

COURSE DESCRIPTIONS

- INTR 200A Exploring Student Leadership 0 to 1 CREDITS**
The Exploring Student Leadership class is an opportunity for Resident Advisors and Griffin Orientation Leaders to delve deeper into the intricacies of their student leadership positions. Students will evaluate and develop leadership competencies, critically examine a variety of leadership topics and apply this information to leadership roles of a student ambassador or resident advisor. Students will also examine their own and others' social identities and global perspectives and expand their knowledge of the Resident Advisor/Griffin Orientation Leader position in alignment with the college-wide learning goals through writing, discussion, activity and reflection.
- INTR 200F STEM Success Seminar 2 CREDITS**
In this class, students will be introduced to topics to prepare them for success in STEM fields. Seminars may include: Research Methods; Introduction to Specialized Equipment (e.g. LightScanner for high resolution DNA melting, Mass Spectrometer, Event Related Potentials neural net, etc.); Introduction to Specialized Computer Programs (e.g. SPSS); Maintaining a Lab Notebook; Ethics in Research; Careers in Science; Study Skills; Reading Scientific Literature; Finding the Help You Need; and Preparing a Poster Presentation. TBD
- INTR 200G Peer Mentors for Executive Functioning 0 to 2 CREDITS**
This course is for students interested in training as peer mentors for students who struggle with executive functioning. The course will introduce you to the concept of executive functioning, how it operates in college-age students, and how certain brain conditions might heighten it. Completing this course will make you eligible to work as a paid peer mentor for Disability Services. Students will complete readings, listen to guest speakers, and develop a "toolbox" of interventions to use. Offered for variable credit and CR/NC only.
- INTR 499E Study Abroad Placeholder 12 to 16 CREDITS**
Students can participate in a fall or spring semester study abroad program and earn 12-16 credits towards major or minor requirements. Participation in an approved study abroad program also fulfills the Engaging the World WCore requirement.
- 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 refigure 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 1 to 4 CREDITS

Offers students the opportunity to integrate class room knowledge with practical experience. Prerequisites: junior or senior standing (for transfer students, at least 15 hours completed at Westminster or permission of instructor), minimum 2.5 GPA, completion of the Career Resource Center Internship Workshop, and consent of program director and Career Center Internship Coordinator. This course is repeatable for credit. 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/internships

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.