the course provides an overview. We then investigate drug production in the Americas and the organizations that engage in these activities. After that, we will look at the costs of narcolitics in the developing world, in terms of corruption and violence. Next, we will shift our attention to the U.S. and examine both drug trafficking counternarcotic efforts and the impact of the so-called "War on Drugs." The final part of the class will examine the effect of recent and proposed reforms to drug policies and, of course, the reconciliation and peace processes that have brought stability, peace and economic growth to Colombia.

**IPSL 430 Sustainable Micro Enterprise/Field Work 3 CREDITS**

This course is designed to familiarize students with different types of enterprises in Rural Communities and explore national and international case studies as well as opportunities and challenges in sustaining micro and small-sized enterprises. (SME). It sets out the criteria for identifying whether a company is a micro, small or medium-sized enterprise (SME). These different categories, based on the number of a company's employees and its turnover or balance sheet, determine its eligibility for EU and national financial and support programs, especially in the more rural areas of Europe.

**IPSL 431 Greek History Culture Language 3 CREDITS**

This course is designed to familiarize students with Greek history and culture. Its aim is to explore the 5000 years of Greek history, understanding why Greece is still considered the cradle of our civilization, stopping at its greatest moments, discovering those elements that made Greece stand out through the ages, exploring ancient Greek art and culture and understanding the ways and the degree it shaped the western world. The course will connect the dots from prehistoric times and the era of the great heroes and legends, like Hercules, Odysseus and the Trojan War, with the achievements of Ancient Greece, the troubled years of Medieval and Byzantine Greece until its independence after the Greek Revolution of 1821, and Greece in the 21st century. Taking place in a large, vibrant port city of Thessaloniki, with a history of over 2500 years, the students will be able to experience Greece's living history firsthand and learn the basics of the Modern Greek language in context with the course content.

**IPSL 432 The Rise of Social Solidarity in Greece 3 CREDITS**

This course explores the concept of solidarity, or social unity, in the context of austerity and refugee burdened Greece. Austerity measures motivated community efforts including soup kitchens and free pharmacy distribution clinics. At the height of the European refugee crisis, civilian volunteers offered clothing, food, transportation and shelter to immigrants and refugees entering Greece. This course explores how these two crises moments have challenged established forms of sociality and motivated a movement towards national and global solidarity. Drawing on literature, engaging with ongoing NGO and government efforts, in addition to directed discussions with Greeks.

**IPSL 433 Creative Thinking Entrepreneurship 3 CREDITS**

This course is about productive thinking and is designed to assist students in developing critical and creative thinking skills that are essential ingredients to enhance their innovation and decision-making skills. These skills include the ability to make well-reasoned decisions, solve problems skillfully, and make carefully thought-out judgments about the worth, accuracy, and value of information, ideas, claims and proposals. Students will apply various modes of thinking to address critical business issues and workplace applications.

**IPSL 434 Mediterranean Diet Life Style 3 CREDITS**

This course focuses on the Mediterranean Diet and the Mediterranean way of life. It is designed to help students develop an understanding about the specific diet and its health benefits, the main ingredients and produce, research the theory of the Mediterranean way of life, and to provide an international perspective through a rich study abroad program with valuable experiences that students can draw from and finally, through cooking workshops, offer students hands on experience on the secrets and makings of the Mediterranean cuisine. We will also examine the cultural and emotional interconnections that influence what, and how we eat, and how we socialize with, and around food. Greek cooking offers an incredibly rich and diverse array of foods and beverages that are the culmination of literally thousands of years of living, cooking, and eating. While each Greek meal is fresh and inviting, it is also a trip back through Greece's history.

**IPSL 435 Mediterranean Outdoors Exploration 3 CREDITS**

This course focuses on Leadership, through instruction and experiences in Outdoor settings. The "About Limits: Mediterranean Outdoor Exploration & Leadership" course is to prepare participants to have the academic background skills and necessary experiences to analyze, plan, implement, lead and supervise teams, not only in an outdoor environment but also in academia or a corporate setting, through experiential and physical challenges. It is designed to help students develop conditional leadership skills, understand group development and communication, and empower facilitation techniques in an outdoor environment. In addition, the course provides opportunities to sharpen the creative decision-making process, meet challenges for problem solving and sound judgment, and all this in the wild Greek mountains. Moreover, the program emphasizes the environmental ethics and "Leave No Trace" approach. We will, also, analyze the main domains of a risk management plan through outdoor activities and discuss how this knowledge could be transferred in a business or corporate environment. Finally, the course uses team bonding activities and tries to teach and enhance decision making skills through games in the outdoors. The Greek mountains offer an incredibly rich and diverse natural environment with physical challenges, breathtaking scenery accompanied with endless chats over delicious meals by the fire.

**IPSL 440 Guatamala One Health Ecology Culture 3 CREDITS**

This course captures the interconnectedness of people, the environment, and animals that we use for food in-situ. These topics are examined through a One Health lens, through site visits and hands-on service projects with local Guatemalan farms, cooperatives, and community-based agricultural initiatives. Students have the opportunity to reflect upon their service and experiential learning via reading reviews and reflection workshops throughout the course. Students live, study, work, and make new and interesting connections such as with local community organizers, other volunteers and students and international researchers, who enrich and strengthen the outreach of the organization to the surrounding communities. Students should have a strong interest in nutrition and food politics, as well as environmental conservation and public health. Experience with the Spanish language is highly recommended but not required.

**IPSL 441 Maya Cosmvision & Health Systems 3 CREDITS**

This course offers the opportunity to get immersed in the reality of some of the many indigenous communities in Guatemala and to reflect on intersecting issues related to Maya health, spirituality, and intercultural history. During the course, students will participate in lectures, workshops, site visits, and dialogues with indigenous health services providers in community-based organizations. The course is co-designed and taught by a Maya Kaqchikel spiritual guide and healer with many years of experience and extensive knowledge in ancestral healing techniques, herbal medicine, fire ceremonies, and Maya culture. By exploring a Maya & intercultural perspective on health services in Guatemala, students will have the opportunity to understand the struggles and experience the successes of a living and breathing ancestral medical system that integrates a variety of voices, bridges socioeconomic differences, and offers culturally appropriate solutions to the physical, mental and spiritual ailments of the local population.

**IPSL 450 Environmental Social Justice: Peru 3 CREDITS**

Biological diversity is one of the most valuable assets our society has in order to achieve Sustainable Development. This course provides knowledge of the theory and practice of this concept. Topics aim to stimulate a critical examination of the potential of biological resources and interactions in meeting sustainability goals while also understand the need for a constant economic growth and social equity. This course is specifically created to address the complex issues of Environmental Sustainability as they relate to biodiversity conservation with its main focus in Per .

**IPSL 451 Incan Architecture Urban Dvlpmt in Andes 3 CREDITS**

The course is intended to introduce students to the general, quantitative and qualitative aspects of the evolution of architecture and urban planning in the Andes in South America. We will cover the aspects of territorial, agricultural and civic management under Andean societies and its development through the height of its glory under the Inca culture. The course covers conceptual aspects such as the evolution of Andean society, its historical background, the geography, environment, and overall community health of the central Andes, the interaction between society and its territory and environment. We will review the history of the origins of the American Caral civilization, early urban planning, ceremonial temples of the formative period, the first cities of the ceremonial centers upon the emergence of the urban theocratic centers, the Moche city, the rise of the Andean Wari Empire, the late states and feudal estates, coastal cities, high Andean settlements, Moche architecture and urban planning, the capital city of Chimu, the city of Chanchan, the Pachacamac ceremonial center, through the development of the Inca Empire and the colonial development of the city of Cusco.

**IPSL 452 Indigenous Knowledge Traditional Healing 3 CREDITS**

**IPSL 460 Ethics Community Health South Africa 3 CREDITS**

Through the interdisciplinary coursework in this program, students learn about contemporary public health issues in South Africa through hands-on training with IPSL's partner organization in Cape Town, South Africa. By uniting service with traditional learning, students gain knowledge about the historical, political, economic, cultural, and geographic forces that shape the history of public health interventions in South Africa. The service places students at the nexus of Community-based Health, Social Enterprise, Volunteer Development, and the struggle for Social and Racial Justice. Through lectures from scholars and scholar-practitioners, readings, hands-on service, and selected site visits in the region, students critically examine topics related to health promotion and provision, traditional healing, rural health and social justice in South Africa.

**IPSL 470 Environmental Sci Sustain Development 3 CREDITS**

This course will provide current basic knowledge of the fundamental features and functions of the natural environment, including: natural resources; geo/natural disaster-hazards; the human impact on the environment; and the role in solving problems related to human activities in hazard adaptation and mitigation, in decision-making policies on sustainable development, resource use and environmental protection. The goals of the course are to improve awareness of (and provide techniques for) the sustainable use of natural resources, environmental protection, and sustainable development. Content will emphasize interdisciplinary and integrated approaches.

**IPSL 471 Global Health & Environment: Vietnam 3 CREDITS**

Global health has been defined as an area for study, research, and practice that places priority on improving health and achieving equity in health for all people worldwide. This course examines major global health challenges, programs and policies, with practical examples in Vietnam. Students will be introduced to Southeast Asia's diversity of determinants of health and diseases. Students will explore and analyze current and emerging health priorities, including infectious zoonotic diseases, poverty, environmental pollution, dioxin/Agent Orange and the "American" (Vietnam) War's legacy. Health inequity, health systems reforms, health policy advocacy, and major initiatives for disease prevention and health promotion in Vietnam will be examined with an eye toward comparative study with health in a "developed" nation.

**IPSL 472 Public Space in Urban Planning 3 CREDITS**

In this dynamic course on public space inclusion in Vietnamese urban planning, you will explore the critical role that public spaces play in fostering vibrant, inclusive, and sustainable cities. Guided by expert instructors and drawing upon multimodal learning approaches, you will gain a

comprehensive understanding of the principles, strategies, and best practices for effectively incorporating public spaces into urban planning processes. Through a combination of theoretical insights, case studies in various Vietnamese cities, and interactive discussions, you will delve into the various dimensions of public space design, activation, and management. You will examine the social, cultural, economic, and environmental aspects of public spaces, considering how they shape community identity, encourage social interaction, enhance livability, and promote environmental sustainability. Throughout the course, you will engage in hands-on exercises and collaborative projects to develop practical skills in analyzing, conceptualizing, and designing inclusive public spaces. You will explore innovative approaches such as participatory design, placemaking, and tactical urbanism, and learn how to integrate diverse perspectives, including those of marginalized communities, into the planning process.

**IPSL 473 Sustainable Tourism 3 CREDITS**

Sustainability is a key concept of 21st century planning in that it broadly determines the ability of the current generation to use resources and live a lifestyle without compromising the ability of future generations to do the same. Sustainability affects our environment, economics, security, resources, health, economics, transportation and information decision strategy. It also encompasses decision making, from the highest administrative office, to the basic community level. This course will cover many aspects of sustainable tourism across a range of the topical fields involved in researching or implementing sustainable tourism projects. The major topics to be discussed include general knowledge of tourism and sustainability and operations and marketing for sustainable tourism. Discussions will aim to bring understanding of alternative forms of tourism such as ecotourism and community-based tourism and "pro-poor" tourism approaches. Students can direct their focus to particular interests such as community engagement, cross-cultural education and communication, volunteer development and management, etc.

**IPSL 484 Community Organizatn Activism 3 CREDITS**

This course introduces students to the history of and current effective practices in community and civic engagement, including domestic and international volunteerism, community organizing, and social activism. The class complements on the ground activities abroad, including local service efforts and classroom activities in both the sister course, Community Organizing and Social Activism (COSA) In-Country. Students also reflect on their service using an international lens via bi-weekly reflection activities.

**(JAPN)**

**JAPN 110 Japanese I 4 CREDITS**

An introduction to Japanese writing systems, the sounds of Japanese (the spoken language), and basic reading. Cultural topics as well as business protocol are also emphasized.

**JAPN 111 Japanese II 4 CREDITS**

A continuation of the goals pursued in JAPN 110; writing systems, sounds, reading and culture.

**JAPN 220 Japanese III 4 CREDITS**

This is an intermediate, second year Japanese class that intensifies the study of writing, speaking, and reading skills. Continued emphasis on cultural topics, particularly business protocol.

**JAPN 221 Japanese IV 4 CREDITS**

Students will acquire the skill to speak Japanese in the normal flow for a few minutes. Students will also improve reading and writing kanji, learn more of Japanese culture and business practice, and cultivate friendship among students and with Japanese people.

**JAPN 300 Special Topics in Japanese 1 to 4 CREDITS**

Topics of interest and importance not covered by regularly scheduled courses. May be listed as "JAPN 220 Japanese III" and/or "JAPN 221 Japanese IV".

**JAPN 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Japanese Program. This course is repeatable for credit.

**(JPN)**

**JPN 225 Japanese Language Basic A1 1 to 9 CREDITS**

This introductory level course is designed for students with no prior knowledge of Japanese. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**JPN 226 Japanese Basic+ A2 1 to 9 CREDITS**

Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Japanese. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**JPN 325 Japanese Intermediate B1 1 to 9 CREDITS**

At the intermediate level, this course focuses on deepening students' understanding and command of Japanese language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**JPN 326 Japanese Intermediate B2 1 to 9 CREDITS**

This advanced level course is designed for students who have already acquired a solid foundation in Japanese. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(JUST)**

**JUST 440S Internship 1 to 8 CREDITS**

**JUST 109 Power and Social Change 4 CREDITS**

Power and Social Change is an exploratory course: the place where the student will be exposed to concepts, problems, and challenges of the ethics of justice. This will be accomplished by laying a phenomenological foundation to the study of justice. The student becomes familiar with (in)justice problems, critically analyze and challenge materials and images detailing the complexity of social constructions. By using critical analysis, students evaluate the ways in which race, ethnicity, class, (dis)ability, and gender intersect in the social structure. (WCore: WCSBS, DE)

**JUST 221 Community Justice 3 CREDITS**

This course is an experiential and philosophical exploration of the present and past local interrelationships among subordination, power, culture, society, education, and transformation. Through service learning experiences at Granite Park Junior High, readings, discussions, guest lectures, and sustained guided reflections throughout the semester, students will learn to critically analyze how history, power, privilege, economics, and discrimination shape and limit cultural, personal, and societal perspectives and schooling practices. They will learn respectfully insights on the cultural diversity of other people and their underlying subordination due to educational power structures. Students will develop perspectives on ethical and power relations as skills to help solve real life problems while advocating for social justice, equity, and inclusion and considering ways to transform education. Students will study policy and politics that influence social injustices based on race, ethnicity, socio-cultural and gender characteristics. (WCore: EWRLD)

**JUST 300 Special Topics in Justice Studies 1 to 4 CREDITS**

The exploration of issues, problems, and innovations in justice studies.

**JUST 305 Intersectional Activisms 4 CREDITS**  
Intersectionality has become an important way to talk about oppression, social location, and identity in feminist theory. In this course, we will explore the possibilities and limitations of intersectionality in terms that extend beyond talk: Does intersectionality help people and communities connect theory with practice, research with action? In what ways? To what extent? Through close analysis of primary texts, ethnographies, art, music, and film, we will engage with the work of activists and social justice movements where intersectionality emerges as a conceptual tool and a methodology to pursue social transformation. We will critically explore how intersectionality supports efforts to analyze and to address systematic structures of oppression. With particular attention to historical and global contexts that highlight intellectual and activist perspectives from marginalized communities, we will gain a nuanced understanding of intersectionality and its development.

**JUST 310 Law and Society 4 CREDITS**  
This course explores the relationship between the legal system, law, and current controversial issues in society as they relate to race, ethnicity, class, and gender. Students will learn to analyze contemporary American legal issues using the theories of Durkheim, Marx, and Weber in addition to critical legal studies and critical race theory. (WCore: DE)

**JUST 318 Humanitarian Justice 4 CREDITS**  
This course addresses the historical transformation of, and contemporary controversies concerning humanitarian law and politics, human rights, humanitarian intervention, and human security in a global context. In order to explore these fields, we will focus on several themes, topics, and issues of concern such as debates concerning the historical and political emergence of humanitarian law, the different theoretical, cultural, and ideological perspectives on human rights, the controversies over humanitarian intervention, and the contestations regarding the emerging framework of human security. In order to illustrate these fields and issues, we will explore historical accounts, Western and non-Western perspectives, environmental perspectives, gendered perspectives, and various contesting theoretical and ideological stances in the contemporary legal, political, diplomatic, and policy spheres regarding humanitarian law, human rights, humanitarian intervention, and human security. (WCore: EWRLD)

**JUST 324 Gender, Work, and Justice 4 CREDITS**  
Feminist economic social justice is a way of rethinking economics, rather than just an approach to make gender inequalities visible. This course focuses on women's experiences with work and justice around the world to ask critical questions about household economics, carework, the gender wage gap, occupational segregation, and gender and globalization. We will also explore the emergence of the solidarity economy - diverse practices and institutions, and the social movements and networks that advocate for them, that address and seek to transform exploitation under capitalist economics.

**JUST 325 Justice in Everyday Life 4 CREDITS**  
Though social justice practices can seem set apart - rallies, marches, protests, movements - they permeate everyday life. In this course, we will engage both text-based and experiential-learning opportunities to examine concepts of justice in everyday life. With attention to marginalized voices and experiences around the world, we will consider social justice as global praxis: reflection and action to acquire critical awareness about structures that connect people in systems of inequality. Students will develop critical and creative thinking skills and apply them to questions about how we do and should live our lives.

**JUST 365 Economic Justice 4 CREDITS**  
The importance of economic justice stems from the scarcity of resources: how should society allocate resources to achieve the social good? Invariably, questions of justice involve tradeoffs between fairness and efficiency. Such questions are inextricably related to religion, class, gender, poverty, ethnicity, sexual orientation, and so on. The course examines the concept of justice from the points of view of pre-market economies, classical liberalism, neo-classical economics, heterodox economics, Kenneth Arrow, John Rawls, Amartya Sen, among others. Same as ECON/PHIL 365.

**JUST 401 Directed Studies 1 to 4 CREDITS**  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Justice Studies Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**JUST 420 Punishment 4 CREDITS**  
This course analyzes forms of punishment; how and why they have changed. This course is interdisciplinary in nature, incorporating discussions of the philosophical, historical, and social aspects of punishment.

**JUST 440 Internship 1 to 6 CREDITS**  
Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**JUST 490 Senior Capstone 4 CREDITS**  
Students select, research, analyze, and discuss a topic or problem. The results of each student's project will be written as a senior thesis and presented for a discussion in a seminar setting. Required for all majors in their senior year. (WCore: SC)

**(LATN)**

**LATN 110 Latin I 4 CREDITS**  
An introduction to the basic grammar principles: verb conjugations, noun declensions, adjective/ adverb agreement, pronouns, active/passive voices, and the subjunctive.

**LATN 111 Latin II 4 CREDITS**  
A continuation of the study of verbs and verb conjugations, adverbs, relative clauses, the gerund, gerundive, and participle, and the dative case. An introduction to readings from the authors of the Golden Age of Latin literature, such as Caesar, Virgil, and Horace.

**LATN 200 Special Topics in Latin 1 to 4 CREDITS**  
Topics of interest and importance not covered by regularly scheduled courses.

**LATN 220 Latin III 4 CREDITS**  
Third Semester Latin

**LATN 300 Special Topics in Latin 1 to 4 CREDITS**  
Topics of interest and importance not covered by regularly scheduled courses.

**LATN 401 Directed Studies 1 to 4 CREDITS**  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Language Program. Requires consent of the instructor and school dean. This course is repeatable for credit.

**(LMW)**

**LMW 440S Internship 1 to 8 CREDITS**

**LMW 104 Books That Changed the World 4 CREDITS**  
Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCore: WCFAH, WE)

**LMW 105 Communicating Through Writing 4 CREDITS**  
This course immerses students into the process of becoming college writers. The workshop oriented class provides an opportunity for students to learn about the following: how rhetorical context shapes writing, how to write about readings, how to understand the information literacy needs and approaches to research, and how to synthesize research into a student's own writing. By the end of the course, students will have confidence to read, write, research, and communicate in a college context. (WCore: WCFAH, WE)

**LMW 109 Academic Reading/Writing Internationals 3 CREDITS**

This course is designed to help advanced multilingual students to effectively orient themselves when reading complex academic texts, develop skills in organizing information from such readings, and write papers that build on the knowledge they acquired in their reading process. Additional emphases will be placed on vocabulary development and grammar and stylistics.

**LMW 114 Searching for America 4 CREDITS**

This course explores the rich tradition of modern American literature by featuring some of the most captivating texts and innovative authors, including US minority writers of different ethnic background. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCore: WCAFAH, DE)

**LMW 115 The Bible and Literature 4 CREDITS**

We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S.Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCore: WCAFAH, WE)

**LMW 116 The Serious Art of Humor 4 CREDITS**

This writing emphasis (WE) Exploration course focuses on humor as a pivotal human experience in the twenty-first century. Students will explore how humor is tied to social contexts, and gain a deep understanding of ways in which humor entertains, instructs, and illuminates political issues. We will read comedy as a cultural text and explore a myriad of subgenres that span geographical contexts (including works by social activist Wanda Sykes, contemporary satirist George Saunders, Indian joke master Kushwant Singh, and cultural critic Barry Sanders), as well as examine styles of comic performances from Ali G's shock-comedy to Margaret Cho's political satire. In the process, we will investigate the meanings and effects of humor that have proliferated through social and digital media in the backdrop of such historical events as 9/11 and the Asian Tsunami. Throughout the course, students will reevaluate the concept of humor and ask "What's funny and why?" (WCore: WCAFAH, WE)

**LMW 121 How Literature Matters Now 4 CREDITS**

This course considers how literature continues to be a vital element of human experience in the 21st century. It may focus on how literary tropes and ideas manifest themselves in other media (in adaptations, allusions, or mashups), on how digital tools have opened up new ways of understanding literary texts, or on how the techniques of literary analysis can help us to understand political narratives. (WCore: WCAFAH, WE)

**LMW 130 Self-Discovery: Film and Literature 4 CREDITS**

Great films and literature testify to the difficulty and the crucial importance of self-discovery. Literary and cinematic protagonists throughout history have struggled to "know thyself," as the oracle commands. The failure to know oneself can have tragic consequences. For us today, film and literature are a challenging and enjoyable route to self-knowledge. This class will study works of literature and cinema which speak to the process of self-discovery. (WCore: WCAFAH)

**LMW 131 Shakespeare, Culture and Society 4 CREDITS**

Shakespeare's plays and poems are important cultural artifacts of English society, its customs, traditions, structures, and institutions. We will investigate how the performance of Shakespeare's works function in 17th-century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and Ren Girard. We will consider the role of Shakespeare's art in relation to issues of social order and of social change. (WCore: WCSBS, WE)

**LMW 133 Walking 4 CREDITS**

In this arts and humanities course, we will explore the cultural history of walking in the United States, we will walk with intention, and we will write and make art about walking. Some people walk only out of necessity. Others walk to improve their well-being, to see the world, or to save the earth. Depending on who is walking where, when, why, and how, this seemingly

simple and ordinary activity can become an adventure, a sport, a crime, an artistic performance, a spiritual practice, a political protest, and more. By studying and practicing the art of walking, we will ask important questions and uncover sometimes uncomfortable truths about ourselves and our world. This course welcomes all people. For our purposes, walking is defined as slow movement across the land. (WCore: WCAFAH, WE)

**LMW 202 Worlds of Fantasy 4 CREDITS**

While the fantasy genre has its roots in truly ancient myths and legends, it is very much a product of the twentieth century. In *Worlds of Fantasy*, we will examine the origins and development of fantasy media in all their forms, from literature to TV, film, and games. Our central concerns will be how fantasy represents the past; how readers, viewers, and gamers experience fantasy; and how fantasy both expresses and challenges oppressive concepts of gender and race. Readings will draw from a diverse range of fantasy authors. (WCore: WCAFAH)

**LMW 204 Epistolarity: Letters to and From 4 CREDITS**

This writing emphasis (WE) W seminar focuses on letters as both reading and writing texts. Students will read letters both real and imagined (for example Heloise and Abelard, Frederick Douglass, Roland Barthes' *A Lover's Discourse*, Sojourner Truth, Madame de Stael, M.L.King's "Letter from Birmingham Jail," Rilke's *Letters to a Young Poet*, McSweeney's *Letters to People or Entities Unlikely to Respond*) across a variety of genres. Students will also write their own letters (love letters, rejection letters, condolence letters, complaint letters, etc.) to themselves, their loved ones, the instructor and classmates, the editors of newspapers or magazines, their communities, etc. The course seeks to combine a deep understanding of rhetoric (awareness of audience, purpose, and information literacy) with literary modes across a broad spectrum of relevance. Letters might include emails, texts, and tweets. The seminar aims to teach students the importance of establishing ethos in conjunction with educating one's audience. Workshop format, with at least 20 pages of writing, including multiple drafts of each assignment. The course addresses three college-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCore: WCAFAH, WE)

**LMW 205 Goddesses, Heroes, and Others 4 CREDITS**

From ancient scriptures to contemporary comics, these literary characters-goddesses, heroes, and "others" (figures marginalized by the dominant group)-rule. This course investigates and supports your investigations of these character types. It poses basic questions asked by many literary critics: where do these characters come from and how are they adapted by so many cultures and literary genres? To answer these questions, we'll delve into current theory and historical research. We'll do our part to keep goddesses, heroes, and others alive! (WCore: WCAFAH, RE)

**LMW 207 Global Food Movements: Farms to Social 4 CREDITS**

This course is a study of social movements around food and agriculture in the Global South. From farm worker movements in India to the indigenous fight for environmental justice in Ecuador, this course will investigate how global "food systems" intersect with issues of land, hunger, environment, and the economy. The focus will be on the phenomenon of food crises and the social movements in response to them. (WCore: WCAFAH, WE)

**LMW 210 Digital Narratives 4 CREDITS**

In this course we will learn how to create stories using digital media such as video narratives and podcasts. Alongside exploring creative elements, we will also reflect critically on how new media shape our understanding of narrative and audiences. The online forum will allow us to be fully immersed in a digital experience. We will create what Anne Burdick calls, "imaginative techno-texts" and critique each other's works online. To develop a common vocabulary, we will read critical texts about narrative and media. In the process, we will analyze the relationship between creator and audience, between form and medium, by asking questions like, "how do the intersections between technology and storytelling affect the ways in which we explore and express our stories?" Students don't need technical proficiency. We'll spend some time going over basic technical and production guidelines. (WCore: WCAFAH, WE)

**LMW 211 Reading and Detection 4 CREDITS**

While investigating the history of the detective genre in film and literature, this course compares the work of interpretation with detective work. It is a famous staple of the detective narrative that the detective explains her or his method of detection, often in considerable philosophical detail. In this course, students will imitate these self-reflective detectives by cultivating and

describing their own unique methods of interpretation. They will articulate these methods in essays, discussions, and other linguistic performances. (WCore: WCAFAH)

### **LMW 215 Vampire Literature 4 CREDITS**

This course proceeds from the assumption that reading literature bears certain uncanny similarities with vampirism, and that these similarities partly account for the success of the vampire subgenre in popular literature and cinema (the reception of which we will regard as a kind of reading). In particular, literary texts put their readers in a state of passivity that is at once often nerve-wracking and intensely pleasurable. Meanwhile, we will regard writing as a form of vampiric seduction, luring the reading into a receptive state only to strike at the decisive moment and thus achieve its aims (which we will assume are somewhat less violent than the aims of a vampire). (WCore: WCAFAH, WE)

### **LMW 222 Texts and Media in Context 4 CREDITS**

This course positions literary texts, films, and media events as aesthetic productions linked to other, larger networks, including politics, technology, intellectual, artistic, and social trends. In addition to studying other scholars' analyses of literature, film, and other media in particular contexts, students will conduct research to situate their own interpretations. Among the key issues considered are how literature, film, and other media reflect and affect contemporary tastes, how political struggles manifest themselves in narrative arts, how means of distribution and consumption influence audience reactions, and how works construct identities in terms of race, class, gender, and other categories.

### **LMW 223 Critical Theory for Texts and Media 4 CREDITS**

Being a literary, film, and media critic requires thinking about how and why we read and consume narrative arts. This course introduces critical approaches to literature, film, and other media as well as essential methods of academic research. Students will develop analytical viewing, reading, writing, and research skills that will prepare them for advanced levels of literary and media scholarship. Students will also begin identifying the basic aims and concepts underlying interpretive theories such as feminism, critical race theory, and disability theory, articulating the similarities and differences among them, and reflecting on the implications of interpreting works through various lenses.

### **LMW 230 Introduction to Creative Writing 3 CREDITS**

Students learn the building blocks of creative writing--including diction, figurative language, narrative, imagery, point of view, meter, and form--by reading examples of professional writing, writing short stories and poems of their own, and meeting visiting writers. This workshop course emphasizes experimentation and imitation and is designed to expand the students' repertoire of literary technique. Strongly recommended as a prerequisite to other creative writing courses.

### **LMW 231 Global Shakespeares 4 CREDITS**

William Shakespeare is exceptional in the worldwide reach of his plays and poems, and his influence continues to grow with performances, translations, and adaptations to a variety of mediums, notably film. Global Shakespeares will examine how his plays are adapted for different cultures and formats in far-flung places across the globe. We will view his plays from a sociological perspective, to see how they mediate the society of Shakespeare's England first, and then how they mediate various global cultures. Our study of global Shakespeares will help us to better understand and meaningfully engage with the many cultures and countries that continue to enjoy, consume, use, and engage with his texts. We will pay especial attention to the representation of gender relations and the treatment of marginalized groups and individuals in performances of Shakespeare. (WCore: EWRLD)

### **LMW 300 Special Topics in Periods and Movements 1 to 4 CREDITS**

A changing topics course that addresses specific literary periods or movements, such as the Victorian period, the Harlem Renaissance, or magical realism. Possible topics include works by particular authors or individual long works. This course fulfills the Periods & Movements requirement for LMW majors.

### **LMW 305 Creative Research Workshop 3 CREDITS**

This course explores the ways in which research is essential -- and exciting -- in the creative writing process. We will discover how various forms of research, from directed daydreaming to accessing archives, develop a habit of inquiry that can be applied to poetry, fiction, creative nonfiction, drama, or digital texts. Students produce creative works (short story, poems, etc.)

using research tools they have practiced during the semester. This cross-genre creative space will generate discussions that will challenge students to think outside their preferred genres, as well as reinforce the multiple genres taught in LMW 230.

### **LMW 310 Theory and Teaching of Writing 3 to 4 CREDITS**

This course will introduce you to the teaching of college-level writing as well as the ideas and history that inform it. In addition to learning about rhetoric and composition theory, you will observe how writing is taught in the Westminster College Writing Center and conduct your own writing consultations as the semester progresses. Completing this course will make you eligible to work in the Writing Center as a paid consultant. Students will complete readings on composition theory and practice, observe and conduct consultations in the Writing Center, and write short responses and consultation reports. Offered for variable credit. This course fulfills the Writing or Theory requirement for LMW majors and is a Civic Engagement course.

### **LMW 320 Creative Writing: Fiction 3 CREDITS**

A course that focuses on the writing of short stories and short-short stories and integrates workshop experience with readings of various narratives and theoretical material. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

### **LMW 321 Creative Writing: Plays 3 CREDITS**

Workshop in playwriting which examines structure and style in dramatic literature as a starting point for student's work in scene writing. This course fulfills the Writing requirement for LMW Literary Studies majors and counts as a Writing Elective for LMW Creative Writing majors.

### **LMW 322 Creative Writing: Poetry 3 CREDITS**

This course, often taught around a central theme, combines reading of poetry and criticism combines reading of poetry and criticism with workshop discussion of students' own poems. Meter, form, line, imagery, figurative language, and point of view are among the topics addressed. Students read work of visiting poets and meet with them. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

### **LMW 323 Creative Writing: Screenwriting 3 CREDITS**

A course that focuses on writing film scripts, stressing effective narrative, dialogue and character development. Coursework includes viewing films as well as writing and analyzing scripts. This course fulfills the Writing requirement for LMW Literary Studies majors and counts as a Writing Elective for LMW Creative Writing majors. This course is repeatable for credit.

### **LMW 324 Creative Writing: Nonfiction 4 CREDITS**

A course in writing nonfiction including essays, personal narratives, and articles. Writing for workshop will be balanced by readings of various model texts. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

### **LMW 326 College Publications: Ellipsis 1 CREDIT**

Students learn how to evaluate contemporary literature and how to produce a literary/arts magazine, the nationally recognized student-edited journal *Ellipsis*. In ENGL 326, the fall semester, the emphasis is on evaluating submissions of poetry, fiction, and essays; and on designing and placing ads. Students also meet with visiting writers and editors. May be taken four times for credit, eight times for creative concentration LMW majors. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

### **LMW 327 College Publications: Ellipsis 1 CREDIT**

This spring course continues evaluative work through the beginning of February, but then shifts into production. Visual art is chosen in January. Once the materials are chosen, the focus is on design, layout, proofreading, publicity, updating the website, and distribution. Students in both semesters sometimes meet with visiting writers and editors. In the Spring, applications are taken for paid editorial positions for the following year. May be taken four times for credit; eight times for creative writing concentration LMW majors. This course fulfills the Writing requirement for LMW majors. This course is repeatable for credit.

### **LMW 329 Special Topics in Creative Writing 1 to 4 CREDITS**

Advanced course focusing on changing topics in creative writing. This course fulfills the Writing requirement for LMW majors. Prerequisite: LMW 311.

**LMW 331 History and Structure of English 4 CREDITS**

This course offers an introduction to linguistics, the formal study of language, and explores the development of the English language from its ancient origins in Proto-Indo-European to the present. In addition to the features of Old, Middle, and Early Modern English, we will survey the various areas of linguistic study, from the sounds of language to word parts, vocabulary, meaning, and sentence structure. We will also study how English has shaped and been shaped by social and political forces: how language encodes social prestige and stigma, how English has been used as an instrument of colonization and empire, and how standard language ideology maintains social inequities. Assignments will involve you in thinking like a linguist and give you the opportunity to apply linguistic concepts to the study of literature. As a result, you will see English in an entirely new way.

**LMW 332 Shakespeare and Film 4 CREDITS**

Shakespeare continues to be one of the most popular Hollywood screenwriters, building on his past success as a Renaissance playwright. We will be examining how contemporary directors and actors have transformed Shakespeare's plays into film versions for a modern, mass audience. The class will discuss the different requirements and conventions of film versus stage presentation, as well as the problems associated with presenting a Renaissance text to a modern audience. We will engage closely with both the printed text and filmed versions. This course fulfills the Periods & Movements (pre-1800) or Language & Media requirement for LMW majors.

**LMW 335 Englishes of the World 4 CREDITS**

This course examines how the English language has spread across the world, accumulating accents and varieties to become a global language in the 20th and 21st centuries. By applying theories of globalization and post-colonialism, we will explore how English has been exported into South Asia, Africa, and the Caribbean through social or political coercion, mass media, or "choice." We will analyze print, visual, and digital texts written in English by non-native writers and gain awareness of issues like cultural translation, hybridity, broken English and the inherent ideological consequences when writers choose to represent cultures in a language other than their own. This course will also be linked to a service-learning project: Westminster's partnership with the Promise South Salt Lake initiative provides opportunities for student volunteers to interact with members of the Bhutanese and Somali refugee communities who take ESL classes to pass their citizenship tests. Our students will spend two class sessions with ESL students from Bhutan and/or Somalia, and through mutual interactions, gain a deeper understanding of how language (English) is inherently tied to ideas of power, identity, and cultural assimilation. Students will turn in a written assignment based on this experience. This course fulfills the Engaging the World requirement. This course fulfills the Language & Media requirement for LMW majors. (WCore: EWRLD)

**LMW 339 Studies in Method, Theory, and Genre 1 to 4 CREDITS**

This course is an opportunity for students to examine closely one or more of the theoretical issues introduced in such classes as 269 and 330. Students will gain an understanding of theoretical approaches to literary study, methods of relating theory to works of literature, theories and conventions of genre, and the works of literary theorists. Possible topics include structuralism and poststructuralism, poetics, anthropology and literary theory, gender criticism, postcolonialism, and ecocriticism. This course fulfills the Theory requirement for LMW majors.

**LMW 350 Constructing Gender in Medieval Lit 4 CREDITS**

This course builds upon the many medieval conduct manuals and literary descriptions of gender roles. It develops attitudes toward gender that derive from medieval Roman Catholicism, courtly manners, opportunities for work, levels of literacy, and more. In contrast, it also turns to estates satires that ridicule established gender models. For instance, while on the one hand the Virgin Mary's maternal sweetness is praised in devotional lyrics, on the other, that model of motherhood is ridiculed in Chaucer's Prioress, who coos over her little dogs. By highlighting multiple medieval perspectives on gender and presenting a gamut of gender models from the masculine warrior to the cross-dressing entertainer, in texts that were written by both men and women, the course opens up a wide variety of interpretations possible for medieval literature, including feminist, masculinist, queer, and other readings. This course fulfills the Periods and Movements (pre-1800) or the Theory requirement for LMW majors.

**LMW 353 American Literature After 1945 4 CREDITS**

Featuring a select group of representative works, this course focuses on American literature developed after World War II. As we identify their thematic and aesthetic concerns across genres, we will examine how modern

US authors decenter and diversify predominant literary traditions while capturing the reality of post-war America, from its economic might and new war involvements to the civil rights movements and new immigration and globalization patterns. This period of US literature is particularly exciting because it presents the most inclusive and varied literary canon, embracing minority voices and perspectives and broadening its international dimensions. This course fulfills the Periods & Movements or Language & Media requirement for LMW majors.

**LMW 354 Medieval Entertainments 4 CREDITS**

This course focuses on the wide variety of English literature composed between roughly 600 and 1500 as a form of entertainment for churches, courts, or town squares. It explores a variety of texts that were read for both edification and pleasure in monastic settings; songs, romances, and assorted vernacular poems that were performed at court; and plays that were enacted during city festivals. While most of the texts studied in this course were written as original compositions, some were recorded after generations of oral performance. Students will investigate the meanings and permeable boundaries of orality, aural, and literacy in medieval cultures where only a minority were "literate" as understood today. In addition to theories of literary invention, perpetuation, and reception, students will learn effective strategies for close reading of Middle English writings and research methods for learning the contexts in which they became entertainments. The course associates the canon of medieval English literature with the popular culture of the past and today. This course fulfills the Periods and Movements (pre-1800) or the Theory requirement for LMW majors.

**LMW 357 Environmental Literature 4 CREDITS**

Survey of a broad range of works concerning the American environment and parallel historical and cultural trends. Works are selected from poetry, fiction, and such nonfiction genres as nature essays, autobiography, travel narrative, and political writing.

**LMW 365 History of Genre 4 CREDITS**

Each iteration of this course examines genre through an historical and cultural lens, concentrating on points of blur, change, and hybridity. For example, the novel is a genre developed from the other genres of autobiography, letters, travel writing, and journalism. In France and in England, readers and writers of early novels were primarily women. Some male writers even took female pseudonyms to publish potboilers. Yet in the next century female novelists took male pseudonyms in order to be taken seriously. What happened? A course on the novel as genre examines social and historical changes between 1700 and 1900. Other versions of this course might focus on the lyric poem, the epic, or the prose poem. In each course, we ask how genres are culturally created and how they are reinvented. By reading both typical and exceptional examples, students gain an understanding of how "the law of genre" (to use Derrida's term) is enforced or broken. This course fulfills the Periods & Movements or the Theory requirement for LMW majors.

**LMW 367 Literatures of the African Diaspora 4 CREDITS**

This course will survey literary texts in English that were published since 1900 by writers of the African Diaspora, including such figures as W. E. B. DuBois, Langston Hughes, Zora Neale Hurston, Aim Csaire, James Baldwin, Chinua Achebe, Frantz Fanon, Malcolm X, Toni Morrison, Jackie Kay, Zadie Smith, Jamaica Kincaid, Samuel Delany, Octavia Butler, and others associated with such movements as the Harlem Renaissance, la poesa negra, la Ngritude, and Black Arts. We will immerse ourselves in an international black literary conversation in which distinctive styles and techniques were used to explore urgent questions of identity and exile, authenticity and double-consciousness, the burdens of racism and history, and hope for the future. This course fulfills the Periods and Movements or Theory requirement for LMW majors.

**LMW 368 U.S. Minority Lit: Writing From Margin 4 CREDITS**

This course offers an in-depth study of modern U.S. minority literature, focusing on African American, Latino/a, Asian American, and Native American writers. As we consider different literary genres and cultural contexts, we will examine marginality, minority, and hybridity as dynamic aesthetic and sociopolitical concepts. The intersecting categories of class, race/ethnicity, gender, and sexuality will provide another important lens of critical inquiry. To complement class readings, we will also watch several videos and films that portray minority experiences from various perspectives. This course fulfills the Periods and Movements or the Theory requirement for LMW majors.

**LMW 373 Postcolonial Literature and Theory 4 CREDITS**

Through the lens of postcolonial theory, this course will explore the relationship between language and power. We will read literary, film, and

interactive texts by Anglophone postcolonial writers, from Ben Okri to Kiran Desai, and analyze the enduring legacy of the colonial language on, as Gaurav Desai puts it, "the institutions of imagination." By refashioning the English language, how do postcolonial writers rupture conventions of a language they inherited, and how does that imply a mode of resistance? By investigating the politics of language within a postcolonial framework, students will question their own assumptions and approaches to the English language, and in the process, explore themes such as "hybridity," "accent," and even "arranged marriage." This course fulfills the Periods and Movements or the Theory requirement for LMW majors.

**LMW 374 Studies in Language and Media 4 CREDITS**  
A changing topics course that addresses topics in the study of language or media. Possible topics include language politics, textual communities, graphic novels, and electronic media. This course fulfills the Language & Media requirement for LMW majors.

**LMW 375 Lit in Manuscript, Print, and New Media 4 CREDITS**  
This course demonstrates Marshall McLuhan's dictum "[t]he medium is the message." In considering the past, present, and future of media, we will examine how the form that writing takes affects reading and how the ways in which texts are produced and distributed build communities of readers. Our investigation will focus on works of literature that were recorded and transmitted in various media, for example classical works first recorded on scrolls and later transcribed to codices and print. We will also examine electronic media, including web-based texts and film, to see how motion, sound and interactivity influence the presentation of texts. Hands-on assignments will provide experience working with texts in various media, for example by examining books at the University of Utah's Book Arts Program, making books at the Salt Lake Community College Publication Center, and refashioning one of the assigned readings in the medium of their choice. This course fulfills the Language & Medium requirement for LMW majors.

**LMW 376 Adaptation, Distortion, and Fidelity 4 CREDITS**  
Living in the present is living awash in an immense variety of media, many of which would have been unimaginable just fifty years ago. Though film adaptations of books are as old as film itself, the current explosion of new media outlets gives us an opportunity to look at the problems of adaptation anew. This course will explore adaptations, remakes, parodies, and other derivative, secondary, or "parasitic" artworks. We will consider how adaptations re-interpret and change originals, how differences in media change what can be communicated in artworks, and how technology has changed our understanding of what an artwork is. The course will also investigate the implications of new ways of producing, distributing, and consuming artworks, including fan fiction, file sharing, and mashups. This course fulfills the Language and Media or Theory requirement for LMW majors.

**LMW 377 Queer Theory and Posthumanism 4 CREDITS**  
Humanism is the belief that reason provides the best tools for solving the problems of the world. It has dominated political and literary thought at least since the seventeenth century. It is the foundation of human rights discourse, of many theories of democracy, and of the prevailing models of social justice. Nonetheless, humanism has its detractors, and the last several decades have seen the rise of "posthumanism," which seeks to challenge humanism's dominant position in political and social thought. Some critics suspect that humanism unconsciously upholds the racism, misogyny, and homophobia of the texts that established its terms in the 18th, 19th, and 20th centuries. Others are motivated by the challenges to reason presented by psychoanalysis, Marxism, and radical feminism. Queer Theory is among the most important posthumanist discourses in the United States, though not all queer theorists are posthumanists. This course investigates how queer theorists have attacked and defended humanism, and also explores queer theory's relationship to other posthumanist discourses. Authors to be considered may include Michel Foucault, Eve Kosofsky Sedgwick, Donna Haraway, Lauren Berlant, Leo Bersani, Jasbir Puar, Lee Edelman, Jacques Derrida, Giorgio Agamben, and Joan Copjec. This course fulfills the Theory requirement for LMW majors.

**LMW 378 Podcasting 4 CREDITS**  
As a disruptive technology, podcasts have reinvented the way we listen. While washing the dishes, walking the dog, and commuting we listen to podcasts on comedy, music, horror, news, knitting, murder, boating, walking, eating, film, TV, and video games. The topics for podcasts are endless and, so it appears, is our insatiable hunger for them! In this course we will spend our time listening and creating podcasts. We will explore different genres such as political podcasts and podguides and different formats such as video podcasts. The goals for this course include understanding audio storytelling,

ethics, and diversity in podcasting through a transgender BIPOC-inclusive feminist approach that seeks to celebrate lived experiences. You will learn basic broadcasting skills such as writing, research, interviewing, and editing. The projects for this course will involve podcasting about Salt Lake City, helping you develop an understanding of the historical and current impact of sex and gender on societies, individuals, and institutions in Salt Lake City and the greater Utah area. This requires that during class time we meet outside of campus. Students are required to have a smart phone or a camera with the capacity to record both sound and video. This course fulfills the Language & Media requirement for LMW majors.

**LMW 379 Narrative Across Media 4 CREDITS**  
Narrative is all around us, from novels and restaurant menus to social media profiles. This course provides an in-depth analysis of narrative—how narratives work, and why basic procedures and mechanisms may be common to all acts of storytelling. We will explore the various structures, genres, and characteristics of narrative—from novels and historical documents to visual and social media. The goal is not simply to enjoy the content, but to analyze how narratives are assembled and disseminated, and what their powers and limitations are in giving meaning to the human experience, across historical and cultural contexts. Issues include: mimesis, framed and cut-up narratives, literary tropes, stories on Twitter, etc. This course fulfills the Theory or Language & Media requirement for LMW majors.

**LMW 380 Video Game Culture 4 CREDITS**  
Video games have emerged in the 21st century as one of the most-watched spectator sports. Pro-gamers compete for hundred-thousand-dollar prizes, and they receive sponsorships that can be worth millions. But to view the video game medium as only an economic force denies the complicated nature of gaming. In popular culture, gaming is the domain of nerdy teenagers, but video game conventions demonstrate that the average player is, well, everyone. This course focuses on the critical analysis of social issues in video games. Class time will be split between playing across different video game genres (such as role-playing, action-adventure, life simulation, strategy, sports, music, and literary hypertexts) and participating in current academic debates around gaming and game studies. Class discussions will engage with the ludic and narrative elements of game theory from an interdisciplinary perspective that considers video games as cultural artifacts, economic powerhouses, educational tools, drivers of technological innovation and works of art.? This course fulfills the Language & Media requirement for LMW majors.

**LMW 387 Teach Assistant Literature Media Writing 1 to 2 CREDITS**  
For teaching assistants in the LMW classes. Practical experience in teaching and grading undergraduate LMW courses. A maximum of two credit hours of LMW 387 may be applied toward the major or minor. This course is repeatable for credit.

**LMW 401 Directed Studies 1 to 4 CREDITS**  
A tutorial-based course used only for student- initiated proposals for intensive study of topics not otherwise offered in the Language Media Writing Program. Hours are arranged. Prerequisite: consent of instructor and school dean.

**LMW 403 Thesis 4 CREDITS**  
A capstone course for LMW majors who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary topic. Students will interact with a faculty member and other students in a seminar setting. They will demonstrate their ability to grapple with complex issues of literary study and conduct advanced research. The course culminates in a successful completion of a written research project. (WCore: SC)

**LMW 405 Thesis - Creative Writing 4 CREDITS**  
A course to support and guide LMW majors who have chosen the creative writing concentration in developing an original group of poems, short stories, creative nonfiction pieces, play(s) or novel. Ideally, this course should be taken after the student has completed all the other requirements for the creative writing concentration, as it will entail revising work submitted to workshops in addition to producing new work. Hours are arranged. (WCore: SC)

**LMW 440 Internship 1 to 8 CREDITS**  
Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor

and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**LMW 450 The Myriad Internship 1 to 4 CREDITS**

This online internship course teaches students how to evaluate and select submissions for the Westminster literary journal, The Myriad—an online academic journal featuring cross disciplinary works by Westminster students. It is published annually in April. In this course, students will learn the skills to evaluate academic submissions and learn the mechanisms of running an online journal. The deadline for submission to The Myriad is Jan 25. The responsibility of this class (taught in the spring) is to evaluate and select submissions for publication as well as to discuss the design layout for the website. Students do not need prior experience in design and editing to enroll in the course. The Myriad has an in-house designer. Students enrolled in the course will simply contribute with design ideas in addition to evaluating and selecting submissions.

**(MACC)**

**MACC 602U Information Tech Business  
Environment, Environment 2 CREDITS**

This course explores the use of information technology in both the domestic and global business community. Special emphasis will be placed on IT security, networks, electronic commerce, and internal reporting. This course must be taken concurrently MBA 630C. This graduate course is available only for early entrants to the MACC program.

**MACC 620U Accounting Ethics 2 CREDITS**

This course focuses on the ethical decisions accountants face during the recording, reporting and auditing of financial information and the legal environment in which business operates. Particular emphasis will be placed on the professional responsibilities assumed by CPAs and other professional accountants. This graduate course is available only for early entrants to the MACC program.

**(MATH)**

**MATH 440S Internship 1 to 8 CREDITS**

**MATH 101 Fundamentals of Algebra 4 CREDITS**

Algebra is the alphabet of college math courses. Sharpen your algebra skills in an active, inquiry-based environment, and apply them to real-world mathematical models.

**MATH 144 Functions Modeling Change 4 CREDITS**

Mathematical models are representations that approximate real-world systems. This course introduces students to important classes of models (linear, quadratic, exponential, logarithmic, and trigonometric) that are commonly used to describe phenomena across many disciplines. Students will develop algebraic skills in the service of modeling, solving, and forecasting.

**MATH 200 Special Topics 1 to 4 CREDITS**

Prerequisite: consent of mathematics faculty. Offered on sufficient demand.

**MATH 201 Calculus I 4 CREDITS**

Calculus is the study of change. Learn how to use the derivative and the integral to quantify how things change in the physical and life sciences, economics, and the world around you.

**MATH 202 Calculus II 4 CREDITS**

Calculus is the study of change and accumulation centered on the idea of infinity. Learn how to evaluate integrals, infinite series, and differential equations and make practical use of the idea of infinity with applications to geometry, the physical and life sciences, and economics.

**MATH 203 Multivariate Calculus 4 CREDITS**

Many real-world phenomena can be modeled as functions of several variables. Learn how to use calculus—the study of change and accumulation—

in the multivariable context, with applications to the curvature of multi-dimensional spaces and the flow of fluids through them.

**MATH 210 Discrete Mathematics 4 CREDITS**

How do mathematicians define "truth", and how do we argue that a mathematical fact is true? Discrete mathematics is an "introduction to proof" course. We will learn basic proof techniques and apply them to "discrete" mathematical objects like sets, sequences, and graphs. We'll also study combinatorics, propositional logic, and functions and relations. We hope to help you learn to communicate mathematics effectively and to explore what happens in a discrete world.

**MATH 300 Special Topics in Mathematics 1 to 4 CREDITS**

Special courses offered when there is sufficient demand.

**MATH 308 Putnam Seminar 1 CREDIT**

In preparation for the William Lowell Putnam Mathematical competition, you will tour the various areas of undergraduate mathematics in an exploration of various problem-solving techniques. May be taken twice for credit.

**MATH 310 Probability and Statistics 4 CREDITS**

Introduction to probability theory including combinatorial analysis, conditional probability, discrete and continuous random variables, expectation and variance, jointly distributed random variables, and sampling theory.

**MATH 311 Linear Algebra II 4 CREDITS**

Rigorous treatment of general vector spaces, linear transformations, eigenvalues and eigenvectors building on the material in Linear Algebra.

**MATH 312 Abstract Algebra 4 CREDITS**

Abstract algebra develops a language and system for studying mathematical objects and the algebraic relationships between them. For example, numbers and arithmetical operations are seen as special cases of more general structures called groups, rings, and fields. This is a rigorous, proof-based course. It is strongly recommended that students take one or more upper-division math courses and have junior or senior standing before registering for Abstract Algebra.

**MATH 314 Foundations of Geometry 4 CREDITS**

Modern axiomatic development of plane geometry and related systems. Includes investigation of finite geometry and hyperbolic geometry.

**MATH 321 Advanced Calculus 4 CREDITS**

Calculus is the close study of infinity, a notoriously slippery concept. How do we know that the calculus we do is "actually true"? We'll follow a similar path to the mathematical detectives who set out to rigorously determine which infinite computations were reliable and which were simply wishful thinking. Topics include point-set topology of the real numbers, a treatment of limits for sequences and functions, continuity, and differentiability.

**MATH 323 Complex Analysis 4 CREDITS**

Functions of one complex variable, analyticity, Cauchy-Riemann equations, derivatives and integrals of complex functions, complex series, and residue theory.

**MATH 341 Topology 4 CREDITS**

Topology is often called "rubber-sheet geometry". In topology, we think of shapes as being made of play-doh and consider two shapes "topologically equivalent" if we can mold one into the other by stretching, shrinking, or smoothing, but not tearing or poking holes. Topology studies the properties of sets, such as geometric shapes or surfaces, that are unchanged under such "play-doh deformations".

**MATH 362 Topics in Applied Mathematics 4 CREDITS**

A range of applied mathematics topics building on a foundation of linear algebra, differential equations, and discrete mathematics. Possible topics include optimization, numerical analysis, algorithm analysis and design, algorithms on graphs and trees, math modeling, dynamical systems, and statistical learning theory. May be taken for credit more than once with instructor's approval.

**MATH 363 Differential Equations 4 CREDITS**

Differential equations are used to describe phenomena that involve change. This course includes solutions of first- and second-order differential

## Course Descriptions

---

equations with a focus on analytic, numerical, and qualitative analysis of systems of linear and non-linear differential equations. Other topics may include Laplace transforms, power series methods, Fourier series methods, and topics from partial differential equations. Applications may be drawn from physics, chemistry, biology, and the social sciences.

### **MATH 387 Undergraduate Teaching 1 CREDIT**

For teaching assistants in lower division mathematics problem-solving courses. A maximum of two credit hours of MATH 387 may be applied toward the major or minor. Requires consent of program director. This course is repeatable for credit.

### **MATH 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Mathematics Program. Requires junior or senior standing and consent of instructor and school dean. This course is repeatable for credit.

### **MATH 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **MATH 485 Senior Seminar 2 CREDITS**

As the capstone to your mathematical career at Westminster, Senior Seminar provides the opportunity for you to summarize your experience by investigating a mathematical area that you love and want to know more about. As part of the Senior Showcase, you will have the opportunity to share this mathematical passion with your class and the Westminster community. You will also develop a final portfolio of the work you've completed throughout your mathematical career. (WCore: SC)

## (MCNR)

---

### **MCNR 200 McNair Scholars Seminar 0 to 1 CREDITS**

This class introduces students to high-impact graduate school preparation, and includes GRE preparation, library instruction, graduate application preparation, and information about publishing.

### **MCNR 301 Writing for Professional Research 2 CREDITS**

Involvement in the McNair program shows your engagement not only with academic inquiry in general, but with a specific discipline. This course will give you the opportunity to reflect on and develop your writing within that discipline as you prepare for your summer research project. Our readings and class discussions will examine what it means to be part of a discipline, how scholars in various fields do their work, and how writing functions within your own field. Written assignments will involve a literacy narrative of your experience learning to write academically, a review of the scholarly literature you will draw on in your project, and the research proposal itself. You will also give and receive feedback on your writing in class workshops and receive feedback in individual draft conferences.

### **MCNR 311 Introduction to Research Methods I 2 CREDITS**

For students preparing for their first McNair Summer Research Intensive, in which they will participate in a group research project. Students will develop a short list of projects for collaborative research. Class will also cover research ethics and human subjects.

### **MCNR 312 Introduction to Research Methods II 2 CREDITS**

For students participating in the McNair sophomore group interdisciplinary research project. Students will develop a research proposal and prepare to present their research.

### **MCNR 411 Advanced Research Methods I 2 CREDITS**

For students preparing for their final McNair Summer Research Intensive, in which they will conduct an individual research project. Students may work on discipline-specific research methods and tools.

### **MCNR 412 Advanced Research Methods II 2 CREDITS**

For students participating in their final McNair Summer Research Intensive. Students will complete a research project and present it at the McNair Symposium.

## (MGMT)

---

### **MGMT 210 Teams 2 CREDITS**

Teams are an ever-present feature of work life today. In this course, you will learn to distinguish among different kinds of work group structures--all of which commonly go under the label of "teams"-- and learn which structures are best suited for which organizational purposes. You will also learn skills on how to be a more effective team member.

### **MGMT 305 Principles of Management 4 CREDITS**

This course explores two areas of management: strategy and organizational behavior. In this course, students will examine the primary components of the strategic planning process which include mission statements, industry and company analysis, as well as competitor analysis. Students will also focus on the organizational behavior skills for strategic decisions and implementation. These topics will include decision making, communication, teamwork, leadership, and organizational change. Examples and cases will focus on global companies.

### **MGMT 309 Operations Management 3 CREDITS**

At its most basic level, Operations Management is the transformation of inputs into goods and services. Along the transformation, there are a variety of factors that must be taken into account including the design of the process, the quality of the materials and the process, the supply chain, the management of materials, and a variety of other issues. Throughout this course, we will investigate the transformation process and how firms can successfully incorporate operations management as part of the corporate strategy. As part of the course, we will see how operations management plays a role within the firm. We will also cover a number of quantitative tools useful in an operations setting. Lastly, it is expected that by the end of the semester, students will have a better understanding of why, regardless of the business discipline you choose, understanding a firm's operations is critical to overall business knowledge.

### **MGMT 310 The Entrepreneurial Mindset 2 CREDITS**

Entrepreneurs are different. They think differently; they measure performance differently than do managers of established businesses. This course will introduce you to how entrepreneurs think in the face of radical uncertainty; how they set goals, measure progress, and learn from failure and setbacks. You will learn what motivates entrepreneurs. Here's a hint: It's not money. You will also be introduced to the dynamic entrepreneurial startup community in SLC.

### **MGMT 311 Business Model Development 2 CREDITS**

Going from an idea for a new business to its actual startup is a process. In this course you will learn a repeatable process for turning an idea into a viable business. You will repeatedly test your burgeoning idea in the marketplace through a process known as customer discovery. You will learn how to design and build a minimal viable product as quickly and inexpensively as possible. You will learn to articulate your business model through oral pitches, by producing a promotional video, and by writing a business plan and executive summary.

### **MGMT 400 Global Business Strategy 4 CREDITS**

Effective management and marketing of international business begins with understanding intercultural relations. The main purpose of this course is to understand cross cultural communication, develop marketing strategies and tactics for global markets and develop strategic management plans to manage employees and other resources in global markets.

### **MGMT 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Management Program. Requires junior or senior standing and consent of instructor and school dean. This course is repeatable for credit.

### **MGMT 411 Managing Growth 2 CREDITS**

Launching a new venture requires special ways of thinking and acting. But, with those, you have just begun. Leading a startup through a period of rapid growth requires a highly developed set of skills. In this course, you will learn the leadership skills, the financial discipline, the recruiting and hiring

practices, and the performance management practices you must develop in order to successfully navigate this stage of growth of a startup.

**MGMT 412 Special Topics in Management 1 to 4 CREDITS**

This series of courses explores threats and opportunities related to legislative, cultural, economic, and technological considerations in business today and their impact on current and long-term decisions. Prerequisites vary with course content.

**MGMT 422 Sports Management 2 CREDITS**

This course reviews the role of management and leadership in sports. Emphasis will be on an overview of management and leadership theories, frameworks, and practices as they relate to sports.

**MGMT 433 Organizational Behavior 4 CREDITS**

This course explores the theories and develops the skill sets related to organizational behavior. The material focuses on 3 areas: understanding the individual, understanding teams, and understanding organizations as a whole social system.

**MGMT 450 Advanced Strategic Planning 4 CREDITS**

This course examines how firms gain a sustainable competitive advantage. Fundamentally the course addresses three core questions: 1. What determines the overall profitability of a business? 2. Why do some companies fail, while others succeed? 3. What, if anything, can managers do about it? The course demonstrates that for firms to be successful, the strategy must permeate all departments and functional areas. As such, this course integrates knowledge and skills gained from studies in the functional areas of business (e.g., marketing, organizational behavior, finance, accounting). The course also focuses on corporate strategy - how firms create value with multiple business units. These issues will help students understand and cope with issues they will face in the business world. Students acquire tools, insights, frameworks, and experience that will aid them in helping organizations achieve success. (WCore: SC)

**MGMT 460 Org Change, Advanced Management 4 CREDITS**

A comprehensive look at the change process in organizations. This course is an extension of strategic management concepts with the focus on the implementation of strategy rather than the formulation of strategy. The emphasis is on developing an understanding of multiple change models instead of focusing on a single model. This approach demands a systems perspective and the assumption that change is continuous. In addition, characteristics of successful and unsuccessful change are discussed. The overall objective of the course is to develop an understanding of the complexity of managing organizational change. Prerequisites: MGMT 305 or MGMT 433.

**MGMT 465 Organizational Culture and Change 4 CREDITS**

Every organization has a culture. This culture can either enable or hinder organizational success. This course will help you analyze and assess an organization's culture, identify areas for improvement and develop plans for cultural change. The course will also have you identify the kinds of organizational cultures most suited to your personality preferences and aspirations.

**(MKTG)**

**MKTG 412A Engaging Customers 2 CREDITS**

This course explores nontraditional avenues for reaching customers. Its focus is primarily on digital tools for communicating about, distributing, and pricing products, particularly for the smaller organization. It also addresses online approaches to assessing marketing effectiveness.

**MKTG 412B Understanding Customers 2 CREDITS**

This course investigates how customers make buying decisions and various influences on customer behavior. The understanding of how customers think and behave informs further exploration of how to successfully capture customer attention and meet customer needs.

**MKTG 300 Principles of Marketing 3 CREDITS**

An introduction to the terminology, concepts and activities that comprise marketing. Emphasizes product, price, distribution and promotional decisions marketing managers make that are crucial to the success of an organization.

**MKTG 303 Professional Selling 4 CREDITS**

An analysis of current models of professional selling procedures. Emphasizes the practical application of procedures to sell successfully. Role-playing is used extensively to apply the practical knowledge to selling situations.

**MKTG 305 Entrepreneurial Marketing 2 CREDITS**

Entrepreneurs face two major constraints as they seek to market their new businesses. Both time and money are scarce. Fortunately, recent advances in social media marketing have brought a number of tools to the aid of startups. However, competition for customers' attention is fierce. This course will introduce you to the tools and best practices needed to market your startup in today's crowded and rapidly changing marketplace.

**MKTG 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Marketing Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**MKTG 412 Special Topics in Marketing 1 to 4 CREDITS**

Current topics of interest in marketing are explored. The title changes according to the contemporary marketing issue being examined.

**MKTG 420 Consumer Behavior 4 CREDITS**

This course provides students with a managerial perspective of consumer behavior. Students examine how psychological, sociological and anthropological bases of behavior influence purchase and consumption of consumer goods and services.

**MKTG 422 Sports Marketing 2 CREDITS**

This course is an introduction of sport marketing principles and their application to professional sports. Students will learn about the influence of sports on social, cultural and business.

**MKTG 428 Advertising 4 CREDITS**

This course is an introduction to the terminology, institutions and functions of advertising as a tool for marketing communication. Emphasizes the managerial aspects of advertising.

**MKTG 435 Marketing Research and Planning 4 CREDITS**

Provides a detailed examination of marketing research including the design of a marketing research project. Includes the development of a marketing plan based on the results of the research process.

**MKTG 490 Senior Seminar in Marketing 4 CREDITS**

This is an integrative course in marketing planning and strategy that delineates the relationship among marketing decisions. Marketing functions are examined through application, focusing on case analysis to successfully integrate all elements of the managerial process. The course presents concepts from a decision making perspective rather than from a descriptive point of view. This approach reflects our emphasis on the marketing decisions that students are most likely to confront in their careers. Additionally, because marketing managers are held accountable for profits as well as sales, budgetary considerations of marketing decisions are discussed. (WCore: SC)

**(MUSC)**

**MUSC 211SC Gillmor Summer Chamber Music Camp 2 CREDITS**

The Summer Chamber Music Camp at Westminster is made possible by the Florence J. Gillmor Foundation, which underwrites full scholarships for participants. It is an instrumental counterpart to the SummerSong Camp for singers. Two college credits available for qualifying (rising) high school juniors and seniors upon completion of week-long camp in which they learn chamber ensemble rehearsal techniques and new repertoire, preparing them for entry into Westminster's music program upon matriculation.

**MUSC 212SC Summersong 2 CREDITS**

The Westminster voice program is thrilled to announce the SummerSong music festival for young singers and pianists. Thanks to the generous sponsorship of the Florence J. Gillmor Foundation, 25 high school-age students will receive a full scholarship for a week-long immersion in the art of singing, which covers all tuition, fees, food (lunch and snacks provided every day) and the camp t-shirt. Activities include private voice lessons and coaching, master classes, workshops, acting classes, rehearsals, (optional) evening activities and a final showcase recital.

|   |  |                       |   |                                |                       |
|---|--|-----------------------|---|--------------------------------|-----------------------|
| <b>MUSC 440S</b>  | <b>Internship</b>                      | <b>1 to 8 CREDITS</b> | <b>MUSC 225</b>   | <b>Jazz Improvisation</b>      | <b>3 CREDITS</b>      |
| <b>MUSC 103</b>   | <b>Basic Keyboarding</b>               | <b>2 CREDITS</b>      | This course will cover basic concepts of jazz improvisation for instrumentalists and vocalists from theoretical and stylistic perspectives. Students will utilize these concepts in class on their instruments and also learn about similarities between jazz improvisation and improvisation in other musical genres.  |                                |                       |
| This is a keyboard proficiency, pre-theory course designed strictly for music majors and minors with little or no piano background-the pre-requisite for MUSC 171. This course satisfies the Piano Proficiency Requirement for music majors and minors.   |  |                       | <b>MUSC 271</b>   | <b>Music Theory II</b>         | <b>3 CREDITS</b>      |
| <b>MUSC 104</b>   | <b>Fundamentals of Music Theory</b>    | <b>2 CREDITS</b>      | This is a continuation of the study of diatonic music theory, featuring the study of functional harmony, music analysis, and four-part writing. Composition will be heavily integrated.   |                                |                       |
| This course is an introduction to music notation and theory for music majors and minors with little or no background in this area. Required for those incoming first-year students who are directed into this course via a music theory diagnostic test administered prior to the beginning of their first semester.  |  |                       | <b>MUSC 281</b>   | <b>Aural Skills II</b>         | <b>2 CREDITS</b>      |
| <b>MUSC 121</b>   | <b>Piano Class</b>                     | <b>2 CREDITS</b>      | This course is a continuation of Aural Skills I, designed to develop proficiency in singing prepared melodies, melodies at sight, rhythmic patterns, and in accurately notating rhythmic, melodic, and harmonic dictation.  |                                |                       |
| This course is an introduction to the piano for students with little or no background in piano. Basic keyboard-related skills and knowledge, and very basic concepts of music theory are covered. This course satisfies the Piano Proficiency Requirement for music majors and minors.  |  |                       | <b>MUSC 291</b>   | <b>Private Lessons</b>         | <b>1 to 2 CREDITS</b> |
| <b>MUSC 122</b>   | <b>Guitar Class</b>                    | <b>2 CREDITS</b>      | A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit. |                                |                       |
| This course is an introduction to the guitar as a classical instrument. It is designed for both novices and those who have experience playing non-classical styles on the guitar. For beginners who wish to take private classical guitar lessons, it is a pre-requisite. Classical technique and standard notation are integral components to the course.  |  |                       | <b>MUSC 292</b>   | <b>Private Lessons</b>         | <b>1 to 2 CREDITS</b> |
| <b>MUSC 171</b>   | <b>Music Theory I</b>                  | <b>3 CREDITS</b>      | A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit. |                                |                       |
| This is an introduction to the fundamentals of music theory for music majors and minors, featuring the study of melodic, rhythmic, and harmonic elements of music (within the Western tonal system). Prerequisite: MUSC 108 or piano proficiency documented through other means. Co-requisite: MUSC 181.  |  |                       | <b>MUSC 300</b>   | <b>Special Topics in Music</b> | <b>1 to 3 CREDITS</b> |
| <b>MUSC 181</b>   | <b>Aural Skills I</b>                  | <b>2 CREDITS</b>      | Significant topics are explored in any of the many sub-disciplines of music. Examples of such courses include: Songwriting, Conducting, Beethoven's Nine Symphonies, The English Madrigal Style and Performance. Prerequisites will vary with course content.   |                                |                       |
| This course is a lab experience designed to challenge students to improve their basic musical skills in the areas of rhythm, sight-singing, intervallic and harmonic ear training, and fluency in rhythmic and melodic dictation. These skills are essential if music is to be learned efficiently and accurately, and if it is to be performed competently.  |  |                       | <b>MUSC 301</b>   | <b>Choral Conducting</b>       | <b>2 CREDITS</b>      |
| <b>MUSC 191</b>   | <b>Private Lessons</b>                 | <b>1 to 2 CREDITS</b> | In this course, students will learn techniques necessary for the successful conducting of a choir. Conducting (i.e. metrical) patterns, cuing, non-verbal communication of musical interpretation, score analysis, the relationship between conductor and musicians, and rehearsal techniques will be covered in detail. Course activities--inside and outside class--will include required reading, assigned listening, conducting practice, video-taped practice, live performance, and both peer and instructor evaluations.   |                                |                       |
| A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit. |  |                       | <b>MUSC 302</b>   | <b>Instrumental Conducting</b> | <b>2 CREDITS</b>      |
| <b>MUSC 192</b>   | <b>Private Lessons</b>                 | <b>1 to 2 CREDITS</b> | In this course, students will learn techniques necessary for the successful conducting of instrumental ensembles such as concert bands and chamber orchestras. Baton patterns, cuing, non-verbal communication of musical interpretation, score analysis, the relationship between conductor and musicians, and rehearsal techniques will be covered in detail. Course activities--inside and outside class--will include required reading, assigned listening, baton practice, video-taped practice, live performance, and both peer and instructor evaluations.   |                                |                       |
| A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit. |  |                       | <b>MUSC 303</b>   | <b>Vocal Pedagogy</b>          | <b>2 CREDITS</b>      |
| <b>MUSC 207</b>   | <b>World Music, World Perspectives</b> | <b>3 CREDITS</b>      | This class will include a thorough study of the physiological, acoustical and scientific aspects of vocal production; the establishing of a standard for bel canto (beautiful singing); and an exploration of what bel canto means in practical terms. All the essential aspects of good teaching will be studied and discussed in a variety of ways, including students being required to teach other students--both privately and in a group setting.   |                                |                       |
| This course is a selective survey of the music of the indigenous and migrant populations of Africa, India, China, Southeast Asia, Indonesia, the Middle East, Central and South America, and North America. In this course we will examine the ways that music functions within these cultures. We will examine the music itself, the people who make it, the instruments they use, and the complex ideas, behaviors, and processes that are involved in the production of this music. (WCore: EWRLD)   |  |                       |   |                                |                       |

- MUSC 311 English and Italian Diction for Singers 2 CREDITS**  
This is a fundamental course designed to help student singers acquire knowledge and understanding of the International Phonetic Alphabet, the correct pronunciation of English and Italian consonants and vowels, the diction rules for singing classical music in these two languages, and translation skills involving both.
- MUSC 312 French and German Diction for Singers 2 CREDITS**  
This course builds on the skills gained in MUSC 201 (English and Italian Diction for Singers), using knowledge of IPA to acquaint student singers with the correct pronunciation of French and German consonants and vowels, the diction rules for singing classical music in these two languages, and translation skills involving both.
- MUSC 315 Westminster Community Choir 1 to 3 CREDITS**  
Enrollment is open to all Westminster students, faculty, and staff. This group typically performs twice a semester on campus, and explores sacred and secular repertoire in a variety of classical, traditional, folk, and popular styles. May be repeated for credit. Upper-division credit given beginning with third semester. Placement audition required. This course is repeatable for credit.
- MUSC 320 Vocal Literature Survey 2 CREDITS**  
This course will provide a comprehensive overview of the wealth of vocal literature that comprises the standard repertoire of the classical canon. Through historical and stylistic analysis, students will be exposed to most important compositions in the genres of opera, oratorio, and art song, a vast repertoire spanning more than four centuries and multiple nations. Study will be combined with performance as part of the coursework.
- MUSC 325 Westminster Jazz Ensemble 1 to 4 CREDITS**  
This ensemble is actively trained in the art of jazz improvisation and typically performs at least once a semester. Students may participate in this ensemble with instruments of their choice; the instrumental make-up of the group changes from semester to semester, depending on the instruments students bring. May be repeated for credit. Upper-division credit given beginning with third semester. Audition required. This course is repeatable for credit.
- MUSC 331 Collaborative Piano I 2 CREDITS**  
This course provides instruction in the art of accompanying singers, learning specific techniques to support and enhance the musical and vocal needs of singers. Other topics of the class include an in-depth study of significant composers and literature for voice and piano from Italian art songs, Schubert's Lieder to Debussy's *Clair de lune*, sight-reading, and musical theatre piano accompaniment. Pianists will perform and work with singers throughout the semester.
- MUSC 332 Collaborative Piano II 2 CREDITS**  
This course provides a guided framework for pianists to learn the art of playing with instrumentalists ranging from violinists to brass players. Other topics include repertoire exploration of landmark pieces from the 18th century to the present day where the piano plays an equal role with another instrument. Pianists will perform and work with instrumentalists and faculty throughout the semester.
- MUSC 335 Westminster Chamber Orchestra 1 to 3 CREDITS**  
This ensemble is designed especially for string, woodwind, and brass players. A spectrum of classical styles is typically covered in the course of a year, but most repertoire is taken from the late eighteenth and early nineteenth centuries. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.
- MUSC 340 Music Composition 3 CREDITS**  
Creating music is a reflection of one's musical thinking and is an essential and important aspect of a healthy musical ecosystem. This course helps to improve students' musical creativity through creation of original music and thorough study of existing works and techniques used to compose music in concert, jazz, and popular styles. Students will also develop their own approach to the "create - critique - revise" cycle by presenting their own work to peers and faculty and learning how to integrate external criticism into their own creative process. In addition to regular presentation of their own work, students will be encouraged to present analyses of existing works in class and will produce analytical papers describing salient musical characteristics of important compositions from the repertoire. A thorough understanding of basic classical or jazz theory is required for enrollment in this course as well as a mastery of music fundamentals.
- MUSC 341 Piano Literature I 2 CREDITS**  
This course provides an in-depth examination of solo keyboard music from the era of the clavichord and harpsichord to the evolution of the fortepiano and the modern piano. Listening, analysis, and some performing of the great keyboard works written during the late Renaissance through Beethoven.
- MUSC 342 Piano Literature II 2 CREDITS**  
This course provides an in-depth examination of the solo piano works written from Schubert to the present day.
- MUSC 343 Piano Pedagogy 2 CREDITS**  
This course is designed to explore various methodologies and best practices on how to teach piano. Interactive workshops for students will include: learning how to teach child and adult students at the beginner and intermediate level, how to set up a private teaching studio, and small research projects examining various popular method books.
- MUSC 345 Westminster Chamber Singers 1 to 4 CREDITS**  
This is Westminster's elite choir, generally made up of 20-24 trained singers. It typically appears in concert on campus twice a semester, but also performs extensively off campus, sometimes on tour in and out of state. A variety of classical, traditional, and folk styles are explored. May be repeated for credit. Upper-division credit given beginning with third semester. Audition required. This course is repeatable for credit.
- MUSC 365 Westminster Opera Studio 1 to 4 CREDITS**  
This course takes students through the entire process of learning a role for an opera, musical or operetta -- from operetta -- from casting and preparation to rehearsal and performance, culminating in a fully staged performance. Course work includes daily improvisations, movement and acting exercises, analysis of performances, discussions of expectations and demands at the professional level, and cultivation of singer-specific rehearsal and performance techniques. Successful collaboration is a major factor in the final performance. Previous vocal training ideal. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.
- MUSC 371 Music Theory III 3 CREDITS**  
This course is a continuation of Music Theory II and involves the study of harmonic procedures of the 18th and 19th centuries, with topics including secondary functions, chromatic harmony, and formal structures. Some composition involved. Intended for music majors or highly motivated music minors.
- MUSC 372 Music History I 3 CREDITS**  
This is the first semester of a three-semester, upper-division music history sequence for majors and minors covering the period from antiquity to about 1750. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.
- MUSC 373 Music History II 3 CREDITS**  
This is the second semester of a three-semester, upper-division music history sequence for majors and minors covering the period from approximately 1750 to 1890. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.
- MUSC 374 Music History III 3 CREDITS**  
This is the final semester of a three-semester, upper-division music history sequence for majors and minors covering the period from about 1890 to the present day. The course involves reading, writing and a close look at a large volume of repertoire through thoughtful listening and score analysis.
- MUSC 375 Westminster Percussion Ensemble 1 to 4 CREDITS**  
This class provides an opportunity to investigate rhythm and a wide variety of interesting percussion instruments and tone colors in the social setting of a performing ensemble. At least one performance will be given on campus every semester, involving everyone in the class. Beginners and more experienced players are welcome. May be repeated for credit. Upper-division credit earned beginning with third semester. No audition required at this time.
- MUSC 380 Form and Analysis 3 CREDITS**  
A key component to the understanding of musical composition is the ability to accurately describe the forms of individual movements. This course will delve into the formal construction of works within the Western classical tradition--from simple binary forms to complex sonata forms. This course will not only

## Course Descriptions

---

help students understand the details of compositional planning in the works of the great composers, but will also guide them in coming up with formal plans for their own compositions.

### **MUSC 381 Aural Skills III 2 CREDITS**

This course is a continuation of Aural Skills II, designed to develop proficiency in singing more complex prepared melodies, melodies at sight, rhythmic patterns, and in accurately notating rhythmic, melodic, and harmonic dictation.

### **MUSC 382 Counterpoint 3 CREDITS**

This course is designed to teach students the intricate compositional craft of composing polyphonic music in both modal (16th century) and tonal (18th century) styles. Students will familiarize themselves with representative works by composers such as Palestrina, Lassus, Vicotria, J.S. Bach, Handel, and later composers. They will examine the works to gain an understanding of the conventions of the contrapuntal style. They will learn species counterpoint and later write modal and tonal polyphonic pieces such as a two-part invention and fugue.

### **MUSC 385 Westminster Chamber Players 1 to 2 CREDITS**

This class provides Westminster music students-music majors, minors, and otherwise--with an opportunity to join a small group of musicians (2-10 players) in studying and performing great music written specifically for small groups with one player per part. Class time will take the form of the professor coaching each group separately with all groups present. May be repeated for credit. Upper-division credit earned beginning with third semester. Audition required. This course is repeatable for credit.

### **MUSC 391 Private Lessons 1 to 2 CREDITS**

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

### **MUSC 392 Private Lessons 1 to 2 CREDITS**

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

### **MUSC 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Music Program. Requires consent of instructor and school dean. This course is repeatable for credit.

### **MUSC 410 Audio Production and Music Business 3 CREDITS**

This hands-on course will cover many of the core principles of audio production and music business. Production topics include: acoustics, recording, DAWs, DSP, virtual instruments, notations software mixing, mastering, distribution of audio, MIDI programming, and microphone technique. Music Business topics include: contract negotiation, marketing for musicians, business plans, an overview of how to make money in the industry in different roles, and paths to profitability within the music industry.

### **MUSC 411 Electronic Music 3 CREDITS**

This course will cover the history, theory, analysis, and technique of electronic music while focusing on the creation of original student compositions. Students are required to complete two original concert music electronic compositions and a public performance of one of these compositions will be given as a class at the end of the semester. In addition to working on compositions, students will be asked to read articles or textbook chapters

as well as listen to different musical works utilizing electronics in some fashion. Classroom time will be divided between student composition updates, lectures, hands-on lab work, and discussions of the reading and listening. There will be a number of in-class projects throughout the semester as well as an analytical paper describing salient musical attributes of a fixed-media electronic composition. Techniques used in this course will be directly transferrable to composing commercial music, music production, improvisation, and concert music composition. A basic understanding of classical or jazz theory is required for enrollment int his course as well as a mastery of music fundamentals. In addition, a passing grade in Music Technology I is required.

### **MUSC 412 Music for Media and Live Sound 3 CREDITS**

This course covers the following music technology topics: synthesis and sound design; music for media including film, TV, radio broadcast, websites, dance, theater, and video games; field recording; studio design and acoustics; live sound reinforcement and system design; and live performance of electronic music.

### **MUSC 415 Arranging, Instrumentation, & Orchestrat 3 CREDITS**

This course serves as an introduction to arranging, instrumentation, and orchestration. Through practical, project-based assignments, close study of existing works, and targeted readings, students will learn how to arrange and orchestrate original or existing music for small and large popular, jazz, and concert ensembles. In addition, individual instruments will be studied to ensure that student's arrangements and orchestrations are effective as well as playable. Students will be required to complete a number of short projects throughout the semester, arrange and orchestrate one larger project, and write an analytical essay describing effective arranging and orchestration techniques in an existing musical composition. A thorough understanding of basic classical or jazz theory is required for enrollment in this course as well as master of music fundamentals.

### **MUSC 420 Senior Recital 2 CREDITS**

This is the capstone project for music performance minors, a 30-45-minute solo recital to be given on campus in the recital hall during the final semester of private lessons or a semester following the final semester of lessons. This credit hour will be earned in the same manner as that of private lessons, but with the specific goal of a performance determining the nature and intensity of training. (WCore: SC)

### **MUSC 421 Senior Project 2 CREDITS**

This is the capstone course for music majors who are completing the Bachelor of Arts degree without a performance emphasis. This project can address any number of subjects--musical or connected to music in at least one major way--and it may take any number of different forms, though both subject and form must be worked out and agreed upon by the student and at least one music faculty member. (WCore: SC)

### **MUSC 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours competed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **MUSC 471 Music Theory IV 3 CREDITS**

This course is a continuation of Music Theory III, with a focus on extended tonal harmony and an introduction to post-tonal harmony and compositional and analytical techniques. Intended for music majors or highly motivated music minors.

### **MUSC 481 Aural Skills IV 2 CREDITS**

This course is a continuation of Aural Skills III, designed to develop proficiency in singing increasingly chromatic prepared melodies, melodies at sight, complex rhythmic patterns, and in accurately notating rhythmic, melodic, contrapuntal, and harmonic dictation.

**MUSC 491 Private Lessons 1 to 2 CREDITS**

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

**MUSC 492 Private Lessons 1 to 2 CREDITS**

A student may enroll for one half-hour or one hour-long private lesson each week for a semester, and receive one or two credit hours respectively. MUSC 191 indicates the first semester of study on a particular instrument; MUSC 192, the second semester of study on that same instrument; 291, the third semester; and so forth, up to MUSC 492, which indicates the eighth semester of study, or the equivalent of the final semester of a four-year course of lessons, on one instrument. Registration requires a special application form which may be obtained only in the office of the department chair. A \$150 fee is required for each credit hour. Music majors and minors are exempt from fees for lessons taken on their primary instrument. Enrollment is open to Westminster College students only. This course is repeatable for credit.

**(NEURO)****NEURO 300M Neuropharmacology 4 CREDITS**

Neuropharmacology is the study of how drugs affect the nervous system. In this course, we will explore the major classes of psychoactive drugs, including both clinical and non-clinical drugs. We will discuss how each drug moves throughout the body (pharmacokinetics), how each drug exerts its effects (pharmacodynamics), and how each drug influences behavior. In addition, we will apply the information learned in class to analyze neuropharmacology data, evaluate primary literature, and design future experiments.

**NEURO 440S Internship 1 to 8 CREDITS****NEURO 117 Yep, Brains Are Cool! 4 CREDITS**

In this course we will explore a variety of topics important to anyone who owns and uses a brain. In particular, we will focus on brain development in late adolescence and emerging adulthood, and will use our brains to understand how we research brains. The course will be framed around a central question - "How do we know that?" We will look at current research on brain development during the transition to young adulthood, examine strengths and weaknesses of methods used to conduct that research, and discuss the practical application of such knowledge to the students' own lives. In addition, we will discuss the ways in which said research has been used to shape parenting and educational practices as well as public policy over the past decade. (WCore: WCSAM, RE)

**NEURO 120 Genetics of Human Behavior 4 CREDITS**

Have you ever wondered how much your genes affect who you are? This course is an exploration of the role of genetic inheritance on human behavior. We will focus on modern genetic analysis and the molecular techniques used to study both complex normal human behaviors and diseases. Lab exercises, data analysis, and case studies will be integrated throughout to familiarize students with the process and methods of science. (WCore: WCSAM, QE)

**NEURO 205 Introduction to Brain and Behavior 4 CREDITS**

This class will serve as an introductory course for students interested in the biological bases of human behavior. Topics will include an overview of central nervous system structure, function, and development, and will also include an introduction to emotional and cognitive processing in the brain. This course serves as a prerequisite for NEURO/PSYC 306, 402, and 408.

**NEURO 302 Research Methods in Neuroscience 4 CREDITS**

Students will be introduced to neuroscience research methods from varying levels of analysis (molecular/cellular, systems, human) as well as the fundamentals of hypothesis testing and experimental design. An emphasis on research design and reading and writing empirical literature is included.

**NEURO 305 Human Brain Development 4 CREDITS**

This course explores human brain development from conception through death. The course focuses on anatomical changes and related changes in

behavior, as well as potential genetic and environmental influences on brain development. In addition, we will learn about research addressing methods to foster healthy brain development.

**NEURO 306 Behavioral Neuroscience 4 CREDITS**

Behavioral Neuroscience explores the ways that organisms perceive and behave in the world. The course emphasizes neuronal function, circuits, senses and perception, learning and memory, social behaviors, and the evolution of behavior - in organisms ranging from humans to praying mantises. We will have topical lectures and discussions of modern behavioral research to help students understand the fundamental principles of behavioral physiology. Lab course is required.

**NEURO 310 Applied Neuroanatomy 4 CREDITS**

The brain is said to be the most complex object in the known universe. Its unique, three-dimensional architecture plays a vital role in controlling our thoughts, feelings, and actions, as does its connections to our intricate spinal cord and peripheral nervous system. This course will explore the complex structure and function of the human nervous system and apply that knowledge to study neurological dysfunction and disease. Then, in the laboratory, we will physically analyze brains with dissection, neuroimaging, and electrophysiology.

**NEURO 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Psychology Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**NEURO 402 Behavioral Endocrinology 4 CREDITS**

This course explores the role of hormones in complex behaviors. Topics covered include biological contributions to reproductive, parenting, aggressive, and stress related behaviors in both animals and humans.

**NEURO 403 Cellular Neuroscience and Lab 4 CREDITS**

The focus of this course is molecular and cellular neurobiology, including neuronal differentiation, cell structure, function, and connectivity. We will focus on how neurons are made, communicate, and are connected into circuits. Model systems used to study neuroscience will be introduced and we will use primary literature throughout. The laboratory will include research projects that are designed and carried out by the students.

**NEURO 408 Cognitive Neuroscience 4 CREDITS**

Cognitive neuroscience, as a field, seeks to discover how the brain enables the mind and embraces methods and knowledge from such fields as physiological psychology, neuropsychology, neuroscience and cognitive psychology, along with multiple techniques of neuroimaging, to attempt an understanding of human brain processes. Brain activity involved in such higher level processes as language, memory, and executive functions is explored via a review of current literature. Students will participate in (and design) experiments appropriate for use with the methods of cognitive neuroscience. In addition, students will gain experience using EEG equipment to study brain function.

**NEURO 409 Advanced Topics Neuroscience 2 CREDITS**

This course explores current topics in neuroscience across a variety of levels of analysis from molecular/cellular through behavioral. Students read current literature and propose research experiments incorporating multiple levels of analysis. (WCore: SC)

**NEURO 430 Independent Thesis Research 2 CREDITS**

Students undertake an independent research project or a substantive portion of an ongoing research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken for no more than two semesters. A research proposal and permission of a faculty mentor is required. (WCore: SC)

**NEURO 434 Social Neuroscience 4 CREDITS**

How is the brain involved in social processes and behavior, and how do our interactions with other people modify and shape the brain? In this course, students will learn about the interdisciplinary field of social neuroscience, the study of the neural bases of social behavior. This course will emphasize basic brain structures, functions, and mechanisms and processes implemented in social interactions, and how social behavior is shaped by biology and experience. Topics will include brain scanning technologies and methods, behavioral research methodologies, self and other representations in the brain, self-regulation, intergroup perceptions, emotion, motivation, attraction

## Course Descriptions

and interpersonal relationships, aggression, social rejection, and prosocial behavior.

### **NEURO 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **NEURO 487 Undergraduate Teaching 1 to 2 CREDITS**

Provides an opportunity for teaching experience. This course is graded on a credit/no credit basis. Permission of program director required. This course is repeatable for credit.

## (NURS)

### **NURS 440S Internship 1 to 8 CREDITS**

### **NURS 101 Aging Matters: Social Gerontology 4 CREDITS**

The goal of this course is to prepare students to describe the complexity and diversity of older adults, explore ways to work effectively with older adults and promote healthy aging. Students will examine aspects of aging within historical, cultural, physical, mental, emotional, social, spiritual, economic and interpersonal contexts. The impact of an increased aging population on society and how society cares for the aging population will be a central theme of the course. (WCore: WCSBS)

### **NURS 108 Healthy, Sustainable Nutrition 4 CREDITS**

The course includes the foundations of human dietary requirements, the basics of macronutrients and micronutrients, and nutritional needs across the lifespan needed for a pre-health occupation prerequisite. The primary prevention of the chronic diseases of first world populations, versus the needs of those of the third world will be compared and contrasted for the purpose of exploring complex issues of nutrition, food, health and environmental sustainability. Grounded in concepts of nutrition science and human ecology, the course will explore the impact of food production and consumption on human health and the environment. Deep learning is achieved through involvement in hands-on activities and assignments. Prerequisites: none. (WCore: WCSAM)

### **NURS 109 Sociology, Wellness, and Healthcare 4 CREDITS**

Students are challenged to think critically about the sociology of health and healthcare. Questions students will analyze are: 1) how social forces affect health, illness, and healthcare; 2) how society views the meaning and experience of illness with an emphasis on mental illness; 3) the social distribution of healthcare in the United States; 4) the social meaning of health care systems and technologies; 5) the sociology of differing healthcare practitioners and practices. Additionally, students will explore how sociology can affect healthcare around the world. Finally, through case studies students will examine ethical dilemmas in healthcare and the politics underpinning those dilemmas. (WCore: WCSBS)

### **NURS 210 Nutrition 3 CREDITS**

An introductory study of nutritional principles applicable to people throughout the life span, in both health and illness. Students learn nutritional assessment and the impact of personal and sociocultural factors on nutritional status. Dietary implications during critical developmental periods and pathologic conditions are discussed. Students analyze their own diets, discuss and experience therapeutic diets, and explore the process of making lifestyle changes related to nutrition.

### **NURS 280 Pathophysiology 3 CREDITS**

Provides students with knowledge of pathophysiologic processes and environmental factors that influence or alter an individual's health. Prerequisites: BIOL 103, 104; CHEM 103, 201; concurrent enrollment in BIOL 111.

### **NURS 312 Foundations of Nursing Practice I 4 CREDITS**

This course focuses on an introduction to nursing practice including the nursing process, clinical skills, and the roles and responsibilities of the professional nurse. Students apply theoretical principles, collect and analyze data, develop health assessment skills, provide nursing interventions, and document findings. Focus is on health and promoting the health of individuals and communities at large. Prerequisite: NURS 280.

### **NURS 313 Foundations Nursing I Practice Practicum 5 CREDITS**

Clinical component for Foundations of Nursing Practice I.

### **NURS 314 Community Mental Health Nursing 4 CREDITS**

This course focuses on community and mental health nursing concepts. There are two areas of focus for this course. The first is the development of and understanding of mental health alterations in clients with mental illness. Emphasis is placed on common psychiatric disorders and treatments with related nursing diagnoses, nursing interventions, and the overall conceptual models of psychiatric nursing care. The second area of focus is on community health nursing concepts with an emphasis on community and family assessment, health promotion, and planning for the health of communities, families, and individuals across the lifespan. (WCore: EWRLD)

### **NURS 315 Communication Skills for Nurses 2 CREDITS**

The course focuses on therapeutic communication skills and the techniques used to produce positive nurse-client relationships with diverse populations across the lifespan. In addition, the students will develop skills as they relate to inter- and intra- professional communication and collaboration to produce positive working relationships in the practice setting.

### **NURS 330 Foundations of Nursing Practice II 4 CREDITS**

This course focuses on the comprehension, application, and analysis of concepts of health, illness and nursing care across the lifespan in acute care and community settings. Emphasis is placed on the etiology, clinical evaluation and use of evidence-based nursing interventions to manage specific health problems related to cardiovascular, hematologic, gastrointestinal, pulmonary, endocrine, renal, musculoskeletal, and neurologic systems. Skills and techniques required to care for clients across the lifespan with commonly occurring disease are included.

### **NURS 331 Foundations Nurs Practice II Practicum 6 CREDITS**

Clinical component for Foundations of Nursing Practice II.

### **NURS 370 Nursing Scholarly Inquiry & Informatics 3 CREDITS**

This course provides students with the conceptual basis for understanding nursing theory and the research process. Students experience broad exposure to nursing theorists and the application of theory to practice. Students analyze nursing research and evaluate findings for application in evidence-based nursing practice. Students will be introduced to an overview of informatics topics that relate to the delivery of safe and quality patient nursing care for a variety of healthcare settings.

### **NURS 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Nursing Program. This course is repeatable for credit.

### **NURS 406 Nursing Pharmacology 4 CREDITS**

This course will explore the study of pharmacology and how it relates to the nursing process and the role of the bachelorette prepared registered nurse generalist. Principles of pharmacology will be discussed including drugs and the body, dosage calculations, chemotherapeutic and anti-infective agents, drugs acting on the immune, nervous, endocrine, reproductive, cardiovascular, renal, respiratory, and gastrointestinal systems. Students will gain greater understanding of potential drug complications and interactions to administer medications safely and properly across the lifespan.

### **NURS 414 Foundations of Nursing Practice III 4 CREDITS**

This course focuses on the application, analysis and synthesis of concepts of health, illness and nursing care across the lifespan in community and acute care settings, including hospital intensive care units. Emphasis is placed on assessment, nursing diagnosis, and implementation of evidence-based nursing interventions in the holistic management of clients with specific health problems. Students will learn to collaborate with medical, surgical, and allied health practitioners to maximize the wellness of clients with complex,

acute and chronic illness. Prerequisites: NURS 315, NURS 330, NURS 331, and NURS 420.

**NURS 415 Found Nursing Practice III Practicum 4 CREDITS**  
Clinical component for Foundations of Nursing Practice III.

**NURS 417 Transitional Care Nursing Practicum 2 CREDITS**  
Clinical component for Transitional Care Nursing.

**NURS 418 Transitional Care Nursing 3 CREDITS**  
This course focuses on transitional periods across the lifespan. It emphasizes the application of nursing care during periods of birth, death, and transitions of health. Emphasis will be placed on safety, the coordination and continuity of patient care, prevention and avoidance of complications, appropriate nursing interventions, and treatment. The application of patient care will be accomplished with the active engagement of patients, their families and interprofessional collaboration.

**NURS 419 Leadership in Nursing 2 CREDITS**  
This course integrates the nursing process with the concepts of leadership, management, and organizational theory. The role of nursing in monitoring and ensuring the quality of health care practices is examined. Emphasis is placed on issues of leadership, management, power, change, motivation, conflict, group dynamics and interfacing of autonomous, dependent and interdependent nursing functions in current and future health care delivery systems. This course emphasizes that all nurses are leaders to clients, families, team members and the public. Prerequisites: Requires all third semester nursing courses including NURS 370, NURS 414, NURS 415, and NURS 418.

**NURS 420 Nursing Pharmacology II 2 CREDITS**  
This class will build on the knowledge gained in Nursing Pharmacology 1 and focus on specific pharmaceutical agents used in patient care across the lifespan. Health prevention and promotion as it relates to pharmacology will be addressed, exploring topics such as immunizations, vitamins, complementary therapies, and herbal preparations. Pharmacotherapeutics will be addressed using a body systems approach to assist the student in understanding treatment for specific disease processes including medication classification, administration, side effects, and avoidance of potential complications. Prerequisites: NURS 320, NURS 330, NURS 331, and NURS 370 Scholarly Inquiry & Informatics.

**NURS 425 Ethics in Professional Nursing 2 CREDITS**  
This course is designed to give an overview of the evolution of nursing ethics and the impact that nursing ethics has on the professional baccalaureate prepared nurse. Focus will be placed on the moral principles and ethical perspectives (justice vs. care) that are important to nursing. The implications of traditional and contemporary ethical theories for nursing will also be explored. Students will explore accountability and responsibility for nursing judgment and action and develop and respect for human dignity and preservation of integrity.

**NURS 430 Capstone Practicum 6 CREDITS**  
This course is a clinical synthesis experience designed to refine and integrate previously learned knowledge and skills into professional practice through a cooperative learning experience. Students plan, deliver and manage care under the supervision of a licensed preceptor. The student will further develop clinical reasoning and proficiency in patient management and evaluation through assignments in a variety of patient care settings. Working closely with staff and faculty, the student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and coordinator of care.

**NURS 431 Capstone Synthesis 2 CREDITS**  
Weekly seminar provides an opportunity for the analysis, synthesis, refinement and integration of nursing knowledge. This course provides activities and discussion that facilitate the student's transition to professional nursing practice. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in a variety of patient care settings. Working closely with staff and faculty, the student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and coordinator of care. (WCore: SC)

## (OEL)

**OEL 100A Explorations in OEL Discipline 2 CREDITS**  
In this course, students will have an opportunity to explore a specific discipline (for example, mountaineering, canyoneering) to learn about key concepts, historical events, figures, challenges, and opportunities pertaining to that discipline. Content delivery and completion of assignments for this course will be online and largely self-directed.

**OEL 100B Art and Creativity in OEL 2 CREDITS**  
In this course, we will explore the connections between art, creativity, and outdoor education and leadership. Using literary, sound, visual, and performative arts, we will investigate both our personal relationship to art, how it impacts our relationship to place, and how these art forms have impacted the region in which we study. These explorations may include landscape and sense of place, personal and regional identities, education, activism, and cultural history. This course will highlight artists, collectives, and creatives whose identities have historically been underrepresented in outdoor education, which might include and is not limited to people of color, LGBTQ+, indigenous, undocumented, different abilities, low income, rural, woman, and femmes. The learning activities in this course will involve reflection, group discussion, art projects, and creative writing.

**OEL 100C Advocacy and Activism in OEL 2 CREDITS**  
In this course, we will explore the concepts of activism and advocacy as they pertain to social and political change in the outdoor community. We will discuss the idea of "leadership" as a process using the Social Change Model (SCM) (HERI, 1994). Each student will have an opportunity to conduct a deep exploration on a specific challenge or issue related to the outdoor recreation/education community (i.e. access, equity, environmental stewardship) by investigating activism and advocacy conducted by a specific change agent (individual or organization).

**OEL 245A Wilderness First Responder 2 CREDITS**  
This course is the industry standard for wilderness medicine certifications for outdoor guides and leaders traveling for multiple days and/or in remote settings. Certification is dependent on testing and performance and participation in the course. Through this course, students will learn how to assess, treat, and prioritize illnesses and injuries in remote settings. Active engagement is required as students will participate in skills labs and simulations.

**OEL 245B Wilderness First Responder (re-Cert) 1 CREDIT**  
This course is the industry standard for wilderness medicine certifications for outdoor guides and leaders traveling for multiple days and/or in remote settings. Certification is dependent on testing and performance and participation in the course. Through this course, students will learn how to assess, treat, and prioritize illnesses and injuries in remote settings. Active engagement is required as students will participate in skills labs and simulations. In order to attend the practical session students must study for and pass the pre-course exams.

**OEL 245C Wilderness First Aid 1 CREDIT**  
Wilderness First Aid (WFA) is a course for recreationalists and outdoor enthusiasts who may benefit from medical training specifically designed to provide assistance to individuals who suffer from ailment or injury while outdoors but still relatively close (within 1 hour) to advanced medical resources. In this course, you will learn the Patient Assessment System, how to provide basic life support and how to provide first aid for injuries and illnesses that are common in outdoor settings. This course focuses on effective risk management and decision making and effective communication. No prerequisites or prior training required.

**OEL 300H The Mindful Leader 3 CREDITS**  
In this course, we will explore ways to better know ourselves so that we can show up in authentic ways for both the people we work with, and the people we guide in wild spaces. Through personal exploration, relational mindfulness, reflection, and deep inquiry, each student will gain a better sense of who they are, how they move through the world, and how using mindfulness and knowing themselves on a deeper level can enhance and enrich both the work they do in the world and the people they guide in the wild. This is not an entry level course, this course requires students to show up in full capacity and be open to being vulnerable, sharing feelings, receiving feedback and being curious.

**OEL 440S Internship 1 to 8 CREDITS**

**OEL 110 Foundations and Techniques of OEL 4 CREDITS**

This core course provides an introduction to and overview of experiential education and the sub-discipline of outdoor and adventure-based education. We will examine the history, philosophy, techniques, and ethics involved in this educational approach. We will specifically focus on the experiential learning cycle, constructivist approaches to teaching and learning, and understanding the nature of effective design and facilitation in outdoor settings. Throughout the course, students will observe, discuss, and practice planning, sequencing, facilitating, and processing of experiential education activities. Out-of-class requirements: 1/2 day on a Friday.

**OEL 120 Outdoor Leadership 4 CREDITS**

This course is designed for students with an interest in developing the outdoor leadership skills necessary to successfully lead participants in a wilderness setting. This is the introductory course for students pursuing the minor or major in Outdoor Education & Leadership. Students will learn the basics of wilderness camping and travel skills, and a range of leadership skills such as communication, judgment and decision-making, and how to manage a group in the field. Additionally, students will learn all aspects of planning and implementing an institutional outdoor trip. Classes are held both indoors and outdoors, including a required weekend backpacking trip.

**OEL 150 Indoor Rock Climbing 2 CREDITS**

Indoor Climbing teaches students with little to no climbing experience to climb smoothly and confidently. Students will learn to top-rope and boulder, belay and tie-in, climb efficiently, and train for climbing. We will also discuss climbing equipment, culture and history. More advanced topics, such as anchor-building and lead climbing, will be introduced and can be expanded upon for students interested in developing those skills. This class will provide a foundation for students to pursue indoor or outdoor climbing with the outdoor recreation program or independently.

**OEL 151 Introduction to Outdoor Rock Climbing 2 CREDITS**

Outdoor climbing is exhilarating, challenging, and an incredible way to explore the mountains. This course is designed for students with or without prior climbing experience who want to learn some of the technical and nontechnical aspects of rock climbing outdoors. Students will top-rope climb, learn to lead climb, as well as develop safety and judgment skills. The primary objective of the class is for students to broaden their knowledge and improve their level of climbing.

**OEL 153 Indoor Rock Climbing Level II 2 CREDITS**

Indoor Rock Climbing Level Two takes students with previous climbing experience to develop intermediate to advanced climbing skills. Students will practice climbing technique and movement to improve efficiency and strength. Students will learn to lead climb, build anchors, ascend ropes to rescue a stuck climber, and target weaknesses through climbing training. This class is designed for students who wish to improve their bouldering and top-rope level, learn to lead or develop as a lead climber, and expand their knowledge of technical skills and climbing culture and history. Some previous exposure to climbing is expected, no prerequisites.

**OEL 154 Introduction to Route Setting 2 CREDITS**

In this course students will learn to set routes on artificial climbing walls. Through studying climbing movement, climbing wall design, different hold designs and mastering the use of route setting tools students will set and critique boulder problems and climbing routes. The course will include both classroom time, time at the wall and exposure to outdoor climbing. Route setting safety, teaching climbing movement and climbing wall management will also be emphasized.

**OEL 155 Introduction to Canyoneering 2 CREDITS**

Students will finish this course with the ability to demonstrate competency in fundamental canyoneering skills in 3A Canyons, including basic associated knots, rappelling technique, anchor setup and removal, rope retrieval, safety in flash flood areas, map reading, travel techniques, knots, Leave No Trace skills, and associated safety skills. This will be accomplished through discussions, demonstrations, and practical, hands on learning. Additionally, students will demonstrate an increased understanding of issues related to management of National Forest administered public lands, such as those used in this class, as they relate to recreation and other uses.

**OEL 160 Introduction to Backcountry Touring 2 CREDITS**

This classroom- and field-based course will provide a comprehensive introduction to the activity of backcountry touring. Through two classroom meetings and three field days on the snow, we will examine topics such as equipment selection and use, terrain identification, weather and snowpack

factors that lead to avalanche hazard, and group management when traveling near avalanche terrain. Previous downhill skiing or snowboarding experience is required. A general awareness of avalanches is recommended. Previous experience traveling on backcountry touring gear is not required.

**OEL 161 Backcountry Touring Level II 2 CREDITS**

Designed for students with some prior backcountry touring experience, this classroom- and field-based course is an opportunity to develop and apply more specialized backcountry touring skills. During two classroom meetings, students will focus on tour planning and the use of local avalanche advisories, while three days on the snow will be dedicated to conservative route-finding and group management in avalanche terrain. We will also spend time refining avalanche rescue techniques, as well as modeling various outdoor leadership skills when traveling in the backcountry. Previous backcountry skiing or splitboarding experience is required. Some form of avalanche hazard awareness is also required.

**OEL 162 Avalanche Level I 2 CREDITS**

This professional level course provides a foundation in avalanche knowledge, skills, and the requisite certification to pursue future professional avalanche training. The curriculum is organized around a systematic approach to sorting and prioritizing information in a complex environment. The course also provides a framework to make decisions in avalanche terrain based terrain, snowpack, weather, and human factors. Approximately half of the course is field based and half in the field.

**OEL 163 Snow Camping 2 CREDITS**

In this classroom- and field-based course, students will learn a variety of skills to allow for comfortable backcountry camping in snow. During two classroom meetings and a day trip, we will explore winter camping equipment, review the logistics of organizing winter camping trips, and learn about winter risk management concerns. On a 3-day/2-night trip, we will practice different winter camping techniques with regard to travel, cooking, shelters, and other general living skills. Students will be required to travel on uncompacted backcountry snow via snowshoe, backcountry ski, or splitboard. Previous backcountry skiing or splitboarding experience is highly recommended, although not required.

**OEL 164 Introduction to Mountaineering 2 CREDITS**

The mountaineering course is designed for students looking to develop the technical skills and leadership to climb, travel, and camp in the mountains. Students will learn to travel and climb on snow, technical systems for travel steep/ exposed terrain, glacier travel, rescue systems and procedures, hazard evaluation, navigation, and ability to live comfortably in the mountains. The course will include both classroom and field time. In addition students will explore the history and evolution of mountaineering, and use case studies to critique leadership and risk management decisions.

**OEL 165 Introduction to Ice Climbing 2 CREDITS**

Climbing frozen waterfalls is an exhilarating and challenging form of climbing that enables the climber to keep doing what they love, even in the middle of winter! The Ice Climbing Seminar is designed for students with some indoor or outdoor climbing experience who want to learn some of the technical and non-technical aspects of ice climbing. Students will become familiar with the unique gear and techniques related to ice climbing, they will top rope climb, learn lead climbing concepts, and develop safety and judgment skills. The primary objective of the class is for students to broaden their knowledge and explore different types of terrain.

**OEL 170 Introduction to Flyfishing 2 CREDITS**

This course will provide an introduction, exploration and application of the basic techniques of flyfishing and fly casting. Students will apply skills learned in classroom sessions on the river during 3 field-based sessions.

**OEL 171 Intro to Whitewater Paddling 2 CREDITS**

This course is an introduction to the fundamentals of whitewater paddling, which include understanding swiftwater river ecology, reading rivers to select the best path, and understanding the anatomy of different types of whitewater boats. This course may feature a variety of watercraft, including rafts, packrafts, hardshell kayaks, and duckies. During this class, students will learn the skills necessary for the challenging art of river running. We will start on flat water and eventually progress to a three-day weekend whitewater experience.

**OEL 172 Introduction to Packrafting 2 CREDITS**

Students will explore the history and evolution of packrafting and will experience a packrafting trip that includes a combination of backpacking and

padding. Students will learn to use topographic maps, river flow data, and effective route planning techniques to create unique packrafting itineraries. Students will also learn to think critically about gear choices and care when planning for packrafting to ensure a safe and lightweight approach to packing. The course will include both classroom and field time.

**OEL 173 Teaching Practicum in OEL 1 to 2 CREDITS**

This course provides students with previous experience and proficiency in a specific technical outdoor skill to serve as a teaching assistant for a designated OEL skill course. Students will be required to attend seminars on teaching, facilitation, and instruction during the semester as well as actively participate and contribute to the skill course to which they are assigned. This course is repeatable for credit.

**OEL 210 Wilderness Education 4 CREDITS**

This is a field-based expedition-style course. Students will play a significant role in planning and implementing the expedition in its entirety and will share ownership of and responsibility for course outcomes. Students will be highly involved in leadership, teaching, ration planning, assessment of group abilities, evaluation of group goals, hazard evaluation, and equipment needs. Throughout the course, students will also explore the concept of Wilderness through reading, reflection, and concrete experiences.

**OEL 220 Adventure Programming 4 CREDITS**

What does it take to be an effective outdoor instructor, and how can you build an effective outdoor program? These are the fundamental questions that this course seeks to answer. By using two textbooks to guide discussion and learning--Outdoor Program Administration: Principles & Practices and Effective Outdoor Program Design and Management--students will learn how human, educational, and outdoor skills form the cornerstone of effective program instruction and management. Students will also put these ideas to the test. With the help of instructors, students will plan a 2 week expedition.

**OEL 230 Instruction and Facilitation 4 CREDITS**

This course addresses the need for the student and future practitioner to understand and demonstrate the ability to integrate applied social psychological theory and effective group facilitation practices while using outdoor education-based activities. This course highlights the major impacts that facilitators have on both groups and individuals. Effective outdoor educators are trained to ensure that the lessons of adventure transfer into everyday lives. The course will emphasize the stages of group development, peer mediation, briefing/debriefing, and transference in field-based settings.

**OEL 240 Skills Practicum 2 CREDITS**

Working in concert with other courses in the immersion semester, the Skills Practicum affords students the opportunity to engage with a wide range of adventure activities, each providing unique site management challenges for instructors. Through observation, participation, practice, and reflection, this course is designed to bring students to an advanced level of abilities to conduct outdoor education programs.

**OEL 250 Desert Writing 3 CREDITS**

In Desert Writing, students will explore creative writing and wilderness simultaneously. While hiking in the desert and mountains, students will be given writing prompts and exercises to generate new work. While meeting in the classroom, students will workshop works-in-progress and study the craft of creative writing. By the end of the course, students will have developed a polished piece of writing. Students can work in the genre of their choice and are encouraged to write about a range of topics--they do not need to produce nature or wilderness writing.

**OEL 251 Therapeutic Uses of Recreation 3 CREDITS**

In this course, discussion and experiential group activities will provide an introduction, exploration, and application of theoretical models, psychological frameworks, best practices, and ethical considerations of therapeutic uses of recreation. Students will survey the major characteristics and tools utilized in therapeutic uses of recreation and investigate how they are applied in practice. Students will design and implement an experiential activity that synthesizes all of the major tenets of therapeutic uses of recreation.

**OEL 252 Adventure Media 3 CREDITS**

In this course students will explore the art of multimedia storytelling through video, photography, and social media in outdoor and adventure settings. Students will learn to gather content in outdoor settings, which includes managing resources and equipment to capture powerful images in challenging conditions. Students will focus on creating compelling stories,

editing imagery, and using different platforms to showcase their work. The course will include classroom, lab, and time in the field.

**OEL 253 Western Rivers: an Expedition 4 CREDITS**

In this course students will examine the current state of rivers in the western United States. This field-based course will travel various waterways in the Colorado River watershed and experience the complex pressures on this resource first-hand. The course will examine western water history, water rights, western development, environmental legislation, and the impacts of climate change. Students can expect to travel on both free-flowing and dammed river sections, on foot, in boats and by vehicle. Students will learn the requisite river travel and backcountry skills to effectively navigate waterways, research and teach specific topics, and explore future solutions for this complex issues.

**OEL 254 History of U.S. Outdoor Recreation 3 CREDITS**

This survey course provides a historical overview of social, political, environmental, and cultural influences that have shaped the outdoor recreation and education industry in the United States since 1800. The course will focus on topics such as westward expansion, social movements, educational reform, and emerging trends. The course will emphasize multiple historical perspectives of outdoor and wilderness recreation in the U.S., including underrepresented groups.

**OEL 255 Curriculum Design for Outdoor Education 3 CREDITS**

This course introduces students to the intentional application of a variety of effective teaching practices applicable to a wide range of outdoor educational settings. Course materials will focus on formulating learning outcomes, planning lessons, backwards design, assessing student learning and scaffolding instruction for diverse students. Students will gain practical experience in developing and delivering lessons through peer teaching sessions that provide opportunities for reflection and refinement of their teaching practice. There are no prerequisites.

**OEL 300 Special Topics in OEL 1 to 4 CREDITS**

Special topics in Outdoor Education and Leadership.

**OEL 301 Outdoor Program Management 4 CREDITS**

This course studies the management of outdoor and adventure programs. Topics include the use of public and private lands, basic understanding of the impact of use on the natural environment, review of biological and physical science concepts relative to land use, care of the environment, permits, staffing, supervision of staff, staff training, personnel issues, certification, scheduling, budgeting, risk management, insurance, marketing, logistical planning, strategic planning, public policy, access to outdoor resources, and search and rescue.

**OEL 351 Land Management Policy 4 CREDITS**

This course will be an overview of the history, policy changes, administration and current issues related to federal, state, and privately managed land in the United States. Specifically, the course will study the Department of Agriculture (Forest Service, National Resource Conservation Service), the Department of the Interior (National Park Service, Bureau of Land Management, Department of Reclamation, US Fish and Wildlife Services, US Geologic Survey), and the myriad of interest groups using U.S. lands. With a historical and structural foundation, students will analyze current events, current land use issues, and the health and sustainability of U.S. lands.

**OEL 352 Avalanche Ecology 3 CREDITS**

This field-based course examines how the avalanche cycle is determined by meteorological and geological processes and, in turn, how avalanches affect surrounding ecological communities. Students will understand how to gather and collect snowpack data for the purpose of predicting the likelihood of avalanches. Further, students will engage the phenomenon through field studies on skis or snowboards, by gathering and analyzing snowpack and meteorology data, through lecture, and through first-hand accounts from avalanche survivors. In addition, this course examines the impact of avalanches on human activity in alpine terrain, from both historical and modern perspectives, and particularly on modern outdoor recreation.

**OEL 401 Directed Study 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Outdoor Education and Leadership Program. The scale of the individual study, and the final product will determine the number of credits offered for the directed study.

## Course Descriptions

The directed study will ideally combine intensive study and experience with experts in the community or outdoor education field.

### **OEL 410 Seminar in Outdoor Educ and Leadership 4 CREDITS**

In this capstone course students will integrate their experiences, research, goals, and practical application of outdoor education and leadership. The course will focus on contemporary issues and trends in the field with topics including social justice, public land management (federal, state, and local), ethics (environmental and virtue-based), practical application of research, options for further education in the field, and career opportunities. During the course, students will identify their individual context within outdoor education and leadership, and complete a comprehensive capstone project. The project requires students to research their area of interest, write a literature review, present their personal professional philosophy, and how they plan to contribute to the field based on their career goals and education. (WCore: SC)

### **OEL 440 Internship 1 to 8 CREDITS**

Students receive credit for meeting pre-arranged, learning objectives while working for a business, a non-profit, a government program or some other organization within outdoor recreation and education. The internship is critical for students' practical experience in outdoor education or a related field. Faculty will work closely with students to ensure a successful and supported professional, learning opportunity that aligns with students' goals. Discussion and reflection will be incorporated throughout the internship. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

## (PHIL)

### **PHIL 440S Internship 1 to 8 CREDITS**

### **PHIL 102 Critical Thinking 4 CREDITS**

This foundational course teaches the skills involved in clear thinking, logical reasoning, and analytic reading applicable to all academic studies. It provides a brief treatment of deductive logic, covers how to identify logical fallacies in another person's argument, and includes the practice of reading skills necessary to get the most from your college education. This course is a required prerequisite for all upper-division philosophy offerings.

### **PHIL 129 Race, Power, and Privilege 4 CREDITS**

In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how we view the world. We will do this from a philosophical perspective. This discussion-based course will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, and reflect upon the ways in which race structures society and affects the lives of individuals. (WCore: WCFAH, DE)

### **PHIL 131 Philosophy of Gender and Power 4 CREDITS**

The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: WCFAH, DE)

### **PHIL 134 Philosophy, Identity, and the Self 4 CREDITS**

When we look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This often forces us to live with shakier scaffolding than before. However, while this can be uncomfortable or downright annoying, it also spurs us to reflect on what we find truly valuable, and encourages us to build more meaningful relationships with ourselves, our loved ones, and our world. In this course we will read reflections on core questions in philosophy, especially surrounding theories of identity and the self. We will also discuss and write about how answering these questions affects our own lives, and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCore: WCFAH, WE)

### **PHIL 201 Ancient Philosophies 4 CREDITS**

In this course, we will read, write about, and discuss ideas from some of Western philosophy's most canonical authors. This course will focus on "Ancient Philosophy," or primarily Western philosophy from the Ancient Greeks through the medieval period. This course will concentrate on ideas related to metaphysics, ethics, and epistemology, with a bit of ontology to keep things exciting. Throughout this term, you will start to notice how these ideas are at work in the philosophical texts that you have already read and concepts that you take for granted. (WCore: WE)

### **PHIL 202 Modern and Contemporary Philosophies 4 CREDITS**

In this course, we will read, write about, and discuss ideas from some of Western philosophy's most canonical authors. This course will focus on "modern philosophy," or Western philosophy from the mid-1600s to the late-1700s. This course will concentrate on ideas related to metaphysics and epistemology, with a bit of ontology to keep things exciting. Throughout this term, you will start to notice how these ideas are at work in the philosophical texts that you have already read and concepts that you take for granted. (WCore: RE)

### **PHIL 208 Philosophy of Love and Sex 4 CREDITS**

Love and sexuality are two of the most crucial and complex aspects of our identities. Moreover, these concepts are often intertwined and sometimes pitted against one another. In this class, we will examine different approaches to this topic from a wide selection of philosophical traditions. Furthermore, we will supplement traditional philosophical readings with analyses of artifacts from popular culture, such as music, movies, and television. All of this will prepare us to ask and respond to various questions, such as "what is love, what is sex, and how are they related?" "In what ways does who and how we love make us who we are?" "How is sexuality a personally and politically important construct?" and "How can love change the world?" (WCore: WCFAH, WE)

### **PHIL 209 Poverty and Global Justice 3 CREDITS**

Poverty is examined in this course as an ethical issue of the most pressing sort. Reviewing various ethical theories and conducting a survey of some of the most commonly used definitions of poverty, we focus on this question: What ethically, politically, or economically justifies-if anything-the current state of the world in which so many people remain mired in extreme conditions of deprivation (i.e., in poverty that kills)? We will consider various arguments for the necessity of change in regards to poverty. (WCore: WCFAH)

### **PHIL 216 Ethical Issues in Health and Healthcare 4 CREDITS**

The basic or human right to life enjoys widespread endorsement, though just what sort of life is considered a basic right may vary from one society to another. While exploring some of these varieties of the conception of "life" (to which we often suppose all human beings have a right, and thus that others have a duty to uphold), we will focus in this course on the role which health and adequate health care play in securing a basic right to life. Other necessities for a substantive life as a matter of right will be discussed as well. (WCore: WCFAH)

### **PHIL 221 Ethics of Diversity 4 CREDITS**

In philosophy, ethics is the study of moral decisions and moral actions. To put it simply, the aim of this course is to ask the question, "What ought I do?" Throughout this term, we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of thinkers who try to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCore: WCFAH, DE)

- PHIL 280 Philosophy Without Borders 4 CREDITS**  
All over the world, people are thinking. Questions like "Who am I?" "What is truth?" "What is the right thing to do?" and "What is out there that is bigger than we are?" Many of us in the West have yet to fully engage with works and questions that lay outside of what academia calls "Western philosophy." In this course, we will read, discuss, and write about the ideas of philosophers outside of the Western canon. These ideas will not be limited to a particular region of the world, time period, or tradition but will draw from Asian, Indigenous, African, and Latin American philosophers and works.
- PHIL 303 Formal Logic 4 CREDITS**  
The course is an introduction to modern sentential and predicate logic. We will discuss the nature of deductive and inductive argument, truth, validity and soundness, and the relationship between formal expression and natural language, with an emphasis on the application of formal logic to the analysis of arguments in ordinary language. Prerequisite: PHIL 102.
- PHIL 307 Environmental Ethics 4 CREDITS**  
The course is an examination of moral issues resulting from human use of the natural environment. We will focus on future responsibility as it results from action in the present, examine traditional secular and religious conceptions of morality which may have contributed to the "environmental crisis," and consider alternative views such as zoo centrism, biocentrism, ecocentrism, ecofeminism, the "land ethic," and ecjustice.
- PHIL 311 God, Evil, and Us 4 CREDITS**  
This course treats philosophical issues in religion, including the nature of God, religious belief, the problem of evil, the prospect of immortality, and religious experience and its interpretation. Particular attention is paid to the relationship between science on the one hand and monotheistic religions and theologies on the other. Prerequisite: PHIL 102.
- PHIL 312 Applied Ethics 4 CREDITS**  
This course treats specific contemporary issues via a moral lens. In some cases, the course will focus on a specific field such as medicine, business, or sexual ethics; in other cases, the course will focus on a range of fields or issues. Depending on the focus, this course may be taken more than once for credit. Prerequisite: PHIL 102.
- PHIL 330 Feminist Issues in Philosophy 4 CREDITS**  
Examines feminist theory, feminist criticism or feminist approaches to philosophical inquiry.
- PHIL 365 Economic Justice 4 CREDITS**  
The importance of economic justice stems from the scarcity of resources: how should society allocate resources to achieve the social good? Invariably, questions of justice involve tradeoffs between fairness and efficiency. Such questions are inextricably related to religion, class, gender, poverty, ethnicity, sexual orientation, and so on. The course examines the concept of justice from the points of view of pre-market economies, classical liberalism, neo-classical economics, heterodox economics, Kenneth Arrow, John Rawls, Amartya Sen, among others. Same as JUST/PHIL 365.
- PHIL 370 Philosophy and the Arts 4 CREDITS**  
What is the nature and purpose of art? This course treats art as a significantly different way to think about and understand our experience of the human and natural world. We will examine philosophical theories of art, and consider the interplay between philosophy and various art forms. Thematic variations include: Philosophy and Film; Philosophy and Literature; Philosophy and the Visual Arts; and Philosophy and Music. Depending on the focus, this course may be taken more than once for credit. Prerequisite: PHIL 102.
- PHIL 390 Thesis Research Preseminar in Philosophy 4 CREDITS**  
A required seminar for senior philosophy majors, this course focuses on research, analysis, and writing techniques aimed at a particular topic or question in philosophy, in preparation for the production of a senior thesis in PHIL 490. Students will prepare a substantial literature review and thesis proposal. Majors and minors take this course during the fall semester of their senior year. (WCore: SC)
- PHIL 401 Directed Studies 1 to 4 CREDITS**  
This is a tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered by the philosophy program. Requires consent of instructor and school dean. This course is repeatable for credit. Prerequisite: PHIL 102.
- PHIL 440 Internship 1 to 8 CREDITS**  
Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>
- PHIL 490 Research Seminar in Philosophy 4 CREDITS**  
This is a required seminar for senior philosophy majors, continuing the work begun in PHIL 390. Students produce a substantial piece of original scholarship in philosophy and present it to program faculty and their peers. Philosophy majors take this course during the spring semester of their senior year. (WCore: SC)
- 
- (PHYS)**
- PHYS 440S Internship 1 to 8 CREDITS**
- PHYS 151 Principles of Physics I and Lab 4 CREDITS**  
A one-year algebra and trigonometry-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester, topics in electricity, magnetism, dc circuits, thermodynamics, and geometric optics are covered. Recommended for life science and pre-med students.
- PHYS 152 Principles of Physics II & Lab 4 CREDITS**  
A one-year algebra and trigonometry-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester, topics in electricity, magnetism, dc circuits, thermodynamics, and geometric optics are covered. Recommended for life science and pre-med students.
- PHYS 211 Physics Scientists and Engineers I & Lab 4 CREDITS**  
A one-year calculus-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester topics in electricity, magnetism, dc circuits, thermodynamics, and chaos dynamics are covered. Recommended for physical science, mathematics, computer science, and 3+2 engineering students and for biology majors preparing for graduate study. Three two-hour sessions per week.
- PHYS 212 Physics Scientists Engineers II & Lab 4 CREDITS**  
The physics 211/212 sequence is a one-year calculus-based introductory physics course using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws (energy, linear momentum, and angular momentum), rotational motion, and oscillations are studied during the first semester. In the second semester topics in electricity, magnetism, dc circuits, thermodynamics, and chaos dynamics are covered. Recommended for physical science, mathematics, computer science, and 3+2 engineering students and for biology majors preparing for graduate study. Three two-hour sessions per week.
- PHYS 301 Introduction to Modern Physics 4 CREDITS**  
Elementary concepts of modern physics. Topics include: special relativity, elementary quantum theory, atomic and molecular spectra, X-rays,

## Course Descriptions

---

introduction to solid state, nuclear and laser physics. The curriculum will be problem-based with an integrated lab.

### **PHYS 305 Optics 4 CREDITS**

This class is intended to give students a background in practical optics. Topics studied include lenses and mirrors, systems of lenses and mirrors and aberrations in lenses and mirrors, polarizers and filters, interference and diffraction. Ray diagrams and Fermat's Principle of least time are treated along with waves, and the electromagnetic basis for understanding polarization.

### **PHYS 309 Mathematical Methods for Physics 4 CREDITS**

Specifically designed to introduce physical science students to the elements of mathematics that are useful in the upper division course work. This course is a prerequisite for most of the upper division physics classes and should be taken as early as possible.

### **PHYS 311 Analytical Mechanics 4 CREDITS**

Intermediate problems in Newtonian mechanics, system of particles, dynamics of rigid bodies, gravitation, moving coordinate systems, mechanics of continuous media, Lagrangian and Hamiltonian dynamics, and the theory of small vibrations.

### **PHYS 325 Astrophysics 4 CREDITS**

A study of the principles underlying astrophysical phenomena such as solar system objects; stellar structure and evolution; galactic dynamics and cosmology.

### **PHYS 370 Scientific Computing 4 CREDITS**

This course provides students with experience applying programming techniques in Python to a wide range of scientific problems. Topics include a brief review of basic programming principles, and applications in equation solving, data analysis, and model simulation.

### **PHYS 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Physics Program. Requires senior standing and consent of instructor and school dean. This course is repeatable for credit.

### **PHYS 410 Quantum Chemistry 4 CREDITS**

A study of the basic principles of quantum mechanics and its application to atomic structure, molecular structure and spectroscopy. A laboratory section accompanies the lecture.

### **PHYS 411 Thermodynamics and Statistical Mechanics 4 CREDITS**

A study of the theoretical macroscopic properties of matter. An introduction to statistical mechanics, chemical thermodynamics and kinetics with applications to gases, solutions, and phase and chemical equilibria. A laboratory section accompanies the lecture.

### **PHYS 425 Quantum Physics 4 CREDITS**

Study of the mathematical fundamentals of quantum mechanics and its application to diverse non-chemical problems. Applications include quantization of problems, measurability, fundamental particles, scattering, operator algebra, representation theory, and more approximate methods.

### **PHYS 430 Undergraduate Research 1 to 4 CREDITS**

Students undertake a portion of a research project and learn all aspects of scientific inquiry. One credit hour equates to three hours per week in the laboratory. This course may be taken one credit at a time.

### **PHYS 431 Electrodynamics 4 CREDITS**

Fundamental theories of electricity and magnetism from the viewpoint of fields. Topics include electrostatic fields, Laplace's and Poisson's equations, magnetic fields, Maxwell's equations, propagation of electromagnetic waves, and electromagnetic radiation.

### **PHYS 440 Internship 1 to 8 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor

and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

### **PHYS 487 Undergraduate Teaching 1 CREDIT**

Provides an opportunity for teaching experience in lower-division lower-division laboratories by junior- and senior-level Physics majors. PHYS 487 may not be used as elective hours in the Physics majors or minors. This course is graded Credit/No Credit. Prerequisite: consent of program director.

## **(PLSC)**

---

### **PLSC 440S Internship 1 to 8 CREDITS**

### **PLSC 106 Explorations in Politics 4 CREDITS**

This course explores contemporary political issues in the context of a diverse and globalized world. Issue areas explored may vary depending on political events at the time. (WCore: WCSBS, WE)

### **PLSC 203 Courts, Law, and Social Justice 3 CREDITS**

In this course, students use the tools of social science and legal analysis to understand and analyze the role of law and the courts in American society and politics. Students come away from this course with an appreciation for the role of law in American society, an ability to use the basic tools and principles of legal analysis, and a perspective on US courts that is informed by social science theory. (WCore: WCSBS)

### **PLSC 300 Special Topics in Political Science 1 to 4 CREDITS**

Courses may be taught as either workshops or seminars. Significant themes are explored in certain sub-disciplinary areas of political science. Recent offerings and/or suggested topics have included Conflict Management, Language and Politics, Politics of Federalism (State and Local Government), Topics in Political Thought, Political Issues Analysis, Politics of Argentina, Central Asian/Eurasian Politics, International Political Economy, and Methods of Political Analysis.

### **PLSC 306 Comparative Politics 4 CREDITS**

This course explores how different institutions have an effect on issues of representation and diversity, empowerment and engagement, and efficiency and stability. We will analyze traditional political institutions (e.g. parliamentary, presidential and semi-presidential systems, various voting methods and different approaches to federalism). We will also consider broader conceptions of institutions through both local, citizen-centric practices (e.g. participatory budgeting and citizens' assemblies) and citizen behavior (e.g. social movements and acts of civil disobedience). (WCore: EWRLD)

### **PLSC 315 Theories of Global Politics 4 CREDITS**

This course explores the different theories and approaches to the study and practice of International Relations and Global Politics. It employs a critical, intercultural, and global framework that enables participants to learn and understand the growing diversity of Western, Non-Western, feminist, and ecological perspectives on planetary affairs. The overall purpose of this course is to equip participants with the various theoretical compasses needed to creatively navigate and proactively participate in the emergent global polity. (WCore: EWRLD)

### **PLSC 316 Issues in Global Politics 4 CREDITS**

This course engages with key conversations in global politics, such as those surrounding political economy, education, healthcare, diversity, ecology and security. We will explore each of these areas alongside conceptions of social justice, inclusion, equity, and other perspectives that allow students to explore global issues in theory and practice. (WCore: EWRLD)

### **PLSC 327 Environmental Politics and Policy 4 CREDITS**

Focuses on continuity and change in the politics of environmentalism within the United States. Includes an in-depth look at the Environmental Protection Agency as a means of examining institutional and public policy activities in the environmental arena, an overview of environmental legislation, and a consideration of pollution prevention strategies.

|  |  |                       |   |  |                  |
|--|--|-----------------------|---|--|------------------|
| <b>PLSC 348</b>  | <b>Congress and the Presidency</b>         | <b>4 CREDITS</b>      | <b>PSYC 203</b>   | <b>Lifespan Developmental Psychology</b>   | <b>4 CREDITS</b> |
| An examination of the role of Congress and the presidency in government, and their effects on the entire political process. Includes a look at various approaches to the study of Congress and the presidency.   |  |                       | The psychological study of human development from conception to death. Current theories, research, and social issues relevant to development are addressed.   |  |                  |
| <b>PLSC 355</b>  | <b>Constitutional Law: Civil Liberties</b> | <b>4 CREDITS</b>      | <b>PSYC 209</b>   | <b>Cognitive Psychology and Lab</b>        | <b>4 CREDITS</b> |
| Analysis of key civil liberties cases and the decision-making process followed by the Supreme Court. Overview of the impact of Supreme Court decisions on the political process and of the Court as a political institution.   |  |                       | Examines the branch of psychology that studies how people perceive, remember, think, speak, and solve problems. Cognitive psychology utilizes experimental methodology to better understand the components of complex cognitive behaviors. The lab portion of the class will utilize computerized simulations and experiments to recreate classic experiments in cognitive psychology and to illustrate key concepts.   |  |                  |
| <b>PLSC 359</b>  | <b>Law, Politics, and Bureaucracy</b>      | <b>4 CREDITS</b>      | <b>PSYC 216</b>   | <b>Social Psychology</b>                   | <b>4 CREDITS</b> |
| This course provides an in-depth examination of the historical, legal, and political environment within which US regulatory agencies operate. Case law and other primary source materials are used extensively.  |  |                       | An investigation of how people interact with and think about others. Areas of focus include research methodology, person perception, attitudes, prejudice, interpersonal attraction, aggression, and group behavior.  |  |                  |
| <b>PLSC 367</b>  | <b>Political Philosophy</b>                | <b>4 CREDITS</b>      | <b>PSYC 252</b>   | <b>Personality Science</b>                 | <b>4 CREDITS</b> |
| This course covers a broad selection of topics and concepts related to political philosophy including, but not limited to traditional democratic theory, ideologies, race and ethnicity, gender and sexuality, and poverty and inequality.   |  |                       | Exploration of the biological, psychological, cultural, and social factors affecting personality and individual differences, including scientific methods for assessing personality development, stability and change across diverse life circumstances.  |  |                  |
| <b>PLSC 390</b>  | <b>Research Methods</b>                    | <b>4 CREDITS</b>      | <b>PSYC 255</b>   | <b>Career Exploration</b>                  | <b>2 CREDITS</b> |
| This course endows students with the skills needed to engage in fruitful political and justice research. In order to foster research competency the course addresses Philosophy of Social Science Inquiry, Research Design, Critical Research Strategies, Qualitative Methods, and basic skills in interpreting quantitative data.   |  |                       | Students will engage in a process of self-assessment followed by informed exploration of multiple career options for which a psychology major forms a good foundation. Coursework includes skills and practice in writing cover letters and resumes for career-oriented jobs and statements of purpose for graduate programs.   |  |                  |
| <b>PLSC 401</b>  | <b>Directed Studies</b>                    | <b>1 to 4 CREDITS</b> | <b>PSYC 270</b>   | <b>Thinking and Writing for Psychology</b> | <b>4 CREDITS</b> |
| A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in political science. Requires consent of instructor and school dean. This course is repeatable for credit.   |  |                       | In this course, students will hone the foundational skills of argument-based thinking, scientific writing, and proper use of citation in APA style. These skills support students' preparation and serve as a prerequisite for most upper division work in the major.   |  |                  |
| <b>PLSC 440</b>  | <b>Internship</b>                          | <b>1 to 8 CREDITS</b> | <b>PSYC 301</b>   | <b>Child Development</b>                   | <b>4 CREDITS</b> |
| Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <a href="https://westminstercollege.edu/student-life/career-center/internships.html">https://westminstercollege.edu/student-life/career-center/internships.html</a>             |  |                       | Physical, psychosocial, and cognitive development of the individual from birth through 12 years of age. Course includes discussion of current research in child development and an integration of course content with field experience at schools and/or community agencies that serve children.  |  |                  |
| <b>PLSC 490</b>  | <b>Senior Capstone</b>                     | <b>4 CREDITS</b>      | <b>PSYC 305</b>   | <b>Adolescent Development</b>              | <b>4 CREDITS</b> |
| A required course for all senior political studies majors. Students select, research, analyze, and discuss a political studies topic or problem. The results of each student's project will be written as a senior thesis and presented for discussion in a seminar setting. (WCore: SC)   |  |                       | Physical, psychosocial, and cognitive development of the individual from puberty to adulthood. Common adolescent problems are considered from research and clinical perspectives. Course includes discussion of current research in adolescent development and an integration of course content with field experience at community agencies that serve adolescents. Required for secondary education majors.  |  |                  |
| <b>(PSYC)</b>  |  |                       |   |  |                  |
| <b>PSYC 340S</b>   | <b>Psychology Field Experience</b>         | <b>1 to 8 CREDITS</b> | <b>PSYC 315</b>   | <b>Human Services Practicum</b>            | <b>4 CREDITS</b> |
| This course provides an introduction to the scientific study of human cognition, emotion and behavior with an emphasis on debunking popular myths and misconceptions about human behavior. Students will gain a broad understanding of the diverse research areas and specializations in the field of psychological science, the context of the field among other sciences, applications of research to address societal issues and the opportunity to gain hands-on experience conducting research to develop scientific literacy skills for understanding psychological phenomena and behavior. Topics include psychological and behavioral research methods, biological and socio-cultural foundations of behavior, sensation and perception, learning, memory, development, emotion, stress and health, social interactions and behavior, personality and psychological disorders. This course is not intended for students who have already completed an introductory psychology course. (WCore: WCSAM, RE) |  |                       | Students will engage in a structured practicum experience at a local human services agency (any structured organization with a staff that provides direct service delivery to community members) in order to apply psychological principles, experience working with help-seekers and providers, understand the functioning of human service agencies in a sociocultural context, and explore cultural identities. (WCore: EWRLD)   |  |                  |
| <b>PSYC 105</b>  | <b>Bust That Psych Myth</b>                | <b>4 CREDITS</b>      | <b>PSYC 318</b>   | <b>Health Psychology</b>                   | <b>4 CREDITS</b> |
| This course will serve as a general introduction to health psychology. The main goals of the course are (a) to provide an overview of substantive areas of basic research in health psychology, (b) to examine specific contributions of health psychology to understanding acute and chronic diseases, and (c) to illustrate how principles of health psychology may be applied to everyday life. We will become familiar with the biopsychosocial model of health, and begin thinking about health and illness from multiple perspectives, including that of the patient, the caregiver, the health professional, and of course, the scientist/researcher. We will learn not only the psychological approaches to studying health, but also the psychological aspects of being ill, caring for the ill, and the psychological dimensions of health promotion and self-care.  |  |                       | This course will serve as a general introduction to health psychology. The main goals of the course are (a) to provide an overview of substantive areas of basic research in health psychology, (b) to examine specific contributions of health psychology to understanding acute and chronic diseases, and (c) to illustrate how principles of health psychology may be applied to everyday life. We will become familiar with the biopsychosocial model of health, and begin thinking about health and illness from multiple perspectives, including that of the patient, the caregiver, the health professional, and of course, the scientist/researcher. We will learn not only the psychological approaches to studying health, but also the psychological aspects of being ill, caring for the ill, and the psychological dimensions of health promotion and self-care. |  |                  |
| <b>PSYC 323</b>  | <b>Service Learning in Psychology</b>      | <b>4 CREDITS</b>      |   |  |                  |
| In this course, students will gain internship-like hands-on experience in the field: from initial ideas and preferences, to volunteering, to connecting experience with psychology concepts. Course topics will include how to use   |  |                       |   |  |                  |

interests in psychology to find a place to volunteer, how to make contact with organizations of interest, how to connect volunteer experiences to past and/or present coursework for deeper understanding, how to be a successful volunteer, and how to understand and apply ideas from service learning as a discipline, including the ways service learning differs from volunteering by itself.

### **PSYC 325      Multicultural Psychology      4 CREDITS**

A general introduction to multicultural psychology. The main goals of the course are to help students (a) gain a greater self-awareness of their own cultural heritage, (b) identify personal cultural attitudes, values, and beliefs about diverse populations, (c) become knowledgeable about people who make up U.S. society and the global society, and (d) be aware of hidden biases and discriminations prevalent in the current society. We will become familiar with dimensions of culture, dimensions of worldview, cultural identity development models, and sociopolitical issues of psychology. We will learn not only the issues of individual psychology among diverse populations, but also the social psychological aspects related to the cross-cultural encounter in the society.

### **PSYC 334      Psychology of Masculinities      4 CREDITS**

This course examines males' diverse experiences as boys/men and public discourses about men and masculinities. The major goal of this course is to examine how the gendered social order influences men's actions and the way men perceive themselves, other men, women, and social situations. We will also consider how masculinities are produced in various physical/social sites and will evaluate the prospects for social change in how men think, feel, and act. The course addresses issues such as: male socialization and boyhood/guyland culture, media representations of boys and men, male body image, male sexuality, male aggression and violence, men of color and their experiences, and the social construction of masculinities in different historical and cultural contexts.

### **PSYC 335      Psychology of Women      4 CREDITS**

An overview of major theories of women's development, applications of feminist theory, gender-related research and women's health issues across the life span. Psychological issues important to women during childhood, adolescence, adulthood and old age are discussed, such as gender role acquisition, pay inequities in the work force, adjustment to menopause and violence against women. Focus is given to research on women in relation to diverse socioeconomic classes, ethnic backgrounds and cultures.

### **PSYC 340      Psychology Field Experience/Internship      1 to 8 CREDITS**

This course offers students the opportunity to integrate academic learning in psychological and behavioral science with practical, hands-on experience working in a voluntary or paid capacity with an organization, institute, company, research laboratory, school, university, or other professional association or entity. This applied field or internship experience is recommended for students that have demonstrated academic achievement in the major, effective interpersonal and time management skills, and is encouraged for students seeking professional experience outside the classroom to further educational and career goals. An average of 3 hours of paid or unpaid volunteer time per week or 42 total hours per credit hour enrolled is required. A maximum of 5-credit hours can be earned to fulfill Electives requirement in the psychology major. Grading criteria: Students will be graded by a combination of site supervisor and faculty advisor performance evaluations, demonstration of progress toward learning goals/outcomes and completing required hours. Requirements: Sophomore standing (transfer students, at least 15 credit hours completed at Westminster or be granted faculty advisor approval); a minimum 2.5 GPA; faculty advisor approval; and approval of a field placement application from the Westminster Career Center. This course is repeatable for credit.

### **PSYC 345      Learning, Memory, and Motivation      4 CREDITS**

The class will emphasize applications of key concepts, models, and strategies related to different theories of learning. These will include behaviorist, cognitive, and socio-cultural perspectives. Students will examine frameworks, issues of transfer, social and cultural influences, as well as motivation and engagement. By looking at a variety of theories, we can identify a range of tools that may be useful in understanding learning and teaching in a variety of settings. My goal is that you are able to design and implement powerful learning experiences by the end of the course. Another facet of the course will focus on learning and memory. Therefore, we will examine the findings from laboratory research to gain a better understanding of the structure and organization of memory. Topics will include working memory, encoding and retrieval processes, implicit memory and multiple memory systems, reconstructive processes in memory, and developmental changes in memory.

### **PSYC 351      Animal Minds & Human Evolution      4 CREDITS**

This course explores how evolution has shaped the way humans and other animals think, feel and behave. Students will explore the amazing diversity of minds and bodies found in nature. The class will cover both familiar (e.g. dogs and cats) and unfamiliar (e.g. mind-controlling parasites and sex-changing fish) species. Highlighting research from feminist and queer evolutionary scientists, we will re-examine our assumptions about what is "natural" and challenge our human-centric biases. Students will also learn how to conduct research involving evolutionary psychological science and have opportunities to contribute to wildlife conservation efforts with local organizations.

### **PSYC 356      Sources of Social Influence      4 CREDITS**

This course will examine the many sources of social influence. These include, but are not limited to the media, politics, persuasion, compliance, obedience, conformity, and culture. We will also take an in-depth look into some of the early social psychological studies that examined social influence. These include the Milgram obedience studies, the Stanford Prison study, and the Robber's Cave study. Students will participate in field experiences that will explore sources of social influence in our own society.

### **PSYC 358      Methods of Counseling      4 CREDITS**

Counseling is one of the most visible forms of applied psychology and the purpose of this course is to unveil the mystery behind the curtain of therapy. Students will learn and practice introductory counseling methods that are informed by psychological science and multicultural inclusion. This course is ideal for students who want to attend graduate school in a helping profession.

### **PSYC 362      Psychological Disorders      4 CREDITS**

This course will provide an overview of psychological disorders, including diagnosis, etiology, typical treatment approaches. Drawing from clinical research in mental health, students will discuss the relative treatment efficacy of various intervention strategies. Students will explore the cultural and societal contexts of psychopathology.

### **PSYC 363      Exploring Addictions      4 CREDITS**

This course provides students with the opportunity to explore the many issues related to the process of addiction. The course will focus on etiological, assessment, treatment, and legal issues with regard to drug use. Students will also have the opportunity to learn about community resources and fellowship meetings.

### **PSYC 380      Directed Studies      1 to 4 CREDITS**

This course is intended for students that wish to pursue one or a combination of learning activities in order to further their studies and goals in the major. Three options are available: (1) Students can gain in-depth study of a particular research topic or area of the field by developing an intensive plan of study, through readings and a literature review, of a particular research topic that is of interest, and, that isn't offered as part of the undergraduate curriculum; (2) Serve as an undergraduate Research Assistant (RA) on a faculty supervised project; and/or (3) Serve as a Course Assistant, aiding a faculty member with the teaching or other instructional aspects of a course. Each option requires faculty advisor, department, and dean approval, and the student must outline a list of learning outcomes, responsibilities, and a timeline for completing all required work for the experience. Depending on which option is pursued, students are required to write a substantial research paper or present other evidence of what was accomplished and learned from the experience (e.g., participating in a poster session or presentation as part of the annual Westminster Undergraduate Research Fair, presenting at a regional or national conference or other professional event). A maximum of 5 credit hours can be earned to fulfill elective requirements of the major. This course is repeatable for credit.

### **PSYC 388      Environmental Psychology      4 CREDITS**

In this course, students will explore theory and research on select topics pertaining to human-environment interactions from a psychological perspective. Through assigned readings, discussions, experiential activities, group projects, occasional lectures, and multi-media presentations students will learn about how people are influenced by and shape their physical surroundings, both in natural and built environments. Students will gain a broad exposure to classic and contemporary topics environmental psychologists study, including: how individuals think about and navigate physical spaces, how urban design and architecture influences behavior, why some individuals are more environmentally proactive than others, whether time spent in natural settings has restorative benefits for health and well-being, and how personal space, territoriality, crowding, and privacy concerns affect how we interact with other people in everyday situations.

**PSYC 390 Quantitative Research Methods 4 CREDITS**

A survey of scientific research methods used to investigate diverse aspects of human cognition, emotion, and behavior in the field of psychological science. Topics include experimental (causal) and non-experimental research designs (correlational, survey-based, and observational methods), basic descriptive and inferential statistics, data collection and analysis, and ethical issues surrounding research on human populations in laboratory and field settings. Assignments include developing and conducting experiments and studies to demonstrate understanding and applications of behavioral science research, gaining familiarity with data analysis approaches using statistical programs, and interpreting and communicating research findings. Development of an independent research proposal is also an important component of the course. Prerequisites: PSYC 105 or WCSAM/WCSBS 120 and DATA 220. PSYC 270 is also a prerequisite for students who began at Westminster Fall 2014 or later.

**PSYC 415 History and Systems of Psychology 4 CREDITS**

The influence of great individuals and societal change on the evolution of psychology. A survey of how psychology grew from its ancient roots into a modern science. Especially useful for seniors or students considering graduate training. This course is recommended to students who may pursue graduate studies in psychology.

**PSYC 425 Psychology of Good and Evil 4 CREDITS**

Are humans fundamentally good or evil? This class will tackle the best and the worst of human nature. We will explore evidence from social and evolutionary psychology, neuroscience, anthropology and comparative biology in our search to uncover the dark side and the light. We will cover topics such as murder, prejudice, altruism and love. Through in-depth discussions based on the most current evidence, we will come to our own understanding of the psychology of good and evil. Students will also gain valuable experience conducting an independent research project on a topic within moral psychology.

**PSYC 428 Psych of Sex & Gender Diversit 4 CREDITS**

Psychological scientists are well equipped to answer questions related to the lived experiences of LGBTQ+ individuals. Within a psychological framework, students will develop deeper understanding of sexual orientation and gender identity from a variety of perspectives such as development, identity, health disparities, systematic marginalization and within-group differences. Clinical considerations will also be addressed. Prerequisites: PSYC 390 and junior or senior status.

**PSYC 429 Psychology of Objectification 4 CREDITS**

Western society is rife with messages linking self-worth with physical appearance; this is a phenomenon encapsulated by Objectification Theory. Within a multicultural context, this course explores the process whereby sexual objectification occurs, as well as the resulting psychological consequences. By taking this course, students will increase understanding of all aspects of Objectification Theory, including original theory, primary research, and clinical practice.

**PSYC 430 Independent Research Thesis 2 to 4 CREDITS**

Students undertake a portion of a research project and learn aspects of scientific inquiry appropriate to the field of psychology. Students write sections of an APA-style research paper appropriate to the scope of the project conducted. Prior planning with and permission of a faculty mentor is required. Requires senior standing, a declared major in psychology, and consent of instructor.

**PSYC 431 Community Placement Thesis 2 to 4 CREDITS**

Students develop a thesis topic through experience volunteering in the field. The placement experience culminates in an APA-style theoretical paper that includes an extensive literature review and analysis of thesis statement based on literature and field experience. Requires prior planning with and permission of a faculty mentor. Requires senior standing, a declared major in psychology, and consent of instructor.

**PSYC 434 Social Neuroscience 4 CREDITS**

How is the brain involved in social processes and behavior, and how do our interactions with other people modify and shape the brain? In this course, students will learn about the interdisciplinary field of social neuroscience, the study of the neural bases of social behavior. This course will emphasize basic brain structures, functions, and mechanisms and processes implemented in social interactions, and how social behavior is shaped by biology and experience. Topics will include brain scanning technologies and methods, behavioral research methodologies, self and other representations in the

brain, self-regulation, intergroup perceptions, emotion, motivation, attraction and interpersonal relationships, aggression, social rejection, and prosocial behavior.

**(PUBH)****PUBH 440S Internship 1 to 8 CREDITS****PUBH 101 Introduction to Public Health 3 CREDITS**

The course will familiarize students with the various, multidisciplinary aspects of public health, including the history of public health, overview of public health professions, basics of epidemiology, health information and communication, health policy and law, health promotion, overview of infectious and chronic diseases, access to healthcare, health care systems, and disaster preparedness and management.

**PUBH 190 Public Health Seminar I 1 CREDIT**

The art and science of public health is constantly changing, with new public health issues emerging on a daily basis, as well as new and novel methods of addressing these issues. This course will cover a variety of topics relating to contemporary issues in public. Topics related to the practice of the public health professional will also be covered. Topics such as leadership, systems thinking, public health competencies, professionalism, and continuing education will be covered in this class.

**PUBH 210 Infectious and Chronic Diseases 3 CREDITS**

The course will review the major organisms that cause infectious disease will be discussed, as well as lifestyle, environmental and genetic factors that predispose to both infectious and chronic disease. Individual diseases will also be discussed, reviewing basics of epidemiology, diagnosis, clinical features and treatment for the disease. Finally, a broader overview of the ecology of disease will be discussed, such as the epidemiologic and demographic transition; the emergence and re-emergence of diseases once thought to be controlled; the challenges of preventing, controlling and treating chronic diseases; and the increasing evidence showing the link between infectious agents and chronic diseases.

**PUBH 240 Applied Quantitative Method Public Health 4 CREDITS**

This course is an introduction to selected important topics in biostatistical concepts and reasoning. This course represents an introduction to the field, provides a survey of data and data types and covers the basic tools for the collection, analysis and presentation of data in all areas of public health. It provides examples of data used to evaluate public health decisions, programs and policy. Specific topics include general principles of study design; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and review of methods for comparison of discrete and continuous data including ANOVA, t-test, correlation and regression.

**PUBH 250 Global Health 4 CREDITS**

The course will introduce students to public health concepts related to global health, the role of globalization in the spread of illness, the link between socioeconomic factors and health, the role of politics and governments in health, key diseases and conditions in global health, the role of culture and social factors in health, and key organizations and their role in global health. (WCore: EWRLD)

**PUBH 305 Epidemiology 4 CREDITS**

The course will focus on the development of epidemiology, concepts and elements of infectious and chronic disease, and measurement and study design for epidemiological research. Students will gain knowledge about developing preventative programs and addressing overall ongoing health concerns using epidemiological data.

**PUBH 310 Social and Behavioral Science in Public Health 4 CREDITS**

The course will cover the basic theoretical underpinnings of human behavior, both at the individual and population levels. Utilizing this framework, this course will analyze the social and behavioral determinants to health, such as culture, socioeconomic class, gender, etc. Finally, these theories will be applied to various real-world settings, from schools to mass communications to special-needs populations.

**PUBH 320 Environmental Health 4 CREDITS**  
 This course will cover health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

**PUBH 330 Health Promotion and Education 3 CREDITS**  
 This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based healthcare.

**PUBH 340 Health Policy 3 CREDITS**  
 Policy decisions shape our healthcare landscape. The US spends the highest percent GDP on healthcare in the industrial world, but this does not translate into high quality care or health outcome measures. In fact, over 50 million people in the US have no health insurance. People without health insurance (public or private) tend to forgo or delay care, ultimately seeking medical intervention when conditions are more advanced and thus more costly (and difficult) to treat. This course will examine how health care policy is created and adopted in the US, with a focus on Utah. Students will learn the ins and outs of policy, advocacy, lobbying, and the impact policy decisions have on the public and on the medical system. Topics include national and Utah health reform, issues for vulnerable populations, public programs, the health insurance industry, and effective advocacy. The class will be a "hands-on" approach to learning policy, structured around Utah's legislative session. Students will be expected to attend relevant committee hearings, caucuses, coalition meetings, and legislative debate at Utah's Capitol complex during Utah's legislative session. Students will follow proposed legislation through the session, actively working in support or opposition. Students will have the opportunity to work with local advocacy groups and meet Utah's key policy makers.

**PUBH 350 Program Planning and Evaluation 3 CREDITS**  
 The course is designed to provide students an overview to develop public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, implementations and evaluation. The course will also include an overview of effective public health interventions using the socio-ecologic framework (individual/behavioral, environmental/social/community and policy) as a foundation to explore various levels of interventions. The course integrates several knowledge and skill areas including: research methods, epidemiology, biostatistics, proposal writing, budget planning, project management, and program evaluation. Students will develop a plan to implement and evaluate a public health intervention to address a health need of their choosing.

**PUBH 390 Public Health Seminar II 1 CREDIT**  
 The art and science of public health is constantly changing, with new public health issues emerging on a daily basis, as well as new and novel methods of addressing these issues. This course will cover a variety of topics relating to contemporary issues in public. Topics related to the practice of the public health professional will also be covered. Topics such as leadership, systems thinking, public health competencies, professionalism, and continuing education will be covered in this class. This course will cover more advanced topics than the companion PUBH 190.

**PUBH 401 Directed Studies 1 to 4 CREDITS**  
 A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Public Health program. This course is repeatable for credit.

**PUBH 440 Internship 1 to 6 CREDITS**  
 An internship experience is strongly recommended to acquire real-time public health experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult

your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**PUBH 480 Public Health Research Methods 4 CREDITS**  
 This course provides an introduction to the fundamentals of research study design and methods and data collection. It serves as an introduction to quantitative, qualitative, mixed method and participatory approaches to research, as well as ethical issues in conducting research. Through the mix of texts, articles from the public health literature and course work, students will build skills for conducting research and evaluation.

**PUBH 490 Public Health Capstone Project 4 CREDITS**  
 The course will provide students with an opportunity to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will, with the guidance of a faculty mentor, choose a research topic, and by attending periodic workshops and lectures and by submitting intermediate assignments during the duration of the research project, generate a submission-quality research paper and present the results in a seminar. The course will culminate in a presentation of the research project by the student at a seminar, and the potential submission of a publication-quality research paper or poster. Prerequisite: completion or concurrent enrollment of all required courses in the major. (WCore: SC)

**(SOC)**

**SOC 440S Internship 1 to 8 CREDITS**

**SOC 105 The Sociological Imagination 4 CREDITS**  
 This course provides a comprehensive introduction to sociology by examining the cultural, organizational, and social forces that shape people's perceptions, actions, and opportunities. Areas of emphasis include the sociological perspective; social inequality; and social roles, groups, and institutions. (WCore: WCSBS, DE)

**SOC 205 Social Problems 4 CREDITS**  
 Focusing on various social problems such as poverty, unemployment, crime, substance abuse, racism, discrimination, gender inequality, sexual inequality, and global inequality, this course utilizes sociological analysis to examine how social problems are defined and dealt with in the United States and other parts of the world. (WCore: WCSBS, DE)

**SOC 253 Sociology of the Family 4 CREDITS**  
 This course explores the modern American family--examining the traditions, roles, functions, representations, changes, and controversies surrounding the social institution of the family. (WCore: WCSBS, DE)

**SOC 313 Social Theory 4 CREDITS**  
 This course provides a comprehensive overview of social theory - exploring, contrasting, and critiquing major sociological theorists and theoretical perspectives from their initial introduction in the 19th century through their subsequent developments in the 20th century to their continued relevance in the 21st century.

**SOC 320 Sociology of Popular Culture 4 CREDITS**  
 This course explores the social implications of popular culture. Focusing on film, television, music, fashion, books, magazines, the Internet, and other forms of entertainment, the course critically examines how popular culture is produced, disseminated, consumed, interpreted, and experienced in the United States. (WCore: WCSBS)

**SOC 330 Sports and Society 4 CREDITS**  
 This course explores sports as a significant cultural, political, and economic force in American society. Focusing on both established and alternative sports, the course incorporates a sociological perspective to critically examine how sports are organized, played, experienced, observed, perceived, and critiqued in the United States. (WCore: WCSBS, SC)

**SOC 342 Sociology of the Life Course 4 CREDITS**  
 This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make

choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCSBS, DE)

**SOC 345 Sociology of Sexualities 4 CREDITS**

This course examines sexuality from an historical, social, and interpersonal perspective. Students will study the history of sexuality research in the United States along with the major sexual revolutions. The sociological perspective will be used to understand contemporary issues around sexuality, including transgender rights, sexual orientations, modern-day sexual scripts, the sexual double standard, and the medicalization of sexuality.

**SOC 350 Gender in Society 4 CREDITS**

This course examines gender from institutional, interactional, and individual level perspectives. We will cover a brief history of the women's movement and its implications within the United States. A sociological perspective will be used to understand contemporary gender issues, including the social construction of gender, the intersection of work and family, the social construction of masculinity and femininity, and gendered relationships. (WCore: DE)

**SOC 370 Social Work 4 CREDITS**

This course is designed for students who are interested in learning about or pursuing a career in social work. Providing a comprehensive overview of the profession, the course will introduce students to social work theories, goals, values, ethics, skills, practices, services, and challenges.

**SOC 372 Race, Ethnicity, and Class 4 CREDITS**

This course explores race, ethnicity, and social class from a sociological perspective. Many people believe that American society is "color-blind" and equal opportunities exist for all. Challenging this assumption by focusing on the continuing significance of race, ethnicity, and class in America, this course examines how historical discrimination has led to large gaps in income, wealth, educational opportunities, and health outcomes, as well as how these disparities continue to be re-created and reproduced in everyday life. (WCore: DE)

**SOC 375 Social Welfare Policy 4 CREDITS**

This course examines the United States' response to the needs of the poor, disenfranchised, discriminated, and/or oppressed people of this country. Students will explore the cultural values and attitudes, as well as the economic and political dynamics, which shape social welfare policies and programs in the United States.

**SOC 390 Social Research Methods 4 CREDITS**

This course provides a comprehensive introduction to research methods including research design, data collection techniques, and methods of analysis. Focusing on both quantitative and qualitative research methods, students will develop the ability to critically evaluate different types of social research, as well as to conceptualize and design their own research project.

**SOC 395 Applied Sociology 4 CREDITS**

This course uses sociological theory and research methods to explore real-world social applications. Students will work with a community organization on a particular social issue with some practical outcome in mind. This course will allow students to gain a greater understanding of how sociological concepts, theory, methods, and findings are used in practice. Because this course primarily takes place in "the field," it does not have a regular meeting time. Instead, the professor works with the students to identify meeting times for faculty-student interaction, while the students participate in the project according to the project needs and their own schedules. (WCore: EWRLD)

**SOC 400 Seminar in Sociology 4 CREDITS**

Informal group experience for advanced students to explore explore issues, problems, and innovations in the social sciences field. Requires senior standing or consent of instructor.

**SOC 401 Directed Studies 1 to 4 CREDITS**

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Sociology Program. Requires consent of instructor and school dean.

**SOC 440 Internship 1 to 4 CREDITS**

Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**SOC 470 Senior Thesis 4 CREDITS**

All sociology majors will produce a senior thesis that examines a sociological topic and/or phenomenon through original research, secondary analysis, and/or theoretical exploration. As part of their senior thesis, all sociology majors will participate in a senior thesis seminar (or a senior thesis directed study) in which they critically share their thesis work with their fellow students and/or thesis advisor. All majors signing up for the thesis must have completed SOC 390 (after having first completed MATH 150 as a prerequisite). To take the thesis, all students must have senior standing, a declared major in sociology, and consent of the instructor. (WCore: SC)

**(SPAN)**

**SPAN 440S Internship 1 to 8 CREDITS**

**SPAN 110 Spanish I 4 CREDITS**

A novice introduction to the written and spoken structures of the language. Cultural appreciation also emphasized.

**SPAN 111 Spanish II 4 CREDITS**

Continued development of second semester listening, speaking, reading and writing skills, as well as cultural appreciation.

**SPAN 220 Spanish III 4 CREDITS**

A third semester conversation/composition course with emphasis on grammar.

**SPAN 301 The Spanish Speaking World 4 CREDITS**

Development of speaking proficiency with professional application, such as medical, legal, and business Spanish. The study of cultural values is an integral component. May emphasize oral proficiency, idiomatic mastery, expository writing, and/or advanced grammar review. Course materials are derived from Spanish literature and contemporary cultural issues. (WCore: EWRLD)

**SPAN 310 Spanish IV: Intro to Spanish Literature 4 CREDITS**

An intermediate second for third-year conversation/composition course with readings in Spanish culture, history and literature.

**SPAN 320 Survey of Peninsular Spanish Culture Lit 4 CREDITS**

General survey of culture and civilization of the Iberian peninsula from its earliest inhabitants (intersection of Christian, Muslim and Jewish cultures) to the present (21st century). Covers major historic trends, varied genres, cultural and literary events, and society in a globalization sense.

**SPAN 330 Survey Latin American Cult & Literature 4 CREDITS**

Covers major historic trends in Latin American literature from Pre-Colombian to the present. Selections range from Mexican masterpieces to those of the Southern Cone.

**SPAN 387 Undergraduate Teaching 1 to 2 CREDITS**

Advanced students may work as teaching assistants to an instructor of SPAN 110 or 111. A maximum of two credit hours of SPAN 387 may be applied to the major or minor.

**SPAN 401 Directed Studies 1 to 4 CREDITS**

An in depth, independent course for student-initiated proposals on topics not normally offered in the Spanish program. Requires upper-division status, consent of instructor, (mentor) and school dean. This course is repeatable for credit.

**SPAN 440 Internship 1 to 8 CREDITS**  
 Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**SPAN 470 Senior Thesis 2 CREDITS**  
 A capstone opportunity to produce a well-researched, fully documented, comprehensive thesis on a literary or cultural topic under the support and guidance of a Spanish faculty member. (WCore: SC)

**(SPED)**

**SPED 377 Facilitating Services Across Disciplines 3 CREDITS**  
 This course is designed to help educators develop in-depth theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers who are "stuck" between mid-1st and end-2nd grade levels. The course follows a practicum model in which educators develop a conceptual framework for reading development and effective intervention through an intensive, mentored clinical experience and uses the intervention model Next Steps, a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

**SPED 385 Behavioral Supports in SPED 3 CREDITS**  
 Students focus on the integration of methods and techniques for addressing the affective/social development of learners with special needs. Field work is required.

**SPED 390 Student Teach SPED: Mild/Mod 4 to 10 CREDITS**  
 Supervised teaching in selected high-incident or mild/moderate special education programs in an elementary or secondary school. Prerequisites: SPED methods courses must be complete so that a petition can be granted to register. This course is offered on a credit/no credit basis. There is a fee associated with this course.

**(SPN)**

**SPAN 225 Spanish Language Basic A1 1 to 9 CREDITS**  
 This introductory level course is designed for students with no prior knowledge of Spanish. Through a combination of interactive classroom activities, audiovisual materials, and practical exercises, students will acquire basic vocabulary and grammar, and develop essential skills in listening, speaking, reading, and writing. By the end of the course, students will be able to engage in simple everyday conversations, comprehend basic written texts, and write short messages and descriptions.

**SPAN 226 Spanish Language Basic+ A2 1 to 9 CREDITS**  
 Building upon the foundation laid in the A1 level, this course aims to strengthen student's proficiency in Spanish. Emphasizing communicative competence, students will expand their vocabulary, learn more complex grammatical structures and enhance their listening and speaking skills through role-plays, discussions and presentations. Reading comprehension and writing abilities will also be further developed, enabling students to handle a wider range of topics and express themselves more fluently.

**SPAN 325 Spanish Intermediate B1 1 to 9 CREDITS**  
 At the intermediate level, this course focuses on deepening students' understanding and command of Spanish language and culture. Through authentic materials, multimedia resources, and interactive activities, students will refine their grammatical knowledge, expand their vocabulary, and develop a greater ability to engage in discussions and express opinions. Reading and listening comprehension skills will be honed through exposure to various texts and audio sources, while writing skills will be enhanced through composing coherent paragraphs and short essays.

**SPAN 326 Spanish Intermediate B2 1 to 9 CREDITS**  
 This advanced level course is designed for students who have already acquired a solid foundation in Spanish. It aims to further polish their language skills to a near-native level. Students will delve into more complex linguistic structures, idiomatic expressions, and cultural nuances. Through authentic materials, such as literature, newspapers, and films, students will deepen their reading and listening comprehension abilities. Speaking and writing skills will be refined through in-depth discussions, debates, and composition tasks, enabling students to express themselves accurately and fluently in a variety of contexts.

**(TESL)**

**TESL 320 Multilingual Learners, Family and Commun 3 CREDITS**  
 This course explores the role of family and community in the language acquisition and identity formation among Multilingual Learners. Students will conduct an ethnographic case study with a child who is in the process of learning English and their family based on the concept Funds of Knowledge. The course critically evaluates issues of socioeconomic status, race, religion, national origin, disability, gender, and immigration history relative to MLs by reading ethnographies about their experiences in various educational contexts.

**TESL 321 Foundations of Multilingual Education 3 CREDITS**  
 This course introduces students to foundational theories and policies that impact multilingual education. Concepts studied include the linguistic, sociological, historical, political, and legal foundations of bilingual and ESOL education. The course presents an overview of the types of programs and the principles of effective education for Diverse Language Learners including observational fieldwork. The content will guide students toward a critical perspective of how the teaching and learning process can enable or constrain students whose dominant language is not English.

**TESL 322 Language Acquisition and Development 3 CREDITS**  
 This course examines how languages are learned. Students will discuss prominent language acquisition theories and how these apply in instructed settings, analyzer learner language, and explore individual differences in learning an additional language. In addition, knowledge of phonology, morphology, syntax, and semantics are applied to teaching Diverse Language Learners.

**TESL 323 Instruc Methods for Multilingual Learner,Learners 3 CREDITS**  
 This course will connect second language acquisition theories to research-based principles of instruction as they relate to language learners. Students will explore and apply methods and strategies to promote comprehensible interaction in reading, writing, and language arts for early childhood, elementary, secondary, and adult second language learners. Course includes fieldwork component.

**TESL 324 Content Instruct Multilingual Learners,Learners 3 CREDITS**  
 Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas for early childhood, elementary, secondary, and adult language learners. The emphasis of the course is the design of standards-based differentiated lesson plans for Multilingual Learners in heterogeneous content area classes as well as sheltered content area courses for secondary students. Fieldwork is an integral component of this course.

**TESL 325 Assessment for Multilingual Learners 3 CREDITS**  
 Students will apply content from the Methods and Content Area Instruction courses to develop a rationale for incorporating assessment as an intrinsic and ongoing aspect of the teaching/learning process. Students will learn ways to monitor student progress, place students appropriately, and design authentic assessment for elementary, secondary, and adult language learners. Students will also explore policies and practices of standardized assessments commonly used to assess language proficiency and academic language development within the context of U.S. public schools. Course includes fieldwork component.

**(THTR)**

**THTR 145L Stagecraft I Lab 0 CREDITS**  
Lab for THTR 145 Stagecraft I. (WCore: WCAFAH)

**THTR 440S Internship 1 to 8 CREDITS**

**THTR 101 Devised Theatre 3 CREDITS**  
Students will work as a cohort to create and perform a piece, borrowing from the idea of the Living Newspaper, where the script originates from the entire group rather than from a specific writer, and pulls inspiration and material from current events.

**THTR 145 Stagecraft I 2 CREDITS**  
For every actor on stage in the professional theatre, as many as 20 people work behind the scenes. Who are these people and what do they do? This course introduces the basic theories and techniques used in stage scenery, props, lighting, and sound. Students will learn the terminology, tools and practices used in technical theatre as they work on practical projects while mounting theatrical productions.

**THTR 160 Computer Aided Drafting for Theatre 3 CREDITS**  
This course is designed to introduce theatre majors to the essentials of theatrical design application on computer software. In this course, students will become proficient in computer aided drafting for the stage utilizing current software programs such as Softplot and Vectorworks.

**THTR 180 Acting I 3 CREDITS**  
A study of the acting techniques of Stanislavski, Strasberg, and Hagen applied to monologues and scene. (WCore: WCAFAH)

**THTR 190 The Holistic Artist: Creative Wellness 3 CREDITS**  
Like an athlete, stage performers need to care for themselves in ways unique to their profession. This course is designed to provide students with an understanding of health issues related to stage performance and to encourage the application of this knowledge in order to thrive on stage. Subjects that will be covered are mind/body awareness, overcoming fatigue, stress management, relaxation, creativity, and building resilience.

**THTR 220 Stage Management 3 CREDITS**  
This overview of the art and business of stage management examines the skills of personnel management, organization, delegation, and scheduling as required tools of an effective stage manager. Students will develop an understanding of the technical infrastructure of the theatre and an awareness of how the theatre hierarchy functions. Graduates of this course are prepared to successfully stage manage productions, from auditions, to rehearsals. (3)

**THTR 225 Lighting Design I 3 CREDITS**  
This course is designed to help students gain an understanding of the fundamentals of stage lighting: basic electrical theory, light and color theory, instrumentation, control systems, drafting, and special effects. It is required that each student serve as an electrician or as master electrician on a production during the semester.

**THTR 229 Costumes and Makeup 4 CREDITS**  
This course teaches basic costume construction and stage makeup skill. Costume construction skills taught include hand sewing and basic machine sewing. Stage makeup skill's taught include basic makeup techniques used for performers and basic special effects makeup.

**THTR 255 Script Analysis 3 CREDITS**  
This course studies methodologies of script analysis to help students develop greater skill in the technical and theoretical skills of script analysis using a formalist approach. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally. Analytical methods provide students with glimpses of plays' underlying structural principles, leading to deeper understanding of overall meaning. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play's construction. (WCore; WCAFAH)

**THTR 260 Visual Storytelling Onstage 3 CREDITS**  
The visual language of a dance, theatre, or opera production is as essential as the choreography, words, and music in telling a story onstage. This course will teach students how to develop design concepts, explore the application of elements and principles of design for the use of staging and designing

productions, and introduce visual research methods and script analysis, developing concepts and visual metaphors, and collaboration methods.

**THTR 262 Scenographic Methods 4 CREDITS**  
Costume and scenic designers create more than visual renderings to communicate with their teams. This course focuses on teaching the design communication methods and more advanced design research methods required of an effective designer. Students will learn how to create the necessary forms, and informational documents that augment a rendering or model: drafting packages, line set schedules, costume plots, piece lists, paint elevations, budget tracking, and source sheet.

**THTR 275 Period Styles 3 CREDITS**  
Historic architecture, interior design styles, and fashion are essential areas of knowledge for theatre designers. Many productions are not only set in historic periods and locales, but also draw on historic inspirations. This course will introduce theatre majors to a range of historic and global period styles in architecture, decor, and fashion for application in theatre design. Students will learn basic terminology of architectural features, furniture, and fashion. Students will also learn about research methods and historical and cross cultural influences in fashion and architecture. (WCore: WCSBS, RE)

**THTR 280 Acting II 4 CREDITS**  
A study of the acting techniques of Meisner and Adler applied to scene work. Prerequisite: THTR 180 or consent of instructor.

**THTR 301 Directed Studies 1 to 4 CREDITS**  
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Theatre Arts Program. Prerequisite: consent of instructor and school dean.

**THTR 303 Performance Studies 1 CREDIT**  
This course rotates each semester in its focus, based on the needs of the program and the students registered. Common offerings include Suzuki, Stage Combat, Contact Improv, and Performance Studies. This course is repeatable for credit.

**THTR 313 Antiracist Performing Arts Seminar 2 CREDITS**  
A weekly collaborative reading and discussion of antiracist theatre articles, podcasts and other texts. Goals of the course include defining racist and antiracist theatre practices (formal and informal) and construct a working idea of how antiracist theatre practices might be applied in academic and professional theatre.

**THTR 318 Advanced Stage Makeup 3 CREDITS**  
This course will build on skills and principles taught in THTR 218 Stage Makeup and expand into advanced stage makeup techniques including: wig/facial hair ventilation, life casting, prosthetic makeup, and advanced special effects makeup techniques.

**THTR 321 Creative Writing: Plays 3 CREDITS**  
Workshop in playwriting which examines structure and style in dramatic literature as a starting point for student's work in scene writing.

**THTR 325 Lighting Design II 3 CREDITS**  
This course will build on skills and concepts learned in Lighting Design I principally color and design theory. Students will develop collaborative skills through class projects. Students will also develop lighting design projects that begin building their lighting design portfolio.

**THTR 328 Theatre Workshop 1 to 4 CREDITS**  
Advanced work in technical theatre or stage management through participation in on-campus productions. Prerequisite: consent of program director. This course can be repeated for credit.

**THTR 329 Costume Stagcraft II 3 CREDITS**  
This class is designed to familiarize students with the materials and advanced techniques used in the design and construction of theatrical costumes which may include millinery, mask making, and the dyeing and painting of fabric. In this course the student will deepen their understanding of the principles and elements of design, play analysis, research, costume period and style, design problems, construction and organization skills. The course includes a laboratory component during which students will apply these skills to departmental productions.

**THTR 335 Scenic Painting and Properties 3 CREDITS**  
 This course is an introduction to methods of painting scenery for stage productions, characteristics of various scene painting materials. The course includes a study of color, perspective and techniques. The course includes a laboratory component during which students will apply these skills to departmental productions.

**THTR 345 Stagecraft II 3 CREDITS**  
 This course is a continuation of the theories and applications of construction techniques for the scenic environment. Special emphasis is placed on stage machinery and rigging, welding and scenery building. The course includes a laboratory component during which students will apply these skills to departmental productions.

**THTR 358 Global Stages and Stories I 3 CREDITS**  
 Study of the history of theatre and dramatic literature from its origins in ancient civilization through the nineteenth century. (WCore: EWRLD)

**THTR 359 American Stages & Stories 18th C to Cont 3 CREDITS**  
 Study of the history of theatre and dramatic literature from the eighteenth century through contemporary American Theatre Movements.

**THTR 362 Scenographic Techniques 4 CREDITS**  
 This course focuses on advanced stenographic rendering and modeling techniques including: figure drawing, fabric rendering, costume rendering mediums, model making techniques, scale furniture, and perspective drawing.

**THTR 371 Movement I 2 CREDITS**  
 This course will focus on an increased awareness and facility with the holding patterns and physical signatures we have as actors. Neutral, larval, and character masks will be utilized in physical and kinesthetic assessments and in the physical creation of characters.

**THTR 372 Movement II 2 CREDITS**  
 Students will improve alignment, flexibility, and body awareness as individuals and how they contribute to the entire physical world of the play. Students will examine various movement enhancers such as Alexander Technique, Feldenkrais, Viewpoints, and Laban Analysis.

**THTR 379 Voice for the Actor I 4 CREDITS**  
 This course utilizes process-oriented work on releasing tension, healthy vocal production, the anatomy of sound, developing their breath capacity and control, resonance, articulation, and the use of pitch, pace, power, and the quality of sound to increase expressivity and clarity of thought and intent. Students will also learn, and transcribe text into, the International Phonetic Alphabet.

**THTR 380 Acting III 4 CREDITS**  
 A study of the acting techniques necessary to perform the heightened texts of Shakespeare. Chekhov, Ibsen, and Shaw.

**THTR 385 Musical Theatre 3 CREDITS**  
 This course will survey the history and masterworks, the major composers, lyricist, and choreographers of this quintessentially American art form. Participants will then put feet to their understanding by working solos, duets, and large group numbers from the musical theatre repertoire.

**THTR 387 Undergraduate Teaching 1 to 2 CREDITS**  
 Teaching assistants in theatre classes. This course is repeatable for credit.

**THTR 400 Theatre Design Studio 4 CREDITS**  
 Students will have structured studio time to develop theoretical design projects in the field of interests including projects in: costume design, hair and makeup design, scenic design, sound design, lighting design, and projection design. Students will complete four theoretical projects a semester. For each project, students will present their designs and engage in group discussion and critique of their work. Repeatable for credit.

**THTR 401 Directed Studies in Theatre Arts 1 to 4 CREDITS**  
 A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Theatre Arts Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**THTR 440 Internship 1 to 8 CREDITS**  
 Offers students the opportunity to integrate classroom knowledge with practical experience. Students will be graded on assigned coursework and evaluation by their site supervisor. Prerequisites: 60 college credits completed (for transfer students at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, and consent of faculty advisor and Career Center internship coordinator. Interns will work for 42 hours per each registered credit. This course is repeatable for credit. Some majors limit how many internship credits may count towards the major, consult your faculty advisor. REGISTRATION NOTE: Registration for internships is initiated through the Career Center website and is finalized upon completion of required paperwork and approvals. More info: 801-832-2590 <https://westminstercollege.edu/student-life/career-center/internships.html>

**THTR 450 Dramatic Theory 4 CREDITS**  
 Participants in this course will examine the writings of key theorists and critics that have been influential in the history of the theatre. They will develop and articulate their own philosophy and aesthetic principles of the theatre from which to critique individual productions. Student directors, actors, designers, dramaturges, etc., will develop the capacity to analyze a play for production purposes. This writing intensive course will include both critical analysis and creative interpretation. Students will practice critical and analytical writing, complete a dramaturgical project, and write a manifesto of the contemporary theatre. Pre-requisite: THTR 358 or 359

**THTR 461 Auditioning 4 CREDITS**  
 All work as an actor begins with the audition. Emphasizing preparation for classical, contemporary and musical theatre auditions, this course also covers the business of being a self-employed artist (headshot/resumes, agents, unions, contracts, etc.,)

**THTR 470 Directing 4 CREDITS**  
 Study of the theories and practices of staging plays for the theatre. Includes script analysis, production planning, rehearsal techniques, stage composition, and designer/director communication. Each student directs a one-act play for public performance. Prerequisite: THTR 358 or 359 or consent of instructor.

**THTR 479 Voice for the Actor II 3 CREDITS**  
 Building upon the work done in Voice, Diction, and Dialect, this course utilizes process-oriented work to increase vocal capacity and control, healthy vocal production, and developing an increased awareness and understanding of articulation, resonance, expressivity, pitch, pace, rhythm, and variety. Students will become aware of the function and potential of their vocal instrument in the creation of regionalisms, dialects, and/or accents.

**THTR 480 Acting IV 4 CREDITS**  
 This class will focus on the on-camera techniques that will help you feel comfortable in an audition for film, television, and other digital mediums. Students will also utilize these skills in the creation of a 10-minute Passion Project.

**(WCFAH)**

**WCFAH QE Transfer Credit--WCFAH & QE 1 to 3 CREDITS**

**WCFAH 127 Infinite Variety 3 CREDITS**  
 An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of storytelling, modes of communication (verbal, physical, text and subtext), and improvisation. Students will learn a lexicon of terms and techniques related to rehearsing, performing, and critiquing live performance and storytelling. Students will be challenged to access and deliver the physical, emotional, and psychological aspects of their character(s). (WCore: WCFAH)

**WCFAH 132 Sound, Music, and Technology 3 CREDITS**  
 "The history of the music industry is inevitably also the story of the development of technology. From the player piano to the vinyl disc, from reel-to-reel tape to the cassette, from the CD to the digital download, these formats and devices changed not only the way music was consumed, but the very way artists created it." Edgar Bronfman, Jr. former CEO of Warner Music Group Using this quote as a guide, but expanding it to include music and sound as a whole, not just the music industry, this course will broadly examine the effect that technology has had on music and sound after WWII. It will cover music and sound in popular music, art music, film and interactive media, music of other cultures, and sound art and sound

installations. The class format is based on a cycle of listening, reading, and creating. Students will first listen to and discuss works that employ, are made possible, or were fundamentally changed because of a paradigm shift brought about due to a technological innovation. Students will then read and learn about one particular innovation and finally demonstrate their knowledge of this innovation by creating short musical or sound works of their own and writing about the relationship between technology and their own work or by composing short, focused essays about the relationship between a technological shift and works listened to in class. This class is open to all majors, regardless of prior musical knowledge; however, basic computer skills are required. (WCore: WCAFAH)

**WCAFAH 207 Humor and Philosophy 4 CREDITS**

Most people love to laugh-but why? And what makes something funny? Is there a secret to someone or something being comical? And what's the purpose of humor and laughter, anyway? Finally-can anything be funny? Are some forms of humor actually immoral, and are we bad people for laughing at some jokes? Or is humor a fictional holiday from everyday life, where anything and everything is allowed? In this course we'll philosophically explore these questions and others about the nature, purpose, value, and possible limits of humor in everyday life. (WCore: WCAFAH)

**WCAFAH 219 The Music of Two Ring Cycles 4 CREDITS**

In this course students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera *Der Ring des Nibelungen* and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's *The Lord of the Rings*. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCore: WCAFAH and RE)

**(WCSAM)**

**WCSAM 103 Counting Votes 4 CREDITS**

After eighteen years of waiting, you finally have the right to vote! But just what does voting mean? There are actually many methods of expressing voting preferences via ballots. Which is the best method? How is a state's number of representatives in the U.S. House of Representatives actually determined? What other methods are there, and what results would they produce? How might that change the political landscape of our country? Which states have real power within the Electoral College? We will take a mathematical look at all of these questions by studying Arrow's Impossibility Theorem, exploring various apportionment methods and their implications, and learning about power within weighted voting systems. (WCore: WCSAM and QE)

**WCSAM 104 Explorations in Oceanography 4 CREDITS**

This course will take an interdisciplinary approach to exploring oceanography, marine ecology, and how anthropogenic activities influence the ocean. We will study key aspects of physical, biological, and chemical oceanography in order to gain an integrated and comprehensive understanding of the oceans. This course will include multiday experiments and labs in which students will explore concepts such as what physical factors control ocean circulation, what influences biological primary production, the chemistry behind ocean acidification, and how ocean acidification impacts different classes of phytoplankton. Group activities will often utilize real oceanographic, remote sensing, and time series data to explore relationships, long term trends, and periodic events, such as El Nino. (WCore: WCSAM and QE)

**WCSAM 105 Games and Decisions 4 CREDITS**

In a situation where the outcome depends on several people's decisions, how can you make the best rational decision? That is the central question of Game Theory, used in economics, political science, biology and many more fields. In this experiential course, students will discover the principles of Game Theory by playing and analyzing a variety of 'games'. The games analyzed will include Deterministic, Strategic and Coalition Games. (WCore: WCSAM)

**WCSAM 109 Introduction to Circuits and Electronics 4 CREDITS**

This is a hands-on course where students build practical electronic devices and learn basic electronics and electric circuits. (WCore: WCSAM and QE)

**WCSAM 112 How to Manage Money in Your Twenties 3 CREDITS**

This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM and QE)

**WCSAM 113 Probability, Risk, and Reward 4 CREDITS**

An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM and QE)

**WCSAM 114 Science of Food and Drink 3 CREDITS**

Food and drink are central to living and this culinary course takes a chemistry approach to the study of how different foods and drinks are created. During this highly interactive course, students will learn fundamental principles in chemistry and then use them to create various foods and drink. Topics such as chemical composition, chemical bonding, chemical interactions, chemical properties and chemical reactivity will be explored using chemicals and biological organisms common in a kitchen. Concepts will be studied through experimentation using the kitchen as the laboratory environment. During the course, other important and sometime controversial food science topics will be discussed. Additionally, examples and illustrations pulled from recent events will be given to heighten the general awareness of other chemicals present in society and the benefits and risks associated with their use. (WCore: WCSAM)

**WCSAM 116 Introduction to the Universe 4 CREDITS**

This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and extrasolar planets. Emphasis is placed on the physical properties of light and how it is used to observe the universe beyond our physical reach. Throughout the course, we will discuss the interaction of astronomy and culture, and what makes science different from other ways of knowing. (WCore: WCSAM and QE)

**WCSAM 201 Geobiology of the Universe 4 CREDITS**

This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, crewed missions, and uncrewed probes into our solar system and beyond. Using primary data from past studies and current missions, we will develop models and design experiments to ask larger questions about the Universe. Is there life beyond Earth? How does geology of a space body inform the potential for life? (WCore: WCSAM and RE)

**WCSAM 202 Isotope Biogeochemistry 3 CREDITS**

This course will use a case study approach to understand how the use of isotopic ratios and isotopic tracers have been employed to answer a wide range of questions about the earth and our universe. Students will read, present, and discuss seminal research articles from the primary literature that have used isotopes to answer important scientific questions. Topics covered will be drawn from across all environmental related fields, and will include the use of isotopes to: date the earth and our solar system, determine bird migration patterns and breeding grounds, determine the diet and trophic status of various organisms in an ecosystem, determine the source of toxic heavy metals, characterize the composition of the earth's atmosphere in the distant past, characterize ocean circulation and groundwater flow, etc. Students will learn how isotope measurements are made using mass spectrometers both at Westminster and at multiple isotope labs at another institution on a class field trip. Students will analyze real data from these facilities in order to answer a current research question, and will later present their findings and conclusions. (WCore: WCSAM and QE)

**WCSAM 203 Linear Algebra 4 CREDITS**

Linear algebra is a foundational subject for almost all areas of pure and applied mathematics. This course will include systems of linear equations and their representations as matrices, matrix algebra, vector spaces and subspaces in  $\mathbb{R}^n$ , eigenvalues and eigenvectors, least squares, and the simplex method. There will be a heavy emphasis on applications and numerical techniques, implemented with standard scientific programming languages. This course emphasizes critical, analytical, and integrative thinking as well as

writing and other communication skills. This course does not have a specific prerequisite, but students enrolling in this course need to be ready for college-level mathematics. (WCore: WCSAM)

### **WCSAM 206 Making and Breaking Secret Codes 4 CREDITS**

The purpose of this course is to introduce you to the complex and exciting world of secret communication. Starting with the ciphers used by Julius Caesar, we will trace the development of cryptography (the science of enciphering messages) and cryptanalysis (the science of breaking ciphers and decoding secret messages) through the medieval period, the Enigma machine and WWII, and the computer age. We will develop a hands-on understanding of the computer-based encryption that keeps our credit card numbers safe online and allows us to transmit information securely over great distances. (WCore: WCSAM and QE)

### **WCSAM 207 The Art & Science of Creativity 3 CREDITS**

Creativity is significant in the design of both artistic creations and scientific experiments. Both science and the arts are process-driven and employ problem-solving techniques. Both have a history of work in the field, from collecting specimens to plein air painting. Both have a history of work indoors, from labs to studios. Whether one's lens is that of a camera or a microscope, observation is the same process. The course takes an interdisciplinary look at the creative process, turning parallels into intersections. We will focus on current research in creativity and, through experiential discovery, tap our own ability to design and experiment. (WCore: WCSAM)

### **WCSAM 208 Citizen Science Astronomy Research 3 CREDITS**

In this course, students will use robotic telescopes to take astronomical images, analyze the data in these images, and contribute their findings to an ongoing collaborative citizen science research project. Possible objects of study will vary depending on timing, but may include variable stars, eclipsing binaries, exoplanet transits, or asteroids. Students will also choose their own citizen science project in which to participate and share their project with others. Throughout the course, we will focus on the critical thinking skills and processes in scientific research, how the modern scientific enterprise operates, and how science is communicated to the public. (WCore: WCSAM)

### **WCSAM 400 Science Capstone 2 CREDITS**

In this capstone seminar, students will extend their learning about a STEM (science, technology, engineering, and mathematics) topic of interest, improve skills in scientific communication and develop a creative portfolio by completing an interdisciplinary capstone project. Students will design and conduct literature research on a STEM topic of their choosing, design and prepare a professional scientific communication, present their work on campus at the Undergraduate Conference and identify a source to publish their scientific work to the larger community. This course provides the opportunity for students to begin a research project or can complement a project they have already begun within a variety of STEM majors. This course satisfies the WCore capstone requirement. (WCore: SC)

## **(WCSBS)**

---

### **WCSBS WE Wcsbs & We Transfer Credit 1 to 4 CREDITS**

### **WCSBS 103 Communicating Across Cultures 4 CREDITS**

Students explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)

### **WCSBS 107 Exploring Global Challenges 4 CREDITS**

This course explores the complex interaction among global issues and challenges across multiple fields like ecology, economy, culture, society, politics, and health. (WCore: WCSBS and DE)

### **WCSBS 110 Immigration, Education, and Equality 4 CREDITS**

This Social and Behavioral Sciences WCore course will explore ways in which environment, race, culture, and social class shape immigrants' educational experiences. We will read and analyze accounts of immigrants' experiences in public schools, and critique perspectives regarding immigrant success in United States society and interact directly with immigrant students at a local school. We will explore differences in the educational outcomes of older

and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth. (WCore: WCSBS and DE)

### **WCSBS 113 The Nature of Language 4 CREDITS**

Examines ongoing issues concerning cognitive and social aspects of language. In exploring both popular and scientific perspectives on language, students develop skills in critical thinking while exploring elements of linguistic analysis. This course is framed around the following questions: What are the components of the language system? How do we acquire this system? And, how is this system used in society? In short: this course uses the lens of linguistics to examine real-life experiences. (WCore: WCSBS)

### **WCSBS 130 Restorative Justice 4 CREDITS**

This Social and Behavioral Sciences WCore course will examine practices in policing, adjudication, incarceration, and methods of school discipline both nationally and locally, and explore the efficacy of restorative justice practices as an alternative to punitive discipline and sentencing in these settings. Through site visits to the Salt Lake Peer Court and local schools, work with the Restorative Justice Collaborative of Utah, the examination of case studies, and participating in restorative justice circles, students will examine the impact that these practices can have on individuals and communities and make suggestions for real-world change. (WCore: WCSBS)

### **WCSBS 131 Folklore of Many Americas 4 CREDITS**

This class is an introduction to the study of folklore, which celebrates the art of the everyday. Folklorists study stories, songs, sayings, legends, folk beliefs, and other aspects of traditional culture. Although a lot of folklore reinforces the status quo, this course focuses on the folklore of minority groups in America and asks if and when folklore can be an act of resistance. (WCore: WCSBS, RE)

### **WCSBS 132 The Art of Adulthood 3 CREDITS**

You're in college, now what? This course discusses personal wellness, career selection, developing emotional resiliency and coping skills, and finding your path through ethics, leadership, diversity and mindfulness. All important topics of "adulthood". The journey is yours - what will you do with it? As adults in a society struggling to grasp issues of personal and social responsibility, how do we prepare to contribute to necessary solutions and fulfill our roles as leaders? In other words, how do we become adults? This course is designed to help students answer this question and consider some of the more complex issues of adulthood. The Art of Adulthood guides students through the development of a framework for assuring a future of self-reliance, personal satisfaction and social contribution through a survey-level course including modules on Education for Life, Career and Job Search Skills, Emotional Resilience, Personal Ethics, Pluralism, Mindfulness and Leadership. Each module includes selected readings, participation in group discussions, preparing personal reflections, and developing personal action plans. Students will be expected to articulate select action plans in sufficient detail as to put their plans into motion and report on both short-run outcomes and long-run expectations. Students will be required to select a focal topic from the course modules on which they're prepared to offer a research project resulting in a paper, presentation, and video. The project requires exploration of existing frameworks and the selection of structural elements useful in constructing a framework applicable to a range of disciplines. Through the paper students will evidence how their proposed framework's utility may lead to the types of social contribution and personal satisfaction associated with productive leadership in the campus community and beyond. The production of the personal video is intended to offer students an opportunity to reflect on their journey through the course and how they expect to utilize their proposed framework to influence the fabric of their lives. The course includes coordination with Giovale Library staff to provide students with necessary information literacy instruction. Students will be expected to use this in the preparation of their research paper and as a useful foundation for structuring future critical writing projects and assignments. (WCore: WCSBS, WE)

### **WCSBS 205 People, Power, and Protest 4 CREDITS**

This course on social movements investigates key questions such as: How do social movements emerge? What do social movements do? Why do some movements succeed while others fail? To answer these questions, we draw from sociology, inter-disciplinary perspectives and cross-national approaches. This course will familiarize students with key concepts of this field - with a special focus on power and resistance - while exposing them to case studies of protest and social movements across the Americas and over time. (WCore: WCSBS, DE)

**WCSBS 206 Social Entrepreneurship 4 CREDITS**

Are you interested in contributing to the greater good through the career you choose? Do you want to do 'good' for others without sacrificing your own economic well-being? Well, now you can. In this course you will learn about the growing phenomenon known as social entrepreneurship. In this class you will learn the theory behind social entrepreneurship and you will immerse yourself in the local economy of mission-driven startups in the for-profit and not-for-profit sectors. (WCore: WCSBS and WE)

transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD)

**WCSBS 220 Social Justice by the Numbers 4 CREDITS**

How can we measure and analyze justice, fairness, and equity in our society? How can we use such analysis to determine how to better ourselves and the society in which we live? Jordan Ellenberg describes math as "an atomic-powered prosthesis that you attach to your common sense"; in this course, you will develop your prosthesis and use it to analyze and improve the world around you. (WCore: WCSBS & QE)

**(WRIT)****WRIT 103 Academic English Vocabulary 2 CREDITS**

This class will enrich the quality and quantity of academic English vocabulary from a variety of contexts. Students will learn techniques for understanding vocabulary from context, analyzing lexical roots, prefixes and suffixes, associative mapping, and others. Emphasis placed on the Academic Word List.

**WRIT 109 Beyond the Five-Paragraph Essay 3 CREDITS**

Write a five paragraph essay. Don't use "I, you, or we" in writing. These writing rules are familiar to many of us prior to college. But strict formulas like these often fall flat in the diverse context of academic writing. This writing course bridges the gap between high school and college writing to help us develop our confidence as academic writers. We will write often to explore how we, as writers, approach writing with more fluidity and flexibility. We will write to explore the ways our personal and cultural knowledge shapes our writing.

**WRIT 110 First-Year Writing Workshop 4 CREDITS**

As students, we engage in a variety of academic conversations across multiple contexts. We engage with others in these communities to listen, share, inform, and persuade. The purpose of this course is to help students develop the confidence as writers entering academic conversations. We will approach this in several ways. We will develop mindful reading strategies. That is, how to make deliberate decisions on which reading strategies to use across various contexts and purposes. We will develop and reflect on our writing process, in which we plan, draft, share, and revise our writing. And, we will explore rhetorical choices in written and oral communication. That is, uncover not just what the writer and speaker says, but how the writing and speech is put together. We will analyze the academic conversations for rhetorical principles including audience, purpose, and argumentative strategies. (WCore: WCFAH)

**WRIT 123 Writing and Language Diversity 4 CREDITS**

In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As college students, we are asked to write "academically." But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge - and are judged - on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers, and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE)

**WRIT 401 Directed Study 1 to 4 CREDITS**

A tutorial-based course used only for student- initiated proposals for intensive individual study of topics not otherwise offered in the Accounting Program. This course is repeatable for credit.

**WRIT 405 Agents of Change 3 CREDITS**

Agents, advocates, champions, and leaders - These express the roles students will experience in this course. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication, as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will