



WESTMINSTER
COLLEGE

Division of Professional
Advancement & Leadership

2017

CATALOG



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THE HISTORY OF WESTMINSTER COLLEGE

On September 29, 1849, Missouri Presbyterians met in a small country church near the village of Auxvasse in Callaway County. At this time, Missouri was still a pioneer state and large areas of land were unsettled; transportation was by river or stage line; the new state stood at the very edge of the frontier. These problems, however, did not concern one Kentucky man attending the meeting and that was the pastor of the nearby Fulton Church, Rev. William W. Robertson. Robertson was concerned about the area's high rate of illiteracy, its lack of educational opportunities and the enormous problems these facts posed to the task of spreading the church's work. What Robertson needed were young men prepared for the ministry and other Christian professions through educational training at a church-sponsored college. Robertson's concern resulted in the establishment of Fulton College on February 18, 1851.

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

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

After nearly a decade spent establishing a tradition of academic excellence, the College was faced with the turbulence of the Civil War and the conflict of existing in a town with Southern sympathies occupied by Union troops. Westminster not only survived, but it also managed to graduate classes uninterrupted through the war years—something no other Missouri college or university outside St. Louis was able to do. Bitter post-Civil War antagonisms split the Missouri Presbyterian Church, creating major financial difficulties for Westminster. The College was able to continue largely because of an unusually capable and dedicated faculty. Professors such as John Harvey Scott, John Jay Rice, Danny Gage, and Edgar Hoge Marquess became renowned for their scholarship, devotion to the school and

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

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

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

One structure on the Westminster campus that serves as a symbol of the College is the campus chapel, the Church of St. Mary the Virgin, Aldermanbury. Originally erected in 17th century England in the shadows of a quite different Westminster, the church was designed by Sir Christopher Wren in 1670 and was located in London at the corner of Aldermanbury and Love Lane. During the 1940 German blitz, the church received a direct hit from an incendiary bomb. The interior was completely gutted by the blast, but the exterior walls remained standing. Those 700 tons of Portland limestone were carefully dismantled in the mid-1960s and shipped across the Atlantic to Fulton, where the building was painstakingly rebuilt and restored to its original condition.

Today, the church, museum, and library stand as a memorial to Sir Winston Churchill, commemorating the man and his historic visit to Westminster College in 1946. Churchill came to Westminster at the invitation of the College and then U. S. President Harry S. Truman to deliver one of his most significant speeches, "The Sinews of Peace,"

now commonly known as “The Iron Curtain Address.” In this historic speech Churchill uttered the following famous and portentous words: “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent...”

Sir Winston Churchill’s speech was one of the John Findley Green Lectures. Established in 1936 as a memorial to John Findley Green, the supporting fund for the lectures stipulates, “that the speaker shall be a person of international reputation whose topic shall be within the aim of those lectures and who shall present it with regard for Christian tolerance and practical benevolence.” The roster of Green lecturers which have taken place at Westminster College includes theologian Reinhold Niebuhr, former President Harry S. Truman, Nobel laureate physicist Sir George Paget Thomson, Vice President Hubert H. Humphrey, author and scientist C. P. Snow, Senator J. William Fulbright, FBI Director Clarence Kelly, former President Gerald R. Ford, former Prime Minister of Great Britain Edward Heath, the Honorable Clare Booth Luce, Secretary of Defense Caspar Weinberger, President George Bush, philosopher Paul Ricoeur, former President of the Soviet Union Mikhail Gorbachev, former U.S. Ambassador to Russia, Robert S. Strauss, former British Prime Minister Margaret Thatcher, Lech Walesa, Nobel Laureate and former President of Poland, former CEO of MTV Networks International Bill Roedy, and musician and political activist Bob Geldof.

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

Historically a men’s college, Westminster admitted its first coeducational class in the fall of 1979.

Many Westminster alumni have achieved eminence in their fields, particularly in business administration and the professions of

medicine, dentistry, law and the ministry. Four Westminster students have been awarded the highly prestigious Rhodes scholarships for study at Oxford University in England and a 1997 alumna was awarded the prestigious Truman Scholarship for graduate study.

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

In addition to accolades won by alumni and faculty, Westminster College is one of the top liberal arts colleges in the nation, according to the rankings of *U.S. News & World Report*. *Forbes* magazine selected Westminster as one of America’s Top 50 Colleges and Universities, the Best Liberal Arts College in Missouri, and one of the Best Liberal Arts Colleges in America. *The Princeton Review* named the college as one of the best colleges and universities in the. *Newsweek*-Kaplan named it “One of the 372 Most Interesting Schools in America,” and Westminster has also been recognized as one of the 240 Colleges of Distinction. Westminster College has been named in the top ten percent of Best Colleges for the Money across the nation and as one of the “most affordable private colleges” and one of the top twenty-five “best colleges that you can actually get into.” In 2015, *Money* magazine named Westminster as one of the 50 most affordable private colleges in the United States.

These recognitions reflect Westminster’s ongoing commitment to providing a superior collegiate experience for its. This selective college for men and women is known for its small class sizes taught by an excellent faculty. Westminster is a challenging academic environment where students are educated to lead and inspired to succeed. Ninety-six percent of Westminster graduates start their first job or enroll in graduate or professional schools within six months of graduation.

MISSION, GOALS & VISION

The Columns Concept

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

Mission

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

Vision for the Institution

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

Vision for Institutional Programs

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

Vision for the Faculty and Staff

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

Vision for the Student Body

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

Vision for the Alumnae/Alumni

Westminster graduates will lead successful and fulfilling lives. Having achieved some measure of their success because of their Westminster experience, they will give back to future generations through personal involvement and financial support. They will be actively involved in alumnae/alumni activities, maintaining fellowship with fellow graduates and sustaining their connection to the College. Further, they will support Westminster through mentorship of students, involvement with College activities, service on committees and boards, and recruitment activities in their local communities.

Educational Goals

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

- Critical Thinking: development of sound analytical and synthetic reasoning skills and the ability to employ them in problem solving;
- Communication: ability to write, speak, read, and listen effectively;
- Mathematical Skills: ability to use and understand statistical and other quantitative techniques to interpret data;
- Historical Perspective: awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in our national and international life;
- Social Institutions: knowledge of the major institutions of society such as work, family, voluntary associations, and government;
- Science: understanding the nature of scientific inquiry as well as the role of science in the modern world;
- Technology: ability to employ computer and other technologies in writing and in the manipulation of data, and understanding the nature and limits of technology;
- Cultures and Global Interdependence: understanding and appreciation of diverse cultures, languages, philosophies, and religions, along with the awareness of the increasing complexity and interconnectedness of the world and the implications for economic, political, social, and cultural systems;
- Values: awareness of the role of values in decision making, of the search for meaning and identity, and of the ethical issues of society; and
- Aesthetic Sensitivity: appreciation and understanding of literature and the fine arts.

Concept for Student Development

Westminster targets five domains of student growth: intellectual, ethical, professional, social, and wellness. Together, these domains

allow us to structure and integrate developmental programs and activities. Students experience meaningful opportunities to grow in each of these domains.

Intellectual. Leader development is the long-standing mission of Westminster College as well as the classic aim of a liberal arts education. Leaders have a broad base of understanding and possess the intellectual skills needed to engage in critical thinking, creativity, and effective communications. With knowledge expanding exponentially, leaders should be independent, self-directed, life-long learners if they are to maintain the competence to lead effectively in a global community

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

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

Social. Leaders are able to interact effectively with others; they must be able to determine appropriate behavior across a wide variety of diverse situations. Westminster graduates are expected to be globally aware and culturally sensitive. They are able to conduct themselves with compassion, dignity, courtesy, and tact. Proper bearing, mature deportment, civility, and effective interpersonal communication skills mark the social interactions of Westminster graduates.

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

ADMISSIONS

Westminster College seeks students of all ages and backgrounds who want to gain knowledge, achieve their goals, and are prepared to succeed in the College's programs of study. In order to determine an applicant's readiness for success at Westminster, the College needs an accurate appraisal of the student's academic achievement and ability. Applicants are encouraged to visit with our Enrollment Partnership Coordinator regarding their academic and career interests, and desired outcomes.

Westminster College does not discriminate on the basis of race, sex, color, sexual orientation, religion, national and ethnic origin, or physical handicap in the administration of its educational policies, admissions policies, scholarship and loan programs or any other school-administered programs.

Westminster College consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds.

New Student Admission

The standards of admission to Westminster College are selective, but flexible and individual. We expect our applicants to possess sound academic preparation for college, and we carefully examine each applicant's record to determine whether the student has the potential to be successful at Westminster College.

A student seeking admission should submit the following items:

1. An application for admission
2. Official record of secondary school completion (*High school transcript, diploma, General Educational Development (GED) Test/certificate*)
3. An official College transcript from each post-secondary institution attended (if applicable)

Students must have successfully completed at least 61 credits of transferable credit hours of college work or receive conditional admission into the degree completion program. Exceptions to this requirement must meet the approval of the Vice-President and Dean of Enrollment and the Dean of Faculty.

The acceptance decision and formal notification will be made after the College has received the items listed above.

Attendance and Continued Admission

If a student interrupts his or her official attendance for more than three terms, he or she must complete a returning student form to be granted continued admission to the College. Reentry forms should be addressed to the Enrollment Partnership Coordinator for records update. Transcripts of all college course work attempted, since the student last attended Westminster, will need to be provided for credit evaluation. If a student is not enrolled for a period longer than 10

terms, as defined by the College, Westminster College reserves the right to request a new application for admissions.

ADA Accommodations

To apply for academic accommodations available through the Americans with Disabilities Act (ADA) please contact the Director of the Tomnitz Family Learning Opportunity Center.

Before accommodations can be provided, students are required to:

- 1) Complete the accommodation request form
<http://www.westminster-mo.edu/academics/resources/learning/Documents/AppendixFAbbreviatedRequest.pdf>
- 2) Present relevant documentation
- 3) Set up a meeting with the Director to review requested accommodations
- 4) Discuss approved accommodations with course instructor

Transfer Credit

Students wishing to transfer credits to Westminster from another academic institution may do so provided they are in good academic standing at another accredited college or university. Students who are academically ineligible to return to an institution are usually not eligible for admission to Westminster.

There is no upper limit to the number of hours that can be transferred from another accredited institution of higher learning. Each college level course on a student's transcript is evaluated as to whether it can be accepted for transfer credit. Usually most of a student's academic credits will transfer; however, no course with a grade below "C-" will transfer. (For more information, please refer to the complete Transfer Credit Policy under the section Academic Policies and Procedures.)

Credit by Examination

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

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

College Board - Entrance Examination Advanced Placement (AP) Examinations passed at the "B" level (4) or higher are accepted for

credit automatically if the credit is submitted before the end of the first term. Advanced Placement Examinations passed at the “C” level (3) are subject to review by the appropriate Westminster department.

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

College Level Examination – International Baccalaureate (IB)

Given the similar missions of the International Baccalaureate program and Westminster, we believe that IB students are an excellent match for our college. We believe that IB students will thrive at Westminster and become some of our best students and strongest leaders.

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

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

Specific course equivalencies and credit hours will be determined on an individual basis based on actual IB exams, scores, and major area of study, as determined by academic department chairs. Students for whom course equivalency credit does not equal to the total number of credit hours per the table above will be awarded sufficient lower lever interdivisional elective credit (IDV 299) to make up the difference.

If a student does not present a full IB diploma, then credit may be awarded only for subjects in which the student has scored a five or higher on the final exam. If the student earns the equivalent of a C or higher (satisfactory performance or better) on the Theory of Knowledge exam, they will receive three hours of credit.

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

For more information about transferring IB credits, please contact our Associate Dean of Faculty, in the Academic Dean’s office at (573) 592-5212.

Dr. Ingrid Ilinca, at:
(Ingrid.Ilinca@westminster-mo.edu).

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

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

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

Credit for Military Service

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

Credit for Prior Learning

Academic credit for prior learning through life experiences may be given by the Associate Dean of Faculty. Students wishing to be awarded such credit must present a portfolio of work for evaluation through participation in a course (designated as PAL 101 by Westminster) offered by the Council for Adult and Experiential Learning (CAEL). Appropriate credit will then be given to these students by the Associate Dean of Faculty after evaluation by CAEL. A maximum of 30 credit hours may be obtained through this process. Students may appeal the decisions of the Associate Dean of Faculty to the Dean of Faculty, whose judgement is final.

WITHDRAWAL POLICY AND INFORMATION

In a standard seven week term in the Division of Professional Advancement and Leadership, the deadline to drop a class without transcript notation will be 4 p.m. on the weekday before the day of the second class period. The deadline to withdraw from a class (with transcript notation) will be 9 a.m. on the weekday after the fifth class period. Classes cannot be added after the first class session has taken place.

The instructor for the course must submit a grade for the student's work in the course to the date of withdrawal. On the basis of this grade, either a WP (Withdrew Passing) or a WF (Withdrew Failing) is recorded on the student's transcript. Neither a WP nor a WF enters into the computation of the student's grade point average. Students who do not complete the procedure for withdrawing from a course by the end of the prescribed period will receive a regular passing or failing grade at the end of the semester.

If a student withdraws from the College, he or she must apply and be accepted by admissions to re-enroll. It is not possible to withdraw from a course after the end of the withdrawal period except for military activation or medical reasons (see Medical Withdrawal Policy below.) Withdrawal for medical reasons does not relieve a student of any financial obligations at the College.

Official Withdrawal Date

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

Medical Withdrawal

The college understands that certain health circumstances can significantly interfere with the ability to be engaged in academic work; when this happens, a method for modifying one's course load should be available that minimizes negative consequences. The Medical Withdrawal Policy allows students to withdraw from courses without an academic penalty, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected.

Who Qualifies for a Medical Withdrawal

A student must be significantly affected by a health-related problem to the degree that s/he is unable to successfully engage in academic work. The types of problems that qualify for a medical withdrawal range from situations affecting one's physical capabilities (i.e. significant and/or

chronic physical ailments/illnesses) to severe mental health concerns. It is important to note that each medical withdrawal is determined on a case-by-case situation and having one of these challenges may not, alone, qualify individuals for this policy since many students are able to manage these health problems and succeed in their courses. However, a medical withdrawal is appropriate when the level of challenge exceeds one's ability to continue with the present course load.

Verification by a Health Care Professional

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

Notification of Withdrawal and Medical Withdrawal Forms

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

the process and gain the necessary signatures, they may designate a parent or other representative to do so.

Financial Implications/Refunds

It is very important that students consult with the Financial Aid office regarding the financial implications of medically withdrawing from course credits as future eligibility may be impacted. No refund will be made after the 7th class day of the semester. If the student withdraws prior to this date, s/he may receive a refund based on the refund schedule in the Tuition & Fees section of this catalog. Questions regarding the refund should be directed to the Business Office and Financial Aid Office.

Re-Admission Due to Medical Withdrawal

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

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

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

Factors that Positively Influence Your Receiving a Medical Withdrawal

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

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

Involuntary Withdrawal (Non-Medical)

When it is determined that a student is no longer engaged in the academic process (not attending classes, not completing class work, etc.), and has not responded to interventions developed by the Academic Review Board, the Academic Review Board may decide to administratively withdraw the student from the College if they determine that the student cannot successfully complete the semester. In addition, when, in the judgment of the Dean of Student Life and the Executive Director of The Wellness Center, a student's behavior constitutes a disruption or danger to the living/learning environment which the college seeks to create, or presents a threat to the health and safety of the student or others, the College has the right to intervene. The college may execute an involuntary withdrawal when a student engages in behavior that poses a danger of causing harm to themselves or others, or disrupts the learning environment. Such dangerous and/or disruptive behavior may be in the form of a single behavioral incident or somewhat less severe but persistent dangerousness or disruption over a more extended period of time. At the time of the involuntary withdrawal, the instructor for the course must submit a grade for the student's work in the course to the date of withdrawal. On the basis of this grade, either a WP (Withdrew Passing) or a WF (Withdrew Failing) is recorded on the student's transcript. Neither a WP nor a WF enters into the computation of the student's grade point average.

At any time during the semester, the Academic Review Board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college if they determine that the student cannot successfully complete the semester. Typically grades of WF or WP (as appropriate) are recorded on the student transcript of the student is administratively withdrawn.

Involuntary Medical Withdrawal

Likewise, when a student is physically or psychologically incapacitated to the degree that s/he is not able to make reasoned health care decisions, the College reserves the right to mandate immediate medical care and notify parents. Students who engage in or threaten self-injurious behavior may be subject to these same limitations or involuntarily given a medical withdrawal. This may occur in varying instances even if the student has not directly violated any conduct policy of the college. The college will make every effort to provide support and counseling within the scope of its mission but may deem the student's needs are beyond the capabilities of the services we provide. In the case of an involuntary medical withdrawal, decisions made by the Vice President/Dean of Student Life and the Director of The Wellness Center may be appealed to the Dean of Faculty. In the case of an involuntary medical withdrawal, there is no academic penalty for the student, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected.

Disruptive Student

When, in the judgment of the Vice President/Dean of Student Life and the Executive Director of The Wellness Center, a student, for whatever reason, has been deemed disruptive to the point of negatively affecting the college community, that student may be removed from college housing, suspended/dismissed/involuntarily withdrawn from the college, or otherwise limited in their classes or activities. At the time of an involuntary withdrawal, the instructor for the course must submit a grade for the student's work in the course to the date of the withdrawal. On the basis of this grade, either a WP (Withdrew Passing) or a WF (Withdrew Failing) is recorded on the student's transcript. Neither a WP nor a WF enters into the computation of the student's grade point

average. In the case of an involuntary withdrawal, decisions made by the Vice President/Dean of Student Life and Director of The Wellness

Center may be appealed to the Dean of Faculty.

COLLEGE-WIDE POLICIES

Policy on Complaint Resolution

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

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

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

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

ADA/Equal Access Policy

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

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

Honor Code

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

Policy on Harassment and Discrimination

Westminster College expects all members of its community to treat each other with respect and dignity. Westminster College seeks to create and maintain an academic, social and work environment in which all members of the community – students, staff, administrators, and faculty – are free from harassment and discrimination. Westminster College prohibits harassment and discrimination on its campus and at any additional locations where classes are offered, as

well as at, or on, any college sponsored activities and trips, of any of its community members or guests and visitors based on an individual's race, color, national or ethnic origin, religion, age, sex, gender, sexual orientation, gender expression and identity, marital status, veteran status, disability, or any proscribed category set forth in federal or state regulations.

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

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

Student Respect Policy

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

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

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

Professors have the authority to establish and enforce their own standards of respectful classroom behavior along with communication boundaries in and out of class. Professors are institutionally authorized and obligated to cite violations of any of those established standards. In addition, professors are also entitled to impose their own consequences for disrespectful behaviors. Since providing students with evaluative

feedback is part of the teaching job, students are always encouraged to discuss specifics of their grades with their professors for the purpose of future improvement. Negative evaluations (academic or behavioral), however, do not in any way entitle students to communicate with a professor in a disrespectful or inappropriate tone (as deemed by the

individual professor) in person, over the telephone, or other written or electronic means. If any such violation occurs, the professor, at his/her discretion, may simply choose to alert the Dean of Students for official College sanctions against the student, which can include a suspension/expulsion from that professor's class.

ACADEMIC PROGRAMS & SUPPORT SERVICES

ADA Accommodations

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

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

Academic Support Services

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

Online Academic Resource Center

Students that want extra assistance or strategies for developing academic success across the disciplines can join the Academic Resource Center group on the Moodle Course Management System. This online center provides a student access to the Peer Tutor Schedule, links to various web pages, the Purdue University videos on a variety of academic success strategies, and other academic success tools. To join the group, students will need to visit moodle2.westminster-mo.edu, and then opt to join the group called Academic Resource Center.

Reeves Memorial Library

The mission of Reeves Memorial Library is to enhance students' ability to learn, the faculty's ability to teach and engage in scholarly activities, and Westminster's ability to function as a community of learners by offering effective services to the students, faculty, and staff of the college—using both traditional resources and new technologies. Reeves Library has an excellent collection of books, periodicals, and electronic resources that support the liberal arts curriculum. The knowledgeable and experienced staff of Reeves Library enjoys the personal assistance they offer students with their academic research needs.

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

westminster-mo.edu/academics/resources/library/default.html

The library staff includes professional librarians that stay connected to students through instruction, individual appointments, monthly sponsored study breaks, Twitter (IL2GO) and Facebook.

ACADEMIC POLICIES & PROCEDURES

Academic Advising

Westminster College regards academic advising by full-time faculty as an important part of the undergraduate experience. The student and advisor should consult on a periodic basis in regard to the student's academic program, schedule of courses and academic progress. The advisor is the first person a student should contact for assistance with an academic or personal problem. If necessary, the advisor will refer the student to other persons at Westminster who may help. Academic advisors have responsibilities specified in the Advising Handbook.

ACADEMIC WARNING, PROBATION, AND DISMISSAL

Academic Warning

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

Academic Probation

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

Standards for Academic Probation

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

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

To be removed from academic probation, a student must demonstrate that he or she is capable of meeting the graduation requirement of a 2.00 cumulative GPA. This is demonstrated by completion of a term with a GPA of 2.00 or better and by raising his or her cumulative GPA to at least the minimum acceptable level according to the standards above. Students on academic probation will be offered special support services. Probationary status is reviewed at the end of each term.

When a student is removed from probation, the following are notified: the student, his or her advisor(s), Dean of Faculty, Dean of Students, Chair of the Division of Professional Advancement and Leadership, and as appropriate the Academic Assistance Coordinator, Director of the Learning Opportunities Center, or Executive Director of The Wellness Center.

Students on probationary status must meet with the Academic Assistance/Probation Coordinator prior to the first day of classes in the next term to discuss a plan for their future academic progress.

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

Academic Dismissal

Students not making satisfactory progress towards a degree are subject to academic dismissal. Students become subject to dismissal by failing to meet the probation GPA standards above for two consecutive terms or by earning a GPA of 1.0 or less in any single term. Extenuating circumstances will be considered before a final decision to academically dismiss a student. Positive or negative evidence of academic effort, contribution to the campus community, or other outside circumstances may be considered. Students have the right to appeal their dismissals to the Vice President for Academic Affairs and Dean of Faculty. Any student whose appeal of academic dismissal is granted by the Dean is automatically placed (or continued) on Academic Probation. Academic dismissal is noted on the student transcript.

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

Academic Review Board

The Academic Review Board (ARB) is a group (Dean of Students, Associate Dean of Faculty, Executive Director of The Wellness Center, academic advisor, coach, and others as appropriate) which convenes as necessary during a term when it is determined that a student is no

longer engaged in the academic process—not attending classes, not completing class work, etc. The Academic Review Board works with the student to develop a plan of action for completing the term successfully. At any time during the term, this board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college if they determine that the student cannot successfully complete the term or doesn't comply with terms of their ARB contract. Typically, grades of WF or WP (as appropriate) are recorded on the student transcript if the student is administratively withdrawn.

Academic Honor Code

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

The Westminster Honor Code is as follows: No Westminster student shall commit any act of academic dishonesty in order to advance her or his own academic performance or to impede or advance the academic progress of others (see Student Life Handbook, Honor Commission Constitution, Section VIII

<http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>.)

Any student, faculty or staff member who has reason to believe that an act of academic dishonesty has been committed is obligated to report the act. Acts of dishonesty that are not academically related are addressed through the college disciplinary system (see Student Life Handbook, Disciplinary Procedures, at:

<http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>.)

Assessment

Westminster College has developed an assessment program for measuring progress toward its mission and academic and co-curricular goals. The college regularly asks for student participation in assessment activities in order to acquire information that is used to improve the college's programs and to maintain its accredited status with the Higher Learning Commission.

College-wide assessments are designed to measure student progress toward the college mission and learning goals and to determine satisfaction with various college offices and services. Each academic department also has an assessment plan to measure student progress toward the learning goals delineated for each major.

Assessments of the college mission, college learning goals, major learning goals, the goals of the co-curricular program, and college services are made on a regular basis. Student participation in assessment activities is critical and invaluable in helping the college to maintain and improve its programs and services and to maintain its accredited status.

Thus, all students are expected to participate in all college-wide and department assessments. All students are responsible for participating in the assessment activities for each major they have declared.

Attendance

Although there is no College-wide policy regarding absences, regular attendance is expected, and instructors are free to establish absence

policies for their classes. Failure to attend class could result in a reduction of financial aid awards. It is the student's responsibility to arrange to complete work missed due to an absence and to ascertain what assignments, if any, were given to the class during his or her absence.

Absences incurred while representing the College in approved activities are classified as College duty absences. The Office of Academic Affairs must approve such absences at the request of the sponsor of the activity in question. No student shall be penalized for absence on approved College duty, but instructors may require that work missed because of a College duty absence be made up. A maximum of two such absences is allowed per term, and the students are to submit requests to the Registrar at least two weeks in advance of an absence. Under exceptional circumstances, the Dean of Faculty may grant waivers to this policy on a case-by-case basis. Detailed information on the College Duty policy can be obtained from the Office of Academic Affairs and the Office of Student Life.

Auditing Courses

Students may visit a class with the permission of the instructor. In this case no record is kept and there is a fee of \$40 per credit hour for non-degree seeking students. A student may register to audit a course with the permission of the instructor. Auditors are not necessarily responsible for the completion of class work or taking examinations but should attend class on a regular basis. A course that is entered on the student's permanent record as audited earns no credit and fulfills no requirements. See the Registrar for more information.

Students Enrolling in Online Courses

These are the terms typically offered: a fall 15-week (late August – mid-December) and a spring 15-week (mid-January – early May) traditional semester; two seven-week terms each fall and spring offering blended courses; a three-week winter online term; a three-week May term with traditional, on-campus delivery; a three-week online or blended on-line/on-campus term in June; and a six-week summer online term in June and July. All students may enroll in up to a total of nineteen hours during a traditional semester. Students may take one course each seven-week term provided they do not exceed the total of 19 hours in a traditional semester. Students may take three hours each during the winter online term and the three-week summer online term, four hours during the May term (only traditional courses will be offered during this term), and up to a total of eight hours during the three- and six-week summer on campus and online terms. If taking courses in either of the three-week summer terms (on-campus or online) or the six-week summer online term, students may take only a total of two courses. Any exceptions to these terms must be approved by a student's advisor and by the Dean of Faculty or his/her designate.

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

A student with a cumulative GPA of less than 2.5 may enroll in more than four hours of courses in the three and six week summer online terms only with the approval of the Dean of Faculty or his/her designate.

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

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

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

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

Credit Hour

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

Grade Reports

By entering their confidential username and password, students may access their midterm and final grades through the campus computer network. A printable version of the grade report is also available to students on the Campus WEB. Westminster College does not mail grade reports. (Information regarding the Family Educational Rights and Privacy Act is included in this catalog or can be obtained online at <http://www.westminster-mo.edu/academics/resources/registrar/ferpa-compliance.html>)

Grades and Quality Point System

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

Letter Grades correspond to percentages earned in class as follows:

A: 93% or higher
A-: 90-92.9%
B+: 87-89.9%
B: 83-86.9%
B-: 80-82.9%
C+: 77-79.9%
C: 73-76.9%
C-: 70-72.9%
D+: 67-69.9%
D: 63-66.9%
D-: 60-62%
F: Less than 60%

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

Credit-D-F

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

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

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

Incomplete Grades

An instructor may assign the temporary grade of IN (Incomplete) only if circumstances beyond the student's control prevent completing the work required in the course and it would be possible for the student to earn a passing grade if the work remaining were to be satisfactorily completed. Ordinarily, the student must complete the work remaining by the end of the succeeding PAL term. The Vice President and Dean of Faculty is authorized to grant an extension if one is sought by both the student and the course instructor and the Dean is satisfied that circumstances merit a special accommodation. The maximum extension permitted is to the last day of final examinations; in no case is an IN allowed to remain on a student's record after grades are posted for the next PAL term.

Repeating Courses

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

Student Classification

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

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

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

TRANSFER CREDIT

Policy Statement for Granting Transfer Credit

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

completed elsewhere before any credit is entered onto the Westminster transcript. In addition, the following conditions must be met:

- The institution from which the credits were earned must be an accredited institution of higher learning, as accredited by an established regional accrediting organization. Westminster College may award credit from accredited institutions that are not regionally accredited but reserves the right to refuse transfer credit from such institutions.
- The grades received for such credits must be a C or higher. Where the student earned a grade of CR, that student must be able to document that the course was passed with a C or better (or a C- from schools with a plus/minus grading system).
- The course must be comparable to a course offered at Westminster in order for equivalent course credit to be awarded. Courses that are not comparable to specific Westminster courses may be awarded departmental or divisional (NSC, HUM, SSI) elective credit, if the course fits with our college-wide learning goals. Courses that meet the criteria for the General Studies Core Requirements will be awarded appropriate Tier credit if the course has a course equivalency with an existing Westminster course or can be determined to meet the college learning goals associated with a particular Tier context. Courses from a community college or other two-year institution will generally be awarded lower-level credit at the 100 or 200 level, but credit for 300 or 400 level courses may be awarded by the Associate Dean of Faculty, in consultation with the appropriate department chair, if the content of the course is equivalent to a Westminster 300 or 400 level course and the course taken at the community college has at least one prerequisite.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.
- Although, there is no limit to the number of hours that can be transferred in from another institution, transfer students must fulfill all of Westminster's graduation requirements. This includes but is not limited to the following: complete at least at least 30 credit hours as a student at Westminster, be certified by a department as having met the department's requirements for a major; and complete the College's General Studies Core Requirements. (See the Graduation Requirements section of this catalog for additional requirements.) Should a course a student wishes to transfer in not match a course included in General Studies Core Requirements, but meet the college-wide learning goals associated with the General Studies Core Requirements context, substitutions may be made by the Associate Dean of Faculty; likewise, should a student wish to transfer in a course for a major or minor that does not match the departmental requirements, the Department Chair will decide if the course may count toward the major or minor.
- For students who have completed an Associate of Arts (A.A.) degree from a regionally accredited community college before enrolling at Westminster, the graduation requirements for general education will be waived, with the exception of Westminster Seminar.
- For students who have completed an Associate of Science (A.S.) degree from a regionally accredited community college before enrolling at Westminster, the graduation requirements for general education will be waived, with the exceptions of Westminster Seminar, a course to satisfy the Cultures and Global Interdependence requirement, a course to satisfy the Fundamental Questions and Values

requirement, and a course to satisfy the Aesthetic Sensitivity requirement.

- For students who have completed an Associate of Applied Science (A.A.S.) degree from a regionally accredited community college before enrolling at Westminster, the graduation requirements for general education will be waived, with the exceptions of Westminster Seminar, a course to satisfy the Cultures and Global Interdependence requirement, a course to satisfy the Fundamental Questions and Values requirement, and a course to satisfy the Aesthetic Sensitivity requirement.
- For students who have a Bachelor of Arts (B.A. or A.B.) degree from another institution and wish to complete a bachelor's degree through Westminster, the general education requirements and electives outside the major will be waived with the exception of the Westminster Seminar (WSM 104). For students who have other bachelor's degrees (e.g. B.S.), transcripts will be evaluated and appropriate credit will be given to students.
- There is no "age limit" on credits that may transfer. However, students should be aware that when a course, either required or elective, is awarded credit in some disciplines, such as information technology or nursing, the student may need to take additional courses so that they have current knowledge in the major.
- Credit for Developmental-level courses, defined as below the Westminster College 100 level, will not be accepted for transfer credit.
- When a course offered by one department is a required course for the major in another department, the course prefix will guide the final decision regarding the evaluation of transfer credit. If the other department does not agree with the evaluation, they may substitute the course as a requirement for the major.
- Enrollment Services will solicit the required information from incoming students as part of their regular mailing of materials to accepted students. That information will be forwarded to the Associate Dean's office for review.
- Written confirmation of course equivalencies will be available from the Registrar's Office after the official transcript has been evaluated.
- The Registrar's office will be responsible for informing the student's advisor of any transfer credit awarded after it is posted to the Westminster transcript. Appeals regarding transfer equivalencies may be made to the Dean of Faculty.

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

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

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

- For a student who has secured official prior approval on the Transfer Approval form, the course will be transferred in accordance with the stipulations on the form.
- For a student who has not secured official prior approval, the Associate Dean of Faculty, in consultation with the appropriate Department or Division Chair(s), will determine whether the course taken elsewhere is indeed comparable to a particular Westminster course. Courses that are not comparable to specific Westminster courses may be awarded departmental or divisional elective credit. A student not securing prior approval risks taking a course that will not count as he/she may have intended.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.
- The Registrar's office will be responsible for informing a student's advisor of any transfer credit awarded.

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

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

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

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

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

Articulation Agreements

Westminster College maintains articulation agreements with the following institutions:

- East Central College
- Georgia Perimeter Community College

- Grantham University
- Houston Community College
- Maricopa County Community Colleges
- Metropolitan Community College
- Moberly Area Community College
- Southern China Normal University
- St. Charles Community College
- Wentworth Military Academy

International Transcript Policy

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

For international students who may be unable to produce an official transcript, advisors supported by the US Department of State may assist with this process. Education Advising / Information Centers

around the world, together with additional information, can be found at www.educationusa.state.gov. Students should contact the Director of International Student Services for more information regarding international transcripts.

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

Summer School and Correspondence Courses

Students may elect to take courses for transfer credit from other accredited institutions during the summer or by correspondence with the prior approval of their advisors and the chair of the department concerned. Written approval is required and assures that the credit will be accepted for any course in which the student earns a grade of C or better.

All Westminster students who attempt course work at another college or university must request, in writing, that official copies of their transcripts be sent to the Office of the Registrar at Westminster. Credits earned elsewhere are entered on the student's record as the comparable Westminster courses upon receipt of an official transcript, but the grades for transferred courses are not used in computing the grade point average.

Types of Courses

The College recognizes three categories of courses: 1) traditional – while some content and assignments may be managed through online methods, the course meets in a physical classroom during regularly scheduled times; 2) blended – from 10% up to 33% of the course instruction is online, with classroom time reduced accordingly; 3) online – all instruction is online. Like online courses, blended courses are designated as such in the *Schedule of Classes*.

Missouri Reverse Transfer Program

The Missouri Reverse Transfer (MRT) program is a statewide initiative which allows qualifying transfer students to earn an associate's degree from a community college after they have matriculated to Westminster College. Students who meet certain requirements and are transferring

to Westminster from a Missouri community college may opt into the program which will allow them to transfer Westminster courses credit back to the two year college to complete the final requirements as set forth by the two year college. For more information regarding MRT,

please contact Neil Hunt, Missouri Reverse Transfer Coordinator for Westminster College at Neil.Hunt@westminster-mo.edu.

FERPA

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

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

Annual Notification: Students will be notified of their FERPA rights via the Westminster Web Site at www.westminster-mo.edu or by requesting a copy of the policy available in the Registrar's Office at Westminster College.

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

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

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

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

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

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

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

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

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

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

1. academic records are kept by the Dean of Faculty and the Registrar in Westminster Hall;
2. records on student life including records on student housing, organizations, and disciplinary matters are kept by the Dean of Student Life in Westminster Hall;
3. health records are kept by the Executive Director of The Wellness Center in Westminster Hall;
4. records on student financial affairs are kept by the Vice President for Business & Finance in Westminster Hall and by the Director of Financial Aid in the Enrollment Services/Financial Aid offices in Champ;
5. career service records are kept by the Director of Career Services in Newnham Hall;
6. internship records are kept by the internship coordinator in Newnham Hall; and
7. athletic records are kept by the Director of Athletics located in the Westminster Gymnasium.

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

1. To school officials who have a legitimate educational interest in the records;
2. To officials of another school, upon request, in which a student seeks or intends to enroll;
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. If required by a state law requiring disclosure that was adopted before November 19, 1974;
6. To organizations conducting certain studies for or on behalf of the college;

7. To accrediting organizations to carry out their functions;
8. To parents of a student who provide evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form;
9. To comply with a judicial order or a lawfully issued subpoena;
10. To appropriate parties in a health or safety emergency;
11. To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HONORS AND AWARDS

Dean's List: The names of full-time students who achieve a grade point average of 3.60 or better over five consecutive terms will be placed on the Dean's List and an appropriate notation will be added to their transcript.

Graduation Honors: Honors in graduation are awarded to students who have maintained high scholastic standards. To qualify for graduation honors, students must have been in residence at least four semesters. Those who have a cumulative grade point average of at least 3.65 will receive their degrees cum laude. If the cumulative grade point average is 3.75 or higher, the distinction will be magna cum laude and if it is 3.90 or above, the distinction will be summa cum laude.

DEGREE REQUIREMENTS

In order to receive a baccalaureate degree, students in the Division of Professional Advancement and Leadership must:

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

Students must have successfully completed at least 61 credits of transferable credit hours of college work or receive conditional admission into the degree completion program. Exceptions to this requirement must meet the approval of the Vice-President and Dean of Enrollment and the Dean of Faculty.

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

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

Staff in the Offices of the Registrar and the Vice President and Dean of Faculty will assist students in interpreting degree requirements and in determining which requirements have or have not been met, but ultimate responsibility for being informed about and satisfying graduation requirements rests with the individual student.

Reasonable precautions are taken to insure that students' academic records are correct and complete and that faculty advisors know the various degree requirements and are kept informed about their advisees' status. Nevertheless, it is strongly recommended that students periodically review their transcripts and check their progress toward completing a degree. All students must review their academic records with the Office of the Registrar during the spring semester of their junior year to be sure they understand correctly where they stand with respect to meeting graduation requirements.

Students who wish to participate in commencement exercises must submit an application to the Registrar's Office no later than the first week of classes in the fall semester preceding the May graduation of their choosing.

Requirements for the Bachelor of Arts Degree:

- 1) Earn 122 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation. No more than 2 hours of credit in developmental courses, 2 hours of credit in physical education activity courses, 12 hours of credit in internships, or 18 hours of credit in military science courses may be counted toward the minimum 122 credit hours required for graduation.

- 2) Complete the General Studies Core Requirements. (See Below.)
- 3) Complete at least 30 credit hours as a Westminster student. If necessary to meet requirements for a degree, a student may take up to 9 credit hours of approved courses at another institution after the conclusion of the courses taken at Westminster. Any exception to this requirement must have the approval of the Vice President and Dean of Faculty.
- 4) Complete the requirements of an approved major in the Division of Professional Advancement & Leadership. (Including a Writing Intensive course and a Capstone course.)

The **General Studies Core Requirements** reflect Westminster's commitment to liberal learning in the arts and sciences. This means that Westminster is dedicated to educating a student broadly by requiring courses that explore the scientific, historical, cultural, social, ethical, and aesthetic contexts in which we live. By study of these contexts, students sharpen intellectual capacities, enhancing their abilities to think critically, to reflect imaginatively, to compare and integrate, to discern values, and to communicate clearly and persuasively.

Further, through this study, students gain awareness of and respect for the world around us, its problems and potential; the individuals that make up that world and their cultural and personal distinctions; the nature of knowledge and learning and both their promise and limitations; and finally, ourselves, our intellectual, creative, and spiritual capabilities. Thus, the impact of general education at Westminster is to liberate, to free the student from narrow and parochial thought, and to enable the student to grow, change, and respond effectively to new and unforeseen circumstances.

The General Studies Core Requirements seek to foster:

- skills in critical thinking, communication, quantitative reasoning and the use of computer technology
- understanding of theories and methods of science
- historical perspective
- awareness of fundamental questions and values
- sensitivity to aesthetic expression in literature & the fine arts
- knowledge of human behavior and social institutions
- appreciation of cultural diversity and global interdependence

Curricular requirements focusing on these goals ensure that students develop intellectual capacities and acquire the educational breadth necessary to pursue major and minor programs of their choice. In those programs, the student will have additional experiences that enhance their abilities relative to several of these educational goals.

Though the General Studies Core Requirements consist of courses from many departments, these courses share many characteristics. They introduce key concepts and terminology; persons, works, events, key issues and ideas. They teach students to think critically about texts they

read, arguments they hear, and situations they observe. They use techniques that involve a significant level of participation on the part of students and that require them to take direct responsibility for their learning and they demonstrate to students how to connect knowledge gained inside the classroom to the world outside.

General Studies Core Requirement Categories

1. Critical Thinking – Westminster Seminar:

The Westminster Seminar develops sound analytical and synthetic reasoning skills. The course promotes listening, speaking, and critical thinking skills, and is delivered in small tutorial sections designed to stimulate intellectual questioning and establish frequent exchanges between students and Westminster faculty. (WSM 104)

2. Written Communication:

The Written Communication course develops the ability to receive, interpret, organize, and transmit information, ideas and emotions through writing. (ENG 103 or ENG 270)

3. Mathematics:

The Mathematics course develops the ability to acquire the conceptual, analytic, and quantitative skills and language to interpret results and derive logical and creative solutions to problems. (MAT 114, MAT 124, or a 200-level or higher college math course.)

4. Historical Perspective:

The Historical Perspective course develops awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in national and international life. (HIS 101, HIS 102, HIS 103, HIS 104, HIS 105, HIS 106, HIS 109, HIS 110, CLA 227 or CLA 228)

5. Human Behavior:

The Human Behavior course develops knowledge of the conditions that influence human behavior as well as their context in social and cultural institutions in which people act. (ANT 115, ECN 110, ECN 211, ECN 212, EDU 230, GOG 101, HES 261, LST 201, PED 261, POL 112, POL 211, PSY 112, PSY 113, or SOC 111)

6. Science:

The Science course develops an understanding of scientific inquiry as a systematic way of learning within any discipline, and an understanding of the natural world and the implications of scientific knowledge in the contemporary world. (BIO 105, BIO 107, BIO 108, BIO 114, BIO 125, CHM 105, CHM 114, GEO 108, GEO 110, GEO 116, GEO 118, AST 211, ENV 105, PHY 105, or PHY 201)

7. Information Technology:

The Information Technology course develops the ability to employ computer and other information technologies in writing and in manipulation of data, and understanding the nature and limits of information technology. (Any Introductory course with a CSC or ITY prefix, with the exception of ITY 250, which counts under Aesthetic Sensitivity.)

8. Cultures and Global Interdependence:

The Cultures and Global Interdependence course develops the understanding and appreciation of diverse cultures, languages, philosophies, and religions, along with awareness of the increasing complexity and interconnectedness of the world and the implications for economic, political, social, and cultural systems. (An Elementary Foreign Language course, or HIS 267, Hum 294, HUM 277, HUM 278, ASN 201, HES 240, HIS 250, HIS 279, INT 201, POL 212, REL 102, or SEC 201)

9. Fundamental Questions and Values:

The Fundamental Questions and Values course develops awareness of the roles of values in decision making, of the search for meaning and identity, and of the ethical issues faced by society. (PHL 101, PHL 212, PHL 221, PHL 222, PHL 242, PHL 244, PHL 246, POL 205, REL 101 or WGS 210)

10. Aesthetic Sensitivity:

The Aesthetic Sensitivity course develops appreciation and understanding of literature and the fine arts. (CLA 215, ENG 204, ENG 205, ENG 206, ENG 238, ENG 239, ENG 248, ENG 249, FRE 280, LAT 204, ART 230, ART 231, ENG 275, FAR 215, HES 208, ITY 250, MUS 105, MUS 205, or THA 201)

MAJORS AND CERTIFICATES

LEADERSHIP MAJOR

Contact: Associate Professor Robert Cowles
Phone: (573) 592-6228
Email: Bob.Cowles@westminster-mo.edu

The Bachelor of Arts in Leadership major is designed for adult workforce learners and involves a balance of classroom and job-related learning experiences. The major consists of a ten-course sequence of classes built around the concept of “lead from where you are.” This sequence of classes includes principles of leadership, and management, wellness and communication, as well as case studies in contemporary team dynamics and strategic decision-making. The focus is on practical application in a variety of contexts. This major also includes skill development in critical thinking, creative problem-solving, and ethical decision-making, which are foundational to becoming a positive change agent at a personal, work-group, organizational, community, or global level. The final course is a “capstone” experience that provides students an opportunity to apply their learning to an intensive real-world leadership experience. Each course is designed to help cohorts develop and implement their values-centered and strengths-based leadership philosophy, grounded in ethics and contemporary leadership theory. Successful completion of this 30-credit hour major leads to a BA degree in Leadership from Westminster College.

Requirements for the Major in Leadership:

LDR 201 Intro to Leadership Theories & Practice	3 hrs.
LDR 230 Fundamentals of Business Management	3 hrs.
LDR 240 Leading Oneself to Personal Wellness	3 hrs.
LDR 250 Technology & Leadership	3 hrs.
LDR 260 Business/Leadership Communication	3 hrs.
LDR 320 Diversity Issues in Leadership	3 hrs.
LDR 330 Great Leaders	3 hrs.
LDR 340 Leading Teams & Group Dynamics	3 hrs.
LDR 410 Strategic Leadership	3 hrs.
LDR 420 Capstone	3 hrs.
Total hours	30 hrs.

GENERAL EDUCATION CERTIFICATES

General Education Certificates recognize competency in the disciplines that make up the General Education curriculum and acknowledge earned progress towards the Bachelor’s degree. A minimum of 75% of the credits used towards a General Education Certificate must be earned at Westminster College.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

Requirements for the Certificate in STEM:

Mathematics Core Requirement	3-5 hrs.
Science Core Requirement	3-4 hrs.
Information Technology Core Requirement	3 hrs.
Total hours	9-12 hrs.

CREATIVITY & MEANING (CAM)

Requirements for the Certificate in CAM:

Aesthetic Sensitivity Core Requirement	3 hrs.
Cultures & Global Interdependence Core Requirement	3 hrs.
Fundamental Questions & Values Core Requirement	3 hrs.
Total hours	9 hrs.

CRITICAL ANALYSIS OF THE INDIVIDUAL IN SOCIETY (CAIS)

Requirements for the Certificate in CAIS:

Critical Thinking Core Requirement	3 hrs.
Written Communication Core Requirement	3 hrs.
Historical Perspective Core Requirement	3 hrs.
Human Behavior Core Requirement	3 hrs.
Total hours	12 hrs.

ELECTIVE CERTIFICATES

Elective certificates at Westminster College recognize skills and knowledge in a specific field. An elective certificate includes 12 credit hours with a specialized focus.

A minimum of 75% of the credits in a certificate must be earned at Westminster College. A minimum grade of “C-“ or better is required in each course applied to a certificate. Students may not apply the same course to both requirements for an Elective Certificate and/or a major or minor.

ADVANCED LEADERSHIP

Contact: Professor Robert Cowles
Phone: (573) 592-6228

Email: Bob.Cowles@westminster-mo.edu

This certificate builds upon the *Fundamentals of Leadership Certificate* by providing in-depth study and application of exemplary leadership practices. From historical examples of great leaders to modern leadership challenges, this certificate prepares the student with advanced problem-solving and critical thinking skills. The final two courses integrate all previous leadership coursework by challenging students to apply their knowledge and skills to simulated and real life challenges. The capstone course allows each student to independently undertake a complicated real-life challenge, either at their workplace or in their community, that requires the knowledge and skills learned from earlier leadership courses.

Requirements for the Certificate in Advanced Leadership:

Required courses:

LDR 320 Diversity Issues in Leadership	3 hrs.
LDR 330 Great Leaders	3 hrs.
LDR 340 Leading Teams & Group Dynamics	3 hrs.
LDR 410 Strategic Leadership	3 hrs.
LDR 420 Capstone	3 hrs.
Total hours	15 hrs.

BUSINESS ADMINISTRATION

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

Students will develop an understanding of and ability to 1) critically evaluate contemporary business environments, 2) learn about best and established management and business theories and practices, 3) fundamentals of the business of managerial activity in the realms of organizing, planning and making decisions, controlling, and leading, and 4) management practice as it applies to understanding and responding to diversity in the workplace and business environment.

Requirements for the Certificate in Business Administration:

Required courses:

ACC 200 Fundamentals of Accounting	3 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 250 Fundamentals of Marketing	3 hrs.
FIN 200 Fundamentals of Finance	3 hrs.
Total hours	12 hrs.

FUNDAMENTALS OF LEADERSHIP

Contact: Professor Robert Cowles
Phone: (573) 592-6228
Email: Bob.Cowles@westminster-mo.edu

This certificate draws from five foundational areas of leadership: leadership theory, business management, personal & organizational wellness, technology and communication. These broad survey courses are taught sequentially in the Bachelor of Arts in Leadership major and provide a solid foundation for the upper level leadership courses. Each involves a self-assessment unit that allows students to see their progress as they learn, practice and apply skills to practical problems.

Requirements for the Certificate in Fundamentals of Leadership:

Required courses:

LDR 201 Intro to Leadership Theories & Practices	3 hrs.
LDR 230 Fundamentals of Business Management	3 hrs.
LDR 240 Leading Oneself to Personal Wellness	3 hrs.
LDR 250 Technology & Leadership	3 hrs.
LDR 260 Business/Leadership Communication	3 hrs.
Total hours	15 hrs.

GLOBAL LITERACY

Contact: Professor Kurt Jefferson
Phone: (573) 592-5266
Email: Kurt.Jefferson@westminster-mo.edu

Graduates possessing this certificate will join for-profit and non-profit organizations and utilize this certification to assist colleagues and the organization's leadership in making the organization more aware of global and multicultural issues (applying 'inclusive excellence.') This certificate will also allow the graduate to assist organizations in global leadership and logistics in international public and private settings.

Requirements for the Certificate in Global Literacy:

Required courses:

FLG 101 First Semester of a Foreign Language	4 hrs.
Issue Specific Courses: Two 300-level Courses from two separate areas in the TNS major, chosen from Environment & Health, Global Economic Development, Global Justice & Human Rights, International Relations & Diplomacy, and Global Cultures	6 hrs.
Depth Course: A 300 or 400 level integrative-type, upper level TNS course that meets the program chair's approval	3 hrs.
Total hours	13 hrs.

HOMELAND SECURITY (Security Studies)

Contact: Associate Professor Tobias Gibson
Phone: (573) 592-5185
Email: Tobias.Gibson@westminster-mo.edu

The student who completes the Homeland Security certificate will have a strong background in understanding and analyzing current and future homeland security threats, and have developed necessary understanding of legal and policy processes regarding homeland security. By virtue of this certificate staffing, the student will also have had the opportunity to develop a network into Missouri's homeland security personnel and agencies. Finally, the student will have spent considerable time developing the ability to communicate orally and in writing, and have experience briefing policy makers.

Requirements for the Certificate in Homeland Security:

12 hours of the following courses:

SEC 200 Introduction to Homeland Security	3 hrs.
SEC 325 Issues in Homeland Security	3 hrs.
SEC 300 Domestic Terrorism	3 hrs.
SEC 300 Law and Homeland Security	3 hrs.
SEC 300 Homeland Security Policy and Politics	3 hrs.

Total hours

12 hrs.

MANAGEMENT

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

Students will be able to 1) critically evaluate contemporary business and social environments, 2) learn about best and established management theories and practices, 3) understand the fundamentals of managerial activity in the realms of organizing, planning and making decisions, controlling, and leading, and 4) to understand management practice as it applies to understanding and responding to diversity in the workplace

Requirements for the Certificate in Management:

Required courses:

ECN 110 Principles of Economics	3 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 322 Cross-Cultural Management	3 hrs.
BUS 326 Human Resource Management	3 hrs.

Total hours

12 hrs.

**NATIONAL SECURITY LAW
(Security Studies)**

Contact: Associate Professor Tobias Gibson
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The National Security Law certificate allows students to develop in-depth expertise in the increasingly important field of national security law. The courses will inform students about both international law (treaties, Geneva Conventions, United Nations policy, human rights law, laws of armed conflict) and national and homeland security law (Fourth Amendment issues, *Posse Comitatus*, legal institutions). Students will be able to articulate orally and in writing about the pressing legal issues domestically and internationally related to security issues.

Requirements for the Certificate in National Security Law:

12 hours of the following courses:

POL 305 International Law and Organizations	3 hrs.
POL 314 Constitutional Law	3 hrs.
POL 332 National Security Law I	3 hrs.
POL 333 National Security Law II	3 hrs.
SEC 300 Law and Homeland Security	3 hrs.

Total hours

12 hrs.

COURSE DESCRIPTIONS

ANT - Anthropology

ANT 115 Introduction to Cultural Anthropology (3 hrs.) This course explores human diversity from hunters and gatherers through industrialized societies. It examines the implications of various economic, social, political, symbolic, and religious systems for the lives of men and women. Counts toward the Tier II, Human Behavior and Social Institutions context.

ASN – Asian Studies

ASN 201 Introduction to Asian Studies (3 hrs.) A broad and multifaceted introduction to several regions of Asia examining such concerns as history, politics, economics, religion, culture, society, and aesthetics.

AST - Astronomy

AST 211 Astronomy (3 hrs.) An introduction to astronomy, including a study of the solar system, stellar populations, galaxies, the structure of the universe and theories of the origin of stars, galaxies and the solar system. An occasional evening laboratory is included. Prerequisites: MAT 111 or one year of high school algebra and one year of high school geometry.

BIO - Biology

BIO 105 Essentials of Biology (3 hrs.) This non-lab course designed for non-majors will introduce them to key areas in the biological sciences. It will include topics from cellular and molecular biology, ecological and evolutionary biology, and biology of the organism. Emphasis will be on general principles and concepts. Where possible, the course will make connections to current issues. Students cannot count for credit both this course and BIO 108 without prior instructor approval. BIO 105 will satisfy the Scientific Inquiry (non-lab) Context in Tier II of the General Education Program.

CHM - Chemistry

CHM 105 Introduction to Chemistry (3 hrs.) A survey course intended for non-science majors. Chemical phenomena, methodology, and theory are presented in the context of public policy issues such as air and water quality, the ozone layer, global warming, acid rain, and energy sources.

CLA - Classics

CLA 215 Mythology (3 hrs.) An introduction to the nature of myth and its functions in society. The course will examine carefully myths of Greece, along with myths from a variety of other areas—typically northern Europe, India, Africa, the Near East, North and South America, and Asia.

CLA 227 Greek Civilization (3 hrs.) A chronological survey of ancient Greek life and thought with an emphasis on literature, the arts, political thinking, philosophy, religion, everyday life, and their influence on Western civilization. Open to students with no knowledge of the Greek language.

CLA 228 Roman Civilization (3 hrs.) A chronological survey of Roman life and thought with an emphasis on literature, the arts, political developments, practical philosophy, religion, everyday life, and the influences that these have had on Western civilization. Open to students with no knowledge of Latin.

CSC – Computer Science

CSC 101 Introduction to Computers (3 hrs.) This course is designed to present an introduction to using computers. Specifically, the student will learn to use the computers in a variety of ways, including operating systems, productivity applications, Internet, communications, ethics, and research. The student will also come to understand how computers are related to and influence our everyday lives.

CSC 104 Programming Logic and Design (3 hrs.) This is a “concepts first” course in programming and is an introduction to the use of digital computers for programming computer applications using the C++ language. Students become acquainted with the underlying principles of computer programming methodologies. Specifically, this course examines the methods of computer programming logic and design as they relate to computer programming languages. Students will gain a complete understanding of the appropriate techniques that act to clearly and completely define and specify the functional requirements of a computer program. This course promotes computer program design through a highly structured and modular approach emphasizing logical reasoning and critical thinking that will enhance the design of any computer program.

CSC 178 Survey of Computer Science (3 hrs.) This survey course will challenge you to think deeply about what computer scientists do and how they do it. You will gain a broad appreciation of the historical foundations of computer science, system design, software, and hardware, as well as the effects of computing on society. Specific concepts covered using hands-on activities include: information representation and manipulation; file systems and directories; compatibility and data exchange; security and privacy; elements of computer architectures and operating systems; computer networks, computer programming, the Internet, and the World Wide Web. This course focuses on the comprehending and applying basic scientific principles specific to the computer science discipline.

CSC 210 Microcomputer Applications (3 hrs.) This course provides a hands-on approach to learning a variety of software applications useful to anyone who is interested in becoming more fluent with Information Technology. The course will concentrate on strategies and applications that will enhance personal computer operations, including operating system and file management utilities, data manipulation and graphing, multimedia and advanced application features.

ECN - Economics

ECN 110 Introduction to Economics (3 hrs.) This introductory course will briefly explore the historical foundations of economics systems including the foundation of private property rights, the emergence of capitalism and market based economy, and its rise in different forms in the US and around the world. The course will then move to the study of microeconomic topics such as scarcity, theory of markets and effects of the market structures on the resources allocation and social welfare. After exploring markets and market structures, the course will move into topics from macroeconomic such as measurements of an economy, basic classical and Keynesian theory and the macroeconomic tools of fiscal and monetary policy. Finally, this course will conclude with a look at the economics of international trade, and exchange rates. This is an excellent course to explore subject matter of economics for those who have not done any economics before and would like to get an introduction to its subject matter or to pursue further study in business and economics.

ENG - English

ENG 103 Academic Writing (3 hrs.) A composition course designed to prepare students for writing in all academic disciplines. Based on the process approach to writing, the course treats reading, thinking, and writing as integrated skills. Writing Skills covered include summary, synthesis, analysis, argumentation, and research.

ENG 204 Introduction to Literature (3 hrs.) An introduction to the study of literature, including poetry, fiction, creative nonfiction and drama. Emphasis will be placed on basic terminology used in discussing literature, on the study of a variety of critical theories, and on techniques for writing about literature. Offered consistently as writing intensive or writing intensive option course.

ENG 205 British Literature to 1800 (3 hrs.) A survey of English literature from approximately 750 A.D. through the end of the eighteenth century: the medieval period, the Renaissance, and the neo-classical age. This course looks at the intersection of literature and culture, tracing the development of each in order to understand how British literary culture changed over the years. Among the authors studied are Chaucer, Shakespeare, Donne, Milton, Swift, and Johnson.

ENG 206 British Literature since 1800 (3 hrs.) A survey of English literature from 1799 to the present including the Romantic period, the Victorian period, Modernism, and the twentieth-century. This course looks at the intersection of literature and culture, tracing the development of each in order to understand how British literary culture changed over the years. Among the authors studied are Wordsworth, Keats, the Brownings, the Brontes, Joyce, Woolf, Yeats, Eliot, Lessing, and Larkin.

ENG 238 American Literature to the Civil War (3 hrs.) A survey of American literature from its beginnings among Native Americans through the middle of the nineteenth century. This course examines the emergence of literary culture over time, tracing changes in both literature and culture to determine what characteristics make American literature unique. Among the authors studied are Bradstreet, Whitman, Emerson, Thoreau, Poe, Hawthorne, Melville, Douglass, and Dickinson.

ENG 239 American Literature since the Civil War (3 hrs.) A survey of American literature from the middle of the nineteenth century to the present. This course examines changes in literary culture over time, tracing currents in the literature and the culture it reflects from the emergence of an industrialized society to the segmentation of twentieth-century society. Among the authors studied are Twain, James, Chopin, Frost, Eliot, Moore, Hemingway, Faulkner, Miller, Baldwin, and Plath.

ENG 248 World Literature to 1800 (3 hrs.) A survey of masterpieces of world literature from ancient times to 1800. Readings are done in English, but only non-English authors are included. Works studied include the pre-Biblical epic Gilgamesh from the valley of the Tigris-Euphrates, through Greek, Roman, Hindu classics, to the Middle Ages and the Renaissance; representative authors include Homer, Dante, Cervantes, and Kalidasa. Offered at least every two years.

ENG 249 World Literature since 1800 (3 hrs.) A survey of world literature since 1800. Readings are done in English, but the authors studied come from all over the world including Africa, South America, and Asia, as well as Europe. Among the authors studied are Moliere, Goethe, Tolstoy, Borges, Garcia Marquez, Kafka, and Soyinka. Offered at least every two years.

ENG 270 Expository Writing (3 hrs.) A course in advanced composition, with emphasis on reasoning and organization, and with special attention to principles of style. Part of the course will consist of discussion of student work, as well as the study of trends of thought and the literary techniques of published essayists. Prerequisites: ENG 103.

ENG 275 Introduction to Creative Writing (3 hrs.) An introduction to the writing of poetry, fiction, creative nonfiction, and drama, with approximately equal time spent on each genre. Students will study the forms and techniques used by successful writers as models for their own work and will read and critique the writing of other students in a workshop format. Prerequisites: ENG 103.

ENV – Environmental Science

ENV 105 Introduction to Environmental Sciences (3 hrs.) This course investigates global, national, regional, and local environmental issues by critically analyzing available data and examining alternative to current situations. Emphasis is placed on the use of scientific methods to investigate and solve environmental problems. Off-campus field trips are required. Class projects seek to extend the implications of the course material to the campus and local communities. ENV 105 will satisfy the Scientific Inquiry (non-lab) Context in Tier II of the General Education Program.

FRE - French

FRE 101 Elementary French I (4 hrs.) This course is designed to develop elementary proficiency in oral expression, listening comprehension, reading, writing, and cultural understanding. Offered annually in the fall semester. Online language laboratory and written assignments required. Open to students with no previous study of French or placement in FRE 101.

FRE 280 Introduction to French Literature and Culture (3 hrs.) In depth analysis of selected literary and cultural documents in the context of wide societal phenomena observed in contemporary France. It fulfills a Tier II requirement in Artistic Expression and Critical Appreciation Context. Taught in English.

GOG - Geography

GOG 101 Introduction to Geography (3 hrs.) This course explores the discipline of geography from the dual perspective of the natural and social sciences. Through an examination of key concepts, tools, and methodologies of both physical and human geography, students will be encouraged to develop an understanding of the interaction of human factors such as population, culture and economic or political organization with the physical environment. GOG 101 will satisfy a Tier II Human Behavior and Social Institutions Context general education requirement.

HES – Health and Exercise Science

HES 240 Introduction to Global Public Health (3 hrs.) The course will study foundational public health concepts in a global context, using an evidence based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. Upon successful completion of this course, a student earns credit in the non-western part of the Tier II Language/Culture context. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease.

HES 261 Introduction to Epidemiology (3 hrs.) This course will introduce basic principles and concepts of epidemiology by describing the various ways that disease (and other health-related conditions and events) occur in populations. The course will emphasize the practical use of epidemiology and

lectures will be complemented by case studies and readings of contemporary issues in disease and public health. Course satisfies Tier II Human Behavior and Social Institutions requirement.

HIS - History

HIS 101 British History to 1800 (3 hrs.) An introductory course covering British/British Isles social, intellectual, cultural and political history.

HIS 102 Survey of British History from 1800 to the Present (3 hrs.) An introductory course covering British social, intellectual, cultural, and political history.

HIS 103 History of the United States to 1877 (3 hrs.) A survey course covering American social, intellectual, economic and political development from pre-colonial times to 1890.

HIS 104 History of the United States since 1877 (3 hrs.) A survey course covering American social, intellectual, economic and political development from 1890 to the present. A student may take this course without having had HIS 103.

HIS 105 Western Civilization I (3 hrs.) An introductory study of the major ideas and institutions of Western civilization as they evolved in Europe from the Middle Ages to the French Revolution.

HIS 106 Western Civilization II (3 hrs.) A continuation of HIS 105 covering the period from the French Revolution to the present. Students may take this course without having had HIS 105.

HIS 109 World History I (3 hrs.) This course will emphasize the economic, cultural, and political interrelationships between different parts of the world as well as the global issues that define the modern era.

HIS 110 World History II (3 hrs.) This course will cover global history from the Enlightenment to the present. It will lay a foundation for understanding the breadth of human experience and how that experience has shaped the world we live in. Rather than focus solely on the separate development of civilizations, this course will emphasize the connections between cultures. In other words, we will look at cross-cultural interactions and compare global reactions to common problems. Additionally this course will expose students to historical methods, thereby enabling students to discover the complexity of past and present events, to examine the interrelationship of such factors as politics, economics, race, gender, culture, and religion, and to reflect more thoughtfully on the national and international issues that face them today.

HIS 279 African Civilization (3hrs.) A general survey of economic, political, and cultural world of sub-Saharan Africa from ancient times to the present. Offered in alternate years.

HUM - Humanities

HUM 277 Spanish Civilization (3 hrs.) An introduction to Spanish civilization from its beginnings to the present. Can be taken as an alternative to SPA 102 in fulfillment of the Foreign Language requirement. Taught in English.

HUM 278 Latin American Civilization (3 hrs.) An introduction to the culture and civilization of Latin America, from the colonial period to the present, with concentrated study of contemporary Latin American culture. Includes historical, social and economic aspects, as well as art and literature. It fulfills the non-western course requirement in Tier II Cultural Diversity & Global Interdependence . Taught in English.

HUM 294 Introduction to the French-speaking World (3 hrs.) An overview of French speaking cultures outside of Europe. Topics considered include the historical connections between France and the non-European Francophone world; the impact of colonialism on indigenous cultures, social relationships, and means of artistic expression; the interdependence of language and culture; and current issues of economic and political concern. As a culture course, it fulfills the Tier II requirement in "Cultural Diversity and Global Interdependence Context." Offered in English every other spring semester.

INT – International Studies

INT/TNS 201 Introduction to International/Transnational Studies (3 hrs.) An introductory examination of the interconnected, multi-cultural, multi-national "global village" in which we live and work today, with special attention to social and cultural conflicts, problems and prospects. The course is designed to introduce and demonstrate the importance of international studies in today's world and in the lives and careers of students. Students from all majors and backgrounds are welcome.

ITY – Information Technology

ITY 177 Foundations of Information Technology Science (3 hrs.) This course offers an introduction to how various information technologies can serve to meet the needs of various disciplines, particularly in the Natural and Mathematical Sciences. The focus of this course is on studying how the methods of science and information technology are combined to reliably and validly collect data, transform data into information, synthesize information, and effectively convey knowledge to others. Offered every fall.

ITY 181 Introduction to Software Engineering (3 hrs.) This course is a comprehensive, yet concise introduction to the complete life cycle of a software system, from inception, to release, and through support. Significant emphasis is placed on software and systems deployment processes and methodologies including analysis design, security, project management, and reporting. Learning outcomes are achieved through hands-on problem solving and in-depth case studies.

ITY 232 Computer Networking (3 hrs.) This course provides an overview of the area of computer networks and data communication, including concepts and designs. It is encouraged not only for those students interested in careers in networking or computer science, but also for students who will hold positions requiring an understanding of networking technology, such as science, education, or related fields. Topics to be covered include networking models, how data signals are transmitted, networking hardware and software, LANs, WANs, intranets, Internet, future trends, and telecommunication systems.

ITY 250 Web Page Design, Aesthetics, and Interaction (3 hrs.) This course focuses on enabling students to compose and present a variety of information using web page technologies and subsequently entire web sites that are easily used by others to effectively find and navigate the information presented. Emphasis will include study of Human Computer Interaction (HCI) concepts including human perception and cognition, content organization, use of color, typography, multimedia, accessibility, globalization, and trust. Offered every spring.

LAT - Latin

LAT 101 Elementary Latin I (4 hrs.) The fundamentals of Latin grammar and syntax are introduced in order to acquaint the student with the linguistic tools necessary for reading Latin literature. Four class meetings per week.

LDR - Leadership

LDR 201 Introduction to Leadership Theories & Practices (3 hrs.) This introductory course provides a solid foundation for those interested in understanding the dynamics of personal and organizational leadership. It focuses on the following questions: What behaviors and strategies do the most effective leaders employ? What do followers want from their leaders? What are the dynamics of behavior change on both the personal and organizational level? How do the best leaders use critical thinking, creative problem-solving skills and moral/ethical principles to lead others towards a shared vision? How can leaders use a strengths-based approach to develop their followers into leaders? Through skill-building experiences, cohorts will be able to assess their personal leadership strengths and learn to work around their weaknesses, create their own leadership philosophy and personal mission/vision statements, and better understand the dynamics of high performing teams.

LDR 230 Fundamentals of Business Management (3 hrs.) This course offers a broad-based introduction to the basic concepts of management. Core areas of study include a review of the historical development of management practices and the functional roles of managers, including planning and decision-making, leading, and organizing. Additionally, the course will focus on organizational structure, measurement and control of organizational performance, and leadership as a prime component in the direction of human activity. The thematic concepts of applying behavioral science knowledge, developing interpersonal communication skills, and ethical behavior are emphasized throughout the course.

LDR 240 Leading Oneself to Personal Wellness (3 hrs.) Wellness is an essential component to productivity, disease prevention and management, optimal functioning, and thus, overall personal development. This course will take a "whole-person" approach using the six dimensions of wellness: physical, emotional, spiritual, occupational, social, and intellectual. There will be an emphasis on practical and sustainable behavioral change that includes personal self-reflection and environmental awareness. Each topic will include a self-assessment plan. Topics include stress management, nutrition, fitness, worksite wellness programming, health-promotion and assessment of risk, and wellness leadership.

LDR 250 Technology & Leadership (3 hrs.) This course will introduce cohorts to information technology solutions that improve organizations and serve as a source of competitive advantage. Emphasis will be centered on the concepts and technologies relevant to management information systems, the ways that organizations leverage technology, and the effects technology has on society. Additionally, the course will provide a broad-based approach to related subjects such as database management, the ethical use of information, enterprise integration, e-business, and decision support.

LDR 260 Business/Leadership Communication (3 hrs.) Excellent communication is essential for effective leadership and for any organization to thrive. This course offers an overview and application of the development of communication skills, whether it is learning to lead teams, resolving conflict, disseminating information clearly, or becoming a better public speaker. The influence of social media on our society will be covered to examine

how individuals, as well as organizations can use these communication tools effectively. Ethics in communication, as well as an examination of cultural and gender differences will be covered. A practical application of the concepts taught are integrated into the course material and shared during class meetings and assignments.

LDR 320 Diversity Issues in Leadership (3 hrs.) Appreciating the opportunities and challenges that come from a diverse workforce is essential for leaders. This course reviews research on worker similarities and differences based on age, generation, culture, race, ethnicity, nationality, disability status, gender identification, and sexual orientation. Cohorts will learn to apply this knowledge as they become more competent leaders in a global society.

LDR 330 Great Leaders (3 hrs.) This course provides a biographical overview of some of history's great leaders, focusing on the struggles they faced and the leadership habits and techniques they employed to transcend those difficulties. Drawing on their knowledge from previous leadership modules, this course will allow our cohorts to see examples of leadership in practice at some of the more difficult and transformative times in history. The subjects chosen will reflect the broad diversity of leaders—from presidents and politicians to entrepreneurs and social organizers, crossing all gender and ethnic lines.

LDR 340 Leading Teams & Group Dynamics (3 hrs.) Collaboration, teamwork, and group cohesion are crucial elements to organizations and high performing work groups. This course focuses on high performance teams and what makes them work. Selected theories and concepts will describe the stages of team development, the establishment of group norms, barriers to effective teamwork, team productivity, and team-building techniques. The course also analyzes the process of group communication, particularly in the context of task-oriented and decision-making groups, and methods to mediate group conflicts.

LDR 410 Strategic Leadership (3 hrs.) This advanced course challenges cohorts to translate leadership theories into practice while encouraging them to both explore and maximize their executive potential. Through the use of case studies and personal projects, cohorts will learn how to assess the strengths, weaknesses, opportunities and threats of complex organizations and use decision-making and problem-solving strategies to move the organization forward. Cohorts will learn from guest presenters who have transformed their organizations and developed high performing work teams.

LDR 420 Capstone (3 hrs.) To give cohorts a chance to put the leadership skills and knowledge they have acquired into practice, they will be required to undertake a capstone project which will allow them to express themselves in a dynamic and productive way. Capstone experiences might include—but are not limited to—a project that identifies a problem area within the cohort's specific company or industry and then devises a team-based plan to address the problem; cohorts may also undertake and lead a service-related project in the community that reflects well on both the individual cohort and/or the company they represent.

MAT - Mathematics

MAT 114 Elementary Statistics (3 hrs.) A study of the organization and analysis of data including the normal, binomial, chi square and t distributions; hypothesis testing; random sampling; large and small sample theory and methods; and regression and correlation. Prerequisites: ACT math score 23 or SAT math score 540 and 4 years of high school math, including 2 years of algebra with at least B's. Not having prerequisite requires the student to successfully complete MAT 111 College Algebra with a grade of C or better.

MAT 124 Calculus I (5 hrs.) Plane analytic geometry with an introduction to calculus, including differentiation and integration of elementary functions and the definite integral. Prerequisites: ACT math score of 25 (27 preferred) or SAT math score of 600 (630 preferred) and at least 4 years of high school math, including a pre-calculus or trigonometry course with a grade of at least B. Not having prerequisite requires the student to successfully complete MAT 121, Pre-calculus with a grade of C or better.

MIS – Management Information Systems

MIS 210 Spreadsheet Applications in Business (3 hrs.) This course provides students with an experiential learning experience in MS-Excel. Students will use self-discovery and group collaboration to gain a working knowledge of the menus and tools needed to perform basic spreadsheet operations, general and advanced formatting techniques, worksheet design, creation of formulas, charts and graphs, basic database queries, and the use of what-if and goal seeking scenarios. The course emphasizes learning a functional understanding of the spreadsheet skills needed in today's contemporary workplace. No prerequisites.

MUS - Music

MUS 105 Fundamentals of Music (3 hrs.) An introductory course in the fundamentals of music theory. Basic music theory principals from music symbols to simple analysis of melodic and harmonic material are introduced. Offered fall semester of a two year rotation.

MUS 205 Music in the Western World (3 hrs.) Investigation of the development of music and musical style from antiquity to the present day. Designed to build familiarity with major style trends in the history of music through an exploration of selected works and personalities as well as how such trends interact with and effect western culture. Offered fall and spring semesters.

PAL – Professional Advancement and Leadership

PAL 101 (3 hrs.)

PHL - Philosophy

PHL 101 Introduction to Philosophy (3 hrs.) This course offers an introduction to the fields and methods of philosophy. It encourages the advancement of critical thinking skills in relation to fundamental questions about who and what we are and how we should live our lives. More specifically, it explores questions relating to the following sorts of issues from a wide range of traditional and multi-cultural perspectives: belief in God; knowledge of the world itself; the relationship between our bodies and our minds; and the foundation for and application of morality. Offered each fall.

PHL/REL 102 World Religions (3 hrs.) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. “Agreeing” with the various religions we will be studying is not required; however, “understanding” them is. Typically offered every semester. Meets the requirement of a course with a non-Western focus in the “Cultural Diversity and Global Interdependence” context of Tier II of the New Foundations curriculum.

PHL 212 Introduction to Ethics (3 hrs.) An introductory survey that begins with a brief introduction of ethical theory before moving on to explore specific applied ethical issues such as the following: abortion, euthanasia, sexual morality, human cloning, animal rights, war and terrorism, and distributive justice. The focus of the course is developing critical ethical reasoning that enables deeper normative insights in to how we should live our lives. Offered each spring.

PHL 218 Introduction to Logic (3 hrs.) Drawing from a broad spectrum of controversial issues, this course is a systematic introduction to techniques for constructing, analyzing, and evaluating arguments using ordinary language instead of formal systems of inference. Offered every other spring.

PHL 221 History of Ancient and Medieval Philosophy (3 hrs.) This course is a study of the philosophers of the Western world from ancient to medieval times. The focus is on the works of the Pre-Socratic philosophers, Socrates, Plato, and Aristotle, though a brief introduction to Hellenistic and Medieval philosophers will be included. Sample topics include the following: epistemology (the nature of knowledge), civil disobedience, the relation between society and the individual, scientific knowledge, knowledge of God, and general claims about that which is necessary for achieving a flourishing life. Offered every other fall.

PHL 222 History of Modern Philosophy (3 hrs.) This course is a study of the 17th and 18th century Western philosophers such as Descartes, Hume, Leibniz, Berkeley, and Kant and the philosophical problems they pursued. Sample topics include: epistemology (the study of knowledge), responses to skepticism, philosophy of religion (including belief in God, the problem of evil, and the greatest possible world), personal identity, and the foundation and justification of society (e.g. per social contractarianism). Offered every other fall.

PHL 224 Formal Logic (3 hrs.) This course develops a complete system of deductive logic and its application to arguments in English. After learning how to identify and translate arguments from English into a formal language, various formal logical systems are introduced including Aristotelian categorical logic, statement logic, and predicate logic. Additional tools for analyzing validity that are explored include truth tables, Venn diagrams, and formal proofs.

PHL 242 Biomedical Ethics (3 hrs.) The course begins with a brief introduction to ethical theories and to major moral principles used in analyzing problems in biomedical ethics. Theories and principles are then applied to a sampling of biomedical cases such as the following: severely impaired newborns and their parents’ right to refuse treatment for them; the justification for genetic manipulation and screening; physician-assisted suicide; doctor-patient confidentiality and informed consent; the use of fetal-cell tissues; living wills and their relationship to personal identity. The readings include analyses by physicians, jurists, and philosophers of the ethical and philosophical questions raised by the cases and issues considered.

PHL 244 Business Ethics (3 hrs.) A study of moral problems arising in business and industry: consumer rights, property rights and employee rights; the obligations of employees, owners and managers, governmental regulation and economic justice.

PHL 246 Environmental Ethics (3 hrs.) An examination of ethical issues arising from our use of natural resources, animate and inanimate, and different ethical perspectives regarding our relationship to the rest of the natural world (both now and in context of future generations). Most of the course is devoted to examining contemporary environmental issues (pollution, global warming, preservation of species, etc.) using traditional ethical theories, biocentric and ecocentric ethics, deep ecology, and concepts from economics and policy analysis. Offered every other spring semester.

PHY - Physics

PHY 105 Introduction to Physics (3 hrs.) An introductory study of the foundations and concepts of modern physical theory. The course stresses the historical significance and philosophic implications of classical mechanics, the special and general theories of relativity and quantum theory. This course is intended for non-science majors. However, students who plan to enroll in PHY 201, but who have not taken high school physics, are encouraged to take this course first. Not open to students with credit in PHY 201. This course is typically offered once per academic year in the spring semester. Prerequisites: MAT 111 or one year of high school algebra.

POL – Political Science

POL 112 Introduction to Political Science (3 hrs.) An introductory study of political action, institutions and argument. Some current controversies in American politics will be considered, together with the experience of other countries where comparison is helpful.

POL 205 Introduction to Political Theory (3 hrs.) This course seeks to impart a normative and critical understanding of politics through the reading and analysis of classical and contemporary works of political philosophy.

POL 211 American Government and Politics (3 hrs.) An introduction to American government and politics through an examination of interactions between citizens and political institutions in the formation and the execution of public policies.

POL 212 Introduction to International Politics (3 hrs.) This course emphasizes the basic concepts, forces, institutions and problems underlying the international political system.

PSY - Psychology

PSY 112 Psychology as a Natural Science (3 hrs.) An introductory analysis of mental processes and behavior from the perspective of natural science. Includes such topics as the nervous system, sensation and perception, animal and human learning, cognition, memory, and intelligence. Includes a computer-based laboratory designed to explore methodology and key concepts.

PSY 113 Psychology as a Social Science (3 hrs.) An introduction to human behavior and mental processes from the social science perspective. Includes such topics as social inference, interpersonal relations, cognitive and social development, personality structure and function, motivation and emotion, stress and adjustment, abnormal behavior, and psychotherapy. Includes a computer-based laboratory designed to explore further course topics.

REL - Religion

REL 101 Introduction to the Bible (3 hrs.) Examines the historical context in which the Bible (including both the Hebrew Bible, Old Testament, and the New Testament) was written, the various types of literature found in the Bible and the important impact of the Bible on the Western cultural tradition. Special attention will be given to the questions of the Bible's relevance in addressing contemporary ethical issues. Typically offered every semester. Meets the "Fundamental Questions and Values" context requirement of Tier II of the New Foundations curriculum.

REL/PHL 102 World Religions (3 hrs.) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. "Agreeing" with the various religions we will be studying is not required; however, "understanding" them is. Typically offered every semester. Meets the requirement of a course with a non-Western focus in the "Cultural Diversity and Global Interdependence" context of Tier II of the New Foundations curriculum.

SEC – Security Studies

SEC 201 Introduction to Security Studies (3 hrs.) This course will provide the foundations for the Security Studies minor, and will serve to introduce many issues in the modern search for security. By the end of the course, you should have a basic understanding of the major theories of security; current issues, conceptions threats to security; institutions related to security; and identify future threats that may loom on our horizon. Additionally, there will be several guest speakers in class who will discuss particular issues in more detail.

SOC – Sociology

SOC 111 Introduction to Sociology (3 hrs.) This course provides an introduction to the theories and methods used by sociologists to understand society. It explores topics ranging from culture to social institutions, including education, the economy, and government. It also examines how social identities, such as race, class, and gender affect people's lives and life chances. Counts toward the Tier II, Human Behavior and Social Institutions context.

SPA - Spanish

SPA 101 Elementary Spanish I (4 hrs.) Pronunciation, basic conversation, fundamentals of grammar, and easy reading. Offered every fall semester.

SPE - Speech

SPE 101 Introduction to Speech Communication (3 hrs.) This course provides an overview of the speech communication discipline with an emphasis on public speaking. The class includes experiential and theoretical explorations of public speaking, group dynamics and interpersonal communication.

TNS – Transnational Studies

TNS/INT 201 Introduction to International/Transnational Studies (3 hrs.) An introductory examination of the interconnected, multi-cultural, multi-national “global village” in which we live and work today, with special attention to social and cultural conflicts, problems and prospects. The course is designed to introduce and demonstrate the importance of international studies in today's world and in the lives and careers of students. Students from all majors and backgrounds are welcome.

WGS – Women's and Gender Studies

WGS 210 Introduction to Women's Studies (3 hrs.) Using gender as a category of analysis, this course will examine the roles, images and contributions of women of diverse races, classes and cultures from a variety of disciplinary perspectives and across representative time periods.

WSM – Westminster Seminar

WSM 104 Transformations (3 hrs.) In this introductory course to the Westminster experience for adult learners in the Division of Professional Advancement and Leadership studies, students will read about, analyze, and evaluate various topics in literature, science, history and psychology that come together to produce transformative thinking. This course is designed to help students prepare for success in future course work within the Division by developing critical thinking, and written and oral communication skills.

ADMINISTRATION & STAFF

(As of Fall 2016)

OFFICE OF THE PRESIDENT

President, **Dr. Benjamin Ola. Akande**
Chief of Staff, **Dr. Gary Stocker**
Vice President and Chief Communications Officer, **Lana Poole**
Director of Institutional Research, **Sarah Parsons**
Enrollment Partnership Coordinator, **Kelle Silvey**
Executive Assistant to the President, **Brittany King**

ACADEMIC AFFAIRS

Senior Vice President of the College and Dean of Faculty,
Dr. Carolyn Perry
Associate Dean of Faculty, **Dr. David Jones**
Assistant Dean for Student Academic Success, **Dr. Ingrid Ilinca**
Registrar, **Phyllis Masek**
Executive Assistant to the Senior Vice President of the College &
Dean of Faculty, **Janet N. Denton**
Assistant Registrar, **Kenda Ferrugia**
Transfer Credit Coordinator, **Neil Hunt**
Administrative Assistant, **Pam Heimericks**

ADMISSIONS

Vice President and Dean of Enrollment Management,
Robert Andrews
Associate Vice President & Director of International Admissions,
Calvin Smith
Senior Director of Enrollment Management & Student Financial
Management, **Aimee Bristow**
Director of Admissions, **Amy Marek**
Executive Assistant to the Vice President and Dean of Enrollment
Management, **Kristy Chitwood**
Regional Director of Admissions (St. Louis), **Michael Gruzewski**
Associated Director of Student Financial Planning, **Jessica Haefke**
Assistant Director of Admissions, **Mallory Madson**
Student Financial Planning Coordinator, **Teresa White**
Loan Coordinator, **Sandra Coffman**
Applicant Coordinator, **Colleen Fletcher**
Admissions Counselor, **Karen Hardeman**
Admissions Counselor, **Andrew Green**
Admissions Counselor, **Trevor White**

ATHLETICS

Director of Athletics and Women's Basketball Coach, **Tracey Braden**
Head Athletic Trainer, **Josh Thompson**
Assistant Athletic Trainer, **Elise Pacholewski**
Head Football Coach, **John Welty**
Men's Basketball Coach, **Matt Mitchell**
Women's Soccer Coach, **Jennifer Simeck Dyson**
Men's and Women's Tennis Coach, **David Dyson**
Men's and Women's Cross Country Coach, Men's & Women's Track
Coach, **Mark Bollinger**
Volleyball Coach and Women's Golf Coach, **Curtis Madson**

Softball Coach, **Joe Henderson**
Baseball Coach, **Dennis Hughes**
Men's Soccer Coach, **Adam Galla**
Sports Information Director, **Kirsten Carney**
Athletic Department Manager, **Julie White**
Assistant Football Coach, **Jake White**

Assistant Football Coach, **Andrew Malson**

BUSINESS AND FINANCIAL AFFAIRS

Interim Vice President for Business and CFO, **Joey Stoner**
Associate Vice President for Business and Controller, **Beth Schmidt**
Associate Vice President/Chief HR Officer, **Lisa Otto**
Senior Accountant, **Denise Hoover**
Senior Accountant, **Nathan Martin**
Accountant/Budget Director, **Jennifer Yelton**
Accounts Receivable Coordinator, **Lisa McIntire**
Accounts Payable Coordinator, **Angie Woodruff**
Payroll Coordinator/Human Resources Specialist, **Jessica Langdon**
Accounts Receivable Clerk, **Angi Dawson**

CENTER FOR CAREER DEVELOPMENT

Director of Center for Career Development, **Meg Langland**
Assistant Director/Internship Coordinator, **Cindy Quick**

CHURCHILL INSTITUTE FOR GLOBAL ENGAGEMENT

Director, and Assistant Dean for Global Initiatives, **Kurt Jefferson**
Director of International Student & Academic Services,
Roxanne Seidner

INFORMATION TECHNOLOGY & ENTERPRISE DATA MANAGEMENT

Technical Services Manager, **Glen Kehl**
Director of Enterprise Data Management, **Matthew Vore '07**
Network and Systems Administrator, **Chad Doebelin**
Programmer Analyst, **Ryan Smith '06**
User Services Manager, **Nick Watson**

INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement, **Kelly Dopman**
Director of Alumni Engagement & Event Management,
Sarah Munns
Senior Director of Athletic Advancement, **Matthew Mitchell**
Director of Advancement Services, **Gina Campagna**
Administrative Coordination, **Jeni Whittington**
Multimedia Designer, **Ryan Counts**
Executive Assistant to the Vice President for Institutional
Advancement, **Rikka Brown**

LEARNING OPPORTUNITIES CENTER

Director, **Karen Tompson-Wolfe**

Director, College Transitions Program, **Tirza Kroeker**
Academic Support Specialist, **Christin Fort**

LIBRARY

Director of Library Services and Head Librarian, Assistant Professor,
Angela Grogan
Serials/Electronic Resources Coordinator & Librarian, **Kathy Renner**
Technical Services Assistant, **Elizabeth Williams '11**
Circulation Services, **Chelsea Tuthill '12**

MARKETING & STRATEGIC COMMUNICATIONS

Director of Strategic Communications, **Rob Crouse**
Director of Digital Marketing, **Brandon Bise**
Web Content and SEO Specialist, **Joseph Milne**

NATIONAL CHURCHILL MUSEUM

Director and Chief Curator, **Tim Riley**
Manager of Operations, **Meda Young**
Manager of Guest Services and Museum Operations, **Tyler Oberlag**

PLANT OPERATIONS & AUXILIARY SERVICES

Interim Executive Director of Plant Operations and Auxiliary Services,
Jack Benke
Manager of Environmental Health & Safety, **Colleen Donnelly**
Manager of Maintenance and Grounds, **Dave Dillon**
Manager of College Bookstore, **Tony Elrod**
Purchasing Coordinator, **Lori Anderson**

Supervisor of Mail & Printing Services, **Donna Andrade**
Administrative Assistant/Coordinator of Events Scheduling, Camps &
Conferences, **Diane Hammerstone**

STUDENT LIFE

Interim Vice President and Dean of Student Life, **Dan Haslag**
Assistant Dean of Student Life and Director of Residential & Greek
Life, **Jackie Weber**
Assistant Director of Greek Life, **Nicole Elliott**
Chaplain, **Jamie Haskins**
Chaplain Resident & Coordinator of Community Engagement,
Maeba Jonas
Program Advisor-Multi Cultural Student Development Program,
Jonathan McElderry
Student Success & Retention Coordinator, **Rachel Nichols**
Dining Services Director, **Kevin Owen**

THE WELLNESS CENTER

Executive Director, **Dr. Kasi Lacey**
Clinic Coordinator, **Jackie Pritchett**
Student Wellness Coordinator, **Margie Lechner**
Counselor (part time), **Kelly Famuliner**
Counselor, **Anne Rulo**
Medical Providers are contracted through Callaway Community
Hospital

FACULTY

(As of Fall 2016)

Theresa Adams (2003), Professor of English. B.A., Adelphi University; M.A., Ph.D., University of Wisconsin-Madison.

Benjamin Ola. Akande (2015), President of the College, Professor of Economics. B.S., Wayland Baptist University; M.P.A., M.A., Ph.D., University of Oklahoma.

Michael C. Amspoker (1986), Professor of Biology; Cameron D. Day Chair – Endowed Professorship in Biology. B.S., University of California, Davis; M.S., California State University, San Diego; Ph.D., Oregon State University.

Linda M. Aulgur (1999), Professor of Education. B.S., M.Ed., Ph.D., University of Missouri-Columbia.

Robert Aulgur '76 (2015), Visiting Assistant Professor of Business. B.A., Westminster College; J.D., University of Missouri.

Elise Bartley (2010), Associate Professor of Accounting, Lee Hunter Fellow of Business Management. B.S., M.A., University of Missouri-Columbia; CPA.

Katherine F. Benson (2013), Assistant Professor of Mathematical Science. B.A., Luther College; M.S., Ph.D., The University of Iowa.

Rabindra N. Bhandari (2007), Associate Professor of Economics, John E. Simon Chair of Business. M.A., Jawaharlal Nehru University, India; M.A., Ph.D., Boston University.

Mark Bollinger (2016), Instructor of Leadership Studies, B.S. The School of the Ozarks; M.B.A., University of Missouri-Columbia.

Mark Boulton (2012), Associate Professor of History, Harry S Truman Fellow in History. B.A. University of Wales; M.A., University of Southern Mississippi; Ph.D., University of Tennessee.

Tracey Braden (2007), Director of Athletics and Women's Head Basketball Coach, Instructor of Physical Education, Senior Women's Administrator. B.S., Central Missouri State University.

Cinnamon Brown (2009), Associate Professor of History. B.S., University of West Alabama; M.A., Ph.D., University of Tennessee.

Ryan Brunner (2013), Assistant Professor of Psychology. B.A., University of Missouri-Columbia; M.A., Ph. D., Ohio State University.

Terry A. Buckley (1986), Professor Emeritus of Business Administration; John E. Simon Chair – Endowed Professorship in Business. B.S., Oregon State University; M.B.A., University of California-Los Angeles.

Ben A. Budde (1980), Professor Emeritus of Mathematics. B.A., Carleton College; M.A., University of South Florida; M.S., Ph.D., University of Wyoming.

Barri L. Bumgarner (2013), Assistant Professor of Education. B.S.Ed., Missouri State University; M.Ed., Ph. D., University of Missouri-Columbia.

Clifford Chalmers Cain (2010), Harrod-C.S. Lewis Professor of Religious Studies. B.A., Muskingum University; M.Div., Princeton Theological Seminary; Ph.D., Rikkyo University; D.Min. Vanderbilt University.

Carter Campbell (2014), Visiting Instructor of Accounting. MBA, William Woods University; B.B.A., Baylor University.

William John Carner (2011), Professor of Business, William Gordon Buckner Chair of Business. A.B., Drury University; M.B.A., Ph.D., University of Missouri-Columbia.

Anne E. Cave (2016), Visiting Instructor of Classics. B.A., Monmouth College; M.A., University of Missouri-Columbia.

Jonathan P. Chandler (2016), Fulbright-Robertson Visiting Professor of British History. B.A., M.A., Ph.D., University College-London.

Abby Coats (2008), Associate Professor of Psychology. B.S., Truman State University; M.S., Ph.D., Georgia Institute of Technology.

David G. Collins (1973), Professor Emeritus of English. B.A., M.A., University of Rhode Island; Ph.D., University of Wisconsin.

James P. Concannon (2007), Associate Professor of Education. B.S., M.Ed., Ph.D., University of Missouri-Columbia.

Robert J. Cowles (2001), Associate Professor of Education. B.S., Southeast Missouri State University; M.S., Ed.D., Southern Illinois University.

Leah Criswell (2012), Visiting Assistant Professor of Physics. B.S., Missouri State University; Ph. D., University of Missouri.

Jack Croghan (2016), Director of Sports and Entertainment Management and Instructor of Business.

Kristen Crowley (2016), Instructor of Leadership Studies. B.S. Liberty University; M.S., St. Lawrence University.

Thomas Cwynar (2015), Visiting Instructor of Social Dance. B.A., Michigan State University; M.A., University of Michigan.

Jeremy D. Davidson (2016), Visiting Instructor of Education. B.S., Western Illinois University; M.A., University of Missouri-Kansas City.

Matthew Dye (2016), Visiting Instructor of French. B.A., Southern Adventist University; M.A., ABD, University of Missouri-Columbia.

David Dyson (2009), Men's Golf Coach, Assistant Men's Basketball Coach. B.S. University of Nebraska.

Jennifer Dyson (2009), Instructor of Health and Exercise Science, Women's Head Soccer Coach. B.S., M.Ed., Drury University.

Robert Eames (2010), Assistant Professor of Business. B.S., San Diego State University; B.S., M.B.A., Columbia College; Ph.D., University of Missouri-Columbia.

Nicholas Faller (2016), Visiting Instructor of Guitar. B.Mus., University of Toronto; M.Mus. Program, University of Missouri-Columbia.

Kelly Famuliner (2012), Instructor of Leadership Studies. B.S., M.S., University of Missouri-Columbia.

Lisa Fein (2010), Associate Professor of Sociology. B.A., Columbia University; M.A., Ph.D., University of Michigan.

Douglas R. Fickess (1962), Professor Emeritus of Biology. B.S., M.S., University of Oklahoma; Ph.D., University of Missouri-Columbia.

Janet L. Finke (2009), Visiting Instructor of Education. B.A., Stephens College; M.Ed., Lincoln University.

Emily J. Fletchall '03 (2014), Visiting Instructor of Chemistry. B.A., Westminster College; MNS, Southeast Missouri State University.

George B. Forsythe (2005), Professor Emeritus of Psychology and Leadership. B.S., United States Military Academy; MACT, Ph.D., University of North Carolina at Chapel Hill.

***Christin Fort** (2011), Instructor of Learning Opportunities Center. B.S., University of Missouri-Columbia; M.A.T., Columbia College.

Ron Frederick (2010), Visiting Assistant Professor of Chemistry. B.S.Ed., Central Missouri State University; M.Ed., Ph.D., University of Missouri-Columbia.

Glen A. Frerichs (1980), Professor of Chemistry. B.S., South Dakota State University; M.S., University of Wisconsin; Ph.D., University of Oregon.

Richard Geenen (2000), Professor of Philosophy. B.A., Northwestern University; M.A., Ph.D., University of Colorado.

Heather Gehlert '01 (2015), Visiting Instructor of English. B.A., Westminster College; M.A., University of California-Berkeley.

Tobias T. Gibson (2009), Associate Professor of Political Science. B.A., Indiana University; M.A., Ph.D., Washington University.

Alan Goldin (2001), Professor Emeritus of Environmental Science. B.S., Antioch College; M.A.T., Harvard University; B.S., M.S., University of Montana; Ph.D., University of British Columbia.

Samuel H. Goodfellow (1993), Professor of History, John Ashley Cotton Chair in the Humanities. B.A., Tufts University; M.A., Ph.D., Indiana University.

Amanda Gowin (2010), Visiting Instructor of Health and Exercise Science. B.S., M.Ed., University of Missouri-Columbia.

Roslyn Grant (2016), Visiting Assistant Professor of Leadership Studies. B.A., University of Missouri-St. Louis; M.A., Webster University.

Andrew Green (2014), Visiting Instructor of Leadership Studies. B.S., Central Methodist University; M.Ed., William Woods University.

***Angela Grogan** (1998), Assistant Professor of Education, Director of Library Services. B.S., M.L.S., University of Missouri-Columbia.

William F. Guinee (1992), Professor of Anthropology. B.U.S., University of New Mexico; M.A. (Folklore), M.A. (Religious Studies), Ph.D., Indiana University.

Jessica Haefke (2016), Instructor of Leadership Studies. B.A., Johnson County Community College; M.S., University of Missouri-Kansas City.

Peter A. Haigh (1974), Professor Emeritus of Economics. B.S., M.A., University of Missouri-Columbia.

Christopher Halsey (2012), Assistant Professor of Chemistry. B.S., Truman State University; Ph.D., University of Missouri-Columbia.

Victoria Hanrahan (2015), Visiting Co-Instructor of Yoga. Element Yoga and Health Studio/Certified Yoga Alliance Instructor.

Robert N. Hansen (1986) Professor Emeritus of Leadership Studies; Coordinator of Organizational Leadership. B.A., M.Ed., Ph.D. University of Missouri-Columbia.

Bernhard Hansert (2002), Associate Professor of Chemistry. B.S., M.S., Ph.D., University of Freiburg, Germany.

Keith T. Hardeman (1990), Professor of Speech Communication. B.A., M.A., California State University-Long Beach.

***Jamie Haskins** (2011) Instructor of Religion. B.A., Stetson University; MDiv., Vanderbilt Divinity School.

Christian E. Hauer, Jr. (1959), Professor Emeritus of Religion. A.B., Birmingham-Southern College; B.D., Vanderbilt University Divinity School; Ph.D., Vanderbilt University.

Margaret Henrichs (1978), Professor Emerita of Reading and Learning Disabilities Program. B.S., Northwestern University; M.Ed., Ed.S., Ed.D., University of Missouri-Columbia.

Robert G. Hoerber, Jr. (1978), Professor Emeritus of Business Administration. B.A., Westminster College; M.B.A., University of Missouri-Columbia.

Dawn K. Holliday (2011), Associate Professor of Biology. B.S., State University of New York; M.S., Southwest Missouri State University; Ph.D., Ohio University.

Dennis M. Hughes (2011), Instructor of Education. M.Ed., Lincoln University.

Neil Hunt (2013), Instructor of Westminster Seminar. B.A., Alma College; M.L.I.S., University of South Carolina.

Ingrid Ilinca (2010), Associate Professor of French, Assistant Dean for Student Academic Success. M.A., Ph.D., University of Illinois at Urbana.

Thomas M. Irelan (2016), Visiting Assistant Professor of Psychology. B.A., Wabash College; M.A., Ph.D., Southern Illinois University.

Theodore B. Jaeger (1991), Professor Emeritus of Psychology. B.A., Washington and Lee University; M.A., Appalachian State University; Ph.D., University of Georgia.

Kurt W. Jefferson (1993), Assistant Dean for Global Initiatives, Professor, and Director of the Churchill Institute for Global Engagement. B.A., Western Illinois University; M.A., Ph.D., University of Missouri-Columbia.

Maeba Jonas (2015), Chaplain Resident and Coordinator of Community Engagement, Visiting Instructor of Religious Studies. B.A., Kenyon College; M.Div., Yale Divinity School.

David K. Jones (1995), Professor of Psychology, Associate Vice President/Associate Dean of Faculty. A.B., Ph.D., University of Southern California.

Jay M. Karr (1965), Professor Emeritus of English. B.A., Drake University; M.F.A., State University of Iowa.

Jane P. Kenney-Hunt (2011), Assistant Professor of Biology. B.S., Alma College; Ph.D., Washington University.

Brandon Krieg (2016), Assistant Professor of English. B.A., Cornell University; M.F.A., The University of Washington; Ph.D., Western Michigan University.

***Tirza L. Kroeker** (2004), Assistant Professor of Learning Opportunities. B.A., Carleton College; M.Ed., University of Missouri-Columbia.

***Kasi Lacey** (2012), Instructor of Psychology. B.A., Austin College; M.A., Ph.D., Texas Tech University.

E. Ann Lael (1977), Professor Emerita of Mathematics. B.S., Colorado State University; M.S., University of Wisconsin.

Richard L. Lael (1978), Professor Emeritus of History. B.A., Lenoir Rhyne College; M.A., Ph.D., University of North Carolina, Chapel Hill.

Henry D. Landry (2006), Visiting Instructor of Asian Studies. B.S.Ed, M.Ed., University of Missouri.

John Langton (1981), Professor of Political Science. B.A., Albright College; Ph.D., Georgetown University.

Heidi L. LaVine (2009), Associate Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Iowa.

Nathaniel Leonard (2013), Assistant Professor of English. B.A., Kenyon College; M.A., University of York, UK; Ph.D., University of Massachusetts.

Sara Leonard (2014), Visiting Instructor of Westminster Seminar and Theater. B.A., Davidson College; M.A., Goucher College.

Victor A. Leuci (1997), Senior Lecturer of Classics. B.A., University of California, Davis; M.A., Ph.D., University of Missouri.

William G. Lewis (2016), Visiting Assistant Professor of History. B.A., M.A., Western Kentucky University; Ph.D., University of Missouri-Columbia.

Mary Majerus (1996), Professor of Mathematical Sciences, Lee Hunter Professor in Math and Physics. B.S. Ed., M.Ed., University of Missouri-Columbia.

Sonia H. Manzoor (2009), Associate Professor of Economics, McClure-Whitmarsh Professor in Economics. B.S., M.S., University of Dhaka, Bangladesh; M.B.A., University of Southern Mississippi; Ph.D., Texas A&M University.

Erin Martin (2008), Associate Professor of Mathematical Sciences. B.S., University of Missouri-Rolla; M.S., Ph.D., University of Arkansas.

Richard Mattingly (1966), Dean of Faculty Emeritus, Professor Emeritus of Philosophy. B.A., University of Kansas; Ph.D., University of Texas.

Jeffrey Mayne (2000), Associate Professor of Biology. B.S., Massachusetts Institute of Technology; Ph.D., California Institute of Technology.

Gabriel D. McNett (2007), Associate Professor of Biology. B.S., Ohio State University; M.S., University of California; Ph.D. University of Missouri-Columbia.

Heather McRae (2007), Instructor of History. B.A., Furman University; M.A., University of Hawaii; (Ph.D.-ABD, University of Missouri-Columbia).

James McRae (2006), Associate Professor of Asian Philosophy & Religion. B.A., Furman University; M.A., Ph.D. University of Hawaii.

Therese Miller (1999), Professor of Health and Exercise Science. B.S., Southwest Missouri University, M.A., Ohio State University; Ph.D., University of Missouri-Columbia.

Edward Mirielli (1998), Professor of Computer Science. B.A., Columbia College; M.A., Ph.D., University of Missouri-Columbia.

Matt Mitchell (1998), Senior Director of Athletic Advancement and Men's Head Basketball Coach, Instructor of Physical Education. B.S., University of Arkansas; M.S., Western Illinois University.

Christopher Mooney (2014), Assistant Professor of Mathematics. B.A., Transylvania University; M.S. and Ph.D., The University of Iowa.

Rosa Morales (2015), Visiting Instructor of Spanish. B.A., University of California, M.A.; University of Missouri.

Andrew Mulvania (2015), Visiting Associate Professor of English. B.A., University of Missouri-Columbia; B.F.A., University of Virginia; Ph.D., University of Missouri-Columbia.

Sarah Munns (2016), Instructor of Leadership Studies. B.A., Central Methodist College; M.B.A., William Woods University.

M. Daveiva Murillo (2016), Visiting Instructor of Spanish. B.S., Technical University of Oruru, Bolivia; M.A., University of Missouri-Columbia.

Benjamin Murphy (2015), Instructor of Leadership Studies. B.A., University of Kentucky; M.Ed., Ohio Valley University.

Kenneth R. Muse (1982), Professor Emeritus of Sociology. B.A., DePauw University; M.A., Ph.D., University of Chicago.

Jill Nichols, (2014), Visiting Instructor of Mathematical Sciences. B.S., M.S., Texas A&M University.

Colleen E. O'Brien, (2016), Visiting Assistant Professor of English. B.A., Stanford University; M.F.A., University of Washington; Ph.D., Western Michigan University.

Scott O'Brien (2015), Assistant Professor of Economics and Finance. B.S., B.B.A., Belmont University; Ph.D., University of Missouri-Columbia.

Henry F. Ottinger (1973), Professor Emeritus of Learning Disabilities. B.A., M.A., University of Missouri-Columbia.

Kent F. Palmer (1976), Professor Emeritus of Physics. B.S., Ph.D., Ohio State University.

Carolyn J. Perry (1991), Professor of English; Senior Vice President of the College and Dean of the Faculty. B.A., University of Missouri-Columbia; M.A., University of Nebraska; Ph.D., University of Missouri-Columbia.

Jessica Ann Peterson (2015), Visiting Instructor of Psychology. B.A., Roberts Wesleyan College; M.S., ABD, Seattle Pacific University.

Mark Pfeiffer '89 (2010), Visiting Instructor of Political Science. B.A., Westminster College; J.D., University of Missouri.

F. Selcen Phelps (2005), Associate Professor of Business and Interdisciplinary Studies. M.B.A., Governor's State University; B.S., M.S., Ph.D., Middle East Technical University.

Cindy D. Quick (2016), Instructor of Internships. B.S., William Woods University; M.B.A., William Woods University.

Audrey Remley (1966), Professor Emerita of Psychology. B.S., in Education, M.A., Ph.D., University of Missouri-Columbia.

Carol A. Robertson (2016) Visiting Instructor of Biology. B.S., M.Ed., University of Missouri-Columbia.

Caroline Rodriguez (2016), Visiting Assistant Professor of Leadership Studies. B.A., Stanford University; M.A., University of Michigan; Ph.D., University of Missouri-Columbia.

Regina L. Roe (2016), Visiting Instructor of Mathematical Sciences. B.S., Central Missouri State University; M.Ed., Lincoln University.

Anne Rulo (2014), Visiting Instructor of Leadership Studies. B.S., University of Louisville; M.A., University of Missouri-Columbia; M.Ed., Stephens College.

Enrique Salas-Durazo (2013), Assistant Professor of Spanish. B.A., Whittier College; M.A., Ph.D., University of California-Riverside.

Sharon L. Saleem (1980), Professor Emerita of Accounting. B.S., M.S., Pennsylvania State University; CPA.

Paul Sanderson (2009), Visiting Instructor of Mathematical Science. B.S., Northeast Missouri State University; M.S., University of Missouri-Columbia.

Judith C. Schaneman (1996), Professor Emerita of French. A.B., The Colorado College; M.A., University of Wyoming; Ph.D., University of Colorado-Boulder.

David Schmidt (2013), Associate Professor of Environmental Science. B.S., University of Missouri-Kansas City; M.S., Fort Hays State University; Ph.D., Texas Tech University.

Michelle Scott-Huffman (2014), Visiting Instructor of Religious Studies. B.S., Central Missouri State University; Master of Divinity, Eden Theological Seminary.

Robert A. Seelinger, Jr. (1979), Professor Emeritus of Classics. B.A., Dickinson College; M.A., Brown University; Ph.D., University of Missouri-Columbia.

Roxanne M. Seidner (2015), Instructor of International Student Seminar. B.S., M.Ed., Lincoln University.

Susan B. Serota (2004), Professor of Education. B.A., University of Missouri-Columbia; M.Ed., University of Nevada; Ph.D., University of Missouri-Columbia.

Natasia Sexton (2009), Associate Professor of Music. B.M., Belmont University; M.A., San Jose State University; DMA, Louisiana State University.

Robert Sterner (2015), Visiting Instructor of Criminal Law. B.S., Hamilton College; J.D., University of Missouri.

***Jeremy Straughn** (2012), Assistant Professor of Transnational Studies; Director of Study Abroad and Off-Campus Programs. A.B., Brown University; M.T.S., Harvard Divinity School; M.A., Ph.D., University of Chicago.

Laura Elizabeth Stumpe (2009), Associate Professor of Physics. B.S., Florida State University; Ph.D., University of Missouri-Columbia.

Josh Thompson '00 (2005), Head Athletic Trainer, Instructor of Physical Education. B.A., Westminster College; M.A., University of Cincinnati.

Kristen Thurman '12 (2015), Visiting Instructor of Astronomy. B.A., Westminster College; M.Ed., University of Missouri-Columbia.

***Karen Tompson-Wolfe** (1995), Assistant Professor and Director of the Tomnitz Family Learning Opportunities Center. B.S.Ed., M.A., University of Missouri-Columbia.

Maureen Tuthill (2008), Associate Professor of English, A.P. Green Fellow in Literature. B.A., College of William and Mary; M.A., State University of New York at Stony Brook; Ph.D., University of Connecticut.

Irene Unger (2008), Associate Professor of Biology and Environmental Science. B.S., Truman State University; M.S., St. Louis University; Ph.D., University of Missouri-Columbia.

Starla Vanderpool (2014), Visiting Assistant Professor of Biology. B.S. College of the Ozarks; M.S. Arkansas State University; Ph.D. University of Oklahoma.

Jackie Weber (2013), Instructor of Leadership Studies. B.A., Coe College; M.Ed., Iowa State University.

Linda Webster (2001), Professor of Computer Science. B.S., Arkansas Technical University; M.B.A., University of Arkansas-Fayetteville; Ph.D., University of Missouri-Columbia.

John Welty (1998), Head Football Coach, Instructor of Physical Education. B.S., Benedictine University (Ill.).

Timothy Werts (2009), Visiting Instructor of Piano. B.A., University of Missouri-Columbia; M.A., Wichita State University.

Julie White (2014), Visiting Instructor of Leadership Studies. B.A., Marietta College; M.S., Elmira College.

Michael Z. Williams (1975), Professor Emeritus of Mathematics. B.A., West Texas State College; M.S., Ph.D., Colorado State University.

Kali Wright-Smith '04 (2013), Assistant Professor of Political Science. B.A., Westminster College; M.A., Loyola University Chicago; Ph.D. Purdue University.

William A. Young (1975), Professor Emeritus of Religion. B.A., University of Tulsa; M.Div., McCormick Theological Seminary; Ph.D., University of Iowa.

Peng Peng Yu (2015), Assistant Professor of Mathematics. B.S., Beijing University; Ph.D. Dartmouth College.

Wayne J. Zade (1976), Professor Emeritus of English. A.B., University of Notre Dame; M.A., University of Wisconsin; M.F.A., University of Iowa.

Robert Zumwalt (1997), Visiting Assistant Professor of Chemistry. B.Sc., Southwest Missouri State University; M.Sc., Ph.D., University of Missouri.

* Professional Academic Staff have Faculty Status.

Note: figure in parenthesis indicates date individual began instruction at Westminster.

DEPARTMENT & DIVISION CHAIRS

Humanities	Dr. Cinnamon Brown, Division Chair
English	Dr. Maureen Tuthill
Foreign Languages and Literature	Dr. Enrique Salas-Durazo
History	Dr. Sam Goodfellow (Fall 2016)
	Dr. Cinnamon Brown (Spring 2017)
Classics, Philosophy, Religious Studies	Dr. Rich Geenen
Communication and Fine Arts	Dr. Natasia Sexton

Natural and Mathematical Sciences	Dr. Erin Martin, Division Chair
Biology and Environmental Science	Dr. Gabe McNett
Chemistry	Dr. Bernie Hansert
Mathematical Science and Physics	Dr. Laura Stumpe
Computer Science	Dr. Edward Mirielli

Social Sciences	Dr. Tobias Gibson, Division Chair
Accounting, Business, Economics, Finance, Sports Management, and Sports Entertainment Business Management	Dr. Rabindra Bhandari
Education	Dr. James Concannon
Health & Exercise Science	Dr. Therese Miller
Political Science and Sociology	Dr. John Langton
Psychology	Dr. Abby Coats

Professional Advancement and Leadership	Dr. Robert Cowles, Division Chair
--	--

Program Directors and Program Coordinators for 2016-17

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Assessment	Dr. David Jones, Director
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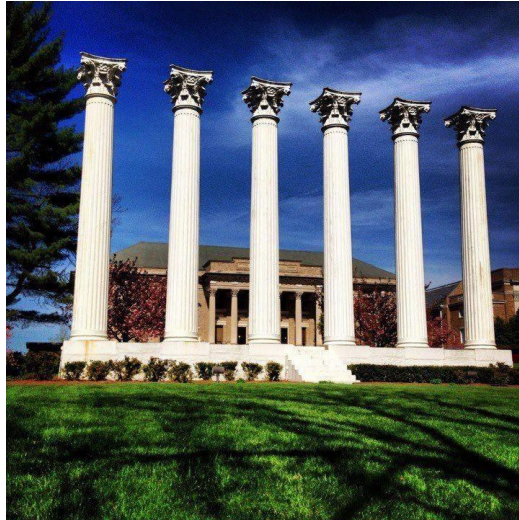
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ALMA MATER



**On the hills of old Missouri
Tapestried in green,
Rise the walls of grey Westminster
Hail, O Mother Queen!**

**Refrain:
Hail! Westminster Alma Mater
On thy hilltop throne!
Sons and daughters pledge devotion
Thine we are thine own.**