GRADUATE

CATALOG

WESTMINSTER UNIVERSITY

2026–27

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ABOUT

ABOUT WESTMINSTER UNIVERSITY

Westminster University is a private, independent, and comprehensive university in Salt Lake City, Utah. Students experience an education that's completely their own in an atmosphere grounded in wellness. Through hands-on research, global learning, and career readiness, Westminster provides transformational student-centered experiences. Faculty focus on individualized teaching and innovative programs, while students thrive on Westminster's urban Sugar House campus within minutes of the Rocky Mountains.

Mission, Vision, and Values

Institutional Mission

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

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

Vision Statement

Westminster University will be renowned for fostering inclusive and compassionate leaders who excel in generating and applying knowledge, embrace the natural environment as an integral part of their learning and human connection, and incorporate wellness into their personal and professional journeys.

Core Values

- Shared humanity
- Authentic and inclusive affirmation of individual identities
- Knowledge borne of openness, questioning, discernment, and personal passion
- Personal and professional growth

Student Value Propositions

Student value propositions help illustrate institutional goals and priorities that support the success of every student. The 150 committee and leadership transitioned the most distinct aspects of WestX into student value propositions and incorporated feedback from the campus community.

- All students will participate in **outdoor learning** activities, so that they understand the importance of the natural world to human health and happiness.
- All students will develop a personal **wellness approach**, so that they have the knowledge, skills, and commitment to thrive amidst stress, complexity, and ambiguity.
- All students will apply their learning to **leadership** in a variety of social, community and professional contexts, developing self-awareness, empathy, inclusion, and the ability to empower others and inspire change.
- All students will engage in paid internships, scholarship, professional or clinical experience, or field studies so that they expand their application of knowledge, create **career confidence**, and boost earning potential.

History

Westminster University has been a cornerstone of educational excellence in the Intermountain West since its founding in 1875 as the Salt Lake Collegiate Institute. Initially established as a preparatory school, it began offering college courses in 1897 as Sheldon Jackson College, honoring its key benefactor. The institution thrived at its original downtown Salt Lake City campus, becoming known for its college preparatory programs, which included high school education until 1945.

In 1902, it adopted the name Westminster College, and in 1911, moved to its current Sugar House campus location in 1911, marking a significant milestone as Westminster became the first accredited 2-year junior college in the Intermountain West region. By 1935, the college transitioned to a 4-year junior college, and in 1949, it attained full liberal arts college status, offering baccalaureate degrees in various disciplines. In 2023, the institution transitioned to Westminster University to better reflect existing programs, opportunities, and achievements of faculty and students.

Today, 150 years later, Westminster is an independent, privately funded, nondenominational institution committed to comprehensive liberal arts and professional education. With a focus on innovative learning and community engagement, Westminster continues to fulfill the educational needs of the West, remaining true to its mission since 1875. The university also embraces a diverse student body and offers selected graduate programs, reflecting its commitment to fostering lifelong learning and academic excellence.

The Campus

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

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

Student Housing

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

Shaw Student Center

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

Bassis Center for Student Learning

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

Giovale Library

Giovale Library is Westminster's state-of-the-art library and information services center, and a member of the Utah Academic Library Consortium. The library's physical location and online resources provide students, faculty, and staff with a collection of books, journal subscriptions, streaming videos, DVDs, maps, microforms, electronic journals, electronic books, online electronic databases, and research guides. All online resources are also available from off-campus via a proxy server. The library also has multiple areas dedicated to student learning including group study areas, a multimedia classroom, media viewing areas, a computer lab, an information commons

area, and individual study carrels, all of which have wireless internet access. Additionally, the library staff is well-trained to assist students, staff, and faculty in formal classes or on an individual basis with accessing various databases, locating materials, and evaluating information. The library also houses the Information Services help desk, where students, faculty, and staff can get technology assistance, and the Testing Center, which administers paper, pencil, and computer-based exams for students who require testing accommodations outside the time, space, or conditions of the classroom.

Jewett Center for the Performing Arts

The Jewett Center for the Performing Arts houses the learning and performance spaces for Westminster's performing arts academic programs. The center includes the Vieve Gore Concert Hall, Jay W. Lees Courage Theatre, Dumke Student Theatre, choral and music rooms, theatre rehearsal spaces, and a larger foyer for public receptions and art exhibits.

Florence J. Gillmor Hall

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

Bill and Vieve Gore School of Business

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

Meldrum Science Center

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

Walker Hall

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

Nunemaker Place

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

Dolores Doré Eccles Health, Wellness, and Athletic Center (HWAC)

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

L.S. Skaggs Integrated Wellness Center

The L.S. Skaggs Integrated Wellness Center is the place where students can go to focus on their personal wellness, with spaces for gardening, meditation, gathering with the community, and learning to cook nutritious meals. It's also where you'll find important student services, like the Counseling Center, Student Health Services, Title IX office, and more.

Dumke Field

Dumke Field and underground parking structure houses Westminster's soccer and lacrosse teams as well as other intramural and club sports. Westminster University Athletics is a member of the Rocky Mountain Athletic Conference (RMAC) and NCAA Division II. Westminster currently has 15 NCAA II sports teams and 8 non-NCAA sports teams, including: alpine skiing (men's and women's), basketball (men's and women's), cross country (men's and women's), golf (men's and women's), lacrosse (men's and women's), soccer (men's and women's), indoor/outdoor track and field (men's and women's), and volleyball (women's). Westminster's snowboard and freeski teams (men's and women's) are members of the United States Collegiate Ski and Snowboard Association (USCSA). Westminster's climbing and mountain bike teams will begin competing in Fall 2025.

The Faculty

There are approximately 104 full-time faculty and 121 adjunct instructors who teach at Westminster University. Of the full-time faculty, more than 94% hold the highest degree available in their fields. Among the members of the faculty are published writers, active scholars, and many who left successful professional careers to teach.

Westminster faculty bring noteworthy scholars, performers, business leaders, and community advocates to campus through several speaker series. The Anne Newman Sutton Weeks poetry series brings distinguished poets from around the world. The Tanner-McMurrin Lecture Series attracts an outstanding scholar in the history and philosophy of religion each spring. The Bastian Foundation Diversity Lectures Series helps focus the university's commitment to diversity, equity, and inclusion. The Kim T. Adamson Chair and annual lecture brings international perspectives to disciplines and majors throughout the university. The Westminster Concert Series features Westminster music faculty and other superb local and out-of-state musicians —many of them nationally or internationally respected—in the Vieve Gore Concert Hall.

The Students

Deeply committed to each student's success, Westminster University is a challenging and supportive community of learners where students take full advantage of our campus, the city, and the mountains. In the Fall of 2024, Westminster enrolled approximately 1,155 students (842 undergraduate and 313 graduate students). In the Fall of 2024, 56% of first-time first-year students enrolled were from Utah, while 40% were from out of state and 4% were international or non-resident students.

Academics

Westminster offers 37 undergraduate majors (conferring BA, BS, BBA, and BFA degrees) and 13 graduate programs. In addition to 35 undergraduate minors, Westminster also offers various emphases/concentrations/tracks within majors and programs, a unique degree or certificate through the Honors College; advising paths for pre-professional health, pre-med and pre-law; and Chinese, Japanese, Latin, and Human Performance and Wellness course-only areas of study. Westminster also offers a 3+2 Engineering program that allows undergraduate students to explore their interests in a liberal arts setting and begin to prepare for a career in engineering before completing studies at a partner school. All areas of Westminster's academics make extensive use of technology in the curriculum. Network connections are available in all classrooms and technology assistance is available on campus seven days a week for students, faculty, and staff.

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

Student Handbook

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

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

Accreditation and Affiliations

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

- The Bill and Vieve Gore School of Business is accredited by the Association of Collegiate Business Schools and Programs
- The Nursing Programs are accredited by the Commission on Collegiate Nursing Education, the Council for Accreditation of Counseling and Related Educational Programs, the Council on Accreditation for Nursing Anesthesia Program, and the Council on Education for Public Health
- The Doctor of Nursing Practice programs are accredited by the Commission on Collegiate Nursing Education. The Doctor of Nursing Practice-Nurse Anesthesia program has received full accreditation from the Council on Accreditation
- The Master of Public Health program is accredited by the Council on Education for Public Health
- The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs
- The Teacher Education programs are accredited by the Utah State Board of Education and by the Association for Advancing Quality in Educator Preparation:
  - Elementary Education, undergraduate and Master of Arts in Teaching
  - Secondary Education, Master of Arts in Teaching

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

In addition, the university is a member of:

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

Catalog Information and University Policies

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

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

Non-Discrimination Statement

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

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

Inquiries

Letters of inquiry concerning the university may be addressed to:

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

Phone: 801.832.2200 (local) or 1.800.748.4753

ADMINISTRATION AND FACULTY

Board of Trustees

Officers

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

Board Members

Name	Professional Title	Location
Kim T. Adamson	Chief Warrant Officer-5 (Retired),U.S. Marine Corps, Utah Senior Justice Court Judge	Tucson, Arizona
Preston Chiaro	Chair, Westminster Board of Trustees, Retired Group Executive for Technology and Innovation, Rio Tinto	Salt Lake City, Utah
Kim Cordova	Attorney	Salt Lake City, Utah
Nancy Deford	Vice President, Deford Ltd., Retired Superintendent, Park City School District	Virginia Beach, Virginia
Bethami Dobkin	President, Westminster University	Salt Lake City, Utah
Ray Etcheverry	Attorney	Salt Lake City, Utah
Bing L. Fang	Retired CEO, AMT Labs, Inc.	Bountiful, Utah

Name	Professional Title	Location
Thomas Fey	President and CEO, Blinkers USA, Inc.	Park City, Utah
Danny Giovale	Founder and President, Kahtoola Inc.	Flagstaff, Arizona
Terry Grant	President, KeyBank of Utah	Salt Lake City, Utah
Keri Hale	Director of Charitable Giving	Salt Lake City, Utah
Thomas Kroesche	Attorney	Costa Mesa, California
Adam Mangone	CEO, Mangone & Co, LLC & Mangone Ventures	Seattle, Washington
Jerilyn McIntyre	Independent Writer	Salt Lake City, Utah
Muffy Mead-Ferro	Author, Creative Director, Cardon-Ferro Creative	Salt Lake City, Utah
Peter Michell	Retired Financial VP	Fountain Hills, Arizona
O. Wood Moyle, IV	Trustee, R. Harold Burton Foundation	Salt Lake City, Utah
L. Jackson Newell	Professor Emeritus and President Emeritus	Salt Lake City, Utah
William "Bill" Orchow	Retired President & CEO, Kennecott Minerals Company	Salt Lake City, Utah
Catherine Putnam-Netto	Vice-Chair, Westminster Board of Trustees, Pastoral Associate & Community Activist, Wasatch Presbyterian Church	Salt Lake City, Utah
Robert Rendon	Senior Vice President & Community Development Director, Zions Bank	Salt Lake City, Utah
Engles Tejeda	Trial Attorney, Holland and Hart	Salt Lake City, Utah
Amy Wadsworth	Secretary, Westminster Board of Trustees, Retired Chief Administrative Officer and Founder, Salt Lake Arts Academy	Salt Lake City, Utah

President's Cabinet

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

The Faculty

The Honors College

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

College of Arts and Sciences

Name	Education	Title
Ranjan Adiga	B.A., 1997, Punjab University; MFA, 2006, University of North Carolina; Ph.D., 2013 University of Hawaii	Associate Professor, Literature, Media, and Writing
Jonathan Amburgey	B.A., 2004, University of Kentucky; M.S., 2007, Ph.D., 2012, University of Utah	Associate Professor, Psychology
Deyanira Ariza-Velasco	B.A., 1991; M.A., 1996, Ph.D. 2002, University of Utah	Associate Professor, Spanish
Kelly Asao	B.A., 2008, University of Pennsylvania; PhD.,	Assistant Professor, Psychology

Name	Education	Title
	2017, University of Texas, Austin	
David Baddley	B.F.A., 1983; M.F.A., 1987, University of Utah	Professor, Art
Spencer Bagley	B.S., 2006, University of Utah; M.S., 2010, University of Utah; Ph.D., 2014, San Diego University	Associate Professor, Math
Matthew J. Baker	B.A., 2000, Brigham Young University; M.A., 2004, University of Minnesota; Ph.D., 2008, University of Utah	Associate Professor, Communication
Kara Barnette	B.A., 2005, Gustavus Adolphus College; M.A., 2009, Ph.D., 2012, University of Oregon	Associate Professor, Philosophy
Bonnie Baxter	B.S., 1988, Elon University; Ph.D., 1994, University of North Carolina at Chapel Hill	Professor, Biology
Frank Black	B.A., 2000, Dartmouth College; Ph.D., 2008, University of California, Santa Cruz	Professor, Chemistry
Bradford (Bill) Bynum	B.S., 1983, Northwest Nazarene College; M.A., 1985, University of Colorado	Associate Professor, Mathematics
Eileen Chanza Torres	B.A., 2005, City College of New York; Ph.D., 2013, State University of New York	Associate Professor, Literature, Media, and Writing
Erin Coleman Serrano	B.A., 2002, Goshen College; M.F.A., 2008, Northern Illinois University	Associate Professor, Communication
Russell Costa	B.A., 2001, Middlebury College; M.S., 2005, Ph.D., 2010, University of Utah	Professor, Neuroscience, Honors
Jocelyn Cuthbert	B.S., 2013, Colorado State University; Ph.D., Utah State University	Assistant Professor, Biology
Jonas D'Andrea	B.S., 1991, United States Air Force Academy; M.A., 2004, Ph.D.,2008, University of Colorado	Professor, Mathematics
Christopher Davids	B.A., 2010, Cornell College; M.A., 2012, Ph.D., 2015, University of Missouri-Kansas City	Associate Professor, Psychology
Brandon Derfler	B.A., 1994, University of Utah; M.A., 1998, University of North Carolina; Ph.D., 2007, University of Washington	Associate Professor, Music
Georgiana Donavin	B.A., 1983, M.A., 1985, California State University, Sacramento; Ph.D., 1992, University of Oregon	Professor, Literature, Media, and Writing
Connie Etter	B.A., 2002, Concordia College; M.A., 2007, Ph.D., 2012, Syracuse University	Associate Professor, Justice Studies, Honors
Gregory Gagne	B.S., 1986, Bentley College; M.S., 1990, University of Vermont	Associate Professor, Computer Science
Anne Gibson	B.S., 2012, Indiana University; Ph.D., 2021, University of Utah	Assistant Professor, Neuroscience
Stephen Haslam	B.A., 1968, M.A., 1972, University of Utah	Assistant Professor, French
Helen Hu	B.S., 1995, Princeton University; Ph.D., 2003, University of Utah	Professor, Computer Science
Robyn Hyde	B.S., 1994, Northwest Nazarene University; Ph.D., 2001, University of Utah	Professor, Chemistry
Jessica Johnston	B.A., 2008, Washington and Jefferson College; Ph.D., 2014, University of Utah	Associate Professor, Chemistry
Julia Kamenetzky	B.A., 2008, Cornell College; M.S., 2010, Ph.D., 2014, University of Colorado-Boulder	Associate Professor, Physics
David Kimberly	B.A., 2006, Otterbein College; M.S., 2008, University of Texas at Tyler; Ph.D., 2013, Texas Tech University	Associate Professor, Biology
Matthew Kruback	B.F.A., 2002, Colorado State University; M.F.A., 2006, Arizona State University	Professor, Art
Christopher LeCluyse	B.A., 1995, Oberlin College; M.A., 1997, Ph.D., 2002, The University of Texas at Austin	Professor, Literature, Media, and Writing
Kathryn Lenth	B.S., 2005, New Mexico Institute of Mining and Technology; M.S., 2009, New Mexico Institute of Mining and Technology; Ph.D., 2013, University of Wyoming	Associate Professor, Computer Science
Jingsai Liang	B.S., 2008, M.S., 2012, North China University of Technology; M.S., 2014, Ph.D., 2017, Middle Tennessee State University	Associate Professor, Computer Science
Julian Mendez	B.A., 2009, Eastern Washington	Associate Professor, Psychology

Name	Education	Title
	University; M.A., 2011, Ph.D., 2014, University of Arizona	
Nicholas D. More	B.A., 1987, University of Notre Dame; Ph.D., 1995, University of Texas at Austin	Professor, Philosophy
Lance Newman	B.A., 1986, New College of Florida; M.A., 1993, Ph.D., 1998, Brown University	Professor, Literature, Media, and Writing
Matt Neves	B.A., 1996, Brigham Young University; M.B.A., 2001, Illinois State University; M.F.A., 2004, University of Exeter	Dean; Associate Professor, Fine Arts
Jeffrey Nichols	B.A., 1982, State University of New York College at Geneseo; Ph.D. 1998, University of Utah	Professor, History
Kristjane Nordmeyer	B.S., 1997, M.S., 2002, 2005, Ph.D., 2008, University of Utah	Professor, Sociology
Brent Olson	B.A., 1998, Carleton College; M.S., 2003, University of Denver; Ph.D., 2011, Syracuse University	Professor, Environmental Studies
David Parrott	B.S., 1990, Humboldt State University; M.A., 1993, Humboldt State University; Ph.D., 2003, Utah State University	Associate Professor, Biology
Michael A. Popich	B.A., 1968, University of Scranton; M.A., 1970, University of Notre Dame; Ph.D., 1980, State University of New York at Binghamton	Professor, Philosophy
Spencer Potter	B.S., 2011, Dixie State University; M.F.A, 2014, Utah State University	Associate Professor, Theatre
Paul Presson	B.A., 1992, Chapman University; M.A., 1994; Ph.D., 1997, University of New Hampshire	Associate Professor, Psychology
Xiumei Pu	B.A., Sichuan Normal University; M.A., Sichuan University; M.A., Georgia State University; Ph.D., 2103, University of Minnesota-Twin Cities	Associate Professor, Environmental Studies
Christopher Puckett	B.M., 2006, Wright State University; M.M., 2008, University of Northern Colorado; D.M., 2016, University of Missouri – Kansas City	Associate Professor, Music
Sean Raleigh	B.S., 2001, Vanderbilt University; M.A., 2003, Ph.D., 2008, University of California, San Diego	Professor, Mathematics
Mark Rubinfeld	B.A., 1980, University of Hartford; M.S.W., 1982, University of Connecticut; M.A., 1993, Ph.D., 1997, University of Massachusetts, Amherst	Professor, Sociology
Christine Seifert	B.S., 1997, M.A., 2000, North Dakota State University; Ph.D., 2005, Oklahoma State University	Professor, Communication
Stephanie Stroud	B.A., University of Washington, 2007; M.F.A., Pennsylvania State University, 2009	Associate Professor, Theatre
Bianca Thompson	B.A., 2009, Wellesley College; Ph.D., 2015, University of Hawaii at Manoa	Associate Professor, Mathematics
Krista Todd	B.A., 2002, University of Northern Iowa; Ph.D., 2013, University of California-San Diego	Associate Professor, Neuroscience
Meghan Wall	B.A. Wellesley College; M.S. University of North Carolina Chapel Hill; M.F.A. University of Utah	Associate Professor, Dance
Janine Wittwer	B.S., New York University; M.S., University of Chicago; Ph.D., University of Chicago	Professor, Mathematics
Kimberly Zarkin	B.A., 1992, James Madison University; M.A., 1994, Emerson College; Ph.D., 1998, University of Florida	Professor, Communication
Mike Zarkin	B.A., 1994, University of Minnesota-Twin Cities; M.A., 1997, Ph.D., 2000, University of Florida	Professor, Political Science
School of Education		
Margaret (Peggy) Cain	B.A., 1980, Wartburg College; M.A., 1983, Ph.D., 1998, University of Wisconsin-Madison	Professor, Education
Marilee Coles-Ritchie	B.S., 1987, University of Utah; M.A., 1993, School for International Training; Ph.D., 2006, University of Utah	Professor, Education
Shawn Coon	B.S., 2005, Utah State University; M.Ed., 2017, Westminster	Assistant Professor, Education

Name	Education	Title
	University; Ph.D., 2022, University of Utah	
Lowell Oswald	B.A., B.S., 1983, University of Utah; M.S., 1988, Utah State University; Ph.D.,1995, University of Utah	Associate Professor, Education
Rebecca Penerosa	B.M., 2000, M.Ed., 2002, University of the Pacific-Stockton; Ph.D., 2016, University of Utah	Associate Professor, Arts Education
AJ Verkouw	B.S., 2013, Colorado State University–Pueblo; M.S., 2019, University of Utah	Assistant Professor, Outdoor Education & Leadership

Bill and Vieve Gore School of Business

Name	Education	Title
Chelsea Dye	B.S., 2004, Westminster University; M.Acc., 2008, University of Utah; J.D., 2008, Brigham Young University	Associate Professor, Accounting
Charlotta Farr	B.A., 2008, Eastern Washington University; M.S., 2012, Ph.D., expected 2020, University of Utah	Assistant Professor
Michael Glissmeyer	B.S., 2003, MBA, 2004, California State University; Ph.D., 2010, New Mexico State University	Assistant Professor, Management
Richard Haskell	B.S., 1995, Brigham Young University; M.S., 2011, Ph.D., 2015, University of Utah	Professor, Finance
Dax Jacobson	B.A., 2002, Utah State University; M.B.A., 2006, Ph.D., 2012, Bentley University	Dean; Associate Professor, Management
Brian Jorgensen	B.A., 1981, MBA, 1982, University of Utah; J.D., 1985, Brigham Young University; Ph.D., 1995, University of California Los Angeles	Associate Professor, Marketing
Michael A. Keene	B.A., 1977, Princeton University; Ph.D., 1984, Harvard University; MBA, 1992, University of Iowa	Associate Professor, MBATC
Lauren Lo Re	B.B.A., 1985, Baylor University; C.F.P., M.B.A., 1994, Westminster University	Associate Professor, Finance
Michael Mamo	B.A., 1983, Addis Ababa University (Ethiopia); M.A., 1994,	Associate Professor, Economics

Name	Education	Title
	Ph.D., 2000, Western Michigan University	
Alysse Morton	B.S., 1990, Indiana University; Ph.D., 1997, Georgia Institute of Technology	Professor, Management
Jovana Sisovic	B.S., 2015, M.Acc., 2021, Westminster University	Assistant Professor, Accounting
Brian Wierman	B.A., 2000, University of Utah; M.B.A., 2009, Westminster University; M.A., 2014, Naval War College; Ph.D., 2020, University of Manchester	Assistant Professor, Management

School of Nursing

Name	Education	Title
Daniel Bunker	B.S., 1997, Westminster University; M.S.N.A., 2008, Westminster University; D.N.A.P, 2018, Midwestern University	Associate Professor, Nurse Anesthesia
Katie Christensen	B.A., 2009, Washington State University; M.A., 2016, Texas State University; Ph.D., 2021, University of North Carolina at Charlotte	Assistant Professor, Counseling and Counselor Education
John Contreras	B.S., 1983, Arizona State University; M.S.P.H., 2000, Ph.D., 2008, University of Utah	Professor, Public Health
Roland (Sam) Davis	B.S.N., 2005, M.S.N., 2009, University of Utah	Associate Professor, Nursing
Elizabeth Hanna	M.S., London School of Economics, 2002; B.S.N, University of Utah, 2014; D.N.P, University of Utah, 2019	Assistant Professor, Nursing
Elizabeth Harald	B.S.N., University of Vermont, 1971; M.S.N, University of Wisconsin, 1984; Ph.D., University of Utah, 2004	Associate Professor, Nursing
Susanne Jones	B.S.N., Assistant Professor of Nursing, 2008; M.S.N., Westminster University, 2014; D.N.P., Westminster University, 2020	Assistant Professor, Nursing
Han Kim	B.S.E., 1991, University of Michigan; M.S.P.H., 1998, University of Utah; Ph.D., 2002,	Professor, Public Health

Name	Education	Title
	University of Washington	
Ronda Lucey	B.S.N., 1990; University of Utah; M.S., 1997, University of Utah; D.N.P., 2009, University of Utah	Professor, Nursing
Heidi Mason	B.A., 1985, University of Utah; B.S.N., 1990, M.S.N.E.D., 2009, Westminster University	Assistant Professor, Nursing
Colette McAfee	B.A., 2010, M.P.H., 2012, University of Michigan; Ph.D., 2015, University of Toledo	Associate Professor, Public Health
Patrick McMillion	B.S., 2008, Illinois State University; M.S., 2012, Northern Illinois University; Ph.D., 2022, Northern Illinois University	Assistant Professor, Counseling and Counselor Education
Cristina Monge	B.S.N., 2015, Southern Utah University; M.S.N., 2020, University of Utah	Assistant Professor, Nursing
Ted Morris	M.S.N.A. Mayo School of Health Related Sciences, B.S.N. Weber State University	Assistant Professor, Nursing
Rachel Myrer	B.S., 2014, Brigham Young University; M.P.H., 2018, University of Utah	Assistant Professor, Public Health
Curtis Nielsen	BS, Weber State University, 2009; D.N.P.A., Texas Christian University, 2015	Assistant Professor, Nurse Anesthesia
Shauna Olsen	B.S., 2002, Westminster University; M.S.N., 2009, Westminster University; D.N.P., 2022, University of Utah	Assistant Professor, Nursing
Rebecca Sanderson	B.S.N, 2006, M.S., 2016, University of Utah	Associate Professor, Nursing
Sabina Scott		Assistant Professor, Counseling and Counselor Education
Art Shimata	M.A.E., Gonzaga University; D.N.P., Midwestern University	Professor, Nurse Anesthesia
Sheryl Steadman	B.S., 1972, Brigham Young University; M.S., 1983, Ph.D., 2003, University of Utah	Associate Professor, Nursing; Dean
Juanita Takeno	B.S., 1976, University of Utah; M.S., 2007, D.N.P., 2012, Regis University	Assistant Professor, RN to BSN
Cindy Thomas	B.S.N., 1987, Brigham Young University; M.S.N., 2019, Westminster University	Assistant Professor, Nursing
Chris Torman	B.S.N, Weber State University, 1999; M.S.N, University of South Carolina, 2003; D.N.P.A., University of Northern Colorado, 2020	Associate Professor, Nurse Anesthesia
Heidi Waldrop	B.S.N., 2011, M.S.N., 2013, Weber State University	Assistant Professor, Nursing
Janine Wanlass	B.S., 1978, Brigham Young University; M.S., 1984, Ph.D., 1991, University of Utah	Professor, Counseling and Counselor Education
Jon Worthen	B.S., 1992, University of Utah; M.S.N., 2009, Westminster University	Associate Professor, Nursing

Faculty Emeriti

Name	Title	Years at Westminster University
Stephen R. Baar	Professor Emeritus, English	1971–2006
Ellen Behrens	Professor Emeritus, Counseling and Counselor Education	1995-2023
Shannon Bellamy	Professor Emeritus, Management	1991–2015
Karlyn Bond	Professor Emeritus, Music	1998-2020
Gaylen Bunker	Professor Emeritus, Accounting/Finance	1988–2015
Dan Byrne	Professor Emeritus, Computer Science	2000-2018
Mary Jane Chase	Professor Emeritus, History	2000-2020
Chris Cline	Proessor Emeritus, Physics	1993-2024
Richard Collins	Professor Emeritus, Finance/Economics	1992-2019
Carolyn Connell	Professor Emeritus, Mathematics	1983-2018
Peter Conwell	Professor Emeritus, Physics	2000-2020
Susan Cottler	Professor Emeritus, History	1985-2015
Will Deutschmann	Professor Emeritus, Chemistry	2007-2021
Don Doxey	Professor Emeritus, Art	1961–1994

Name	Title	Years at Westminster University
Janet Dynak	Professor Emeritus, Education	1997-2016
Charles Ehin	Professor Emeritus, Management	1983–2001
Lesa Ellis	Professor Emeritus, Neuroscience	2002-2022
Lottie Felkner	Professor Emeritus, Nursing	1967–1991
Fred Fogo	Professor Emeritus, Communication	1990–2013
Diane Forster-Burke	Professor Emeritus, Nursing	1991–2015
Michael Gaschler	Professor Emeritus, Sociology	1969–2002
Peter Goldman	Professor Emeritus, English	2001-2020
Susan Gunter	Professor Emeritus, English	1988–2010
Elree Harris	Professor Emeritus, English	1989–2014
Elizabeth Herrick	Professor Emeritus, Mathematics	1984-2016
Helen Hodgson	Professor Emeritus, Communications	1992-2017
Steve Hurlbut	Professor Emeritus, Management	1998-2018
Peter Ingle	Professor Emeritus, Education	2000-2020
Carolyn Jenkins	Professor Emeritus, Education	1996–2011
Shirley Knox	Professor Emeritus, Nursing	1969–1998
Kay Kuzminski	Professor Emeritus, Pottery	1975–2013
Kenneth Meland	Professor Emeritus, Management	1985-2019
Marsha Morton	Professor Emeritus, Nursing	1981–2011
Ray Ownbey	Professor Emeritus, English/ Communication	1985-2001
Robert Patterson	Professor Emeritus, Finance	2004-2021
Lorel Preston	Professor Emeritus, Education	1993-2018
Barry G. Quinn	Professor Emeritus, Biology	1962–2001
Chris Quinn	Professor Emeritus, Music	1994-2021
Alan Rogers	Professor Emeritus, Accounting	1979-2017
Judith Hall Rogers	Professor Emeritus, Biology	1990-2017
Natasha Sajé	Professor Emeritus, English	1998-2022
Colleen Sandor	Professor Emeritus, Psychology	2002-2021
James "Cid" Seidelman	Professor Emeritus, Economics	1985-2023
Joyce Sibbett	Professor Emeritus, Education	1997-2016
Gretchen Siegler	Professor Emeritus, Anthropology	1994-2021
Barbara S. Smith	Professor Emeritus, Psychology	1996-2015
David Stanley	Professor Emeritus, English	1991–2008
Thomas E. Steinke	Professor Emeritus, Physical Education	1966–2000
James Stimpson	Professor Emeritus, Nurse Anesthesia	2007-2023
Charles Tripp	Professor Emeritus, Political Science	1985–2012
Diane Van Os	Professor Emeritus, Nursing	1985-2024
Jerry Van Os	Professor Emeritus, Accounting	1988-2019
Michael Vought	Professor Emeritus, Theatre	1996-2021
Nina Vought	Professor Emeritus, Theatre/Dance	2001-2021
John Watkins	Professor Emeritus, Economics	1985-2024
Joy Woolf	Professor Emeritus, Spanish	1990–2013
Maria Wrotniak	Professor Emeritus, Economics	1989–2015

ACADEMICS

ACADEMIC CALENDAR

Fall Semester (FA) 2026

Important Academic Deadlines and Holidays	Date
Faculty Retreat	Friday, August 21
Convocation	Monday, August 24
Classes begin	Wednesday, August 26
Last day to add, drop, change to an audit	Friday, September 4
Labor Day (University closed)	Monday, September 7
Fall and Annual Census	Tuesday, September 8
Fall Break (University closed on Friday)	Monday–Friday, October 19-23
Last day to elect CR/NC option (Undergraduates only)	Friday, November 20
Last day to withdraw from classes without grade of WF	Friday, November 20
Thanksgiving holiday (University closed)	Wednesday–Friday, November 25–27
Last day of classes	Friday, December 18
Final grades are due from faculty at noon	Tuesday, December 22
Winter Break (University closed)	December 24–January 1

Spring Semester (SP) 2027

Important Academic Deadlines and Holidays	Date
University reopens	Monday, January 4
MLK holiday (University closed)	Monday, January 18
Classes begin	Tuesday, January 19
Last day to add/drop/change to audit	Wednesday, January 27
Spring Census	Monday, February 1
Spring Break (University closed on Friday)	Monday–Friday, March 15-19
Last day to elect CR/NC option (undergraduate)	Friday, April 9
Last day to withdraw from classes without grade of WF	Friday, April 9
Westminster Student Showcase (No UG Classes or faculty/staff meetings)	Friday, April 30
Last day of classes	Friday, May 7
Commencement	Saturday, May 8
Final grades are due from faculty at noon	Wednesday, May 12

Summer Term - First 4 Weeks, aka May-Term 2027

Important Academic Deadlines and Holidays	Date
Classes begin	Monday, May 17
Last day to add, drop, or change to an audit	Monday, May 24
Memorial Day (University closed)	Monday, May 31
Last day to elect CR/NC option (Undergraduate)	Friday, June 4
Last day to withdraw from classes without grade of WF	Friday, June 4
Last day of classes	Saturday, June 12
Final grades are due from faculty at noon	Wednesday, June 16

Summer Term - First 8 Weeks 2027

Important Academic Deadlines and Holidays	Date
Classes begin	Monday, May 17
Last day to add, drop, change to an audit	Monday, May 24
Memorial Day (University closed)	Monday, May 31
Juneteenth observed (University closed)	Monday, June 21
Last day to elect CR/NC option (Undergraduates only)	Friday, June 25
Last day to withdraw from classes without grade of WF	Friday, June 25
Last day of classes	Saturday, July 10
Final grades are due from faculty at noon	Wednesday, July 14

Summer Term - Full 12 Weeks 2027

Important Academic Deadlines and Holidays	Date
Classes begin	Monday, May 17
Last day to add, drop, change to an audit	Monday, May 24
Memorial Day (University closed)	Monday, May 31
Juneteenth observed (University closed)	Monday, June 21
Independence Day observed (University closed)	Monday, July 5
Pioneer Day observed (University closed)	Friday, July 23

Important Academic Deadlines and Holidays	Date
Last day to elect CR/NC option (Undergraduates only)	Monday, July 26
Last day to withdraw from classes without grade of WF	Monday, July 26
Last day of classes	Monday, August 9
Final grades are due from faculty at noon	Thursday, August 12

Summer Term - Second 4 Weeks 2027

Important Academic Deadlines and Holidays	Date
Classes begin	Tuesday, June 14
Juneteenth observed (University closed)	Monday, June 21
Last day to add, drop, change to an audit	Tuesday, June 22
Last day to elect CR/NC option (Undergraduates only)	Friday, July 2
Last day to withdraw from classes without grade of WF	Friday, July 2
Last day of classes	Saturday, July 10
Final grades are due from faculty at noon	Wednesday, July 14

Summer Term - Third 4 Weeks 2027

Important Academic Deadlines and Holidays	Date
Classes begin	Monday, July 12
Last day to add, drop, or change to an audit	Monday, July 19
Pioneer Day observed (University closed)	Friday, July 23
Last day to elect CR/NC option (Undergraduates only)	Friday, July 30
Last day to withdraw from classes without grade of WF	Friday, July 30
Last day of classes	Monday, August 9
Final grades are due from faculty at noon	Thursday, August 12

Summer Term - Final 8 Weeks 2027

Important Academic Deadlines and Holidays	Date
Classes begin	Monday, June 14
Juneteenth observed (University closed)	Monday, June 21
Last day to add, drop, change to an audit	Tuesday, June 22
Independence Day observed (University closed)	Monday, July 5
Pioneer Day observed (University closed)	Friday, July 23
Last day to elect CR/NC option (Undergraduates only)	Monday, July 26
Last day to withdraw from classes without grade of WF	Monday, July 26
Last day of classes	Monday, August 9
Final grades are due from faculty at noon	Thursday, August 12

GRADUATE ACADEMICS

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

The university welcomes students from all backgrounds and ages, and believes that the knowledge and discipline acquired through the rigors of higher education will lead to new and expanded opportunities. The university's graduate programs are organized and administered through three units: the Westminster College of Arts and Sciences which includes the School of Education; the Bill and Vieve Gore School of Business; and the School of Nursing and Health Sciences. Students choose programs in units that will best assist them in achieving their academic goals and career interests, and they may take courses through the other units to ensure a balance in their academic endeavors. Close working relationships among the faculty in all three units are of utmost importance to the university in assisting its students.

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

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

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

Westminster College of Arts & Sciences, School of Education

Matt Neves, Dean

Graduate Programs

Master of Arts in Community and Organizational Leadership

This program prepares graduates for leadership positions in a variety of community organizations and settings. It prepares them to develop deeper relationships with community members, organize grassroots efforts and dialogue, lead and manage non-profit organizations, business human resources programs, social service and community outreach programs,

advocate in public policy arenas, and communicate with and teach relevant audiences.

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is designed for students who have a bachelor's degree and wish to earn a teaching license in elementary education or secondary education. The MAT program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). This program is specifically designed to prepare teacher candidates to serve the diverse populations of students in culturally rich schools. Individuals must be interested in pursuing an advanced degree that is demanding in its focus upon teacher preparation; in exploring issues of cultural diversity; in learning applications of technology for teaching; and in research into their own professional practices. Commitment to professional growth is a prerequisite.

Master of Education

The Master of Education (M.Ed.) is a flexible degree enabling educators and future educators to develop their expertise in an area of interest. Students develop skills in the methods of teaching and deepen their understanding of crucial "why" questions in educational practice. Students research an area of interest through action research or a qualitative research project in order to improve their own practice as educators and contribute to the wider field of education.

Faculty

Margaret (Peggy) Cain, Professor, Director of MED, MACOL, and Educational Studies programs
Marilee Coles-Ritchie, Professor
Shawn Coon, Associate Professor
Lowell Oswald, Associate Professor, Director of MAT and Educator Preparation Programs (EPP)
Rebecca Penerosa, Associate Professor, Director of MATArts

Bill and Vieve Gore School of Business

Dax Jacobson, Dean

The Bill and Vieve Gore School of Business is dedicated to providing distinctive academic programs based on the integration of business and liberal arts education. This integration in both curriculum and delivery systems is requisite to prepare our students for life-long learning and to aid their adaptation to changing social, technological and economic conditions. This integration enhances the capabilities of our graduates in written and oral communication, computing and technology, international dimensions, critical thinking, ethics, social responsibility, and team effectiveness. Accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs of the Gore School of Business reflect Westminster University's continuing commitment to provide a student-oriented learning environment and innovative education of exceptional quality. The integration of business and liberal arts education contributes to students' effectiveness as citizens and agents of change. Whether students are preparing for entry-level or mid-career qualifications, the programs of the Gore School of Business offer a solid foundation of business knowledge and understanding of the complexity of organizations as they function in a global environment. Programs are offered at the undergraduate and graduate levels. The school also develops and presents non-credit classes, seminars, institutes, and workshops to meet the training and professional development needs of local businesses, government and non-profit agencies, and community groups through the Division of Competency-based Programs.

Graduate Programs

Master of Accountancy (MACC)

The Master of Accountancy is designed to meet the needs of students interested in a professional career in accounting. This is a one-year degree program designed to follow up on an undergraduate accounting degree and meets the requirements of all state licensure agencies. Students completing this program will be well-prepared to sit for the CPA exam and positioned to accept high-level leadership roles in either public accounting or corporate environments.

Master of Business Administration (MBA)

The MBA program prepares students to be executive-level leaders in organizations. The program is designed so that students have flexibility in completing their core and elective coursework, and can pursue their career aspirations without interrupting their professional careers. The core requirements MBA program are not directed at specialization in one area of business. Instead, MBA coursework provides students with a well-integrated understanding of areas of business so that graduates are prepared to be leaders at the senior level of an organization. Once students complete their core courses, they can choose to focus on a particular topic area more intensively by completing a concentration.

Master of Business Administration in Technology Commercialization (MBATC)

The Master of Business Administration in Technology Commercialization (MBATC) is a professional program that prepares students for executive leadership roles in technology-driven business environments. Specifically designed to meet the needs of professionals with technical backgrounds, the MBATC will teach students how to achieve their career goals by building their professional and personal skill sets. Students can customize the program to strengthen career-specific abilities. The program emphasizes the practical and applied aspects of commercializing innovative products and managing the businesses that develop them.

Graduate Certificates

A Graduate Certificate allows students to update their graduate degree or pursue a specific field of study with a focused curriculum. Graduate Certificates are offered in Professional Accounting, Business Strategy, Leadership, Marketing, Management, and Technology Commercialization.

Faculty

Michael Blackburn, Visiting Professor (Accounting)
Matt Crouse, Visiting Professor (Finance)
Chelsea Dye, Associate Professor (Accounting)
Charlotta Farr, Visiting Assistant Professor (Accounting)
Michael Glissmeyer, Assistant Professor (Management)
Dax Jacobson, Dean, Assistant Professor (Management)
Jake Jennings, --- Professor (Economics)
Brian Jorgensen, Associate Professor (Marketing)
Michael Keene, Assistant Professor (Technology Commercialization)
Lauren Lo Re, Associate Professor (Finance)
Alysse Morton, Professor (Management)
Jovana Sisovic, Assistant Professor (Accounting)
Brian Wierman, --- Professor (Management)

School of Nursing and Health Sciences

Sheryl Steadman, Dean

The Westminster School of Nursing and Health Sciences offers programs leading to the Baccalaureate and Master's degrees in nursing, public health, and nurse anesthesia. The undergraduate program prepares students to begin practice as professional nurse generalists. The program is designed for all qualified applicants including high school graduates, transfer students, and those with degrees in other fields.

Graduate Programs

Master of Public Health & Certificate in Public Health

The Public Health Program lays a solid foundation for public health practice in the twenty-first century. The program focuses on developing knowledge and skills needed to be an effective member of the public health workforce. The program offers a Master of Public Health (MPH) degree and a Certificate in Public Health (Cert.PH) that are taught in an executive format, meaning core courses will be offered every two weeks on a Friday and Saturday during the semester. Additional courses may be offered in the evening. The MPH degree is recognized internationally for the public health professional. The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH).

Master of Science in Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling is a graduate program that prepares students for clinical practice and potential licensure as a Licensed Mental Health Counselor (L.C.M.H.C). This 3 year program requires 60 hours of graduate work, following guidelines established by the Council for Accreditation of Counseling and Related Educational Programs and the Utah Division of Occupational and Professional Licensing. Broad in scope, its focus

and course work support a range of theoretical perspectives and potential practice with diverse treatment populations.

Master of Science in Nursing, Family Nurse Practitioner

The Family Nurse Practitioner Program offers working professional nurses the opportunity to become licensed and certified as Advanced Practice Registered Nurses with prescriptive privileges. To accommodate working nurses, classes are scheduled one to two days per week. Graduates of the program are eligible to take the American Nurse Credential Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam and apply for Utah licensure as Advanced Practice Registered Nurses (APRN). In addition, our program is fully accredited by the Commission of Collegiate Nursing Education.

Doctor of Nursing Practice

The post-graduate Doctor of Nursing Practice (DNP) program is designed to prepare graduates with advanced skills, and abilities that are important to clinical practice; including an increased knowledge in leadership, clinical experience, and the business of health. Graduates are prepared for a variety of nursing practice roles and equipped with the abilities to assume leadership roles within complex healthcare organizations.

Doctor of Nursing Practice - Nurse Anesthesia

The Nurse Anesthesia Program provides an academic environment which offers the highest level of didactic, lab simulation and clinical site experiences. The DNP-NA program allows nurse anesthesia students to master the intellectual and technical skills required to become competent in the safe administration of anesthesia. Graduates are prepared to sit for the NBCRNA examination. The Doctor of Nursing Practice in Nurse Anesthesia (DNP-NA) program is accredited by the Council on Accreditation for Nurse Anesthesia Programs.

Faculty

Daniel Bunker, Assistant Professor (Nurse Anesthesia)
John Contreras, Associate Professor (Public Health)
Han Kim, Professor (Public Health)
Ronda Lucey, Professor (Nursing)
Colette McAfee, Assistant Professor (Public Health)
Manardie "Art" Shimata, Associate Professor (Nurse Anesthesia)
Sheryl Steadman, Dean and Associate Professor (Nursing)
Janine Wanlass, Professor (Counseling and Counselor Education)

GRADUATE DEGREE REQUIREMENTS

Governing Academic Catalog

Students may meet degree requirements as specified in the Academic Catalog in effect at the time of their entrance into the university, or they may elect to meet requirements given in a later academic catalog. All requirements must be contained within a single issue and may not be selected from several issues.

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

Graduation Requirements

To be eligible for a master's degree or graduate certificate, students must satisfy the conditions outlined in each program. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.

Residency Requirement

All graduate students at Westminster are expected to complete their programs in residence at Westminster University. Students who have extenuating circumstances arise during their programs should consult individually with their program director.

GRADUATE GRADING AND ACADEMIC STANDARDS

Grading Information

Grading System

Westminster uses the following grades for the mid-semester and semester grade reports:

Letter Grade	Description
A, A-	Excellent
B+, B, B-	Above Average
C+, C, C-	Average
D+, D, D-	Poor
F	Failure
CR	Credit
NC	No Credit
W	Withdrawn
WF	Withdrawn Failing
AU	Audit
I	Incomplete
T	Temporary
EX	Exceeds Project Standards
M	Meets Project Standards
DN	Does Not Meet Project Standards

Grades of NC, W, AU, T, and I yield no credit toward graduation and are not computed in the grade point average.

Grades of NC or I may not be used to replace any previous grade for a course.

"T" grades are intended to be a short-term, temporary grade to clear the registration for a given term and should only be used for senior projects, graduate or undergraduate thesis work, flight training courses, continuing registration coursework, and internships that require a very short extension only. "T" grades should be resolved and replaced with regular grades within one week of the end of the term except in the case of flight training courses. "T" grades are not intended to take the place of an incomplete grade when the student meets the criteria for an incomplete and should not be used for regular coursework when the student has failed to take a final examination or turn in final coursework that would otherwise result in a lowered grade.

Grade Points and Grade Point Average

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

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

Letter Grade	Grade Points Per Credit Hour
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Calculating the Grade Point Average

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

Grade Changes

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

Grade Reports

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

Incompletes

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

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

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

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

Ordering Official Transcripts

Specific information for ordering official transcripts may be found on the Registrar's Office webpage. Unofficial transcripts for current students are available on the web using Self-Service regardless of outstanding obligations.

Course Audits and Repeats

Auditing Courses

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

Repeated Courses

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

Repeated course grades on student transcripts are marked by an R in front of the final grade.

Note: Some courses are designated as repeatable courses and are so noted in the individual course descriptions. These courses will count in the hours and the GPA more than one time.

Academic Standing, Probation, and Suspension

Academic Probation and Suspension Policy

Students in all graduate programs are expected to maintain a cumulative grade point average of at least 3.0 in order to be in good standing. Students whose term grade point average falls below 3.0 will be placed on academic probation. Students placed on academic probation must earn a semester grade point average of at least 3.0 the next semester in which they enroll. Probationary students who fail to earn a semester grade point average of at least 3.0 that semester will be suspended from their graduate program.

Probationary students whose semester grade point average is 3.0 or higher but whose cumulative grade point average still remains below 3.0 will continue on academic probation. Probationary students whose cumulative grade point average reaches 3.0 or higher will be returned to good academic standing. According to NCAA regulations, students not in good academic standing are ineligible to participate in athletics.

Probationary students are required to meet with the program director prior to enrolling for the upcoming semester. Please see the graduation requirements of each graduate program for what constitutes a passing grade for individual classes.

Appeals for Readmission

Suspended students may petition their individual Program Review Committee for readmission at any time prior to the beginning of the semester in which they wish to enroll; however, unless extenuating circumstances exist, suspended students are required to remain out of the university for at least one semester before appealing for readmission. Students who feel extenuating circumstances contributed to their failure to meet minimum grade point requirements may choose to appeal for readmission immediately following the suspension.

Students who have been out of the university for more than two semesters must also submit an application for readmission to the Admissions Office. Students readmitted after more than two semesters will be required to meet program requirements for the catalog in effect at the time of readmission.

To appeal for readmission, students must submit a letter to the program director giving evidence that supports the request for readmission. Petitioning students will be notified of the review committee meeting and will be given the opportunity to present their cases in person. Decisions of the review committee are final. Students readmitted through the appeals procedure are placed on continued probation and must meet the minimum 3.0 grade point average requirement that semester.

Academic Grievance

Students have the right to appeal or petition an academic decision. For the appeals procedure to be followed after suspension, see Appeals for

Readmission. For other appeals or petitions, the student must make the appeal or petition, in writing. The student must file the grievance with the Dean of the school. Written appeals must be submitted during the first four weeks into the next semester and must include documentary evidence that the student feels has a bearing upon the request.

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

If the decision of the faculty committee is not acceptable to the student, the student may file a written appeal with the Graduate Programs Grievance Committee within five business days, while school is in session, of notification of the faculty decision. The Graduate Programs Grievance Committee is made up of three Graduate Directors outside of the program, the Dean of Students, and three Academic Deans, except the one whose school is involved in the appeal. The student and faculty representatives may call members of the university, off-campus supervisors or mentors as supporting witnesses. All materials included in the faculty's deliberations, including the student's written appeal and the proceedings of the faculty hearing, are made available to the Graduate Programs Grievance Committee and become part of the proceedings. The hearing before the Graduate Programs Grievance Committee will be held within fifteen business days, while school is in session, of receiving the written appeal. The student may be present at the appeal hearing. The decision of the Graduate Programs Grievance Committee is reported to the student within five business days, while school is in session, of the date of the hearing.

Decisions of the Academic Grievance Committee are final. The final decision will be a majority decision from the committee. Students have the right to continue their enrollment and participation in academic programs until final decisions are reached. Failure of students to file appeals within specified time limits is considered acknowledgment of the action without intent to appeal.

Academic Integrity

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

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

Academic Misconduct Definitions

Intentional actions that violate the principle of academic integrity are referred to as academic misconduct. Academic misconduct includes, but is not limited to, cheating, plagiarism, helping another person cheat or plagiarize, furnishing false or misleading information to any community member, and sharing unauthorized recordings of class activities without explicit permission.

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

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

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

Unauthorized recording and sharing of class activities includes but is not limited to the distribution, sharing, sales, or posting of recordings on the internet (including social media) or other venue, of class content in whole or in part, without the explicit permission of the faculty member and all enrolled students and any guests.

Unauthorized use of AI includes but is not limited to the use of any large language model, generative models, agentic models, or any similar technology, to substantially complete an assignment, without the explicit prior permission of the faculty member.

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

Academic Misconduct Process

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

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

Level 1 misconduct is usually characterized by unintentional errors, assignment misunderstandings, or poor judgment when completing low-stakes assignments a Level 1 error, the faculty member may wish to provide additional instruction and should encourage the student to access support resources to help them complete assignments with academic integrity Academic consequences should be limited in scope and conduct sanctions are not recommended. There is no need to submit a report.

Level 2 misconduct is usually characterized by more deliberate violations on higher-stakes assignments. These actions often reflect a lack of full understanding of the seriousness of the behavior and of how such work would be viewed by the academic community as dishonest and inappropriate. If the student has made a level 2 error, they should meet with their professor to review how to complete assignments accurately. Academic consequences should be modest in scope though may result in a change of grade for the student. Conduct sanctions are not recommended. A report is recommended in circumstances when there is evidence of significant forethought by the student, though it is at the faculty's discretion. The report is submitted as outlined in the Academic Misconduct Process.

Level 3 misconduct is usually characterized by pre-meditated dishonesty on medium to high stakes work. The student's actions were intentional and they understood how to complete their work in ways the academic community would regard as honest and appropriate but knowingly chose not to do so. If the student has made a level 3 error, they should meet with their professor to review how to complete assignments with academic integrity. Academic consequences should be significant in scope. If specified in the course-specific academic integrity policy outlined in the syllabus, the student may be assigned a failing grade in the course. Conduct sanctions are not recommended for a first-time offense. A report is required and submitted as outlined in the Academic Misconduct Process.

Faculty reports of level 2 or level 3 violations are submitted to the appropriate academic dean and the Dean of Students. The report should include a copy of the assignment instructions, a copy of the portion of the work in error, and a brief explanation of how the error is in violation of expectations outlined in the assignment instructions and/or the course-specific academic integrity policy in the syllabus. The report should also detail the academic sanctions imposed and the rationale for the sanctions. In the report, faculty may recommend conduct sanctions for repeated infractions. Upon reviewing reports, a conduct officer, in consultation with appropriate academic dean(s), may recommend additional conduct sanctions that could require for the student to engage in remediation, be placed on probation or suspension, or be expelled from the University. The Dean of Students will notify the student of the remediation plan or the change in their academic status. Students may appeal such decisions following the Academic Grievance Procedures outlined in the catalog.

Academic Integrity Values

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

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

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

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

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

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

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

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

Guidance for Applying the Academic Integrity Policy

Level	Seriousness	Examples of Student Behavior	Considerations	Academic Consequences
Level 1	Usually characterized by unintentional errors, misunderstandings regarding assignment instructions or citation requirements, or poor and/or spontaneous judgment when completing low-stakes assignments.	Editorial errors, incomplete or improperly formatted quotations, missing or inaccurate citations, failure to appropriately acknowledge individual contributions to group work, and the submission of unauthorized AI generated material for a small portion of the assignment.	At a minimum, faculty must inform the student of the violation in writing, provide guidance on how to correct the work, and encourage the student to attend office hours or meet with a writing consultant, librarian, or tutor for support in completing assignments accurately. The student should also be informed that any repeated incidents will be escalated to a Level 2 or Level 3 offense, resulting in more serious consequences.	Consequences should be limited. The students may be allowed to re-submit the assignment for full credit or a minor reduction in points. Faculty may choose to remove points from the specific portion of the work in question rather than to the entire assignment. Faculty may choose to give a zero score if it is a low-stakes assignment that is not likely to have any consequence on the overall grade.
Level 2	Usually characterized by a failure to correct issues identified in previous work, as well as more deliberate violations on higher-stakes assignments. These actions often reflect a lack of full understanding of the seriousness of the behavior and of how such work would be viewed by the academic community as dishonest and inappropriate.	Feigning illness to avoid an exam; giving or receiving aid on quizzes, exams, papers, or other homework without specific permission from the instructor; submitting work completed in one course to satisfy an assignment in another course; minor plagiarism (one or two short excerpts of improperly cited material) or limited use of an unauthorized AI model to complete a significant portion of an assignment.	Faculty must inform the student of the violation in writing and should make a reasonable effort to converse with the student by email, online, or in person to explain the seriousness of the violation, the academic consequence and to better understand the student's decision-making process in completing and submitting work that violates academic integrity policies. The meeting may include a third party, such as a program chair, another faculty member, or the academic dean. A Level 2 incident should be reported in accordance	Consequences should be proportional. Student may be allowed to resubmit an assignment or retake an exam for a moderately reduced grade. Student may be given a failing grade on the assignment without the opportunity to resubmit. For repeated Level 2 incidents, instructors may choose to assign a failing grade for the course.

Level	Seriousness	Examples of Student Behavior	Considerations	Academic Consequences
			with the academic misconduct process when there is evidence of significant forethought, when it is determined that a student knowingly submitted dishonest or inappropriate work, when more than one incident has occurred and/or the academic consequence significantly affects the student's grade.	
Level 3	Usually characterized by pre-meditated dishonesty on medium to high stakes work. The student's actions were intentional, they recognized the seriousness of their actions, and they understood how to complete their work in ways the academic community would regard as honest and appropriate though knowingly chose not to do so.	Buying, selling, or providing a paper or a copy of an exam; having someone else take an exam or taking an exam for someone else; leaving the screen of an online exam before submission; using hidden notes or other unauthorized materials during an exam; possessing and/or using a cell phone, calculator, other device, using AI when not permitted; using internet resources when not permitted; sabotaging someone else's work; altering or forging documents or identities; changing the letter or numerical grade on an exam or assignment after the instructor has assigned the final grade; multiple instances of plagiarism in one assignment or across several assignments.	Faculty must inform the student of the violation in writing and should make a reasonable effort to converse with the student by email, online, or in person to explain the seriousness of the violation and the academic consequence. The meeting may include a third party, such as a program chair, another faculty member, or the academic dean. A Level 3 incident must be reported in accordance with the academic misconduct process.	Consequences should be significant with severe penalties. The student should earn a failing grade on the assignment with no opportunity to resubmit. Students may earn a failing grade in the course. In serious cases, faculty may recommend to the Dean of Students that the student be placed on probation, suspended, or expelled.

GRADUATE POLICIES AND PROCEDURES

Registration

Credit Hours

One credit hour is given for one 50-minute class per week for 14 weeks or the equivalent. Some graduate programs, such as the MBA program, have developed 7-week modular programs, but these programs still adhere to the hour requirements.

Registration Sessions

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

Academic Load

Status	Hours
Full-time	7* or more
Part-time	4–6
Less than part-time	3 or fewer

*Full-time status in the MSCMHC program is 12 credit hours per semester during the first and second years and 6 credit hours per semester during the third year.

Prerequisite Requirements

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

Adding Classes/Late Registration

Students may register through the last day to add/drop classes published in the academic calendar. Classes that are not held for the full semester may have alternative registration and withdrawal dates. Please reference Self-Service for alternative registration dates and the chart below for withdrawal information.

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

Class Schedules

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

Waitlists

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

Cross-listed and Meets-with Courses

Courses may be cross-listed with multiple department prefixes. When a course is cross-listed in two or more ways, it remains a single course. Students work from the same syllabus toward the same learning outcomes, and there is no differentiation of instruction. Course numbers, titles, descriptions, and prerequisites should normally match. Regardless of which course prefix a student registers under, the course counts toward the same requirement in their degree audit. Lower-division courses may not be cross-listed with upper-division courses, and upper-division courses make not be cross-listed with graduate courses. Two different courses, including courses at different levels, may meet with each other. They should normally have different syllabuses and learning outcomes with clearly differentiated instruction, particularly when lower-division, upper-division, or graduate courses meet together. There should be clear pedagogical and/or operational reasons for the courses to meet at the same time in the same place. A course that meets with another counts in a student's degree audit only under its own prefix and course number.

Holds

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

Class Attendance

Students are expected to attend all sessions of each class. Specific attendance requirements are established by each instructor, and such requirements are enforced by the university. Students are responsible for making sure they have dropped courses that they do not plan to attend.

Directed Studies/Independent Learning

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

Auditing Courses

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

Regular Audit

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

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

Alumni Audit

Students who graduated from Westminster and who are not currently pursuing a degree may register for an Alumni Audit ($100 per class, plus a $50 technology fee and any related course fees for Fall or Spring semesters) according to the following guidelines:

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

Academic Advising

Academic advising and mentoring are crucial to Westminster University's student-centered mission. It is a developmental process during which advisors (faculty, staff, and peer) work with individual students to create curricular choices designed to match the student's life and career goals. In partnership with students, advisors will:

- Share knowledge about the institution and the curriculum
- Link students to university and community resources
- Provide accessible advising

- Demonstrate sensitivity to differences among diverse student communities.

Faculty advisors work with students to map out degree requirements and plan course sequencing to graduation. These advising sessions generally:

- Review the requirements for the degree, any special options, and possible electives
- Identify any deficiencies in the student's record and ways to correct them
- Discuss career options

Compliance with F-1 or J-1 Student Regulations

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

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

Transfer Credit

Criteria for the Acceptance of Transfer Credit*

Transfer evaluations are processed in the Registrar's Office within 48 hours of the receipt of most transcripts. Westminster University awards transfer credit for coursework that meets the following criteria:

- The transfer institution must be regionally accredited; some programs require professional accreditation in addition to regional accreditation.
- Only graduate-level coursework can be applied to a graduate program.
- Courses transferred must meet the minimum grade requirements as stipulated by each graduate program.
- A maximum of 9 hours of graduate-level transfer credit may be applied to any graduate program subject to the approval of the graduate program director. A memo approving the transfer of individual courses towards graduate program requirements must be sent to the Registrar's Office for processing.
- Credit for life experience cannot be granted at the graduate level per our accrediting body.

***Note: It may not be possible to transfer credit into some graduate programs or transfer credits into a different Westminster graduate program. Consult with your individual graduate program director for questions related to previously completed course work and equivalencies. Any student wishing to transfer between graduate programs must apply to and meet all criteria for admission into that program**.

All international transcripts are evaluated by external services such as Academic Credentials Evaluation Institute (ACEI) or World Education Services (WES), which determines the level of coursework taken and the semester hour and grade equivalents. Only coursework that is determined to be equivalent to graduate-level academic work that meets the criteria noted above will be considered for transfer. Equivalencies to Westminster courses will be determined by graduate program directors.

Converting Quarter Credit Hours to Semester Credit Hours

A quarter hour is equal to two-thirds of a semester hour, so one quarter hour transfers as .67 credit hours. Students transferring from institutions using the quarter system do not lose credit, because semesters are longer than quarters.

Quarter Hours and Westminster Hour Requirements

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

Withdrawal and Leave of Absence

Withdrawing from Courses

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

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

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

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

Late Withdrawal for Unusual or Extenuating Circumstances

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

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

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

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

Voluntary Leave of Absence

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

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

National or Religious Service

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

Applying for a Leave of Absence

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

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

Excused Absence Policy

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

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

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

Student responsibilities in case of excused absence: An excused absence does not excuse the student from work done in class on that day. The student should discuss the consequences of missing class with the instructor, and is responsible for obtaining notes or other documents associated with the missed meeting and making up any work produced in that meeting (including exams) on a timetable provided by the instructor. The student should understand that some work carried out in class, for example class discussions and associated pieces of writing, cannot be made up in any reasonable way. Instructors should nonetheless make reasonable efforts to help students complete any learning activities they miss because of excused absences (e.g., providing any materials distributed or presented in class and providing opportunities for make-up exams and activities). It is important for students to recognize that no absence is without consequence, and that even excused absences may have some impact on their grades.

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

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

Graduation

Applying for Graduation

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

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

Steps:

1. Review your plan to graduate in Self-Service and ensure courses are planned to fulfill every requirement.
2. Schedule a meeting to discuss your plans with your academic advisors.
3. Update your plans in Self-Service based on your consultation with advisors.
4. Submit the completed graduation application to the Registrar's Office.

Graduation Requirements

To be eligible for a master's degree or graduate certificate, students must satisfy the conditions outlined in each program. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.

Graduating with Honors

Honors are not awarded to graduate students.

Academic Rank

Westminster University does not rank its students.

Commencement

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

General Information

Conduct

Students are expected to abide by the Code of Student Conduct of Westminster University and any additional behavioral expectations published in Program Handbooks by their respective graduate programs. Conduct violations will be addressed as prescribed in the Code of Student Conduct or Program Handbook, whichever is determined appropriate by the Dean of Students and/or Program Director.

Non-academic conduct review processes facilitated at the program level that may result in sanctions to the student must include the following provisions:

- The Dean of Students or representative must be included in the body that reviews allegations and evidence of misconduct.
- Any sanctions applied must be clearly communicated to the student and a copy shared with the Registrar's Office.
- Provisions for readmission and/or return to good standing, if any, must be indicated as part of the sanction letter.

Web Services

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

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

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

E-mail Accounts

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

ID Cards

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

Parking and UTA Bus Passes

Please visit the campus patrol web page for information on parking passes. Westminster offers annual bus passes, good for all UTA buses except ski and paratransit buses, for free. Visit the Health and Wellness Center (HWAC) for more details about this year's current costs as well as how to obtain a new "swipe card" to serve as a pass. In some cases, you may be asked to show your university I.D. card to use the pass.

EXPENSES

Graduate Tuition and Fees

For cost of attendance details see Financial Aid.

Program	Cost Per Credit	Total Credit Hours	Estimated Program Total (subject to annual increases)
Doctor of Nursing Practice	$ 1,438	32	$ 46,016
Doctor of Nursing Practice - Nurse Anesthesia	$ 1,640	90	$ 147,600
Master of Accountancy	$ 1,235*	30	$ 37,050*
Master of Arts in Community and Organizational Leadership	$ 860	35	$ 30,100
Master of Arts in Teaching	$ 860	Based upon selected program option	$ 38,700 for 45 credits
Master of Business Administration	$ 1,730*	32-37	$ 55,360-$ 64,010*
Master of Business Administration in Technology Commercialization	$ 1,730*	32-37	$ 55,360-$ 64,010*
Master of Education	$ 860	32	$ 27,520
Master of Public Health	$ 1,000	45	$ 45,000
Master of Science in Clinical Mental Health Counseling	$ 1,037	61	$ 63,257
Master of Science in Nursing: Family Nurse Practitioner	$ 1,438	42	$ 60,396
Master of Arts in Community Organizing and Social Activism	$1,189*	33-36 (program always charges for 36 credits)	See chart below*
Master of Arts in International Development and Service	$1,189*	33-36 (program always charges for 36 credits)	See chart below*

*Programs with Fixed Pricing

Master of Accountancy

Students enrolling in the MAcc program during the 2026-2027 academic year will pay $1,235 per credit hour. A total of 30 credit hours are required to complete the program for a total of $37,050. Pricing for this program is all inclusive (includes all course materials) and fixed for five years once enrolled so long as the student stays active in the program (i.e., by taking no more than one semester off).

- Any additional undergraduate courses required to meet prerequisites will be billed at the undergraduate tuition rate.
- Book fees are allocations from tuition, not in addition to tuition.

Master of Business Administration

Students enrolling in the MBA and MBATC programs during the 2026-2027 academic year will pay $1,730 per credit hour. A total of 32-37 credit hours is required to complete the program for a total of $55,360-$64,010. Tuition includes all programs costs including books, access to all program functions, and a required international trip. The tuition price will remain fixed for five years, as long as the student progresses satisfactorily (i.e., by taking no more than one semester off).

- Tuition is charged each semester based upon the number of credits taken.
- Tuition for the semester is due the first day of the semester.
- Tuition for any classes that are added after that day will be due the same day that the class is added.
- Any additional undergraduate courses will be billed at the undergraduate rate.
- Book and trip fees are allocations from tuition, not in addition to tuition.

Master of Arts in Community Organizing & Social Activism and International Development & Service

Students enrolling in either IPSL Global Engagement program during the 2026-2027 academic year have the option to choose between two formats: three semesters away and one semester at home (3 + 1), or two semesters away and two semesters at home (2 + 2). A total of 28-38 credit hours is required to complete the program. Prices for both programs are inclusive of 36 credits of tuition (9 credits per term regardless of actual credits enrolled), room & board, and study abroad/home semester fees and are fixed with continuous enrollment for four semesters. Total program costs are displayed below:

Format	Tuition	Room and Board	Study Abroad/ Home Term Fees	Program Total
3+1 COSA or IDS 3 semesters abroad + 1 semester home	$ 1,189 x 9 credits = $ 10,701/ semester x 4 = **$42,804**	$ 6,360/ semester x 3 = **$ 19,080** 3 semesters away must be completed first.	$ 7,952/ semester x 3 = **$ 23,856** (includes 4 flights) and **$309** home semester course fee.	**$ 86,049**
2+2 COSA or IDS 2 semesters abroad + 2 semesters home	$ 1,189 x 9 credits = $ 10,701/ semester x 4 = **$ 42,804**	$ 6,360/ semester x 2 = **$ 12,720**	$ 7,952/ semester x 2 = **$ 15,904** (includes 3 flights and $ 309 home semester course fee x 2 = **$ 618**	**$ 72,046**

Graduate Fee

A $15 per credit hour fee is charged per credit hour. A portion of this fee ($7) will cover programming designed to better support the graduate student network and to contribute to graduate commencement. The remaining fee ($8) is a technology fee.

School of Nursing and Health Sciences Fees

Certain programs in the SONHS include additional fees charged per credit hour for Fall and Spring semesters as specified: Master of Science in Nursing $18 per credit hour, Master of Science in Clinical Mental Health Counseling $5 per credit hour, Doctor of Nursing Practice – Nurse Anesthesia $40 per credit hour.

Health, Wellness, and Athletic Center Membership Fee

The membership fee of $13.50/month is optional and would be paid directly to the Dolores Doré Eccles Health, Wellness and Athletic Center.

Auditing Fees

Program	Cost Per Credit
Alumni Audit*	$100 (plus any additional course fees; for example ceramics courses require a $250 materials fee per class)
Master of Accountancy	$625 + $8 technology fee
Master of Business Administration	$873 + $8 technology fee
Master of Arts in Teaching	$438 + $8 technology fee
Master of Arts in Community and Organizational Leadership	$438 + $8 technology fee
Master of Education	$438 + $8 technology fee
Master of Public Health	$500 + $8 technology fee

*See Academic Policies and Procedures for more information on alumni audits or contact the Alumni Office for details.

Payment of Tuition and Fees

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

Tuition Reviews

Late Withdrawal for Unusual or Extenuating Circumstances

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

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

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

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

Tuition Refund Schedule

This refund schedule applies to regular credit-bearing courses but excludes IPSL and other trip-based courses.

Fall Semester	Percent
08/26/26 - 09/04/26	100%
09/05/26 - 09/11/26	80%
09/12/26 - 09/18/26	60%
09/19/26 - 09/25/26	30%
After 09/25/26	0%

Spring Semester	Percent
01/19/27 - 01/27/27	100%
01/28/27 - 02/03/27	80%
02/04/27 - 02/10/27	60%
02/11/27 - 02/17/27	30%
After 02/17/27	0%

Summer Term - First Four Weeks aka May Term	Percent
05/17/27 - 05/24/27	100%
05/25/27 - 06/01/27	50%
06/02/27 - 06/08/27	25%
After 06/08/27	0%

Summer - Full Twelve Weeks	Percent
05/17/27 - 05/24/27	100%
05/25/27 - 06/01/27	80%
06/02/27 - 06/08/27	60%
06/09/27 - 06/15/27	30%
After 06/15/27	0%

Summer - Final Eight Weeks	Percent
06/14/27 – 06/22/27	100%

Summer - Final Eight Weeks	Percent
06/23/27 – 06/29/27	80%
06/30/27 – 07/06/27	60%
07/07/27 – 07/13/27	30%
After 07/14/27	0%

*For summer courses not conforming to the posted refund schedules, please contact Student Account Services.

Tuition Insurance

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

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

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

Health and Accident Insurance

Students are encouraged to carry health and accident insurance. Many plans carry students on their parents' coverage if they are 26 years of age or younger. Westminster's website has a list of many plans, as there are different options and rates available to students. Cost may vary somewhat due to the student's age. Please contact the Office of Student Life for more information. All international students and student athletes attending Westminster University are required to carry insurance coverage. Students admitted to the nursing program are required to provide evidence of health insurance coverage. All students traveling on a university trip (May Term, Retreats, Conferences, Study Abroad, etc.) must also show proof of insurance.

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

Understanding Health Insurance for College Students and Young Adults

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

- Humana
- eHealthInsurance
- SelectHealth Individual Plans
- Regence BlueCross BlueShield of Utah Individual Plans

FINANCIAL AID

Understanding Financial Aid

Federal Direct Student Loan Program

The 2025 One Big Beautiful Bill Act made significant changes effective July 1, 2026. The following is specific to new borrowers as of July 1, 2026. See StudentAid.gov for additional information.

Degree-seeking graduate students are eligible to apply for Federal Direct Student Loan funds. Graduate students may borrow up to $20,500 per academic year in a Federal Unsubsidized Direct Loan. The aggregate maximum borrowing limit for graduate students is $100,000 of which includes undergraduate borrowing.

Students must be enrolled at least half-time each semester to borrow or to have loan payments deferred. Half-time is defined as four (4) to five (5) credit hours and full-time is defined as seven (7) or more credit hours per semester. Loans will be prorated for less than full time enrollment.

Applicants must apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA). The Financial Aid Office will then determine the amount of a loan that the student may qualify for and originate the student's loan according to the amounts accepted on the student's Financial Aid Offer.

Federal Graduate PLUS Loan

Eliminated for new borrowers as of July 1, 2026.

Cost of Attendance

Graduate students' cost of attendance varies based on the graduate program in which the student is admitted. They also vary based on the number of credit hours for which a student enrolls and can include other expenses incurred by the student because of enrollment in that graduate program. The allowance for books and supplies is only applicable to programs where books are not included in the cost of tuition. The budget figures listed below are for 12 months (Fall, Spring and Summer semesters).

Type of Expense	Cost Associated
Tuition and Fees	Varies by program
Living Expenses	$19,098
Transportation	$2,358
Direct Student Loan Fees	$217
Personal Expenses	$2,375
TOTAL	**$23,832 + Program tuition and fees**

Student Aid Index

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

Determination of Need

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

Satisfactory Academic Progress

Graduate students must maintain satisfactory progress to receive Title IV (federal) student financial aid funds and institutionally funded financial aid. Title IV student financial aid includes the following programs: Federal Work Study, Federal Direct Unsubsidized Loan and Federal Graduate PLUS Loan. Please note that Satisfactory Academic Progress (SAP) is NOT the same as Academic Standing as determined by the Registrar's Office.

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

Grade Requirement

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

Completion Requirement

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

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

The following will not be counted as credit hours completed:

Letter Grade	Description
F	Failure
W	Withdrawn
WF	Withdrawn Failing
UW	Unofficial Withdrawal
I	Incomplete
NC	No Credit
X	Repeat
T	Temporary

Program Length Requirement

In addition, the quantitative measure is based on completion of a graduate program in a time frame that is within 150% of the program's length to continue to receive federal financial aid.

Transfer Credits

Transfer credits taken prior to attending Westminster University are counted as completed hours. Transfer students will have a GPA based only on courses completed at Westminster University. If a student changes programs, the coursework will still be counted toward Satisfactory Academic Progress and part of the 150% program length time frame. If a student pursues a second degree, the time frame will be evaluated for the 150% program length. Coursework completed during Summer Term will be counted in the overall completion rate and entered the 150% program length.

Incompletes, Noncredit, or Withdrawn Courses

Grades of incompletes, noncredit, or withdrawn courses (F, I, NC, W, T, WF) will be counted as attempted and not completed courses.

Timetable for Review

Students records will be reviewed at the end of each academic year to determine if they comply with the satisfactory academic progress policy. The academic year ends with Spring Semester and will include any period of time during the academic year the student was enrolled. Students who have grade changes that affect academic progress after it has been reviewed are responsible for notifying the Financial Aid Office so that their progress may be re-reviewed for compliance. Grade changes, including incomplete grade updates, affecting student eligibility for financial aid must be on file with the Registrar's Office prior to the first date of classes in the next semester of enrollment for the student's record to be re-reviewed for satisfactory progress in that semester.

Enrollment Status for Financial Aid Funds

Full-time graduate student status is defined as seven (7) or more credit hours per semester. Half-time graduate student status is between four (4) credit hours and five (5) credit hours. Graduate students must be enrolled at a half-time status to be eligible for federal student loans. Financial aid may be adjusted based on enrollment status.

Retaking Courses and Financial Aid

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

Reinstatement of Financial Aid

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

Notification

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

Satisfactory Academic Progress Policy/Appeal/Academic Plan

Any student determined to be ineligible for financial aid has the right to appeal.

- The student appealing the satisfactory progress decision **will** submit a written appeal to the Financial Aid Office. The appeal must explain why the student failed to make satisfactory academic progress and what has changed in their situation that **will** allow them to make satisfactory academic progress in the future. The Financial Aid Office will give a decision to the student's Westminster email account within ten working days of receipt of a complete appeal.
- If an appeal is granted, the student will develop an Academic Plan with an academic. Once the Academic Plan has been submitted, the student must complete 100% of the coursework outlined in the plan each term. Students who meet the conditions of their academic plan will continue to meet with an academic advisor to develop Academic

Plans until satisfactory academic progress requirements have been met. Students who do not meet the conditions outlined in their academic plan will lose all aid eligibility until they meet satisfactory academic progress requirements.

If the appeal is not approved, and the student wishes to proceed further with the appeal, the student can submit an additional appeal to the Director of Financial Aid. The Director of Financial Aid will make a decision, in writing, within five working days of receipt of the appeal.

Withdrawal and Its Effect on Financial Aid

Return of Title IV Financial Aid Funds

Federal regulations govern the return of Title IV (federal) financial aid funds that have been disbursed for a student who completely withdraws or does not attend the scheduled classes during a term payment period, or period of enrollment. The Title IV programs included under these regulations for graduate students are: Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS loans.

Earning Title IV Financial Aid

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

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

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

Repayment of Unearned Title IV Financial Aid

The responsibility to repay unearned Title IV aid is shared by the institution and the student in proportion to the aid each is assumed to possess.

The institution's share is the lesser of:

- the total amount of unearned aid; or
- institutional charges multiplied by the percentage of unearned aid.

The student's share is the difference between the total unearned amount and the institution's share. Westminster University will return the unearned aid for which the school is responsible, by repaying the Department of Education to the following sources, in order, up to the total net amount disbursed from each source.

Title IV Programs Order of Federal Funds Returned:

1. Federal Direct Unsubsidized Loan
2. Direct Grad PLUS Loan
3. Federal TEACH Grant

Students withdrawing after the end of the university's refund period are liable for the remaining charges independent of financial aid adjustments. Students considering withdrawal or enrollment below half-time status should call or visit the Financial Aid Office to determine the specific implications. Official withdrawal notifications should be provided to the Registrar's Office. For official withdrawals, a student's date of withdrawal from the withdrawal form is used to determine the amount of aid earned.

Official Withdrawal

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

Unofficial Withdrawal

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

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

Does not include (for example):

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

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

Additional Information

Further information about return of federal funds calculations can be obtained from the Financial Aid Office.

Institutional Refund Policy

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

Miscellaneous Information

Notification of Financial Aid Offer– Students submitting applications and other supporting documentation are notified of aid awarded electronically or by mail.

Changes in Financial Status– Students are responsible for reporting any change in family financial resources from extra income, gifts, or outside aid. If the additions reduce financial need, the award may be reduced. Failure to report additional resources may result in total cancellation of all financial aid. If resources decrease, students may request additional funds.

The university makes every effort to assist students in securing the financial aid they need to be successful in their studies and career goals, based on availability of funds.

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

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

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

ADDITIONAL PROGRAM REQUIREMENTS FOR ADMISSION

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING (MSCMHC)

Admission Requirements

Admission to the program is based on an evaluation of demonstrated academic ability and potential for success in therapeutic counseling settings. Students enter the program at the beginning of the Fall semester only.

The application deadline is November 1 of each year, for the new cohort beginning the program for Fall entry. Late applications may be considered on a space-available basis.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- Professional statement. Address the following prompt in approximately 2 pages, double-spaced:
  - Share your motivation, preparation, and commitment to the field of mental health counseling. And how do you see yourself making an impact in the field?
- Professional résumé detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities.
- 3 letters of recommendation from academic and professional colleagues who can address the candidate's academic and interpersonal skills relevant to practice as a professional counselor.
- Academic Writing Sample* (waived for applicants with a cumulative undergraduate GPA of 3.2 or higher).
- Statement of Academic History* (waived for applicants with a cumulative undergraduate GPA of 3.2 or higher).

*These additional materials offer applicants the opportunity to demonstrate their academic potential and readiness for graduate-level coursework. The review committee will carefully review these materials alongside other components of the application to assess the applicant's qualifications and suitability for admission.

- Academic Writing Sample: Applicants must provide a sample of their academic writing, typically a research paper, thesis excerpt, or essay that demonstrates their ability to engage with complex ideas, conduct scholarly research, and communicate effectively in written form. If the applicant does not have an academic writing sample to share, they may email the Office of Graduate Admissions at gradadmissions@westminsteru.edu for a writing prompt.
- Statement of Academic History: This statement should provide context for the applicant's academic performance, including any challenges or extenuating circumstances that may have influenced their GPA. Applicants should use this opportunity to explain any fluctuations in grades, gaps in their academic record, or other relevant factors that the review committee should consider when evaluating their application.

Once accepted to the Master of Science in Clinical Mental Health Counseling program, applicants must submit a $250 non-refundable enrollment deposit.

When an individual's application file is complete with required documents and according to application dates, the application materials are evaluated by the MSCMHC Admissions Committee. An interview with mental health counseling faculty will be arranged by the School of Nursing & Health Sciences. Once accepted into the program, the applicant must submit a $250 tuition deposit within 3 weeks (21 days), which guarantees a place in the entering class. Students admitted from the waitlist have 2 weeks (14 days) to pay the $250 tuition deposit. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

MBA, MBA IN TECHNOLOGY COMMERCIALIZATION, AND GRADUATE CERTIFICATE

Admission Requirements

Admission to the graduate programs at Westminster's Bill and Vieve Gore School of Business is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following application documents to the Office of Graduate Admissions:

- Completed application form
- Personal statement addressing the following questions in approximately two pages, double spaced:
  - Why are you pursuing a graduate business degree at this time?
  - What are your short and long-term career goals?
  - Why would you choose Westminster University's Gore School of Business graduate program as your preferred program?
- One letter of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program.
- Professional résumé detailing professional work experience, including relevant job titles, work experience, areas of responsibility, and other related activities.
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.

When an individual's application file is complete with required documents and according to application dates, the applications are evaluated by the Gore School of Business Admissions Committee. Once accepted to a graduate business program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

MASTER OF ACCOUNTANCY (MACC)

Admission Requirements

Admission to the Master of Accountancy at Westminster's Bill and Vieve Gore School of Business is based on an evaluation of undergraduate work, accountancy acumen, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- Personal statement addressing the following questions in approximately two pages, doubled spaced:
  - Why are you pursuing a Master of Accountancy degree at this time?
  - What are your short and long-term goals?
  - Why would you choose Westminster University's Gore School of Business graduate program as your preferred program?
- Professional résumé detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities
- One letter of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to this program
- Official college or university transcripts from all institutions attended showing proof of baccalaureate degree and fulfillment of prerequisite requirements. Transcripts or test scores are considered official when sent directly from the school or testing service.

When an individual's application file is complete with required documents and according to application dates, the application materials are evaluated by the Graduate Business Admissions Committee. Once accepted to the program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

MASTER OF ARTS IN COMMUNITY ORGANIZING AND SOCIAL ACTION (MACOSA) AND MASTER OF ARTS IN INTERNATIONAL DEVELOPMENT AND SERVICE (MAIDS)

Programs:

Master of Arts in Community Organizing and Social Activism (MACOSA)

Master of Arts in International Development and Service (MAIDS)

Graduate Certificate in Community Organizing and Social Activism

Admission Requirements

Admission to the IPSL Global Engagement graduate and certificate programs is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester. Complete applications are reviewed on a#rolling admissions basis. **Early submission of applications is strongly encouraged 2 months prior to the start of the semester.**

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- Professional Statement of 200 words or less addressing the following:
  1) Briefly describe who you are and what qualities/strengths you would contribute to this program.
  2) What motivates you to enroll in an IPSL graduate program?
  3) How do you plan to apply what you learn and experience during the program to your future personal and professional goals?
- 2 letters of recommendation from an academic or professional colleague who can address the candidate's academic and interpersonal skills relevant to the program.
- Professional resume
- Valid US passport

Upon completion of the application file with all required documentation the individual's application materials are submitted to the IPSL Global Engagement Admissions Committee for review. A informational interview conducted via video conference with program representatives will be arranged. Once accepted to the MACOSA, MAIDS, or Graduate Certificate Program, applicants must submit a $250 tuition deposit and complete a program contract within 30 days, to secure a place in the program and proceed with enrollment.

MASTER OF ARTS IN COMMUNITY AND ORGANIZATIONAL LEADERSHIP (MACOL)

Admission Requirements

Admission to the graduate and certificate programs in community leadership is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester. Complete applications are reviewed on a#rolling admissions basis. Early submission of applications is strongly encouraged.

Priority Deadlines

- **Fall Entry:**#June 1
- **Spring Entry:**#October 15
- **Summer Entry:**#March 1

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- Personal statement—address the following questions in approximately 2 pages, double-spaced:
  - What do you hope to learn from the Master of Arts in Community Leadership degree program, and how will you use what you learn?
  - What is your approach to community work and/or organizational or social change?
  - What are the most important skills, experiences, and personal characteristics you bring to the Westminster University learning community?
- Recommendation(s) - are not required, but will be considered if included in application.

Once accepted to the Master of Arts in Community and Organizational Leadership, applicants must submit a $250 non-refundable enrollment deposit.

When an individual's application file is complete with required documents and according to application dates, the application materials are evaluated by the MACOL Admissions Committee. Once accepted into the program, the applicant must submit a $250 tuition deposit within 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

MASTER OF ARTS IN TEACHING (MAT)

Admission Requirements

Admission to the MAT program is based on an evaluation of undergraduate work, professional experience, and potential to succeed in a teaching environment. Secondary education candidates must meet USBE endorsement requirements in the content area they intend to teach before they can be admitted to the MAT program. This includes completion of all required coursework for an endorsement. Please refer to the Utah State Board of Education's Educator Endorsements website to see if you meet state requirements.

Students may enter the program at the beginning of the Fall or Summer semester for MAT Arts track only.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- Official college or university transcripts from each institution attended showing proof of baccalaureate degree. Transcripts or test scores are considered official when sent directly from the school or testing service.
- Personal statement—address the following questions in approximately 2 pages, double-spaced:
  - Describe why you are becoming a teacher
  - Elaborate on some experiences that you've had while teaching
  - Describe strengths that you would bring to the teaching profession

When an individual's application file is complete with required documents according to application dates, the application materials are evaluated by the MAT Admissions Committee. Once accepted to the program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

Note: Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon completion of MAT degree requirements. Therefore, a teaching license will not be recommended without full completion of the MAT and the MAT will not be awarded without recommendation for a teaching license.

MASTER OF EDUCATION (MED)

Admission Requirements

Admission to the MED certificate and graduate programs is based on an evaluation of undergraduate work, professional experience, and potential to succeed in a K-12 teaching environment, a higher or adult education setting, or other educational setting. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- Personal statement—address the following questions in approximately 2 pages, double-spaced:
  - Why do you want to pursue the Master of Education degree?
  - What goals do you have for your learning in the program?
  - What are the most important skills, experiences, and personal characteristics you bring to the program?
- Recommendation(s) - are not required, but will be considered if included in application.

Once accepted to the Master of Education program, applicants must submit a $250 non-refundable enrollment deposit.

When an individual's application file is complete with required documents according to application dates, the application materials are evaluated by the MEd. Admissions Committee. Once accepted to the program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

DOCTOR OF NURSING PRACTICE (DNP)

Admission Requirements

Admission to the program is based on an evaluation of demonstrated academic ability and professional experience. Successful completion of undergraduate courses in pathophysiology, pharmacology, health assessment, statistics, and research will be evaluated during the review of applications. Westminster operates rolling admissions, so it is best to apply as soon as possible. The priority deadline is July 25, 2025. Students enter the program at the beginning of Fall semester and may complete the 42 credit requirements within five semesters, including one summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree and MSN degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- Professional Statement—The plan of study for the Doctor of Nursing Practice program includes a personal scholarly project that demonstrates your ability to apply advanced nursing theories. This project evolves over three semesters, integrating coursework in theory, ethics, statistics, policy, leadership, informatics, and quality improvement to address real-world challenges in nursing practice.
- In 200 words or less describe your initial ideas for a scholarly project addressing the following:
  - Topic Selection(s)
  - Theoretical and Ethical Considerations
  - Research and Evidence-Based Practice Broader Impact
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities
- 2 letters of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program
- APRN license and National Nurse Practitioner Certificate
- Proof of current national board certification
- Negative drug testing (10-panel, urine test) results performed by castlebranch.com.

Once accepted to the Doctor of Nursing Practice program, applicants must submit a $250 non-refundable enrollment deposit.

Due Upon Enrollment Into the Program:

- Background check performed by CastleBranch.com (must be free of criminal arrest) (may take up to 3 weeks to process). View background check instructions.
- Evidence of a clear 10-panel drug screen completed by#CastleBranch. View drug screen instructions.

Upon completion of the application file with all required documentation, according to application dates, the individual's application materials are submitted to the DNP Admissions Committee for review. A personal interview with DNP faculty will be arranged by the School of Nursing and Health Sciences. Once accepted to the Doctor of Nursing Practice program, applicants must submit $250 tuition deposit within 30 days, which guarantees a place in the entering class. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than date specified if enrollment goals are met before those dates.

Note: Currently enrolled MSN: FNP students at Westminster University may qualify for a waiver for letters of recommendation and can have their drug screen and background check carried over from their MSN: FNP application. Currently enrolled MSN students at any institution may qualify for provisional admission if applying prior to the completion of their APRN and National Nurse Certifications. Please contact the Graduate Admissions Office at 801.832.2201 or gradadmissions@westminsteru.edu with questions.

DOCTOR OF NURSING PRACTICE - NURSE ANESTHESIA (DNP-NA)

Admission Requirements

Admission to the graduate programs at Westminster's School of Nursing & Health Sciences is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Summer semester.

The application deadline is September for the class beginning in May. Late applications may be considered on a space-available basis.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- $50 application fee
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- BS/BSN in nursing is strongly preferred. Other applicants, i.e., BS, DC, MD, BA, DDS, etc. may also apply, but you must also be an RN.
- Minimum of 1 year of critical care by the time of application submission (Intensive Care Unit, Cardiac/Neuro/Thoracic/Shock-Trauma preferred), SICU, MICU, NICU/PICU acceptable. Applicants with experience solely in NICU/PICU may apply, but they may not be selected for an interview at the DNP-NA Director's discretion. Critical care (ICU) experience within the last 3 years is required.
- Minimum 3.0 GPA, including a minimum 3.0 GPA in core sciences.
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.
- Three recent letters of reference from supervisors that can attest to your character and work performance.
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities.
- Current RN license in good standing without any restrictions, disciplinary actions, or probationary status. Any prior nursing license restrictions need to be brought to the attention of the program director at the time of application.
- Successful completion of CCRN certification is required.

Due Upon Enrollment Into the Program:

- Current BLS, ACLS, and PALS certification.
- Documentation of current immunizations (including COVID-19 immunizations, MMR, TDAP, PPD, polio, varicella/chickenpox, Hepatitis A, and Hepatitis B).
- The following titers, no more than 3 years old: Hep B, Varicella, Measles, Mumps, Rubella.

- Physical and Mental Health Certificate.
- Background check performed by castlebranch.com will be required after acceptance into the program (must be free of criminal arrest). View background check instructions.
- Negative drug testing (10-panel, urine test) results performed by castlebranch.com. View drug screen instructions.

Upon completion of the application file with all required documentation, according to application dates, the individual's application materials are submitted to the DNP-NA Admissions Committee for review. An interview with DNP-NA faculty will be arranged by the School of Nursing and Health Sciences. Once accepted to the Doctor of Nursing Practice, Nurse Anesthesia program, applicants must submit $1,000 enrollment deposit within 14 days, which guarantees a place in the entering class. Please refer to the university website for specific application deadlines. It is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited to students admitted to the DNP-NA Program. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

An applicant of the program must be able to fulfill the job description and duties of a Certified Registered Nurse Anesthetist. A candidate for the program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. Applicants and students must be able to meet DNP-NA Technical Standards.

School of Nursing & Health Sciences

Nurse Anesthesia Program

Technical Standards for Admission, Continuation and Graduation

Applicants to the Westminster University Nurse Anesthesia Program are selected on the basis of their academic, personal and extracurricular attributes. Applicants must also have the intellectual, physical and emotional capabilities to meet the requirements of the School's curriculum and to function as a safe anesthesia provider.

The following technical standard guidelines are based on those recognized as essential to the study and practice of nurse anesthesia. These guidelines specify the attributes considered essential for completing nurse anesthesia training and for enabling each graduate to enter clinical practice. Because these standards describe the essential functions that students must demonstrate to meet the requirements of nurse anesthesia training, they are prerequisites for admission, continuation, and graduation.

Westminster University Nurse Anesthesia Program will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. Our institution is committed to considering all qualified applicants without discrimination on the basis of race, color, religion, national origin, age, sex, veteran status, disability or sexual orientation. The Admissions Committee believes that all students must possess the intellectual, physical and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner without having to rely on intermediaries, and that all students must be able to achieve the levels of competence required by the program goals and objectives. All candidates for admission, both those with and without disabilities, are expected to be competitive with others in the applicant pool in academic, personal and extracurricular attributes. The institutional policy is to make admissions decisions on the basis of each applicant's qualifications for the study and practice of nurse anesthesia. The Nurse Anesthesia program's commitment to nondiscrimination against any applicant or admitted student on the basis of disability is consistent with applicable law.

Admitted students with documented, qualified disabilities have access to support personnel within Student Disability Services. An agent of this office will collaborate with other faculty and staff as necessary to provide reasonable accommodations for courses and examinations. The goal is to help students with qualified disabilities find access to the necessary resources to assist them in meeting the technical standards for nurse anesthesia program admission, continuation and graduation.

Requests for accommodation of a disability must be made in a timely manner (preferably before starting classes) to the Director of the Nurse Anesthesia Program and the Office of Student Services. At that time, the following information must be provided at the student's expense:

- Documentation of the disability from a licensed professional.
- The diagnosis of the disability using standard nomenclature.
- A description of the student's functional limitations due to the disability.
- Copies of the evaluation report(s) on or accompanied by a letter on the evaluating professional's letterhead.
- A description of the requested accommodation.

Accommodations that may be appropriate will depend on individual circumstances. In evaluating a request for an accommodation, the Nurse Anesthesia Program will take into account the individual's specific limitations and needs to determine whether the requested accommodation is reasonable and will permit the applicant or student to satisfy the Technical Standards. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. As mentioned above, except in rare circumstances, the use by a student of an intermediary to perform any of the functions described in the Technical Standards would constitute an unacceptable substantial modification.

For students seeking accommodations, a comprehensive neuropsychological evaluation conducted by a qualified professional must be provided. The evaluation must appear on, or be accompanied by a letter on, the evaluating professional's letterhead.

Technical Standards for Nurse Anesthesia Studies Required for Admission, Continuation and Graduation

A candidate for the Doctorate of Nursing Practice-Nurse Anesthesia program must be able to demonstrate intellectual-conceptual, integrative and quantitative abilities; skills in observation, communication and motor functions; and mature behavioral and social attributes. Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner *without a trained intermediary.* The use of a trained intermediary means that a candidate's judgment or performance must be mediated by someone else's power of selection, observation, or performance.

Sensory

- A candidate must be able to detect and interpret changes in monitoring alarms and equipment.
- A candidate must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside.

- Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information from computerized monitors, and through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.
- A candidate must be able to observe a patient accurately at a distance and close at hand.

Communication

- A candidate should be able to speak, hear and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications.
- A candidate must be able to communicate effectively and sensitively with patients. Communication includes speech, as well as reading and writing.
- A candidate must be able to communicate effectively via oral and written modalities interacting with all members of the health care team.

Motor

- Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers.
- A candidate must be able to negotiate patient care environments and must be able to move self/patients between settings, such as clinic, classroom building, and hospital.
- A candidate should be able to execute motor activities reasonably required to provide general care, to perform direct laryngoscopy, arterial and venous line placement, and performance of peripheral and central nerve blocks, anesthesia gas machine operation and troubleshooting, and to provide emergency and urgent treatment to patients such as fiberoptic intubation and therapies of the difficult airway algorithm.
- Examples of emergency treatment reasonably required of a nurse anesthetist are cardiopulmonary resuscitation (CPR) and the administration of intravenous medication. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities

- Intellectual-conceptual, integrative and quantitative abilities include measurement, calculation, reasoning, analysis and synthesis. Problem-solving, the critical skill demanded of a nurse anesthetist, requires all of these intellectual abilities.
- A candidate should be able to comprehend 3-dimensional relationships and to understand the spatial relationships of structures for the performance of peripheral and central nerve blocks.
- A candidate must be able to read and understand medical and nursing literature. In order to complete the degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely and often critical fashion in problem-solving and patient care.

Behavioral and Social Attributes

- A candidate must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and other healthcare personnel.
- A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Commitment to excellence, service orientation, goal-setting skills, academic ability, self-awareness, integrity and interpersonal skills are all personal qualities that are assessed during the admission and education process. Because the nature of nurse anesthesia education is based on a mentoring process, candidates are expected to be able to accept criticism and respond by appropriate modification of behavior. Compassion, integrity, concern for others, interpersonal skills, interest and motivations are all personal qualities that are required.

Annotations to the Technical Standards

In addition to the existing text incorporated within the **Technical Standards for Nurse Anesthesia Studies** for Admission, Continuation and Graduation, there are specific needs that are relevant to successful completion of curriculum requirements. This addendum provides specific examples to enhance the interpretation of the Technical Standards, particularly within the “Motor” and “Behavioral and Social Attributes” categories.

- Students are required to master the skills of a complete physical examination.
- They must be able to complete Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Cardiac Life Support (PALS) and Neonatal Resuscitation Program (NRP) instruction and certification processes
- Students must be available to meet when sessions are available for the mastery of the curriculum objectives. This may include evening, night and weekend obligations.
- During the clinical internship, several mandatory rotations require extended hours, with start times as early as 5:00 am. Evening, on-call and weekend shifts are common and may extend into 12 to 16 hour days. As a result, students must be able to physically and psychologically perform capably and competently with moderate degrees of sleep deprivation.
- Many surgical procedures essential to training may last for 3 or more hours. Students may be required to stand in a relatively fixed position for the entirety of the procedure with minimal rest or breaks.
- In emergency situations, patients may need to be moved, turned or resuscitated, and the student may be in situations that necessitate short periods of bending, lifting or partial lifting, reaching, squatting or straining.
- Within Westminster rotations, students may be required to cover large areas of space (different patient-care floors, different wings or sections within institutional building structures). They must be able to transport themselves and patients from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training, such as during rounds.
- Students are responsible to ensure that they arrive fit for duty, which is defined as being in sound emotional, physical, and mental health to provide safe anesthesia care. Students are required to update the program on changes in their health status (including medications) which may impact their vigilance, alertness, or ability to provide safe patient care. The presence of communicable disease (such as HIV or Hepatitis) may impair the student’s ability to provide safe care. Students infected with a communicable disease should consult with the program director to ensure that they are able to safely care for patients.

Student Disability Services

Student Disability Services is located in the lower level of Giovale Library. If you have questions regarding services for students with disabilities, please call 801.832.2272 or email disabilityservices@westminsteru.edu.

MASTER OF PUBLIC HEALTH (MPH)

Admission Requirements

Admission to the graduate programs is based on an evaluation of demonstrated academic ability and professional experience. Students may enter the program during the Fall semester. Completed applications are reviewed on a rolling admissions basis. Early submission is strongly encouraged. The priority deadline is June 1 for Fall entry. Students who choose the certificate program must complete the Graduate Non-Degree Seeking Application. Certificate in Public Health students are limited only to the core courses.
A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges or universities attended showing proof of baccalaureate degree from a regionally accredited institution. Transcripts are considered official when sent directly from the school or transcript service.
- Professional statement—address your public health background and future goals in approximately 2 pages, double-spaced.
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities.
- 2 letters of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program.

Once accepted to the Master of Public Health program, applicants must submit a $250 non-refundable enrollment deposit.

Upon completion of the application file with all required documentation according to application dates, the individual's application materials are submitted to the MPH Admissions Committee for review. A personal interview with public health faculty will be arranged by the School of Nursing & Health Sciences. Once accepted to the Public Health Program, applicants must submit a $250 tuition deposit within 30 days, which guarantees a place in the entering class. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

MASTER OF SCIENCE IN NURSING: FAMILY NURSE PRACTITIONER (MSN:FNP)

Admission Requirements

Admission to the program is based on an evaluation of demonstrated academic ability and professional experience. Successful completion of undergraduate courses in pathophysiology, pharmacology, health assessment, statistics, and research will be evaluated during the review of applications. Students enter the program at the beginning of Fall semester and may complete the 42 credit requirements within five semesters, including one Summer semester.

The application deadline is January 15 each year for Fall entry. Late applications may be considered on a space-available basis.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Application
- Official college or university transcripts from all colleges and universities attended showing proof of baccalaureate degree with a minimum cumulative GPA of a 3.0. Transcripts or test scores are considered official when sent directly from the school or testing service.
- Professional statement—address the following topics in approximately 2 pages, double-spaced:
  - Career goals encompassing the Family Nurse Practitioner (FNP) role
  - A statement of perceived differences between the RN and FNP role
  - The strengths the applicant brings to the FNP role
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities.
- 2 letters of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program.
- Minimum of 1 year of RN experience; applicants with less than 1 year of experience may apply, but they may not be selected for an interview at the MSN-FNP Director's discretion.
- Current RN license in good standing without any restrictions, disciplinary actions, or probationary status. Any prior nursing license restrictions need to be brought to the attention of the program director at the time of application.
- Select candidates will be invited to interview.

Due Upon Enrollment Into the Program:

- Background check performed by CastleBranch(free of any criminal arrest history) (may take up to 3 weeks to process).
- Evidence of a clear 10-panel drug screen completed byCastleBranch.
- Documentation of current immunizations (including COVID-19, Influenza, MMR, TDAP, polio, varicella/chickenpox, Hepatitis A, and Hepatitis B) as well as TB screening).
- The following titers, no more than 3 years old: Hep B, Varicella, Measles, Mumps, Rubella.
- Physical and Mental Health Certificate signed by a primary care provider.

Once accepted to the Master of Science in Nursing-Family Nurse Practitioner program, applicants must submit a $250 non-refundable enrollment deposit.

Upon completion of the application with all required documentation according to application dates, the individual's application materials are submitted to the MSN Admissions Committee. A personal interview with nursing faculty will be arranged by the School of Nursing & Health Sciences. Once accepted to the MSN Program, applicants must submit a $250 tuition deposit within 30 days, which guarantees a place in the entering class for the Fall term. Please refer to the university website for specific application deadlines. It is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited to students admitted to the MSN Program. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

ADMISSION TO THE UNIVERSITY

Admission Criteria

Westminster's graduate programs welcome applications from prospective students who are committed to active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, university-wide excellence, and high ethical standards. Program faculty and

the Graduate Admission Committees carefully consider applications using a holistic approach to its review. When evaluating an application file, factors such as prior academic experience, writing ability, references, interpersonal skills, maturity and professional fitness are considered. Westminster University does not discriminate based on race, color, pregnancy, childbirth, or pregnancy-related conditions, age, religion, national origin, disability, sex, sexual orientation, gender identity, religion, military status, and genetic information, or other legally protected status. The university's commitment to nondiscrimination applies to students, employees, and applicants for admission and employment. For additional information, see the full Non-Discrimination Statement.

Admission Process

Prospective students who wish to enter a degree, certificate, or endorsement program at Westminster University are required to submit a completed application for admission. Applicants must hold a baccalaureate degree earned from a regionally accredited college or university in the United States or the international equivalent.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed Westminster Application
- $50 application fee
- A professional statement of intent
- Letters of recommendation
- Official transcripts from all colleges and universities attended

See further required application materials per graduate program. Each program's application requirements can be found online.

In accordance with the university's document retention policy, all records submitted to the university become the property of Westminster University as part of each student's permanent record and are not returnable. For important application dates and events scheduled for prospective graduate students at Westminster, please contact Graduate Admissions at 801.832.2200 or 800.748.4753. Send e-mail inquiries to gradadmissions@westminsteru.edu.

Deferred Admission

Admitted graduate students for many of Westminster University's graduate programs are eligible to request deferred admission. Deferred admission is offered to students who plan to delay their enrollment to a different semester than the one they were admitted to.

Requests for deferred admission must be submitted prior to deposit deadline for a program and may be requested for up to 3 semesters.

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

Prior to their return, students must confirm their intention to enroll by submitting a second non-refundable tuition deposit. Additional information about deferred admission.

Non-Degree Seeking Students

Non-degree seeking students are defined as students who are enrolled at the university but have not applied for, or been accepted into, a degree program. Non-degree seeking students, therefore, are those who plan to take courses for "interest only." Non-degree seeking students are subject to the academic regulations of the university. Credit earned while in non-degree seeking student status is not considered toward a degree unless the student applies for admission to, and is accepted by, the university as a degree-seeking student. A maximum of 21 semester hours of coursework taken as a non-degree-seeking student may be considered for credit earned toward a degree. Non-degree seeking students are not eligible to receive institutional or federal financial aid. Those who wish to pursue a degree must complete the admission process as a degree-seeking student. Non-degree seeking students must be admitted as degree-seeking prior to the first day of classes in the semester in which they wish to be considered degree-seeking.

Readmission of Former Students

Students who wish to register at the university after an absence of three or more academic semesters (including Summer semester) must apply for readmission through the Office of Graduate Admissions. Re-entering students are subject to the academic requirements in effect at the time of their re-entry. Westminster University makes every effort to honor coursework taken in previous years; however, due to curriculum changes, this cannot be guaranteed. Previous coursework in question must be reviewed by individual academic departments with a final agreement submitted in writing to the Registrar's Office. Students readmitted after three or more semesters will be expected to meet program requirements for the catalog in effect at the time of readmission. This includes program cost of tuition and fees at the time of readmission.

Readmission of Service Members or Veterans

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

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

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

International Students

The university accepts and enrolls students who are citizens of countries other than the United States. Full-time international students are issued Forms I–20 to enable them to apply for student visas.

Admission Requirements

To be considered for graduate enrollment at the university, international students must hold the equivalent of a U.S. Bachelor's degree and meet all admissions requirements for the graduate program of study. International students must submit the following materials to the Office of Admissions:

1. Complete Westminster University Graduate Admissions Application and $50 application fee
2. Official transcripts, academic records, diplomas, national examination results, certificates or degrees received from accredited post-secondary institution, university and/or professional schools and any necessary translations. International college or university transcripts must be submitted to a NACES member organization external evaluation service company for a course-by-course evaluation. Students who attend English speaking universities or colleges in Canada do not need to complete a NACES evaluation.
3. Evidence of adequate financial support to cover the total cost of attendance for two semesters. This most commonly comes in the form of a certified bank statement or bank letter as well as a Statement of Financial Responsibility as issued by Westminster University.
4. Any other requirements including exams, recommendations, and additional supporting documents required by the individual graduate programs.

Once all required documentation has been received and the student has been accepted for admission, a Form I–20 will be sent to the student. All materials submitted to the Graduate Admissions Office become the property of the college and cannot be returned to the student or sent to another school. If the student's school or ministry of education issues only one copy of post-secondary school grades or examination scores, the Office of Graduate Admissions will make a certified copy and return the original to the student; however, in all cases copies must be made from originals. Duplicated copies will not be accepted.

English Proficiency Policy

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

A. Earn a high school diploma, Associate of Arts, Associate of Science, bachelor's degree or higher from an accredited U.S. high school, college or university.

B. Complete the equivalent of U.S. bachelor's degree in one of the following countries:

- American Samoa
- Anguilla
- Antigua and Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- Bermuda
- Botswana
- British Virgin Islands
- Canada (except the Province of Quebec)
- Cayman Islands
- Christmas Islands
- Cocos Islands
- Cook Islands
- Dominica
- Falkland Islands
- Fiji
- Gambia
- Ghana

- Gibraltar
- Grenada
- Guam
- Guyana
- Ireland
- Jamaica
- Kenya
- Lesotho
- Liberia
- Malawi
- Malta
- Micronesia Islands
- Montserrat
- New Zealand
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Palau
- Papua New Guinea
- Pitcairn Islands

- Ryuku Islands
- Seychelles
- Sierra Leone

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

C. Take an English proficiency test and meet one of the following score requirements:

Test	Score
TOEFL iBT	80 (reading and writing 20)
IELTS	6.5
PTE	60
CEFR	B2
DUOLINGO	105

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

D. Complete Level 8 at the University of Utah English Language Institute (ELI) with a "B+" average or higher (only applies to applicants in the following programs: Master of Arts in Teaching, and Master of Arts in Community Leadership, Master of Education, Master of Public Health).

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

Application Requirements by Program

Bill and Vieve Gore School of Business

- Graduate Business Certificates
- Master of Accountancy
- Master of Business Administration programs

Education

- Master of Arts in Community and Organizational Leadership
- Master of Arts in Teaching
- Master of Education

Nursing & Health Sciences

- Master of Public Health and Certificate in Public Health
- Master of Science in Clinical Mental Health Counseling
- Master of Science in Nursing, Family Nurse Practitioner
- Doctor of Nursing Practice
- Doctor of Nursing Practice, Nurse Anesthesia
- Doctor of Philosophy in Counselor Education and Supervision

IPSL - Global Engagement

- Master of Arts in Community Organizing and Social Activism
- Master of Arts in International Development and Service

BILL AND VIEVE GORE SCHOOL OF BUSINESS PROGRAMS

GRADUATE BUSINESS CERTIFICATES

Faculty

- **Dax Jacobson,** Dean
- **Chelsea Dye,** MAcc Director
- **Michael Keene,** MBA Programs Director

Graduate Certificates are available as a program of graduate business study for individuals who:

- Currently possess a bachelor's degree and wish to pursue graduate certification in a specific business discipline with or without the completion of an MBA.
- Already possess a graduate business degree and wish to update or enhance their skills.
- Are completing a MBA or MBATC degree and desire additional specialization in a single business discipline.

Between 8 and 24 graduate semester hours are required to complete a Graduate Certificate. A certificate may be completed in conjunction with the MBA degree or the MBATC degree. Students who desire to complete more than one graduate certificate may apply required course and/or elective credits to only one certificate. Individuals without prior undergraduate coursework in business, or who graduated with a business degree five or more years ago must complete prerequisite courses as identified in the respective certificate requirements. Students must declare their certificate program with the MBA Graduate Directors prior to applying for graduation. Courses must be completed at Westminster University.

Graduate Certificate in Professional Accounting

Faculty Champion: Chelsea Dye, Associate Professor

The Graduate Certificate in Professional Accounting requires 12 graduate semester hours. The 12 semester hours must be taken at Westminster University. Individuals without prior undergraduate coursework in accounting, must complete prerequisite courses as identified in the certificate requirements. Students must formally declare their accounting certificate with the Graduate Program Advisor prior to graduation.

Requirement Description	Credit Hours	Prerequisites
I. Prerequisite Courses	**24**	
ACCT 350 Intermediate Accounting I	4	ACCT 313
ACCT 360 Intermediate Accounting II	4	ACCT 350
ACCT 374 Cost Accounting	4	ACCT 213
ACCT 454 Auditing	4	ACCT 360
ACCT 467 Accounting Information Systems	4	ACCT 313; BUSI 300
ACCT 474 Individual Income Taxation	4	ACCT 313
II. Required Certificate Courses	**12**	
For Westminster MBA/MBATC students: Complete twelve credit hours in graduate accounting courses that must include 2 hours of audit and 2 hours of taxation from the following:		
Audit		
MACC 608 Auditing and Attestation	2	co-requisite: MACC 653
MACC 653 Advanced Audit	1	co-requisite: MACC 653
Taxation		
MACC 611 Advanced Topics in Federal Taxation	2	
MACC 622 Taxation of Corporations I	2	
MACC 624 Taxation of Pass-Through Entities I	2	
MACC 630 Federal Taxation of S-Corporations	2	
Additional Options		
MACC 603 Financial Accounting Research	2	
MACC 604 Governmental and Non-Profit Accounting	2	

Requirement Description	Credit Hours	Prerequisites
MACC 620 Accounting Ethics	2	
MACC 650 Corporate Governance	1	
MACC 651 Financial Accounting and Reporting	2	
MACC 652 Business Regulation	2	
MACC 653 Advanced Audit	1	co-requisite: MACC 608
MACC 655 Forensic Accounting and Financial Investigations	2	
For students with an MBA from another institution, the following courses are required:		
MBA 604B Financial Statement Analysis	2	
MBA 630C Managerial Accounting	2	MBA 603B, 604B
Total Hours for the Program	**12-36**	

Graduate Certificate in Business Management

Faculty Champion: Michael Keene, Associate Professor

The Graduate Certificate in Business Management requires 8 graduate semester hours of coursework described below:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**8**	
MBA 605C Communication	2	
MBA 615C Strategy	2	
MBA 625C Leadership	2	
MBA 635C Marketing	2	
Total Hours for the Graduate Certificate in Business Management	**8**	

Graduate Certificate in Executive Leadership

Faculty Champion: Michael Keene, Associate Professor

The Graduate Certificate in Executive Leadership requires 8 graduate semester hours of coursework described below:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**8**	
MBA 645C Ethics and Governance	2	
MBA 655C High Performance Organization	2	
MBA 665C Global Management	2	
One Leadership Elective Approved by Program Director	2	
Total Hours for the Graduate Certificate in Executive Leadership	**8**	

Graduate Certificate in Quantitative Business Skills

Faculty Champion: Richard Haskell, Associate Professor

The Graduate Certificate in Quantitative Business Skills requires 8 graduate semester hours of coursework described below:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**8**	
MBA 610C Data	2	
MBA 620C Economics	2	
MBA 650C Operations	2	
One Analytics Elective Approved by Program Director	2	
Total Hours for the Graduate Certificate in Quantitative Business Skills	**8**	

Graduate Certificate in Executive Financial Management

Faculty Champion: Richard Haskell, Associate Professor

The Graduate Certificate in Executive Financial Management requires 8 graduate semester hours.

Requirement Description	Credit Hours	Prerequisites
I. Required Certificate Courses	**8**	
MBA 630C Managerial Accounting	2	
MBA 640C Executive Financial Decision Making	2	
MBA 660ECC & 660EH Investment Strategy and Applications (or other electives approved by program director)	4	
Total Hours for the Graduate Certificate in Executive Financial Management	**8**	

Graduate Certificate in Technology Commercialization

Faculty Champion: Michael Keene, Associate Professor

The Graduate Certificate in Technology Commercialization requires 8 graduate semester hours.

Requirement Description	Credit Hours	Prerequisites
I. Required Certificate Courses	**8**	
MBATC 641 Organization, Technology, and Society	2	
MBATC 644 Intellectual Property Strategy	2	
MBATC 647 Marketing Innovative Products	2	
MBATC 651 New Product Development	2	
Total Hours for the Graduate Certificate in Technology Commercialization	**8**	

MASTER OF ACCOUNTANCY (MACC)

Faculty & Staff

- **Dax Jacobson,** Dean
- **Chelsea Dye,** MACC Program Director

The Master of Accountancy is designed to meet the needs of students interested in a professional career in accounting. Students completing this program will be well-prepared to sit for the CPA exam and positioned to accept high-level leadership roles in either public accounting or corporate environments. For CPA licensure in Utah, an applicant must pass the four sections of the CPA exam, complete 2000 hours of accounting-related experience under a CPA, and meet minimum education requirements. The education requirement may be satisfied by completion of an undergraduate and graduate degree in accounting from an AACSB or ACBSP accredited program.

Program Goals

Upon completion of the Master of Accountancy, students will be able to:

- Demonstrate a mastery of accounting fundamentals and professional standards within the core accounting areas:
  - Financial Accounting
  - Managerial/Cost Accounting
  - Tax
  - Audit

- Analyze and evaluate ethical situations that might arise in a professional environment.
- Communicate effectively in writing, orally and interpersonally.
- Analyze complete financial problems, make reasonable assumptions, and develop and support appropriate solutions.

Program Requirements

The program requires 30 credits for those students who have completed a bachelor's degree in Accounting or 26 hours for students who have completed required courses as Early Entrants to the MACC Program. It is expected that these students will complete the program in one calendar year. Students with other academic preparation are also encouraged to apply, and complete additional credits of prerequisite course work. Admitted students will be officially informed which, if any, prerequisite classes are required at the time of admission. Admission to the program is possible during Fall, Spring and Summer semesters. The typical expected credit load per semester is 12 credits in Fall, 12 credits in Spring, and 6 credits in the Summer. The typical expected Spring credit load will be reduced to 8 credits for Early Entrants to the MACC Program.

Requirement Description	Credit Hours	Prerequisites
I. Prerequisite Courses	**24***	
For students without a Bachelor's Degree in Accounting*		
ACCT 350 Intermediate Accounting I	4	ACCT 313
ACCT 364 Intermediate Accounting II	4	ACCT 350
ACCT 374 Cost Accounting	4	ACCT 213
ACCT 454 Auditing	4	ACCT 360
ACCT 467 Accounting Information Systems	4	ACCT 313, BUSI 300
ACCT 474 (or ACCT 471/472) Individual Income Tax	4	ACCT 313
II. Required Courses	**22**	
MACC 602 Information Technology in the Business Environment	2	
MACC 603 Financial Accounting Research	2	
MACC 604 Governmental and Non-Profit Accounting	2	
MACC 608 Auditing and Attestation	2	
MACC 611 Advanced Federal Taxation	2	
MACC 612 Accounting Analytics	2	
MACC 620 Accounting Ethics	2	
MACC 622 Taxation of Corporations I	2	
MACC 624 Taxation of Pass-Through Entities I	2	
MBA 605C Communication and Teamwork	2	
MBA 630C Managerial Accounting	2	
MACC Electives	4	
MBA Electives	4	
Total Hours for the MACC Program	**30**	

*Students entering with a bachelor's degree in Accounting from an AACSB or ACBSP accredited institution will not be required to take prerequisites. Students without a bachelor's degree as specified will be notified by the program director which prerequisite classes will be required based upon a review of transcripts. For an initial assessment, please contact the MBA & Graduate Program Operations Director, or the Graduate Business Programs Advisor. Prerequisite courses are charged at the undergraduate tuition rate.

Recommended Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Block 1	MACC 624 MBA 630C	MACC 604 MBA 605C MBA Elective	MACC Elective MACC 608
Block 2	MACC 611 MBA 622 MACC Elective	MACC 602 MACC 620 MBA Elective	
Full Semester	MACC 603		MACC 612

MASTER OF BUSINESS ADMINISTRATION (MBA)

Faculty

- **Dax Jacobson,** Dean
- **Michael Keene,** MBA Programs Director

The Bill and Vieve Gore School of Business is dedicated to providing distinctive academic programs within a learner-centered environment. We are purposeful in designing and facilitating learning activities that are integrated across business and liberal arts disciplines. This integration enhances the capabilities of our graduates in written and oral communication, computing and technology, international dimensions, critical thinking, ethics, social responsibility, and team effectiveness. Most importantly, our students are prepared for a life of learning within changing social, technological and economic conditions.

Accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs of the Gore School of Business reflect Westminster University's continuing commitment to provide a student-oriented learning environment and innovative education of exceptional quality. Our integrated programs contribute to students' effectiveness as citizens and agents of change, making our alumni a very significant network of influence worldwide.

The MBA program prepares students to be executive leaders in organizations. The program is designed so that students have flexibility in completing their core and elective coursework, and can pursue their aspirations without interrupting their professional careers. Coursework provides students with a well-integrated understanding of areas of business so that graduates are prepared to be leaders at the senior level of an organization. Once students complete their core courses, they can choose to focus on a particular topic area more intensively by completing a graduate certificate.

Program Goals

Graduate programs in the Bill and Vieve Gore School of Business prepare students for executive decision making in dynamic business environments. Students build skills in decision making through a combination of coursework, experiential requirements, skill-building exercises and live consulting projects. Innovative delivery of courses gives students expertise in the functional areas of business.

In addition to building expertise in the functional areas of business, students completing graduate programs in the Bill and Vieve Gore School of Business are required to demonstrate mastery in the following competency areas:

- **Strategic and Innovative Thinking**
  - Compare different scenarios or strategies that affect the competitive position and success of an organization.
  - Develop innovative solutions that generate value for organizational stakeholders.
  - Evaluate the success of implemented strategies.
- **Global Perspective**
  - Interpret business solutions from a global citizen's point of view.
  - Assess the interdependence of global systems on business outcomes.
  - Evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
- **Critical, Analytical, and Reflective Thinking**
  - Explain logical solutions to complex or unstructured problems.
  - Evaluate assumptions, evidence and implications.
  - Support claims and conclusions with evidence and logic.
  - Synthesize other perspectives and positions.
  - Evaluate the results of one's decisions and actions to guide continuous improvement.
- **Effective Communication**
  - Evaluate intended audiences' characteristics and tailor messages accordingly.
  - Analyze and select communication methods and technologies that are appropriate to the objective and situation.
  - Develop well-organized, persuasive arguments, supported by evidence and reasoning.
  - Deliver verbal, written and visual messages to individuals and groups clearly, credibly, concisely, and persuasively.
  - Listen in a way that demonstrates and builds understanding.
- **Ethics and Social Responsibility**
  - Identify ethical issues and challenges encountered within an organization and determine how they affect the various stakeholders.
  - Explain the impact of social responsibility on an organization, relevant communities, and society.
  - Discriminate between legal and ethical standards and devise solutions to address both.

- **Leadership and Teamwork**
  - Articulate desired results and ensure that results are achieved.
  - Manage decision-making and problem-solving processes.
  - Motivate and influence individuals and groups to solve problems and make sound decisions.
  - Create effective teams by clarifying team goals, selecting suitable members, allocating work, establishing norms, and assigning accountability.
  - Collaborate with others in pursuit of team goals by soliciting input, giving and receiving feedback, addressing problems, and personally contributing to the team's work.
  - Build and maintain productive interpersonal relationships with others.
- **Functional Integration and Application**
  - Assess quantitative and qualitative information to measure and evaluate organizational processes and performance.
  - Integrate skills learned throughout the graduate program and use them to solve business problems and make effective decisions.

Program Requirements

For students who have completed an undergraduate degree in a business discipline from an ACBSP or AACSB-accredited business school within the past five years, the MBA Program requires 32 credit hours for completion. Students with a non-business related undergraduate degree will be required to successfully complete a series of foundational literacy courses comprising an additional 5 credit hours of study. Courses are completed in the following areas: Fundamentals, Analysis, Leadership, Communication, Strategy, Global Orientation, Electives, and Capstone. Courses are delivered in a blended format, meaning that courses may use a combination of classroom, online, competency-based and experiential components. In the classroom, courses may use a combination of learning methods, such as lecture, case study, or in-class projects.

Fundamentals courses focus on business concepts and skills that all graduate business students must master before beginning their program. Topics covered are marketing, economics, quantitative analysis, finance, and accounting. Students who enter the MBA program with a mastery of these topics (i.e., through undergraduate coursework or work experience) may challenge between one and five credit hours of Fundamentals courses by successfully completing one or more challenge exams. The credit that would have been earned through the completion of Fundamentals courses will be applied to students' elective credit requirements. Students with business-related undergraduate degrees (e.g. accounting, finance, economics, information systems, marketing, management) may be exempted from the Fundamentals courses.

MBA Core: Analysis, Leadership & Communication, and **Strategy & Global Orientation** courses are the core of the program and may be taken as early as desired upon completion of prerequisites. An international context tour (i.e., Global Orientation) is required for graduation and may be taken after completing at least 24 credit hours in the program. The Global Orientation class focuses on the business environment of a specific region or country. Economic, social, financial, and demographic aspects of diverse and multicultural environments are considered. Students travel to the region studied (outside of the United States) for a 10-day period where they will analyze aspects of doing business in a global environment. Students are encouraged to draw on the knowledge they have gained throughout their MBA studies when completing assignments.

The Capstone course is taken upon completion of all core courses and serves as the final course for the MBA program. The Capstone course is designed to provide students an opportunity to demonstrate their knowledge and ability to apply the concepts they have learned during their MBA program. The ETS examination is administered in conjunction with the Capstone course. Get more information on the ETS exam. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Elective courses may be taken as early as desired upon completion of prerequisites.

A plan of study, which will show all courses necessary to meet the degree requirements, will be filed when a student is enrolled into the program. The MBA Program advisor must approve each student's plan of study.

If a student deviates from their plan of study without prior written and documented approval, those courses may not be counted toward graduation requirements. Taking unapproved courses will be a costly and time intensive mistake. If you are in doubt about a course, please call or email the MBA office and make an appointment with your advisor before starting the class.

Transfer policy. A maximum of nine approved graduate hours may be transferred toward the MBA Program from other professionally accredited institutions (e.g., AACSB or ACBSP) upon the written permission of the program director.

Courses eligible for transfer are only those that contribute to, or build upon, the goals of the MBA program. Courses completed at other graduate institutions must have a minimum grade of B to be eligible for credit.

Lowest passing grade. A grade of C is the lowest passing grade for all courses.

Requirement Description	Credit Hours	Prerequisites
I. Fundamentals	**0-5**	
These fundamentals courses are required for those students with a non-business undergraduate degree and those with a business degree older than five years and/or from a non-ACBSP or ACCSB-accredited business school.		
MBA 600B Marketing Fundamentals	1	
MBA 601B Survey of Economics	1	
MBA 602B Business Quantitative Analysis	1	
MBA 603B Financial Markets and Institutions	1	
MBA 604B Financial Statement Analysis	1	
II. MBA Core	**24**	

Requirement Description	Credit Hours	Prerequisites
MBA 605C Communication and teamwork	2	
MBA 610C Data and Decision Analytics	2	MBA 602B*
MBA 615C Creating Competitive Strategies	2	
MBA 620C Managerial Economics	2	MBA 601B*, 602B*
MBA 625C Leadership and Decision Making	2	
MBA 630C Managerial Accounting	2	MBA 603B*, 604B*
MBA 635C Marketing Management	2	MBA 600B*
MBA 640C Executive Decision Making and Financial Performance	2	MBA 603B*, 604B*
MBA 645C Ethics and Corporate Governance	2	
MBA 650C Operations Management	2	MBA 610C
MBA 655C High Performance Business Strategies	2	MBA 615C
MBA 665C Competing in a Global Environment	2	Completion of 24 hours
III. Capstone	**2**	
MBA 670C MBA Capstone ETS Major Field Test for the MBA -- Taken with MBA 670C	2	Must be taken in final semester
IV. MBA Electives	**6**	
Select graduate-level courses at Westminster University may be used to satisfy elective requirements. See advisor for list of approved courses.		
Total Hours for the MBA Program	**32-37**	

* Fundamentals applied to MBA students completing 37 credit hours

Recommended Plan of Study for the MBA

		Fall Semester	Spring Semester	Summer Semester
Year 1	**Block 1**	MBA 605C MBA 625C	MBA 610C	
	Block 2	MBA 615C	MBA 620C MBA 640C	
	Full Semester			MBA 645C MBA Elective
Year 2	**Block 1**	MBA 635C	MBA 630C MBA 665C	
	Block 2	MBA Elective	MBA 655C MBA Elective	
	Full Semester	MBA 650C		MBA 670C ETS Exam

Recommended Plan of Study for the MBA when Fundamentals are required

		Fall Semester	Spring Semester	Summer Semester
Year 1	**Block 1**	MBA 600B MBA 601B MBA 603B	MBA 615C MBA 620C	
	Block 2	MBA 602B	MBA 625C	

		MBA 604B	MBA 640C	
	Full Semester			MBA 605C MBA 610C
Year 2	**Block 1**	MBA 635C MBA Elective	MBA 645C MBA 665C	
	Block 2	MBA 630C	MBA 655C MBA Elective	
	Full Semester	MBA 650C		MBA Elective MBA 670C ETS Exam

MASTER OF BUSINESS ADMINISTRATION IN TECHNOLOGY COMMERCIALIZATION (MBATC)

Faculty

- **Dax Jacobson,** Dean
- **Michael Keene,** MBA Programs Director

Specifically designed to meet the needs of professionals with science and engineering backgrounds, the MBATC program allows students to prepare for executive roles in technology-driven business environments without interrupting their careers. CEOs and entrepreneurs in technology-intensive industries, ranging from Aerospace and Biotechnology to Software, have played an instrumental role in the development and delivery of MBATC course modules. The program emphasizes the practical and applied aspects of commercializing innovative products and managing the businesses that develop them.

While a number of core classes are taken together with MBA students, the MBATC program focuses on the distinctive marketing, financing, management, product development, and intellectual property issues facing the technology-based firm in a global strategic context. Core requirements of the MBATC program are not directed at specialization in one area of either business or technology; instead, they develop cross-functional frameworks that stress balance in using managerial skills to achieve effective leadership. The program develops skills and models that can be used for both entrepreneurial and intrapreneurial technology managers.

Program Goals

Graduate programs in the Bill and Vieve Gore School of Business prepare students for executive decision making in dynamic business environments. Students build skill in decision making through a combination of coursework, experiential projects, and skill-building exercises and simulations. Innovative delivery of courses gives students expertise in the functional areas of business.

In addition to building expertise in the functional areas of business, students completing graduate programs in the Bill and Vieve Gore School of Business are required to demonstrate mastery in the following competency areas:

- **Strategic and innovative thinking**
  - Compare different scenarios or strategies that affect the competitive position and success of an organization.
  - Develop innovative solutions that generate value for organizational stakeholders.
  - Evaluate the success of implemented strategies.
- **Global perspective**
  - Interpret business solutions from a global citizen's point of view.
  - Assess the interdependence of global systems on business outcomes.
  - Evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
- **Critical, analytical and reflective thinking**
  - Explain logical solutions to complex or unstructured problems.
  - Evaluate assumptions, evidence and implications.
  - Support claims and conclusions with evidence and logic.
  - Synthesize other perspectives and positions.
  - Evaluate the results of one's decisions and actions to guide continuous improvement.
- **Effective communication**
  - Evaluate intended audiences' characteristics and tailor messages accordingly.
  - Analyze and select communication methods and technologies that are appropriate to the objective and situation.
  - Develop well-organized, persuasive arguments, supported by evidence and reasoning.
  - Deliver verbal, written and visual messages to individuals and groups clearly, credibly, concisely, and persuasively.
  - Listen in a way that demonstrates and builds understanding.
- **Ethics and social responsibility**
  - Identify ethical issues and challenges encountered within an organization and determine how they affect the various stakeholders.
  - Discriminate between legal and ethical standards and devise solutions to address both.
  - Explain the impact of social responsibility on an organization, relevant communities, and society.
- **Leadership and teamwork**
  - Articulate desired results and ensure that results are achieved.
  - Manage decision-making and problem solving processes.
  - Motivate and influence individuals and groups to solve problems and make sound decisions.
  - Create effective teams by clarifying team goals, selecting suitable members, allocating work, establishing norms, and assigning accountability.
  - Collaborate with others in pursuit of team goals by soliciting input, giving and receiving feedback, addressing problems, and personally contributing to the team's work.
  - Build and maintain productive interpersonal relationships with others.
- **Functional integration and application**

- Assess quantitative and qualitative information to measure and evaluate organizational processes and performance.
- Integrate skills learned throughout the graduate program and use them to solve business problems and make effective decisions.

Specific MBATC Program Learning Goals

At the conclusion of the MBATC program, students will be able to:

- Analyze the unique problems and opportunities facing technology-based firms, and develop plans to address those issues effectively.
- Build models to evaluate and measure market opportunities and constraints in technology-based firms.
- Select and apply tools that enable technology firms to quickly and successfully develop and deliver novel products to the market.
- Develop business models that enable firms to be leaders in technology sectors.

Program Requirements

For students who have completed an undergraduate degree in a business discipline from an ACBSP or AACSB-accredited business school within the past five years, the MBATC Program requires 32 credit hours for completion. Students with a non-business related undergraduate degree will be required to successfully complete a series of foundational literacy courses comprising an additional 5 credit hours of study. Courses are completed in the following areas: Fundamentals, The MBA Core (Analysis, Leadership, Communication, Strategy, and Global Orientation), the MBATC Core, Electives, and Capstone. Courses are delivered in a blended format, meaning that courses may use a combination of classroom, online, competency-based and experiential components. In the classroom, courses may use a combination of learning methods, such as lecture, case study, or in-class projects.

Fundamentals courses focus on business concepts and skills that all graduate business students must master before beginning their program. Topics covered are marketing, economics, quantitative analysis, finance, and accounting. Students who enter the MBATC program with a mastery of these topics (i.e., through undergraduate coursework or work experience) may challenge between one and five credit hours of Fundamentals courses by successfully completing one or more challenge exams. The credit that would have been earned through the completion of Fundamentals courses will be applied to students' elective credit requirements. Students with business-related undergraduate degrees (e.g. accounting, finance, economics, information systems, marketing, management) may be exempted from the Fundamentals courses.

MBA Core: Analysis, Leadership & Communication, and **Strategy & Global Orientation** courses are the core of the program and may be taken as early as desired upon completion of prerequisites. An international context tour (i.e., Global Orientation) is required for graduation and may be taken after completing at least 24 credit hours in the program. The Global Orientation class focuses on the business environment of a specific region or country. Economic, social, financial, and demographic aspects of diverse and multicultural environments are considered. Students travel (outside of the United States) to the region studied for a 10-day period where they will analyze as a whole the aspects of doing business in a global environment. Students are encouraged to draw on the knowledge they have gained throughout their MBA studies when completing assignments.

MBATC Core courses cover a range of topics which are essential to successful technology-based entrepreneurship and the commercialization of innovative products, but which are not typically addressed by standard MBA curricula. Subjects include the development, IP protection, and marketing of novel products and services, the financing of startup ventures, and the management of interdisciplinary teams. These courses may be taken as early as desired upon the completion of prerequisites.

The Capstone course is taken upon completion of all core courses and serves as the final course for the MBATC program. The Capstone course is designed to provide students an opportunity to demonstrate their knowledge and ability to apply the concepts they have learned during their MBATC program by performing a live consulting engagement for an early stage technology-based startup company. The ETS examination is administered in conjunction with the Capstone course. Get more information on the ETS exam. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Elective courses may be taken as early as desired upon completion of prerequisites.

A plan of study, which will show all courses necessary to meet the degree requirements, will be filed when a student is enrolled into the program. The MBA Program advisor must approve each student's plan of study.

If a student deviates from their core program of study without prior written and documented approval, those courses may not be counted toward graduation requirements. Taking unapproved courses will be a costly and time intensive mistake. If you are in doubt about a course, please call or email the MBA office and make an appointment with your advisor before starting the class.

Transfer policy. A maximum of nine approved graduate hours may be transferred toward the MBATC Program from other professionally accredited institutions (e.g., AACSB or ACBSP) upon the written permission of the program director.

Courses eligible for transfer are only those that contribute to, or build upon, the goals of the MBATC program. Courses completed at other graduate institutions must have a grade of B or higher to be eligible for credit.

Lowest passing grade. A grade of C is the lowest passing grade for all courses.

MBATC Program Requirements

Requirement Description	Credit Hours	Prerequisites
I. Fundamentals	**0–5**	
These fundamentals courses are required for those students with a non-business undergraduate degree and those with a business degree older than five years and/or from a non-ACBSP or ACCSB-accredited business school.		
MBA 600B Marketing Fundamentals	1	
MBA 601B Survey of Economics	1	

Requirement Description	Credit Hours	Prerequisites
MBA 602B Business Quantitative Analysis	1	
MBA 603B Financial Markets and Institutions	1	
MBA 604B Financial Statement Analysis	1	
II. MBA Core	**20**	
MBA 605C Communication and Teamwork	2	
MBA 610C Data and Decision Analytics	2	MBA 602B*
MBA 615C Creating Competitive Strategies	2	
MBA 620C Managerial Economics	2	MBA 601B*, 602B*
MBA 625C Leadership and Decision Making	2	
MBA 630C Managerial Accounting	2	MBA 603B*, 604B*
MBA 645C Ethics and Corporate Governance	2	
MBA 650C Operations Management	2	MBA 610C
MBA 655C High Performance Business Strategies	2	MBA 615C
MBA 665C Competing in a Global Environment	2	Completion of 24 hours
III. MBATC Core	**10**	
MBATC 641 Organizations, Technology, and Society	2	
MBATC 644 Intellectual Property Strategy	2	
MBATC 647 Marketing Innovative Products	2	MBA 600B*
MBATC 651 New Product Development	2	MBA 600B*
MBATC 654 Financing New Ventures	2	MBA 630C
IV. Capstone	**2**	
MBATC 660 Technology Commercialization and ImplementationThe ETS Exam is administered in MBATC 660. Get more information on the ETS exam.	2	Completion of the MBATC Core
Total Hours for the MBATC Program	32–37*	

*Fundamentals applied to MBATC students completing 37 credit hours

Recommended Plan of Study for the MBATC

		Fall Semester	Spring Semester	Summer Semester
Year 1	**Block 1**	MBA 605C MBA 625C	MBA 630C MBATC 641	
	Block 2	MBA 615C MBA 620C	MBA 645C MBATC 644	
	Full Semester			MBA 610C MBA 655C
Year 2	**Block 1**	MBATC 647	MBA 665C MBATC 654	
	Block 2	MBATC 651		
	Full Semester	MBA 650C	MBATC 660 ETS Exam	

Recommended Plan of Study for the MBATC when Fundamentals are Required

		Fall Semester	Spring Semester	Summer Semester
Year 1	**Block 1**	MBA 600B MBA 601B MBA 603B	MBA 625C MBATC 641	MBA 605C MBA 610C
	Block 2	MBA 620C MBA 602B MBA 604B	MBATC 644 MBA 645C	
	Full Semester			
Year 2	**Block 1**	MBATC 647	MBA 665C MBATC 654	
	Block 2	MBATC 651 MBA 630C	MBA 615C	
	Full Semester	MBA 650C	MBATC 660	MBA 625C MBA 655C ETS Exam
Year 3	**Block 1**	dsfas	asdf	
	Block 2	jgjfgdf	gjdfhggfvd	
	Full Semester	4	5	6

PROJECT-BASED MASTER OF BUSINESS ADMINISTRATION (PMBA)

Faculty

- **Dax Jacobson,** Dean
- **Richard Chapman,** Project-Based MBA Director

The Project-Based MBA program is specifically designed for graduate students who require greater flexibility in course scheduling and program design, and offers demonstrated learning through real-world business application projects instead of traditional courses. Students are individually coached by full-time faculty members with real world business experience and academic qualifications to help students develop increased professional abilities and mastery of critical business competencies. The MBA program is:

- **Competency-Based:** a student completes a total of five project sequences designed and sequenced specifically to measure student learning and accomplishment. Projects are based on current real-world business problems and analysis can be contextualized to the student's own firm or entrepreneurial venture. Each project sequence is designed to be completed within one semester, meaning that that the program can be completed in five semesters (approximately 20 months).
- **Individual and Team Based:** students complete most projects individually to demonstrate mastery of associated business and professional competencies. Some projects are team-based to assist students in mastering leadership competencies, such as managing projects, leading and working in teams, and coaching.
- **Low-Residency:** a student combines his or her professional experience and ability with learning experiences and resources delivered online to master program competencies. Projects are then completed around a student's personal and professional schedule, making degree completion more flexible and convenient.
- **Faculty-Coached:** a student works directly with a full-time faculty member on an individual basis to provide for project guidance and performance coaching. Faculty members evaluate completed student projects to determine if project competencies and student mastery is sufficiently demonstrated.

Students completing all program and university requirements earn a Master of Business Administration (MBA) degree from Westminster University.

Program Goals

A student completes the MBA program by demonstrating mastery of the following program goals and related competencies:

- **Communication.** Effectively communicate business concepts and analysis orally and in writing to organizational stakeholders.
- **Ethics and social responsibility.** Evaluate various ethical perspectives and use an ethical and legal framework for decision-making and social responsibility.
- **Critical, analytical and reflective thinking.** Analyze and solve complex managerial and organizational problems incorporating reflective thinking on the implications of the outcomes of those decisions.
- **Leadership and teamwork.**Lead and influence individuals and teams to achieve organizational objectives.
- **Organizational performance.** Analyze and use accounting, financial, and operational information to measure and influence organizational performance.
- **Understanding markets.** Identify and evaluate markets for the organization's goods and services, articulate and influence the activities that make up the value chain for those goods and services, and use appropriate methodologies for ensuring product/service quality and speed to market.
- **Strategic and global thinking.** Design a strategic planning process, formulate a strategy, and implement a strategy to achieve sustainable competitive advantage for a firm.

Degree Requirements

The Projects

The program consists of five project sequences, comprised of a series of applied business projects, all of which must be completed through Westminster University. Each of the project sequences consists of several project assignments and an integrative project. The projects are to be completed in the order specified. A student completes all projects to demonstrate mastery of the program learning goals and competencies. Before starting a project sequence, a student meets with his or her Project Coach to assess which learning experiences should be used to help the student complete the assigned projects, given the student's prior life and/or professional experience. The student is given access to a set of rubrics, which explain how the project will be evaluated upon its completion. A student can use the rubric to self-assess the project before submission. When a project sequence is successfully completed, the student can begin the next project sequence.

Faculty Coaching

To help students in the program, full-time faculty members (Coaches) are specifically assigned to assist in learning and in project assessment. Students and faculty interact regularly on an individual basis to facilitate learning and mastery of competencies. Each project sequence has a faculty coach who assists the student in learning experiences and in project completion and evaluation. Each student also has access to the student support staff to assist with registration, billing, financial aid, project submission, technology systems, and any other questions about the program. A student is encouraged to utilize these resources whenever needed throughout the duration of the program.

Applied Learning Resources

Applied learning projects are utilized to help the student master the knowledge related to specific competencies and learning goals as they relate to specific project assignments. All of the learning resources associated with applied projects can be accessed from the course management website. Learning resources augment a student's knowledge and can be engaged on an as-needed basis by the student. A student is strongly encouraged to consult with his or her Project Coach as they are working on project assignments to determine which sets of learning resources are most useful, given the student's background and experience. All learning resources can be accessed by all students, even if a student is completing a later project, in order to revisit and review specific topics and knowledge.

Academic Progress

A student can complete the requirements of the MBA program within five semesters. While students may manage their time during the semester to meet their personal and professional commitments, each project sequence must be completed within a semester. If the project sequence is not completed or satisfactory progress requirements are not met, student may jeopardize their financial aid eligibility for subsequent semesters. Staying in constant contact with the student support staff and project coach helps to avoid potential financial aid and matriculation issues. If a student, because of personal and professional life commitments, needs to take a semester off, they can do so by communicating with the student support staff. If students take two full semesters off without communicating with the student support staff, they may be withdrawn from the program and require readmission to be reinstated back into the MBA program.

Academic Suspension

A student who, for whatever reason, is unable to demonstrate mastery of the competencies of a particular project sequence after two full attempts will be asked to meet with the project coach. The project coach will work with the student to develop a realistic plan to identify those barriers that inhibit the student's successful performance. This plan will then be engaged and the student will be given one additional attempt at completion. If the student is still unable to complete the project, the student may be suspended from the program. A student who is suspended from the program may reapply for admission after two semesters. A personal interview will be required before readmission is allowed, and if readmitted, the student will be able to reenter the program at the current year's tuition rate. The student will work with his or her project coach to develop a specific progress plan. As long as the student fulfills the terms of the performance plan, the student will be allowed to complete the remaining program requirements.

Academic Standards

Faculty members in the Bill and Vieve Gore School of Business have developed the following academic standards to support the mission and goals of the MBA program. The goals are presented here to help the student understand their responsibilities as a student in the program:

- A student should always be familiar with project requirements and assignment guidelines. The student should take every opportunity to consult with his or her Project Coach and the Student Support Staff to receive clarification when needed.
- Collaboration is encouraged to enhance depth of learning; all submitted work, however, must be the original work of the student.
- A student should always be respectful of faculty, staff, and other students in the program.
- The program is designed to be academically rigorous, intellectually challenging, and real-world application oriented as demonstrated by mastery of competencies and outcomes.
- Plagiarism is a serious offense in academic and business settings and a violation of the university's academic policy. A student who violates the academic honesty policy may be suspended from the program.

Graduation Requirements

A candidate for graduation must consult their program advisor at the beginning of project sequence three. The program advisor will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete the credit hours required by the student's program.
- Complete each project sequence with a minimum evaluation of "Meets" on all project competencies
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS)

Get more information on the ETS exam. Exceptions for completing the ETS may be considered by program director when conditions make completion of the test impractical.

A student should consult with either the assigned project coach and/or their program advisor regarding graduation requirements.

Program Requirements

Requirement Description	Credit Hours	Recommended Schedule
Sequence 1: Strategic Leadership	**8**	**Semester 1**
MBA PRJ1.1 Negotiations and Conflict Resolution	1	
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.3 Vendor Contracts and Negotiation	1	
MBA PRJ1.4 Creativity and Competitive Advantage	1	
MBA PRJ1.5 Internal Organization	1	
MBA PRJ1.6 External Environment	1	
MBA PRJ1.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ1.F Presentation & Defense Business Strategy	1	
Sequence 2: Consumers in the Market	**8**	**Semester 2**
MBA PRJ2.1 Data Analysis	1	
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	consent of instructor
MBA PRJ2.4 Market Research	1	
MBA PRJ2.5 Promotional Strategy	1	
MBA PRJ2.6 Globalization	1	
MBA PRJ2.T Manage Teams to Improve Communication	1	
MBA PRJ2.F Develop a Marketing Plan	1	
Sequence 3: Enterprise Performance	**8**	**Semester 3**
MBA PRJ3.1 Developing Organizational Performance Measures and Outcomes	1	consent of instructor
MBA PRJ3.2 Lead Process Improvement	1	
MBA PRJ3.3 Financial Analysis and Reporting	1	
MBA PRJ3.4 Evaluate Financial Performance	1	
MBA PRJ3.5 Industry Comparative Analysis	1	
MBA PRJ3.6 Developing a Financial Forecast	1	
MBA PRJ3.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ3.F Develop a Financial Budget and Plan	1	
Sequence 4: Implementing Strategy	**8**	**Semester 4**
MBA PRJ4.1 Managing in a Global Environment	1	
MBA PRJ4.2 Leadership Evaluation	1	
MBA PRJ4.3 Ethics & Corporate Social Responsibility	1	
MBA PRJ4.4 Corporate Structure	1	
MBA PRJ4.5 Analysis of Business Level Strategy	1	
MBA PRJ4.6 Personal Leadership Improvement	1	

Requirement Description	Credit Hours	Recommended Schedule
MBA PRJ4.T Strategy Implementation	1	
MBA PRJ4.F Developing an Operating Plan	1	
Sequence 5: Business Planning	**7**	**Semester 5**
MBA PRJ5.1 Industry and Company Analysis	1	
MBA PRJ5.2 Customer Analysis and Marketing Plan	1	
MBA PRJ5.3 Competitor Analysis & Strategic Response	1	
MBA PRJ5.4 Company Operations Plan	1	
MBA PRJ5.5 Firm Financial Analysis and Plan	1	
MBA PRJ5.6 International Context Trip	1	
MBA PRJ5.F Final Business Plan Creation, Publication, & Presentation	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
Total Hours for the Project-Based Master of Business Administration Program (PMBA)	**39**	

Accelerated Project-Based MBA (BBA to PMBA)

Students who complete the Project-Based BBA program are pre-admitted to the Project-Based Master of Business Administration (PMBA) program offered by the Bill and Vieve Gore School of Business. Students can complete the MBA program in four to five semesters (20 months) and 30 semester credits. Please contact the Program Director for further information.

Graduation Requirements

A candidate for graduation must consult the Program Director at the beginning of project sequence three. The program advisor will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete the credit hours required by the student's program.
- Complete each project sequence with a minimum evaluation of “Meets” on all project competencies.
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS).

Get more information on the ETS exam. Exceptions for completing the ETS may be considered by program director when conditions make completion of the test impractical.

A student should consult with either the assigned project coach and/or their program advisor regarding graduation requirements.

Program Requirements:

Requirement Description	Credit Hours	Recommended Schedule
Sequence 1: Strategic Leadership	**8**	**Semester 1**
MBA PRJ1.1 Negotiations and Conflict Resolution	1	
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.3 Vendor Contracts and Negotiation (1)	1	
MBA PRJ1.4 Creativity and Competitive Advantage	1	
MBA PRJ1.5 Internal Organization	1	
MBA PRJ1.6 External Environment	1	
MBA PRJ1.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ1.F Presentation & Defense Business Strategy	1	

Requirement Description	Credit Hours	Recommended Schedule
Sequence 2: Consumers in the Market	**7**	**Semester 2**
MBA PRJ2.1 Data Analysis	1	
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	consent of instructor
MBA PRJ2.4 Market Research	1	
MBA PRJ2.5 Promotional Strategy	1	
MBA PRJ2.6 Globalization	1	
MBA PRJ2.T Manage Teams to Improve Communication	1	
Sequence 3: Enterprise Performance	**7**	**Semester 3**
MBA PRJ3.1 Developing Organizational Performance Measures and Outcomes	1	consent of instructor
MBA PRJ3.2 Lead Process Improvement	1	
MBA PRJ3.3 Financial Analysis and Reporting	1	
MBA PRJ3.4 Evaluate Financial Performance	1	
MBA PRJ3.5 Industry Comparative Analysis	1	
MBA PRJ3.6 Developing a Financial Forecast	1	
MBA PRJ3.T Manage Teams to Improve Organizational Performance	1	
Sequence 4: Implementing Strategy	**7**	**Semester 4**
MBA PRJ4.1 Managing in a Global Environment	1	
MBA PRJ4.2 Leadership Evaluation	1	
MBA PRJ4.3 Ethics & Corporate Social Responsibility	1	
MBA PRJ4.4 Corporate Structure	1	
MBA PRJ4.5 Analysis of Business Level Strategy	1	
MBA PRJ4.6 Personal Leadership Improvement	1	
MBA PRJ4.T Strategy Implementation	1	
Sequence 5: Business Planning	**1**	**Semester 4**
MBA PRJ5.6 International Context Trip	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
Total Hours for the Project-Based MBA (BBA to PMBA)	**30**	

**Students who have completed the Project-Based BBA at Westminster only need to complete 30 hours in the Project-Based MBA.*

Accelerated Project-Based MBA (Leadership Certificate to PMBA)

Students who have completed the executive Leadership Certificate program offered through Westminster University can enroll in the accelerated Project-Based MBA program and complete the program in 30 semester credits. The Leadership Certificate program is developed around 10 two-day courses focused on essential leadership and business skills. Each leadership session is centered on a three-stage process: pre-work, practice in real-world activities and then application in the workplace. The leadership certificate series utilizes a project-based project model with an assigned faculty coach to work with each participate and is available to consult with participants in real time. Only Students who have successfully completed all 10 courses of the certificate program are eligible for an accelerated PMBA.

Graduation Requirements

A candidate for graduation must consult their program advisor at the beginning of project sequence three. The program advisor will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete 30 credit hours.
- Complete each project sequence with a minimum evaluation of "Meets" on all project competencies.
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS).

Get more information on the ETS exam. Exceptions for completing the ETS may be considered by program director when conditions make completion of the test impractical.

A student should consult with either the assigned project coach and/or their program advisor regarding graduation requirements.

Program Requirements

Requirement Description	Credit Hours	Recommended Schedule
Sequence 1: Strategic Leadership	**2**	**Semester 1**
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.6 External Environment	1	
Sequence 2: Consumers in the Market	**7**	**Semester 1**
MBA PRJ2.1 Data Analysis	1	
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	consent of instructor
MBA PRJ2.4 Market Research	1	
MBA PRJ2.5 Promotional Strategy	1	
MBA PRJ2.6 Globalization	1	
MBA PRJ2.F Develop a Marketing Plan	1	
Sequence 3: Enterprise Performance	**6**	**Semester 2**
MBA PRJ3.3 Financial Analysis and Reporting	1	
MBA PRJ3.4 Evaluate Financial Performance	1	
MBA PRJ3.5 Industry Comparative Analysis	1	
MBA PRJ3.6 Developing a Financial Forecast	1	
MBA PRJ3.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ3.F Develop a Financial Budget and Plan	1	
Sequence 4: Implementing Strategy	**8**	**Semester 3**
MBA PRJ4.1 Managing in a Global Environment	1	
MBA PRJ4.2 Leadership Evaluation	1	
MBA PRJ4.3 Ethics & Corporate Social Responsibility	1	
MBA PRJ4.4 Corporate Structure	1	
MBA PRJ4.5 Analysis of Business Level Strategy	1	
MBA PRJ4.6 Personal Leadership Improvement	1	
MBA PRJ4.T Strategy Implementation	1	
MBA PRJ4.F Developing an Operating Plan	1	
Sequence 5: Business Planning	**7**	**Semester 4**

Requirement Description	Credit Hours	Recommended Schedule
MBA PRJ5.1 Industry and Company Analysis	1	
MBA PRJ5.2 Customer Analysis and Marketing Plan	1	
MBA PRJ5.3 Competitor Analysis & Strategic Response	1	
MBA PRJ5.4 Company Operations Plan	1	
MBA PRJ5.5 Firm Financial Analysis and Plan	1	
MBA PRJ5.6 International Context Trip	1	
MBA PRJ5.F Final Business Plan Creation, Publication, & Presentation	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
Total Hours for the Accelerated Project-Based MBA (Leadership Certificate to PMBA)	**30**	

INTERNATIONAL PARTNERSHIP FOR SERVICE LEARNING PROGRAMS

MASTER OF ARTS IN COMMUNITY ORGANIZING AND SOCIAL ACTIVISM (COSA) REQUIREMENTS

Faculty

- **Judith Boidman**
- **Phuong Tuan Don**
- **Franko Febres**
- **Glen Galindo**
- **Victoria Georgouvela**
- **Zandy Gordon**
- **Andrew Hepburn-Brown**
- **Thomas Morgan**
- **Arianne Newton**
- **Paul Newton**
- **Federico Velásquez Pacheco**

To meet today's growing demand for diverse perspectives and leaders who can navigate complex partnerships, the Master of Arts in Community Organizing and Social Activism (COSA) graduate program is interdisciplinary and requires both significant hands-on service-learning and international study activities. Drawing from the fields of international development, nonprofit leadership, global health, international education, human rights/social justice, sustainability, and global studies, this degree educates leaders for professional careers in the governmental, non-profit and community organization sectors.

COSA is a 16-month graduate degree programs that directly engage students with partner institutes in countries across Europe, Africa, SE Asia and Latin America. Flexible, individualized programming allows students to design their own graduate degree experience. The program combines rigorous interdisciplinary graduate-level study with hands-on volunteer service. This theory-to-practice, experiential learning graduate program is designed to prepare leaders who serve others through careers with government and policy making organizations, global nonprofits, educational institutions, social enterprises, and community development organizations.

Through study and professional development as well as service-learning placements with community organizations around the world, IPSL graduate students build a global, professional network during their program, helping them to secure career-track positions within their field following graduation.

This practical, social justice focused degree program offers:

- Individual Attention: Program is oriented toward quality rather than quantity.
- Theory-to-Practice: Students apply their learning immediately and directly in the field internationally.
- Global Exposure: Multinational programs in Europe, SE Asia, Africa, and Latin America.
- Transferable Skills: Students build tangible and transferable skill sets that prepare them to master problems from theory to practice.
- International Networks: Students build a global professional network from their direct experience across different locations. A global network is invaluable for launching an international career.

Service-learning lies at the heart of IPSL degree programs where we practice a model of ethical, reciprocal service and community engagement in primarily resource-scare, grassroots organizations serving marginalized communities across the globe. Students engage in 10-15 hours per week of service in the field during terms abroad. IPSL students serve with a variety of organizations based on their specific interests and the needs of our community partners. Global Participatory Action Research (research in support of communities) is part of the culminating project work and is supported through IRB review, individual advising, and practical in-country support. Cultural and linguistic immersion opportunities place students inside communities to encourage cultural humility, ethical action, and personal growth.

Program Goals

The program is designed to help students develop these five main competencies:

1. A Global Perspective
2. Social Development
3. Nonprofit, NGO and Social Entrepreneurship Management
4. Service as a Professional Ethic
5. Distinction: Individual Expertise and Distinction in the Field

Program Design

The COSA program is approximately sixteen months long, consisting of four semester terms. The program is delivered in a hybrid online/onsite format that provides maximum flexibility. To increase access students can start the program in Spring semester (January), Summer semester (May), or Fall semester (August). Program content is organized into required classes, elective classes, and a Culminating Thesis or Culminating Applied Project. The Culminating Project experience integrates knowledge and skills students have learned throughout the program and enables students to apply that knowledge and skill in an individualized way to solve an identified challenge, improve an existing situation, create a novel and unique program solution and/or serve a community organization.

Students must complete at least two of the four semesters abroad and are encouraged to maximize their in-country experiences with three semesters abroad. Students begin the program with a two-week online Residency with two required accelerated online seminar courses during their first semester, followed by hybrid online or travel/onsite format classes during the rest of the first semester and the second and third semesters. The fourth semester is a required online semester and provides the time and focus to finalize the Culminating Project. The fourth term is online (students can choose to be anywhere in the world) and is integrated into the program so students can complete their Culminating Project and present their defense to their Graduate Committee.

The IPSL abroad semesters are designed to be nearly all-inclusive and you do not have to plan your own logistics or budget for major program elements yourself. You can focus on your graduate degree experience.

What's included:

- 5 international flights
- All Accommodations
- Partial Board
- Partial Local Transportation
- 24/7 in-country IPSL team support
- Full medical, dental and evacuation insurance
- Enrichment field excursions
- Full research support for culminating project
- IRB review for research

Program Requirements

All undergraduate degree fields are welcome to apply, there are no course pre-requisites for admission, and the GRE is not required.

Students must complete a 33-36 semester credits for the Master of Arts degree and a total of 36 credits are included in the comprehensive degree cost. Courses include initial residency, Community Organizing and Social Activism, electives which can be chosen from both the in-country and online offerings, and culminating project thesis and re-entry seminars. A maximum of six credit hours of graduate-level credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster University's graduate programs. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

Additionally, a maximum of three credit hours of elective credit may be awarded upon presentation of an official certificate of successful completion of an AmeriCorps or Peace Corps placement.

Students must complete two semesters of coursework abroad and are encouraged to complete three semesters abroad, with the fourth semester of the degree completed on-line. Costs for the program vary with the number of semesters abroad; program staff should be consulted as students plan their degree program.

Students engage in 10-15 hours per week of service in the field during terms abroad.

Although a minimum of 33 credit hours is required, students may complete additional hours to enhance their graduate degree. Planning of these unique graduate degree programs is the shared responsibility of students in collaboration with their advisors.

Retention in the Program

The student must:

Design and file an acceptable program plan with the Program Director.

Maintain a grade point average of 3.0. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. IPSL courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.

Complete the program within six years or begin to lose credit for courses older than six years.

Graduation Requirements

To be eligible for a master's degree, students must satisfy the following conditions:

1. Meet all credit hour and other course requirements.
2. Maintain an overall grade point average of 3.0 or above.
3. Be enrolled at Westminster University during the semester in which they wish to graduate.
4. Maintain good academic standing.
5. Earn a grade of C or higher in all graduate courses.
6. Complete a comprehensive Culminating Project and successfully defend to their graduate committee.

Note: Only graduate-level coursework may be applied toward requirements. The final responsibility for being informed about, and adhering to, graduation requirements rest with the student.

Master of Arts in Community Organizing and Social Activism

Requirement Description	Credit Hours	Prerequisites
I. Initial Residency	**2**	
IPSL 680 History/Ethics of Intl Devt & Service	1	
IPSL 681 Global Participatory Action Research	1	
II. Community Organizing and Social Activism	**9**	
This course is taken three times in either three different countries or two countries and once on-line in a third country.		
IPSL 602 Community Organizing and Social Activism	3	

Requirement Description	Credit Hours	Prerequisites
III. Electives	**18**	
IPSL 601 Independent/Directed Study	1-3	
IPSL 602 Community Organizing & Social Activism	3	
IPSL 603 Language Across the Curriculum (repeatable)	3	
IPSL 604 Sponsored Research	3	
IPSL 608 Special Topics	1-3	
IPSL 620 Afro-Colombian History & Culture	3	
IPSL 621 Conflict, Peace & Reconciliation Colombia	3	
IPSL 622 From Escobar to Santos: Modern Colombia	3	
IPSL 630 Sustainable Micro-Enterprise/Field Work	3	
IPSL 631 Greek History, Culture & Language	3	
IPSL 632 The Rise of Social Solidarity in Greece	3	
IPSL 633 Creative Thinking & Entrepreneurship	3	
IPSL 634 Mediterranean Diet & Lifestyle	3	
IPSL 635 Mediterranean Outdoor Exploration	3	
IPSL 640 Guatemala One Health: Ecology, Culture & Justice	3	
IPSL 641 Maya Cosmovision & Health Systems	3	
IPSL 650 Enviro Justice Social Movement Peru	3	
IPSL 651 Incan Architecture Urban Devt in Andes	3	
IPSL 652 Indigenous Knowledge/Traditional Healing	3	
IPSL 660 Ethics/Community Health in South Africa	3	
IPSL 670 Environmental Science/Sustainable Devt	3	
IPSL 671 Global Health & Environment: Vietnam	3	
IPSL 672 Public Space in Urban Planning	3	
IPSL 673 Sustainable Tourism	3	
IV. Capstone Courses	**4-7**	
IPSL 682 Study Abroad Re-entry	1	
IPSL 690 Culminating Project/Thesis	3-6	
Total Hours for the Master of Arts in Community Organizing and Social Activism	**33-36**	

Certificate in Community Organizing and Social Activism

The Certificate in Community Organizing and Social Activism provides students with the foundational knowledge and practical skills needed to engage in grassroots movements, advocate for social change, and build sustainable community initiatives. This program leverages existing courses offered through IPSL Global Engagement at Westminster University, ensuring an academically rigorous yet action-oriented approach to social justice work.

By integrating coursework that explores social movements, ethical leadership, and global engagement, this certificate prepares students for roles in nonprofit organizations, advocacy groups, and community-based initiatives. The selected courses provide a balance of theoretical understanding and hands-on experience, equipping students with the tools to analyze systemic inequities, develop strategic organizing efforts, and implement effective activism practices.

This certificate is ideal for students seeking to deepen their impact in social justice work, whether as community leaders, nonprofit professionals, or engaged citizens. It also enhances career opportunities by providing specialized training in organizing strategies, participatory action research, and advocacy skills, all of which are increasingly valuable in today's civic and nonprofit sectors. Additionally, the certificate serves as a steppingstone toward completing the full

Community Organizing and Social Activism (COSA) graduate program at Westminster University, offering students a pathway to further their education and expand their expertise in social justice leadership.

Certificate Requirements

Requirement Description	Credit Hours	Prerequisites
I. Initial Residency	**2**	
IPSL 680 History/Ethics of Intl Devt & Service	1	
IPSL 681 Global Participatory Action Research	1	
II. Community Organizing and Social Activism	**3**	
IPSL 602 Community Organizing and Social Activism	3	
III. Electives	**3**	
IPSL 601 Independent/Directed Study	1-3	
IPSL 602 Community Organizing & Social Activism	3	
IPSL 603 Language Across the Curriculum (repeatable)	3	
IPSL 604 Sponsored Research	3	
IPSL 608 Special Topics	1-3	
IPSL 620 Afro-Colombian History & Culture	3	
IPSL 621 Conflict, Peace & Reconciliation Colombia	3	
IPSL 622 From Escobar to Santos: Modern Colombia	3	
IPSL 630 Sustainable Micro-Enterprise/Field Work	3	
IPSL 631 Greek History, Culture & Language	3	
IPSL 632 The Rise of Social Solidarity in Greece	3	
IPSL 633 Creative Thinking & Entrepreneurship	3	
IPSL 634 Mediterranean Diet & Lifestyle	3	
IPSL 635 Mediterranean Outdoor Exploration	3	
IPSL 640 Guatemala One Health: Ecology, Culture & Justice	3	
IPSL 641 Maya Cosmovision & Health Systems	3	
IPSL 650 Enviro Justice Social Movement Peru	3	
IPSL 651 Incan Architecture Urban Devt in Andes	3	
IPSL 652 Indigenous Knowledge/Traditional Healing	3	
IPSL 660 Ethics/Community Health in South Africa	3	
IPSL 670 Environmental Science/Sustainable Devt	3	
IPSL 671 Global Health & Environment: Vietnam	3	
IPSL 672 Public Space in Urban Planning	3	
IPSL 673 Sustainable Tourism	3	
Total Hours for the Certificate in Community Organizing and Social Activism	**8**	

MASTER OF ARTS IN INTERNATIONAL DEVELOPMENT AND SERVICE (IDS) REQUIREMENTS

Faculty:

- **Judith Boidman**
- **Phuong Tuan Don**
- **Franko Febres**
- **Glen Galindo**
- **Victoria Georgouvela**
- **Zandy Gordon**
- **Andrew Hepburn-Brown**
- **Thomas Morgan**
- **Arianne Newton**
- **Paul Newton**
- **Federico Velásquez Pacheco**

To meet today's growing demand for diverse perspectives and leaders who can navigate complex partnerships, the Master of Arts in International Development and Service (IDS) graduate program is interdisciplinary and requires both significant hands-on service-learning and international study activities. Drawing from the fields of international development, nonprofit leadership, global health, international education, human rights/social justice, sustainability, and global studies, this degree educates leaders for professional careers in the governmental, non-profit and community organization sectors.

IDS is a 16-month graduate degree programs that directly engage students with partner institutes in countries across Europe, Africa, SE Asia and Latin America. Flexible, individualized programming allows students to design their own graduate degree experience. The program combines rigorous interdisciplinary graduate-level study with hands-on volunteer service. This theory-to-practice, experiential learning graduate program is designed to prepare leaders who serve others through careers with government and policy making organizations, global nonprofits, educational institutions, social enterprises, and community development organizations.

Through study and professional development as well as service-learning placements with community organizations around the world, IPSL graduate students build a global, professional network during their program, helping them to secure career-track positions within their field following graduation.

This practical, social justice focused degree program offers:

- Individual Attention: Program is oriented toward quality rather than quantity.
- Theory-to-Practice: Students apply their learning immediately and directly in the field internationally.
- Global Exposure: Multinational programs in Europe, SE Asia, Africa, and Latin America.
- Transferable Skills: Students build tangible and transferable skill sets that prepare them to master problems from theory to practice.
- International Networks: Students build a global professional network from their direct experience across different locations. A global network is invaluable for launching an international career.

Service-learning lies at the heart of IPSL degree programs where we practice a model of ethical, reciprocal service and community engagement in primarily resource-scare, grassroots organizations serving marginalized communities across the globe. Students engage in 10-15 hours per week of service in the field during terms abroad. IPSL students serve with a variety of organizations based on their specific interests and the needs of our community partners. Global Participatory Action Research (research in support of communities) is part of the culminating project work and is supported through IRB review, individual advising, and practical in-country support. Cultural and linguistic immersion opportunities place students inside communities to encourage cultural humility, ethical action, and personal growth.

Program Goals

The program is designed to help students develop these five main competencies:

1. A Global Perspective
2. Social Development
3. Nonprofit, NGO and Social Entrepreneurship Management
4. Service as a Professional Ethic
5. Distinction: Individual Expertise and Distinction in the Field

Program Design

The IDS program is approximately sixteen months long, consisting of four semester terms. The program is delivered in a hybrid online/onsite format that provides maximum flexibility. To increase access students can start the program in Spring semester (January), Summer semester (May), or Fall semester (August). Program content is organized into required classes, elective classes, and a Culminating Thesis or Culminating Applied Project. The Culminating Project experience integrates knowledge and skills students have learned throughout the program and enables students to apply that knowledge and skill in an individualized way to solve an identified challenge, improve an existing situation, create a novel and unique program solution and/or serve a community organization.

Students must complete at least two of the four semesters abroad and are encouraged to maximize their in-country experiences with three semesters abroad. Students begin the program with a two-week ONLINE Residency with two required accelerated online seminar courses during their first semester, followed by hybrid online or travel/onsite format classes during the rest of the first semester and the second and third semesters. The fourth semester is a required online semester and provides the time and focus to finalize the Culminating Project. The fourth term is online (students can choose to be anywhere in the world) and is integrated into the program so students can complete their Culminating Project and present their defense to their Graduate Committee.

Program Requirements

All undergraduate degree fields are welcome to apply, there are no course pre-requisites for admission, and the GRE is not required.

Students must complete 33-36 semester credits for the Master of Arts degree and a total of 36 credits are included in the comprehensive degree cost. Courses include initial residency, Community Organizing and Social Activism, three required development-focused courses, electives which can be chosen from both the in-country and online offerings, and culminating project thesis and re-entry seminars. A maximum of six credit hours of graduate-level credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster University's graduate programs. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

Additionally, a maximum of three credit hours of elective credit may be awarded upon presentation of an official certificate of successful completion of an AmeriCorps or Peace Corps placement.

Students must complete two semesters of coursework abroad and are encouraged to complete three semesters abroad, with the fourth semester of the degree completed on-line. Costs for the program vary with the number of semesters abroad; program staff should be consulted as students plan their degree program.

Students engage in 10-15 hours per week of service in the field during terms abroad.

Although a minimum of 33 credit hours is required, students may complete additional hours to enhance their graduate degree. Planning of these unique graduate degree programs is the shared responsibility of students in collaboration with their advisors.

Retention in the Program

The student must:

Design and file an acceptable program plan with the Program Director.

Maintain a grade point average of 3.0. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. IPSL courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.

Complete the program within six years or begin to lose credit for courses older than six years.

Graduation Requirements

To be eligible for a master's degree, students must satisfy the following conditions:

1. Meet all credit hour and other course requirements.
2. Maintain an overall grade point average of 3.0 or above.
3. Be enrolled at Westminster University during the semester in which they wish to graduate.
4. Maintain good academic standing.
5. Earn a grade of C or higher in all graduate courses.
6. Complete a comprehensive Culminating Project and successfully defend to their graduate committee.

Note: Only graduate-level coursework may be applied toward requirements. The final responsibility for being informed about, and adhering to, graduation requirements rest with the student.

Requirement Description	Credit Hours	Prerequisites
I. Initial Residency	**2**	
IPSL 680 History/Ethics of Intl Devt & Service	1	
IPSL 681 Global Participatory Action Research	1	
II. Community Organizing and Social Activism	**9**	
This course is taken three times in either three different countries or two countries and once on-line in a third country.		
IPSL 602 Community Organizing and Social Activism	3	
III. Development Specific Courses	**9**	
Students must complete three courses from this list, taking one per semester in the first three semesters in the program.		
IPSL 620 Afro-Colombian History & Culture	3	
IPSL 621 Conflict, Peace & Reconciliation Colombia	3	
IPSL 622 From Escobar to Santos: Modern Colombia	3	
IPSL 630 Sustainable Micro-Enterprise/Field Work	3	
IPSL 632 The Rise of Social Solidarity in Greece	3	
IPSL 640 Guatemala One Health: Ecology, Culture & Justice	3	
IPSL 641 Maya Cosmovision & Health Systems	3	
IPSL 660 Ethics & Community Health in South Africa	3	

Requirement Description	Credit Hours	Prerequisites
IPSL 670 Environmental Science/Sustainable Devt	3	
IPSL 671 Global Health & Environment: Vietnam	3	
IPSL 673 Sustainable Tourism	3	
IV. Electives	**9**	
IPSL 601 Independent/Directed Study	1-3	
IPSL 602 Community Organizing & Social Activism	3	
IPSL 603 Language Across the Curriculum (repeatable)	3	
IPSL 604 Sponsored Research	3	
IPSL 608 Special Topics	1-3	
IPSL 620 Afro-Colombian History & Culture	3	
IPSL 621 Conflict, Peace & Reconciliation Colombia	3	
IPSL 622 From Escobar to Santos: Modern Colombia	3	
IPSL 630 Sustainable Micro-Enterprise/Field Work	3	
IPSL 631 Greek History, Culture & Language	3	
IPSL 632 The Rise of Social Solidarity in Greece	3	
IPSL 633 Creative Thinking & Entrepreneurship	3	
IPSL 634 Mediterranean Diet & Lifestyle	3	
IPSL 635 Mediterranean Outdoor Exploration	3	
IPSL 640 Guatemala One Health: Ecology, Culture & Justice	3	
IPSL 641 Maya Cosmovision & Health Systems	3	
IPSL 650 Enviro Justice Social Movement Peru	3	
IPSL 651 Incan Architecture Urban Devt in Andes	3	
IPSL 652 Indigenous Knowledge/Traditional Healing	3	
IPSL 660 Ethics/Community Health in South Africa	3	
IPSL 670 Environmental Science/Sustainable Devt	3	
IPSL 671 Global Health & Environment: Vietnam	3	
IPSL 672 Public Space in Urban Planning	3	
IPSL 673 Sustainable Tourism	3	
V. Capstone Courses	**4-7**	
IPSL 682 Study Abroad Re-entry	1	
IPSL 690 Culminating Project/Thesis	3-6	
Total Hours for the Master of Arts in International Development and Service	**33-36**	

SCHOOL OF EDUCATION PROGRAMS

MASTER OF ARTS IN COMMUNITY AND ORGANIZATIONAL LEADERSHIP (MACOL)

Faculty

- Peggy Cain, Program Director
- Shawn Coon, Associate Professor

This program prepares graduates for leadership positions in a variety of organizations and settings. Students learn and strengthen skills in developing deeper relationships with people, organizing grassroots efforts and organizational change, leading and managing non-profit organizations, business human resources programs, social service and community outreach programs, advocating in public policy arenas, and communicating with audiences through various media.

Students will be prepared to work in settings such as: non-profit organizations, advocacy groups, community organizing and outreach, government public affairs departments, social service agencies, business and nonprofit human resources, public education outreach, environmental organizations, public health, economic development, corporate foundations, philanthropy, arts organizations, religious communities, ethnic affairs programs, elected offices, and community planning.

Students have the option of selecting a specialized track within the program: Organizational Leadership with Diversity, Equity, and Inclusion Emphasis, which prepares graduates for organizational leadership positions including human resources, the Trauma and Wellness Emphasis, which prepares graduates to understand impacts of trauma and promote wellness through programming, organizational change, and policy, or the highly-customizable Comprehensive Track.

Philosophy Statement

Democracy is strongest when informed people participate actively in decision-making in their communities and organizations. This program aims to strengthen and improve the work of many types of groups and organizations working to build more equitable, sustainable, and inclusive futures.

The program structure models the collaborative philosophy that undergirds the program. The program is cross-disciplinary, incorporating faculty from various disciplinary backgrounds. The program also integrates the expertise of members of the community through an advisory board, class placements with local organizations, guest speakers, and team teaching with local experts.

Classes in the program build on the life and work experience that students bring to the program. Classes are highly experiential and active. Class assignments are often competency-based, incorporating real-life tasks similar to those students encounter in their jobs and community settings.

The Capstone Project integrates students' learning from the entire program and provides an opportunity to design an in-depth research project tailored to the students' interests and professional goals that also has value for a particular organization or group. Graduates of the program will be equipped with specific skills and knowledge to serve the world today, as well as the ability to learn, reflect, and adapt to the rapidly-changing contexts in which they will be working.

The program content is organized within the following program standards:

Leadership: Students will demonstrate skills in leading formal organizations (non-profit, business, government, philanthropy) and informal community efforts.

Management: Students will demonstrate skills in managing formal organizations (non-profit, business, government, philanthropy) and informal community efforts.

Social and Organizational Change: Students will demonstrate skills in conducting research, envisioning futures, and facilitating effectively and creatively participatory decision-making, community organizing, advocacy in policy arenas, and/or organizational change.

Communication: Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.

Critical Thinking: Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.

Collaboration: Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.

Creativity: Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.

Program Description

Program content is organized into core classes, elective classes, and a capstone research project. Students may complete the 21-hour core and receive a Certificate in Community Leadership. For those wishing to pursue the Master of Arts, elective options enable students to specialize in one of three areas, choose a mixture of courses, or to pursue Organizational Leadership with Diversity, Equity, and Inclusion (DEI) Emphasis, Trauma and Wellness Emphasis, or Comprehensive Track. The capstone experience integrates knowledge and skills students have learned throughout the program and enables students to apply that knowledge and skill in an individualized way to serve their professional goals and an organization.

Program Requirements

Students must complete the 21-hour core to receive the Certificate in Community Leadership. A minimum of 35 credit hours is required for graduation with the Master of Arts degree. A maximum of nine credit hours of graduate-level transcripted credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster's graduate programs. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

Although a minimum of 35 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of students in collaboration with their advisors.

Retention in the Program

School of Education courses may only be repeated once. The student must:

- Design and file an acceptable program plan with the Program Director.
- Maintain a grade point average of 3.0. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. School of Education courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.
- Complete the program within six years, or begin to lose credit for courses older than six years.

Graduation Requirements

To be eligible for a master's degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward a degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

Graduate Certificate in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**21**	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Discourse & Research Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 651E The Nonprofit Organization	2	
MBA 625C Leadership and Decision Making	2	
Take one of the following courses:		
MACOL 622 Program Planning and Evaluation	3	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MED 668 Instructional Design Foundations	3	
Total Hours for the Certificate in Community & Organizational Leadership	**21**	

Graduate Certificate in Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**9**	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 624 Leadership, Conflict & Change	2	

Requirement Description	Credit Hours	Prerequisites
MACOL 626 HR Equity & Compliance Practices	2	
MACOL 643 High Performing Organizational Cultures	2	
Total Hours for the Certificate in Organizational Leadership	**9**	

Graduate Certificate in Trauma-Responsive Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**10**	
MACOL 637 Foundations of Holistic Wellness	3	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 624 or MACOL 643 Leadership, Conflict & Change OR High Performing Organizational Cultures	2	
Total Hours for the Certificate in Trauma-Responsive Leadership	**10**	

Master of Arts in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**21**	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Discourse & Research Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
MBA 651E The Nonprofit Organization	2	
Take one of the following courses		
MACOL 622 Program Planning & Evaluation	3	
MACOL 654 Organizational & Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MED 668 Instructional Design Foundations	3	
II. Elective Courses	**8**	
Students pursuing the Master of Arts may choose classes from the following:		
MACOL 608 Special Topics in Community Leadership	1–3	
MACOL 610 Introduction to Development	1	

Requirement Description	Credit Hours	Prerequisites
MACOL 612 Corporate/Foundations Relations	1	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 620 Advanced Community Organizing	3	MACOL 603
MACOL 622 Program Planning & Evaluation	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 629 Crisis Management	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 636 Arts and Communities	2	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Restorative Justice	1	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MACOL 662 Social Media Marketing	1	
MACOL 665 Internship	1–3	
MACOL 668 Directed Study	1–3	
MACOL 670 Research Extension	1	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools & Politics	3	
MED 634 Teaching Adults	3	
MED 637 Foundations of Holistic Wellness	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	
MED 668 Instructional Design Foundations	3	
MBA 605C Communication and Teamwork	2	
MBA 645C Ethics & Corporate Governance	2	
Students may choose electives from the Master of Public Health program offerings in consultation with directors of the MPH and MACOL programs.		
III. Project	**6**	
MACOL 679 Capstone Project Development	3	MACOL 602

Requirement Description	Credit Hours	Prerequisites
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership	**35**	

Master of Arts in Community & Organizational Leadership: Trauma and Wellness Emphasis

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**26**	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Critical Theory & Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MACOL 637 Foundations of Holistic Wellness	3	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-responsive Organizations	2	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
MBA 651E The Nonprofit Organization	2	
II. Elective Courses	**3**	
Students pursuing the Master of Arts may choose classes from the following:		
MACOL 608 Special Topics in Community Leadership	1–3	
MACOL 610 Introduction to Development	1	
MACOL 612 Corporate/Foundation Relations	1	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 620 Advanced Community Organizing	3	MACOL 603
MACOL 622 Program Planning and Evaluation	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 629 Crisis Management	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 636 Arts and Communities	2	
MACOL 642 Restorative Justice	1	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	

Requirement Description	Credit Hours	Prerequisites
MACOL 656 Integrated Marketing Communication	3	
MACOL 662 Social Media Marketing	1	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	
MED 613 Theories of Adult Learning and Development	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
MED 646 Writing for Wellness	1	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	
Students may choose electives from the Master of Public Health program offerings in consultation with the directors of the MPH and MACOL programs.		
III. Project	**6**	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership: Trauma and Wellness Emphasis	**35**	

Master of Arts in Community & Organizational Leadership: Diversity, Equity & Inclusion Emphasis

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**22**	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Critical Theory & Methods	3	MACOL 601
MACOL 606 Envisioning Futures	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 626 HR Equity & Compliance Practices	2	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 655 Intercultural and Global Communication	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
II. Elective Courses	**7**	
MACOL 603 Policy, Advocacy & Community Organizing	3	

Requirement Description	Credit Hours	Prerequisites
MACOL 608 Special Topics in Community Leadership	1–3	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 622 Program Planning and Evaluation	3	
MACOL 629 Crisis Management	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 637 Foundations of Holistic Wellness	3	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Restorative Justice	1	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 665 Internship	1–3	
MACOL 668 Directed Study	1–3	
MACOL 670 Research Extension	1	
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools & Politics	3	
MED 634 Teaching Adults	3	
MED 637 Foundations of Holistic Wellness	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	
MBA 605C Communication and Teamwork	2	
MBA 645C Ethics & Corporate Governance	2	
MBA 651E The Nonprofit Organization	2	
III. Project	**6**	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership: Diversity, Equity & Inclusion Emphasis	**35**	

MASTER OF ARTS IN TEACHING (MAT)

Faculty

- Spencer Bagley, Associate Professor
- Peggy Cain, Professor
- Marilee Coles-Ritchie, Professor

- Lowell K. Oswald, Associate Professor and MAT Program Director
- Rebecca Penerosa, Associate Professor

Program Description

The Master of Arts in Teaching is an integrated degree program that leads to licensure for students who already have earned a bachelor's degree. The program combines classroom instruction and extensive experience in diverse K–12 classrooms throughout the program. Students in the program will study:

- Learners and their Development
- Impactful Curriculum Design
- Effective Assessment Methods
- Classroom Management
- Reflective Teaching Practice
- Culture and Society

A unique focus of the program prepares graduates to teach all students using effective, differentiated teaching strategies. Graduates will know how to design curriculum that connects to the knowledge and skills of students and their families.

Note: Current federal regulations require that a criminal background check and fingerprint assessment be passed before applicants can be recommended for licensure. Should the Utah State Board of Education change its requirements for teaching licensure, the MAT Program will change accordingly.

Admission to the Program

See the Admission to the College section for admission requirements.

Entrance to a teacher education program requires a transcript demonstrating a 3.0 cumulative GPA.

Note: Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon successful completion of the MAT degree requirements, achieving a passing score on state-mandated assessments, and completing all state-mandated educator endorsement requirements.

Student Teaching

Students must successfully complete all courses in the MAT before they are eligible to student teach. Student teaching is a full-time, 12-week experience. Prior to student teaching, students must:

- Submit the completed Request for Student Teaching form by the first Monday in March to student teach in the Fall semester or by the first Monday in October to student teach in the Spring semester.
- Be approved to student teach by the MAT faculty.
- Obtain a Student Teaching License on the USBE website.

Appeal Process: A student has the right to appeal a decision denying admission to the MAT program or denying the opportunity to student teach. The student has fifteen days after receiving a denial letter to petition the Dean, in writing, for reconsideration.

Retention in the Program

School of Education courses may only be repeated once. The student must:

- Maintain a grade point average of 3.00. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements.
- Complete the program within six years, or begin to lose credit for courses older than six years.

Graduation Requirements

Candidates for graduation should apply to the Registrar's Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation. To be eligible for the MAT degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward degree requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

Elementary Education: Licensure to teach grades K-6

MAT in Elementary Education (Grades K-6)

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**46**	
MAT 600 Culture, Family and Community	3	

Requirement Description	Credit Hours	Prerequisites
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 630 Introduction to Teaching Elementary Education	3	
MAT 631 Math for ELED Teacher	3	
MAT 632 Science Methods	3	
MAT 633 Math Methods	3	MAT 630, 631
MAT 636 Social Studies Methods	3	
MAT 637 Creative Arts Methods	3	
MAT 639 Elementary Student Teaching	6	consent of instructor
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 662 PE and Health Methods	2	
MAT 663 Literacy Foundations, Assessment and Instruction	3	MAT 630
MAT 664 Teaching Methods: Reading and Language Arts	3	MAT 630
MAT 669 Literacy Assessment & Intervention	1	MAT 663
Total Hours for the MAT in Elementary Education	**46**	

Recommended Plan of Study for MAT in Elementary Education

Students begin the Elementary MAT program in the Fall semester. The program can be completed in four semesters. To be recommended for licensure, students must pass the *Utah Foundations of Reading Assessment* prior to student teaching.

First Semester (Fall)	Second Semester (Spring)	Third Semester (Fall)	Fourth Semester (Spring)
MAT 600 MAT 602 MAT 605 MAT 630 MAT 637	MAT 631 MAT 662 MAT 663 MAT 664 MAT 669	MAT 632 MAT 633 MAT 636 MAT 640	MAT 607 MAT 639

Accelerated MAT in Elementary Education Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society and EDUC 312 Specialized Education Services. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their sophomore year.

Completion of the Accelerated MAT in Elementary Education requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**40**	
MAT 600 Culture, Family and Community	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 630 Intro to Teaching ELED	3	
MAT 631 Math for ELED Teachers	3	
MAT 632 Science Methods	3	
MAT 633 Math Methods	3	MAT 630, 631

Requirement Description	Credit Hours	Prerequisites
MAT 636 Social Studies Methods	3	
MAT 637 Creative Arts Methods	3	
MAT 639 Elementary Student Teaching	6	
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 662 PE and Health Methods	2	
MAT 663 Literacy Foundations, Assessment and Instruction	3	MAT 600
MAT 664 Teaching Methods: Reading and Language Arts	3	MAT 630
MAT 669 Literacy Assessment & Intervention	1	MAT 663
Total Hours for the Accelerated MAT in Elementary Education	**40**	

Secondary Education: Licensure to teach grades 6-12

The Secondary Education Program is for those who would like to teach at the middle or high school level. Secondary Education candidates must have a major or minor in their baccalaureate degree from the list below. If they do not have such a major or minor they may consult the MAT Program Director. Students who are seeking their MAT must satisfactorily complete all the requirements of the program.

- Art
- Biology
- Business
- Chemistry
- Chinese
- Computer Science
- Earth Science
- English
- French
- History
- Mathematics
- Music
- Physical Science
- Physics
- Social Science
- Spanish
- Theater

MAT in Secondary Education (Grades 6-12)

Requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**33**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600

Requirement Description	Credit Hours	Prerequisites
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	**3–6**	
Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.		
MAT 616 Methods of Teaching Secondary School History/Social Science	3	MAT 600
MAT 617 Methods of Teaching Secondary School Science	3	MAT 600
MAT 619 Methods of Teaching Secondary School English	3	MAT 600
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 622 Methods of Teaching Secondary School Mathematics	3	MAT 600
MAT 624 Methods of Teaching Secondary School World Languages	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
Total Hours for the MAT in Secondary Education Program	**36-39**	

Recommended Plan of Study for MAT in Secondary Education

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
MAT 600 MAT 602 MAT 605 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Subject Methods (MAT 616-625)	MAT 607 MAT 615

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.

Accelerated MAT in Secondary Education Program

Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society and EDUC 312 Specialized Education Services. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their sophomore year.

Completion of the Accelerated MAT in Secondary Education requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**27**	
MAT 600 Culture, Family and Community	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	

Requirement Description	Credit Hours	Prerequisites
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	**3–6**	
Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.		
MAT 616 Methods of Teaching Secondary School History/Social Science	3	MAT 600
MAT 617 Methods of Teaching Secondary School Science	3	MAT 600
MAT 619 Methods of Teaching Secondary School English	3	MAT 600
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 622 Methods of Teaching Secondary School Mathematics	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
Total Hours for the Accelerated MAT	**30-33**	

Recommended Plan of Study for Accelerated MAT in Secondary Education

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 302 EDUC 312	MAT 600 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 MAT Methods course	MAT 607 MAT 615

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.

MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Program Requirements

Completion of the Accelerated MAT in Secondary Arts Education with a K-6 Arts Endorsement requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**33**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	

Requirement Description	Credit Hours	Prerequisites
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	**6**	
Students must take MAT 637 and either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
MAT 637 Creative Arts Methods	3	MAT 600
Total Hours for the MAT Secondary Arts Education Program	**39**	

Recommended Plan of Study for MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
MAT 600 MAT 602 MAT 605 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Methods: MAT 621 or MAT 625	MAT 607 MAT 615 MAT 637

Accelerated MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society, EDUC 312 Specialized Education Services, and EDUC 344 Creative Arts Methods. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Secondary Arts Education with a K-6 Arts Endorsement requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**27**	
MAT 600 Culture, Family and Community	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	

Requirement Description	Credit Hours	Prerequisites
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	**3**	
Students must take either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
Total Hours for the Accelerated MAT	**30**	

Recommended Plan of Study for Accelerated MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 302 EDUC 312 EDUC 344	MAT 600 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Methods: MAT 621 or MAT 625	MAT 607 MAT 615

MAT in Arts Education

This program is designed for graduate students who currently hold either an associate or professional teaching license or who are not considering a licensure-track graduate program for professional purposes. Participants will be able to design their program to suit their specific academic needs and pursuits in arts education. This includes access to artform-specific courses to support particular areas of interest. The curriculum in MATArts uniquely supports graduate students to effectively teach their art form and support within the K-12 curriculum. This program is designed for those who are passionate about teaching and shaping young lives through the arts.

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**12**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 611 Curriculum Design & Management	3	
II. Arts Methods Courses	**6**	
Students must take MAT 637 and either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600

Requirement Description	Credit Hours	Prerequisites
MAT 637 Creative Arts Methods	3	MAT 600
III. Elective Courses	**12**	
Students may choose from the following courses:		
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 631 Math for ELED Teachers	3	
MAT 632 Science Methods	3	
MAT 636 Social Studies Methods	3	
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 662 PE and Health Methods	2	
MED 608 Special Topics	1-3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 625 Assessment for Diverse Language Learners	3	MED 622
MED 637 Foundations of Holistic Wellness	3	
MED 640 Trauma-informed Schools	3	
MED 644 Arts and Movement for Trauma	2	
MED 653 Indigenous Knowledge and Lifeways	3	
MED 660 Directed Studies	1-3	
Total Hours for the MAT Arts Education Program	**30**	

*Additional courses may be approved with the MATArts Director.

Recommended Plan of Study for MAT Arts Education

Full-time MATArts students may begin the program in the Summer or Fall semester. Students may take required and elective courses through the Fall, Spring, and Summer terms with the sequence suggested by their advisor.

*Part-time students may develop a schedule in consultation with an advisor to take additional semesters to complete the program.

Master of Arts in Teaching to Master of Education Tracks

This program is designed for graduates of Westminster's Master of Arts in Teaching Program who pursue an endorsement and an MED degree or a general MED degree. The following admissions policies apply to these MAT graduates only. All other MED policies apply to these students.

Admission to the Program

The requirement for admission is completion of Westminster University's Master of Arts in Teaching degree with a cumulative GPA of 3.0. A candidate for admission must submit the following materials to the Admissions Office: A completed Application for Graduate Admission form with the application fee. Westminster transcript showing successful completion of the Westminster University Master of Arts in Teaching degree with an overall GPA of 3.0. Upon completion of these steps, the individual's application materials are submitted to the Graduate Education Admissions Committee.

MAT to Traditional MED

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	

Requirement Description	Credit Hours	Prerequisites
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Elective Courses	**15**	
Students may choose classes from the following:		
MED 613 Theories of Adult Learning and Development	3	
MED 615 Education, Schools and Politics	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 634 Teaching Adults	3	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 660 Directed Studies	1-3	
MACOL 622 Program Planning and Evaluation	3	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to Traditional MED	**32**	

MAT to MED with Arts Education Emphasis

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Elective Courses	**15**	
Students may choose classes from the following, however, no course in this section that was counted toward the MAT degree may be counted toward the MED degree:		
MED 613 Theories of Adult Learning and Development	3	
MED 615 Education, Schools and Politics	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 634 Teaching Adults	3	

Requirement Description	Credit Hours	Prerequisites
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
MED 647 Juvenile Justice	3	
MED 648 Advocacy Under the Dome	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation & Mindfulness	1	
MED 660 Directed Studies	1-3	
MACOL 622 Program Planning and Evaluation	3	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Arts Education Emphasis	**32**	

MAT to MED with Trauma and Wellness Emphasis

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Trauma and Wellness Coursework	**12**	
This program is designed for students who already hold Westminster's MAT degree and are seeking to become qualified as specialists within educational settings with expertise in trauma and restorative practices. Students must be admitted to the MED program.		
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
III. Trauma and Wellness Electives	**3**	

Requirement Description	Credit Hours	Prerequisites
MED 615 Education, Schools, & Politics	3	
MED 642 Restorative Justice	1	
MED 647 Juvenile Justice	3	
MED 648 Advocacy Under the Dome	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation & Mindfulness	1	
IV. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Trauma and Wellness Emphasis	**32**	

MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement post MAT in Elementary Education

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. English as a Second Language Endorsement (ESL)	**15**	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 624 Content Instruction for Diverse Language Learners	3	MED 622
MED 625 Assessment for Diverse Language Learners	3	MED 622
III. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement	**32**	

MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement post MAT in Secondary Education

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. English as a Second Language Endorsement (ESL)	**12**	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 625 Assessment for Diverse Language Learners	3	MED 622
III. Elective Courses	**3**	
Students choose an elective class from the following:		
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools, & Politics	3	
MED 634 Teaching Adults	3	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 648 Advocacy Under the Dome	3	
MED 653 Indigenous Knowledges & Lifeways	3	
IV. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement	**32**	

MASTER OF EDUCATION (MED.)

Faculty

- Peggy Cain, Program Director
- Shawn Coon, Associate Professor

The Master of Education (M.Ed.) is a flexible degree enabling educators and future educators to develop their expertise in an area of interest. Students develop skills in the methods of teaching and deepen their understanding of crucial "why" questions in educational practice. Students research an area of interest through action research or a qualitative research project in order to improve their own practice as educators and contribute to the wider field of education.

Philosophy Statement

The Master of Education (M.Ed.) degree program at Westminster University is committed to improving education through meaningful inquiry and innovative exploration of the connections between educational practice, values, and local/national/global contexts for learning. We emphasize a strong foundation in theory and active and engaged learning that incorporates students' experiences.

The standards of the curriculum reflect the School of Education's commitment to provide a well-rounded education congruent with the needs of master teachers and other instructional professionals. These standards include:

Facilitating learning: Students demonstrate foundational understandings of how people learn and demonstrate their skill at facilitating learning in a classroom, other teaching/learning setting, and/or through the creation of environments conducive to learning.

Research: Students will plan projects, search relevant professional databases, collect data through interviews and other applicable methods, analyze data, and complete and disseminate findings.

Critical thinking: Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.

Creativity: Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.

Collaboration: Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.

Communication: Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.

Global Responsibility: Students will (a) employ practices informed by social responsibility across the spectrum of differences and (b) demonstrate knowledge of and evaluate solutions for, educational challenges affecting local, regional, and global communities.

Program Description

Those teaching adults or administering educational programs for adults may earn an Adult Learning Certificate. This coursework can emphasize higher education, corporate training and workplace learning, continuing professional education, educational policy-making, and other related areas.

Trauma and Wellness track is valuable for any education-related professional who seeks to understand the impacts of trauma on people and how individuals and institutions can promote wellness through programs, organizations, and policy.

Licensed K-12 educators can enhance their teaching effectiveness with an endorsement in Teaching English as a Second Language. Coursework for all endorsements and certificates taken for graduate credit counts toward an M.Ed.

Note: Should the Utah State Board of Education change its requirements for teaching endorsements, the Master of Education requirements will change accordingly.

Classes in the M.Ed. program provide active, hands-on opportunities to learn and connect course work to students' teaching or work settings.

Program Requirements

A minimum of 32 credit hours is required for graduation. A maximum of nine credit hours of graduate-level transcripted credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster's Graduate Program in Education.

Although a minimum of 32 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of students in collaboration with their advisors.

Certain Master of Business Administration courses may meet graduate education program requirements. Students should consult with their education advisors for specific information and refer to the MBA sections of this catalog for course descriptions.

Retention in the Program

School of Education courses may only be repeated once.

The student must:

- Design and file an acceptable program plan with the Director of the Master of Education program.
- Maintain a grade point average of 3.00. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. School of Education courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.
- Complete the program within six years, or begin to lose credit for courses older than six years.

Graduation Requirements

Candidates for graduation should apply to the Registrar's Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation.

To be eligible for a master's degree or graduate certificate, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

Program Structure

Students have multiple curricular options in the M.Ed. program. Graduation from the degree program requires a minimum of 32 credit hours for any option.

Graduate Certificate in Teaching Adult and Higher Education

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**9**	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 666 or MACOL 622 Online Teaching and Learning orProgram Planning and Evaluation	3	
Total Hours for the Graduate Certificate in Adult and Higher Education	**9**	

Graduate Certificate in Teaching English to Multilingual Learners

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**15**	
MED 620 Multilingual Learners, Family, and Community	3	
MED 622 Language Acquisition	3	
MED 623 Instructional Methods for Multilingual Learners	3	
MED 624 Content Instruction for Multilingual Learners	3	
MED 625 Assessment for Multilingual Learners	3	
Total Hours for the Graduate Certificate in Teaching English to Multilingual Learners	**15**	

Graduate Certificate in Trauma-Responsive Education

The Graduate Certificate in Trauma-Responsive Education requires 9 graduate semester hours.

Requirement Description	Credit Hours	Prerequisites
I. Required Certificate Courses	**9**	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
Total Hours for the Graduate Certificate in Trauma-Responsive Education	**9**	

Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Core Course	**3**	

Requirement Description	Credit Hours	Prerequisites
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
II. Elective Courses	**21**	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools and Politics	3	
MED 620 Multilingual Learners, Family, and Community	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning & Evaluation	3	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledge and Lifeways	3	consent of instructor
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	
MED 660 Directed Studies	1–3	consent of instructor
MED 661 Corporate Training & Workplace Learning	3	
MED 665 Educational research Extension	1	
MED 666 Serious Gaming and Gamification	3	
MED 667 Online Teaching and Leadership	3	
MED 673 Internship/Teaching Practicum	1-3	
MACOL 622 Program Planning & Evaluation	3	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Master of Education	**32**	

Teaching English to Speakers of Other Languages Endorsement with Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Teaching English to Speakers of Other Languages (TESOL)	**18**	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 620 Multilingual Learners, Family, and Community	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Multilingual Language Learners	3	MED 622 as pre or co-requisite
MED 624 Content Instruction for Multilingual Language Learners	3	MED 622
MED 625 Assessment for Multilingual Language Learners	3	MED 622
II. Core Course	**3**	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
III. Elective Course	**3**	
Students may choose classes from the following:		
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools and Politics	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning and Evaluation	3	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledge and Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	
MED 660 Directed Studies	1–3	
MED 665 Educational Research Extension	1	
MACOL 622 Program Planning and Evaluation	3	
IV. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650

Requirement Description	Credit Hours	Prerequisites
MED 680 Research Project	3	MED 679
Total Hours for the Teaching English as a Second Language Endorsement with Master of Education	**32**	

Recommended Plan of Study for Teaching English to Speakers of Other Languages Endorsement with Master of Education

	Fall Semester	Spring Semester	Summer Semester
Year 1	MED 620 MED 621	MED 622 MED 623	MED 650 Elective
Year 2	MED 679 MED 624 MED 625	MED 680 MED 610	

Adult Learning Certificate followed by completion of Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Adult Learning Certificate (ALC)	**15**	
This program is designed for students who already hold a bachelor's degree, and are seeking to become qualified as specialists with a broad knowledge of adult learning. This is particularly suited to those in educational or training positions who work directly with adults. Students must be admitted to the MED program.		
MED 613 Theories of Adult Learning and Development	3	
MED 634 Teaching Adults	3	
MED 635 or MACOL 622 Adult Education Program Planning and Evaluation or Program Planning and Evaluation	3	
MED 667 Online Teaching and Learning	3	
MED 670 Adult Education Foundations and Futures	3	
II. Elective Courses	**9**	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 615 Education, Schools and Politics	3	
MED 622 Language Acquisition and Development	3	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	

Requirement Description	Credit Hours	Prerequisites
MED 660 Directed Studies	1–3	consent of instructor
MED 661 Corporate Training & Workplace Learning	3	
MED 665 Educational Research Extension	1	
MED 666 Serious Gaming and Gamification	3	
MED 667 Online Teaching and Learning	3	
MED 668 Instructional Design Foundations	3	
MED 673 Internship/Teaching Practicum	1-3	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Adult Learning Certificate followed by completion of Master of Education	**32**	

Recommended Plan of Study for Adult Learning Certificate followed by completion of Master of Education

	Fall Semester	Spring Semester	Summer Semester
Year 1	MED 613 MACOL 622	MED 634 MED 670	MED 667 MED 650 1 elective
Year 2	MED 679 1 elective	MED 680 1 elective	

Trauma and Wellness followed by completion of Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Trauma and Wellness Core	**10**	
This program is designed for students who already hold a bachelor's degree, and are seeking to become qualified as specialists within educational settings with expertise in trauma and wellness. Students must be admitted to the MED program.		
MED 610 or MED 615 Sociocultural Contexts for Learning or Education, Schools, and Politics	3	
MED 637 Foundations of Holistic Wellness	3	
MED 639 Neuroscience of Trauma	3	
MED 645 Self-Care for Secondary Trauma	1	
II. Required Elective	**7**	
Students may choose classes from the following:		
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 644 Arts & Movement for Trauma	2	
MED 646 Writing for Wellness	1	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	

Requirement Description	Credit Hours	Prerequisites
MED 657 Meditation and Mindfulness	1	
MACOL 640 Trauma-informed Organizations	2	
III. Electives	**9**	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 615 Education, Schools and Politics	3	
MED 640 Trauma-informed Schools	3	
MED 642 Restorative Justice	1	
MED 644 Arts & Movement for Trauma	2	
MED 646 Writing for Wellness	1	
MED 647 Juvenile Justice	3	
MED 648 Advocacy Under the Dome	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 655 Community Circles	1	
MED 656 Somatic Wellness Practices	1	
MED 657 Meditation and Mindfulness	1	
MED 660 Directed Studies	1–3	consent of instructor
MED 665 Educational Research Extension	1	
MED 673 Internship/Teaching Practicum	1-3	
MACOL 618 Facilitation & Negotiation	1	
MACOL 622 Program Planning and Evaluation	3	
MACOL 624 Leadership, Conflict and Change	2	
MPH 530 Principles of Epidemiology	3	
MPH 630 Statistical Methods in Public Health	3	
IV. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Trauma and Wellness followed by completion of Master of Education	**32**	

SCHOOL OF NURSING AND HEALTH SCIENCES PROGRAMS

DOCTOR OF NURSING PRACTICE (DNP)

Faculty

- **Ronda Lucey,** Program Director
- **Sheryl Steadman,** Dean

Mission

The post-graduate Doctor of Nursing Practice (DNP) program is designed to prepare graduates with advanced skills, and abilities that are important to clinical practice; including an increased knowledge in leadership, clinical experience, and the business of health. Graduates are prepared for a variety of nursing practice roles and equipped with the abilities to assume leadership roles within complex healthcare organizations.

The post-graduate DNP program will use a hybrid executive format model similar to other graduate programs at Westminster University. Nationally recognized standards and competencies were used to develop the curriculum which will integrate online learning with traditional residency learning. The curriculum consists of 32 credit hours offered over 3 full-time semesters (6 part-time semesters) and taught by qualified faculty from a variety of disciplines. A doctorate level scholarly project will be required to demonstrate the student's ability to synthesize doctoral level concepts presented throughout the program.

Program Goals

- Prepare advanced nursing practice leaders to analyze and evaluate scientific knowledge to improve outcomes and ensure quality in health care systems.
- Prepare advanced nursing practice leaders in the education of social justice and to promote culturally relevant health care to reduce health disparities.
- Prepare advanced nursing practice leaders to utilize technology and information literacy to improve health care.
- Prepare advanced nursing practice leaders with increased knowledge, skills, and expertise in communication, scientific foundations, leadership, and health care systems.

Program Objectives

Graduates of the program will be able to:

- Demonstrate leadership to influence healthcare policy, regulation, financing, ethics, and delivery.
- Influence health and social policy for diverse populations resulting in improved access and quality of care in systems.
- Evaluate and implement current research to guide evidence-based patient care across populations.
- Integrate appropriate technologies for knowledge management to improve health care.
- Apply knowledge of organizational practices, complex systems, and collaboration to improve health care delivery.
- Evaluate the ethical consequences of decisions.

Program Requirements

- Students must enter with an Advanced Practice Registered Nurse (APRN) degree at the master's level from a regionally accredited graduate program. (Master's program must include advanced pathophysiology, advanced health assessment, and advanced pharmacology.)
- 1000 clinical hours are required for degree.
  - Students may transfer in 700 clinical hours from their master's program.
  - At least 300 doctoral level clinical hours are required regardless of number of clinical hours in master's program.
  - Additional clinical hours may be required if total clinical hours in NP program was less than 700.
- A total of 8 credit hours will be required for completion of the scholarly project development/scholarly project.
- Students must earn at least a B grade in all courses to continue progression in program.
- A minimum of 32 semester hours is required for graduation. The acceptance of transfer credit, up to 9 hours, is individually evaluated. The minimum number of clinical practice hours for the program is 300 hours.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**29**	
DNP 710 Epidemiology/Population Health	3	
DNP 715 Health Care Policy and Economics in Clinical Practice	3	
DNP 725 Leadership and Role Development in Advanced Nursing Practice	3	
DNP 730 Advanced Statistics for Clinical Practice (Biostatistics)	3	
DNP 745 Informatics in Health Care Systems	3	
DNP 750 Quality and Safety Across Healthcare Settings	3	
DNP 755 Facilitated Learning	3	
DNP 760 Scholarly Project Development	2	

Requirement Description	Credit Hours	Prerequisites
DNP 765 Scholarly Project II	3	DNP 760
DNP 770 Scholarly Project III	3	DNP 765
II. Elective	**3**	
Choose one course:		
DNP 735 Theory of Adult Learning	3	
DNP 740 Advanced Theory and Ethical Issues in Advanced Nursing Practice	3	
Total Hours for Post Graduate DNP Program	**32**	

Recommended Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	DNP 730 (3) DNP 735 or 740 (3) DNP 750 (3) DNP 760 (2)	DNP 710 (3) DNP 715 (3) DNP 755 (3) DNP 765 (3)	DNP 725 (3) DNP 745 (3) DNP 770 (3)

Recommended Part-Time Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	DNP 730 (3) DNP 735 or 740 (3)	DNP 710 (3) DNP 715 (3)	DNP 725 (3) DNP 745 (3)
Year 2	DNP 750 (3) DNP 760 (2)	DNP 755 (3) DNP 765 (3)	DNP 770 (3)

BYU Bridge Program Requirements:

Students with a Master of Science in Nursing from Brigham Young University who meet program requirements, can earn their terminal Doctor of Nursing Practice (DNP) degree at Westminster by completing advanced statistics, epidemiology, and the scholarly project consisting of 14 credits.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**14**	
DNP 730 Advanced Statistics for Clinical Practice (Biostatistics)	3	
DNP 710 Epidemiology/Population Health	3	
DNP 760 Scholarly Project Development	2	
DNP 765 Scholarly Project II	3	DNP 760
DNP 770 Scholarly Project III	3	DNP 765
DNP 799 DNP Continuing Registration	0	
Total Hours for BYU Bridge DNP Program	14	

Recommended Plan of Study for BYU Bridge Program

	Fall Semester	Spring Semester	Summer Semester
Year 1	DNP 730 (3) DNP 760 (2)	DNP 765 (3) DNP 710 (3)	DNP 770 (3)

DOCTOR OF NURSING PRACTICE - NURSE ANESTHESIA (DNP-NA)

Faculty

- **Daniel Bunker, DNAP, MSNA, CRNA,** Program Director, Professor
- **Chris Torman, DNP, CRNA,** Assistant Director, Associate Professor
- **Art Shimata, DNAP, MAE, CRNA,** Professor
- **Ted Morris, DNAP, ASPMF, CRNA,** Associate Professor
- **Curtis Nielsen, DNP, CRNA,** Assistant Professor

Mission

The mission of the Doctor of Nursing Practice-Nurse Anesthesia program at Westminster University is to provide an academic environment which allows nurse anesthesia students to master the intellectual and technical skills required to become competent in the safe administration of anesthesia. The program accomplishes this by admitting a select group of experienced, graduate level nurses and then providing them with the highest level of didactic instruction, anesthesia simulation, and clinical site experiences. Our nurse anesthesia graduates develop life-long critical thinking skills and the professionalism needed to become compassionate, patient-centered anesthesia providers. We are committed to upholding the standards set forth by the American Association of Nurse Anesthetists (AANA) and the Council on Accreditation (COA) to produce skilled nurse anesthetists who are qualified to sit for the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) Examination. After passing the National Certification Exam (NCE) provided by the NBCRNA, the graduate will then be able to apply for CRNA licensure in the state(s) they will be providing anesthesia as a CRNA. By this educational endeavor, it is the mission of the DNP-NA program at Westminster University to contribute to filling the urban and rural community needs for anesthesia providers.

Program Outcomes

A graduate of the DNP-NA program:

- Evaluates delivery of a safe anesthetic with vigilant protection of the patient and prevention of complications.
- Develops individualized perianesthetic care throughout anesthetic continuum to patients of all ages and physical conditions.
- Integrates skill and knowledge necessary to function as a resource person for airway and ventilator management of patients in a variety of settings.
- Utilizes critical thinking, decision making, and the application of sound principles and evidence-based research in practice.
- Applies mastery of anesthesia concepts and skills by passing the NBCRNA certification examination.
- Develops verbal, nonverbal, and written communication necessary to influence patient care.
- Integrates professional attributes necessary to accept responsibility and accountability of a new anesthesia practice.
- Proposes politically active advancements in nurse anesthesia.

Progression in the Program

The student must:

- Receive a grade of 82% or higher in all DNP-NA courses.
- Maintain a current, unencumbered RN license.
- Complete the program within four years of initial admission date.
- Complete doctoral level project by the deadline assigned by course faculty.
- Maintain a background check free of arrest and/or criminal history. Report any criminal arrests and/or criminal incidents within 24 hours to the Program Director.
- Maintain a negative drug screen. Report any change or prescribed use of mind-altering substances, including narcotics, within 24 hours to the Program Director.
- Remain in good standing at clinical sites.

Graduation Requirements

To be eligible for a doctoral degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Earn a grade of 82% or higher in all DNP-NA courses.
- Earn an average clinical score greater than 3.0 on daily and term evaluations.

Note: Only upper-level coursework may be applied toward degree requirements. Please note that the program requires that students must earn a grade of B (82%) or higher in all program courses to qualify for graduation, regardless of their cumulative GPA. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

Program Requirements

A minimum of 90 credit hours is required for graduation. Clinical cases must include all minimum numbers as directed by the Council on Accreditation. Please see the DNP-NA Student Handbook for specific information regarding clinical cases.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**90**	
DNPNA 710 Epidemiology/Population Health	3	
DNPNA 715 Healthcare Policy & Economics	3	
DNPNA 720 Evidence-Based Practice	3	
DNPNA 725 Leadership & Role Development	3	

Requirement Description	Credit Hours	Prerequisites
DNPNA 730 Advanced Statistics for Clinical Practice	3	
DNPNA 731 Advanced Health Assessment	3	
DNPNA 732 Gross Anatomy	3	
DNPNA 733 Research Methods	2	
DNPNA 734 Chemistry & Physics	2	
DNPNA 740 Advanced Theory & Ethical Issues	3	
DNPNA 745 Informatics in Health Care Systems	3	
DNPNA 750 Quality and Safety	3	
DNPNA 760 Legal Concerns	2	
DNPNA 811 Advanced Physiology	4	
DNPNA 812 Advanced Pharmacology I	4	
DNPNA 813 Anesthesia Principles I	2	
DNPNA 814 Anesthesia Simulation I	2	
DNPNA 821 Advanced Pathophysiology	4	
DNPNA 822 Advanced Pharmacology II	3	
DNPNA 823 Anesthesia Principles II	3	
DNPNA 824 Anesthesia Simulation II	2	
DNPNA 831 Anesthesia Seminar I	1	
DNPNA 832 Advanced Anesthesia Principles I	2	
DNPNA 833 Clinical Practicum I	4	
DNPNA 911 Anesthesia Seminar II	1	
DNPNA 912 Advanced Principles of Anesthesia II	2	
DNPNA 913 Research Practicum I	1	
DNPNA 914 Clinical Practicum II	4	
DNPNA 921 Anesthesia Seminar III	1	
DNPNA 922 Advanced Anesthesia Principles III	1	
DNPNA 923 Research Practicum II	2	
DNPNA 924 Clinical Research Practicum III	4	
DNPNA 931 Anesthesia Seminar IV	1	
DNPNA 932 Advanced Anesthesia Principles IV	1	
DNPNA 933 NCE Review	1	
DNPNA 934 Clinical Practicum IV	4	
Total Hours for the Program	**90**	

Plan of Study

MASTER OF PUBLIC HEALTH (MPH) AND GRADUATE CERTIFICATE IN PUBLIC HEALTH

Faculty

- **Sheryl Steadman**, Dean
- **John Contreras**, Professor, Program Director
- **Han Kim**, Professor

- **Colette McAfee**, Associate Professor

Mission

To prepare future public health leaders with the skills required to address today's population health challenges through the provision of high-quality teaching and mentoring, scholarly activities, service, and community-based projects, and to promote, protect communities, and prevent adverse health events and illness.

Vision

The program's vision is to seek to be a premier academic resource for public health education, research, and evidence-based practice. Inspired students committed to creating conditions under which people can be healthy.

Program Outcomes

Graduates of the MPH program will be prepared to:

- Assess, monitor, and review the health status of populations and their related determinants of health and illness.
- Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.
- Interpret quantitative and qualitative data.
- Use methods and instruments for collecting valid and reliable quantitative and qualitative data.
- Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature—both quantitative and qualitative sources.
- Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.
- Determine approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
- Identify the causes of social and behavioral factors that affect the health of individuals and populations.
- Apply theoretical constructs of social and health behavior in planning community interventions.
- Articulate the relationship between health care delivery and financing, public health systems, and public policy.
- Apply the principles of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.
- Function as collaborators on public health projects with the ability to assume leadership roles effectively.
- Identify and apply ethical, moral, and legal principles in all aspects of public health practice.
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
- Apply evidence-based principles and the scientific knowledge base to develop evaluation methods and critically evaluate public health program outcomes.
- Effectively communicate public health messages to a variety of audiences from professionals to the general public.

Progression in the Program

A student in the MPH program must:

- Have completed a bachelor's degree
- Receive a grade of B or higher in all courses
- Complete the master's degree in 4 years from the time of initial admission. Students are encouraged to complete the degree in the 10-month cohort schedule
- Complete all master's project requirements according to identified time schedules

A student in the Graduate Certificate in Public Health program must:

- Have completed a bachelor's degree
- Receive a grade of B or higher in all courses
- Complete the certificate in 2 years from the time of initial admission

10-Month Program Format

The MPH 10-month program is designed for working public health and health care professionals who desire to acquire the knowledge and skills that will help them advance in public health leadership positions. The program runs from August through June each year. Courses are offered in a worker friendly hybrid format. The in-class meetings are on Fridays and also online (synchronous). There are five blocks (eight weeks each) that cover three semesters (fall, spring, and summer). Thus, earning an MPH degree in as little as three semesters.

Graduation Requirements

To be eligible for a MPH degree or Graduate Certificate in Public Health (Cert.PH), students must satisfy the following conditions to qualify for graduation from Westminster University:

- Meet all credit hour and other course requirements
- Be enrolled at Westminster during the semester in which they wish to graduate
- Maintain good academic standing
- Earn a grade of B or higher in all graduate courses

Note: The program requires that students must earn a grade of B or higher in all graduate courses to qualify for graduation, regardless of their cumulative GPA. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

Program Requirements

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**39**	
MPH 500 Principles of Public Health and Health Promotion	3	
MPH 510 Social and Behavioral Sciences in Public Health	3	
MPH 520 Environmental Health	3	
MPH 530 Principles of Epidemiology	3	
MPH 540 Health Policy and Management	3	
MPH 600 Public Health Ethics and Leadership	3	
MPH 621 Practicum I	3	MPH 510, 530, 540, 630
MPH 622 Practicum II	3	MPH 510, 530, 540, 630
MPH 630 Statistical Methods for Public Health	3	
MPH 635 Capstone I: Research Design & Statistical Analysis	3	MPH 500, 510, 530, 540, 630
MPH 640 Program Planning and Evaluation	3	MPH 510, 530, 540, 630
MPH 690A Capstone II A Research Project	3	MPH 500, 510, 520, 530, 540, 600, 630, 635
MPH 690B Capstone II B Research Project	3	MPH 500, 510, 520, 530, 540, 600, 630, 635
II. Elective Courses	**6**	
MPH 555 Global Health	3	
MPH 575 Introduction to SAS Programming	3	
MPH 645C Health Disparities	3	
MPH 645D Emergency Preparedness	3	
MPH 645E Violence and Public Health	3	
MPH 645G Health Informatics	3	
MPH 645J Statistical Programming in R	3	
MPH 655 Infectious Disease Epidemiology	3	
Other elective courses must be approved by the MPH director		
Total hours for the MPH Program	**45**	

Plan of Study for Master of Public Health

	Fall Semester	Spring Semester	Summer Semester
MPH 10 (10-month program)	**Block 1** MPH 500 (3) MPH 510 (3) MPH 630 (3) **Block 2** MPH 520 (3) MPH 530 (3) MPH 640 (3)	**Block 3** MPH 540 (3) MPH 600 (3) MPH 635 (3) **Block 4** MPH 690A (3) MPH 645 Elective (3) MPH 621 (3)	**Block 5** MPH 690B (3) MPH 645 Elective (3) MPH 622 (3)

Graduate Certificate in Public Health Program Requirements

The Graduate Certificate in Public Health (Cert.PH) provides formal education for those who are currently working in the public health arena or those interested in public health. Students who want to continue to pursue their education in public health will be permitted to apply certificate credits towards Westminster University's MPH degree with approval from the MPH director. The certificate program runs from August to December.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**18**	
MPH 500 Principles of Public Health and Health Promotion	3	
MPH 510 Social and Behavioral Sciences in Public Health	3	
MPH 520 Environmental Health	3	
MPH 530 Principles of Epidemiology	3	
MPH 540 Health Policy and Management	3	
MPH 630 Statistical Methods of Public Health	3	
Total Hours for the Graduate Certificate in Public Health (Cert.PH)	**18**	

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Faculty

- Katie Cristensen, PhD
- Patrick McMillion, PhD
- Janine Wanlass, PhD (Chair)

Program Mission

The Masters in Clinical Mental Health Counseling program at Westminster University educates students in the fundamentals of counseling theory and practice in an experiential and interpersonal learning environment that facilitates personal and professional growth. Our aim is to train professional counselors with a sound basis in ethical behavior, psychological theories, and professional counseling skills, creating a knowledge base and capacity for thinking that can be translated into effective counseling practice with individuals, families, and groups from diverse backgrounds. We strive to guide our students to become more self-aware and self-reflective as they hone their intellectual and emotional skills. We encourage critical thinking, emphasize professional honesty and integrity, and foster a commitment to providing services to local communities.

Program Objectives

The program of study is designed to develop a student's ability to:

- Understand counselor professional identity and demonstrate skill in applying ethical and legal considerations in professional counseling.
- Demonstrate the awareness, knowledge, and skills to counsel clients from diverse backgrounds.
- Apply theories of human development to clients' needs and issues.
- Have knowledge of career assessment and planning principles and theories.
- Demonstrate skills necessary to be an effective counselor while applying a theoretical approach.
- Demonstrate knowledge and skills to facilitate psychoeducational and process groups.
- Competently select and interpret assessment measures (i.e., academic/educational, career, personality, diagnostic, and developmental).
- Critically evaluate research in a manner that informs counseling practice.
- Demonstrate the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues.
- Engage in critical thinking and demonstrate a heightened sense of self-awareness in the counseling role.

Retention in the Program

The student must:

- Maintain a grade point average of 3.0. If the student receives a grade of C+ or lower in any course, the credit hours for this course do not count toward graduation requirements and must be repeated.
- Pass comprehensive exam (60%) and write an acceptable case conceptualization of a client in the third year of study.
- Complete the program within 5 years.
- Comply with ethical standards for counselors (ACA, ACMHCA codes) and all policies for practicum students, interns, or employees at community clinical placements. Failure to do so may result in suspension or dismissal from the program.

Program Probation and Dismissal Policy

A student may receive a practicum/internship/classroom warning of program probationary status at any time during a field or classroom experience if the instructor determines that the student's performance is unsatisfactory. The written warning will outline what the student must do to meet the course or program requirements. Program probation will be removed if the student is able to satisfy the conditions listed in the written warning; however, any program probationary status will be documented in the student's record. A student can be dismissed from the Masters in Professional Counseling program for any of the following reasons:

- Violation of the academic honesty policy.
- Violation of the ethical code for counselors.
- Failure to maintain a GPA appropriate for the program.
- A documented pattern of unprofessional behavior in the classroom or clinical setting.
- A documented violation of agency policy or procedures in a clinical placement.

Graduation Requirements

To be eligible for a master's degree or graduate certificate, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of B- or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.

Program Requirements

Students must complete at least 61 hours of graduate course work drawn from the following:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**48**	
CCE 605 Seminar in Professional Counseling Roles	1	
CCE 610 Counseling Ethics	3	
CCE 612 Statistics and Research Methods	3	
CCE 614 Psychopathology and the DSM	3	
CCE 617 Individual Counseling I	3	
CCE 619 Individual Counseling II	3	
CCE 621 Human Growth and Development	3	
CCE 628 Group Counseling	3	
CCE 633 Child and Family Counseling	3	
CCE 636 Clinical Assessment	3	
CCE 639 Multicultural Counseling	3	
CCE 640 Counseling Practicum	3	
CCE 642 Substance Abuse Counseling	3	
CCE 643 Trauma and Crisis Counseling	3	
CCE 645 Career Counseling and Development	3	
Take 3 credits from the following:		
CCE 660 Internship I	1-3	
Take 3 credits from the following:		
CCE 661 Internship II	1-3	
II. Counseling Theory Courses	**6**	
Take two out of the following four courses:		
CCE 630 Applications of Humanistic/Existential Theory	3	

Requirement Description	Credit Hours	Prerequisites
CCE 631 Applications of Cognitive Behavioral Theory	3	
CCE 632 Applications of Family Systems Theory	3	
CCE 644 Applications of Psychodynamic Theory	3	
III. Elective Courses	**6**	
Take two Special Topics courses.		
CCE 650 Special Topics Seminars	3	
Total Hours For The MSCMHC Degree	**61**	

All courses are required other than the choice among theory courses where students can select two of the four and elective courses, where students must take six credit hours from options provided.

Students are required to take and pass comprehensive exams prior to April 1st of their third year. Students should be aware that completion of this program satisfies all academic requirements for licensure in Utah as an associate clinical mental health counselor. Additional clinical practice hours are needed to meet Utah's full licensure requirements, which can occur after a period of not less than 2 years (3,000 hours).

Plan of Study

	Fall Semester	Spring Semester
Year 1	CCE 605 Professional Roles CCE 610 Counseling Ethics CCE 612 Stats & Research Methods CCE 617 Individual Counseling I CCE 621 Human Growth & Dev	CCE 619 Individual Counseling II CCE 628 Group Counseling CCE 614 Psychopathology and the DSM CCE 633 Child and Family Counseling
Year 2	CCE 636 Clinical Assessment CCE 639 Multicultural Counseling CCE 642 Substance Abuse Counseling CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling	CCE 650 Special Topics in Counseling (Choose an elective) CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling *Two of the following:* CCE 630 Applications of Humanistic/Existential Theory CCE 631 Applications of Cognitive Behavioral Theory CCE 632 Applications of Family Systems Theory CCE 644 Applications of Psychodynamic Theory
Year 3	CCE 645 Career Counseling and Development CCE 660 Internship I	CCE 650 Special Topics in Counseling (Choose an elective) CCE 661 Internship II

Some students enter the MSCMHC program only to learn that while they love the study of counseling, they no longer desire to practice. For those students who seek an education in the applications of psychology but who choose not to seek licensure, the Master of Applied Psychology is a degree option. At the end of the first and second years of academic study in the graduate program, students and faculty determine if a student will graduate from the MAP program or the MSCMHC program.

Master of Science in Applied Psychology

Students may wish to pursue the Master of Science in Applied Psychology if they have an interest in understanding human behavior and how change occurs within a treatment context but do not have a wish to practice as a licensed counselor. For example, a student may wish to work in an administrative capacity in a human or social service agency or non-profit. Perhaps one aspires to head an HR/EAP program or run a for-profit residential treatment center, and while the student does not wish to provide direct services to clients, the student wants a deep understanding of best practices within the fields of psychology and counseling.

Program Goals

- Demonstrate knowledge of how psychological and counseling theories are applied in human and social services
- Prepare students for administrative or staff positions within social services agencies
- Understand how theories of human development, psychology, and counseling are used to promote health and change in individuals and groups

Program Requirements

Students must complete at least 45-48 hours of graduate course work drawn from the following:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**36**	

Requirement Description	Credit Hours	Prerequisites
CCE 605 Seminar in Professional Roles I	1	
CCE 610 Counseling Ethics	3	
CCE 612 Statistics and Research Methods	3	
CCE 614 Psychopathology and the DSM	3	
CCE 617 Individual Counseling I	3	
CCE 619 Individual Counseling II	2	
CCE 621 Human Growth and Development	3	
CCE 628 Group Counseling	3	
CCE 633 Child and Family Counseling	3	
CCE 636 Clinical Assessment	3	
CCE 639 Multicultural Counseling	3	
CCE 642 Substance Abuse Counseling	3	
CCE 643 Trauma & Crisis Counseling	3	
II. Counseling Theory Courses	**3**	
Take one out of the following four courses:		
CCE 630 Applications of Humanistic/Existential Theory	3	
CCE 631 Applications of Cognitive Behavioral Theory	3	
CCE 632 Applications of Family Systems Theory	3	
CCE 644 Applications of Psychodynamic Theory	3	
III. Elective Courses	**6**	
Take two Special Topics courses.		
CCE 650 Special Topics	3	
Total Hours for the MS in Applied Psychology	45	

Recommended Plan of Study for MS in Applied Psychology

	Fall Semester	Spring Semester
Year 1	CCE 605 Seminar in Professional Roles I CCE 610 Counseling Ethics CCE 612 Statistics & Research Methods CCE 617 Individual Counseling I CCE 621 Human Growth & Development	CCE 619 Individual Counseling II CCE 628 Group Counseling CCE 614 Psychopathology and the DSM CCE 633 Child and Family Counseling
Year 2	CCE 636 Clinical Assessment CCE 639 Multicultural Counseling CCE 642 Substance Abuse Counseling CCE 643 Trauma and Crisis Counseling	Choose one Counseling Theory course from: *CCE 630 Humanistic/Existential Theory* *CCE 631 Cognitive Behavioral Theory* *CCE 632 Family Systems Theory* *CCE 644 Psychodynamic Theory* CCE 650 Special Topics in Counseling (take two)

Graduate Certificate in Adventure Therapy

Faculty

- Patrick McMillion, PhD

Program Goals

- Students will develop a foundational knowledge of the distinct elements of adventure therapy, including history, interventions, theories, and models.

- Students will examine sociocultural/environmental implications of adventure therapy, emphasizing principles diversity, equity, and inclusion; as well as environmental ethics and justice.
- Students will learn and apply various models of client assessment, incorporating relevant learning into clinical practice and risk management.
- Students will demonstrate knowledge of and adherence to accepted standards of professionalism and ethical practice while developing and implementing adventure therapy.
- Students will explore practical aspects of integrating adventure therapy programming in a variety of organizational and clinical settings.
- Students will apply professional standards for clinical documentation to an adventure therapy setting, examining confidentiality standards, liability, and note-taking.
- Students will employ foundational counseling skills of therapeutic alliance building to a variety of adventure therapy settings and client populations.
- Students will gain competence in developing, facilitating, and processing adventure therapy interventions in support of client-centered, culturally relevant, and clinically-informed treatment practices.
- Students will critically examine the relevance and effectiveness of adventure therapy practices through both formal and informal means to support integration and transfer of learning towards clinical goals.

Program Objectives

The Adventure Therapy Certificate Program is designed for post-graduate licensed mental health therapists (e.g., ACSWs, LCSWs, ACMHCs, LCMHCs, LMFTs, etc.) and concurrently enrolled Westminster MSCMHC students seeking advanced training in adventure therapy. We welcome individuals across mental health disciplines (counseling, social work, marriage and family therapy, etc.). Through two intensive courses between January and June, students will develop the foundational knowledge and skills to implement clinically effective, ethical, and culturally relevant adventure therapy programming across settings and client populations. Upon successful completion of the program, students will earn a university-issued certificate and have met the educational standards for the Clinical Certified Adventure Therapist credential, issued by the Association for Experiential Education.

Program Requirements

Students must complete the courses listed below with no less than 3.0 GPA.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**6**	
CCE 653 Clinical Practice in Adventure-Based Counseling	3	
CCE 654 Frameworks of Adventure Based Counseling	3	
Total Hours for the Program	**6**	

Plan of Study for MSCMHC with Graduate Certificate in Adventure Therapy*

	Fall Semester	Spring Semester
Year 1	CCE 605 Professional Roles CCE 610 Counseling Ethics CCE 612 Stats & Research Methods CCE 617 Individual Counseling I CCE 621 Human Growth & Dev	CCE 619 Individual Counseling II CCE 628 Group Counseling CCE 614 Psychopathology and the DSM CCE 633 Child and Family Counseling
Year 2	CCE 636 Clinical Assessment CCE 639 Multicultural Counseling CCE 642 Substance Abuse Counseling CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling	CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling *Two of the following:* CCE 630 Applications of Humanistic/Existential Theory CCE 631 Applications of Cognitive Behavioral Theory CCE 632 Applications of Family Systems Theory CCE 644 Applications of Psychodynamic Theory ***CCE 654 Frameworks of Adventure-Based Counseling** ***CCE 653 Clinical Practice in Adventure-Based Counseling**
Year 3	CCE 645 Career Counseling and Development CCE 660 Internship I	CCE 661 Internship II ***CCE 654 Frameworks of Adventure-Based Counseling** ***CCE 653 Clinical Practice in Adventure-Based Counseling**

MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER (MSN-FNP)

Faculty

- Sheryl Steadman, Dean

- Sue Jones, DNP, APRN, FNP-C, Program Director
- Elizabeth Hanna, DNP, APRN, FNP-C
- Shauna Olsen, DNP, APRN, FNP-BC

The Master of Science in Nursing, Family Nurse Practitioner (FNP) program builds on a baccalaureate nursing degree to prepare advanced practice nurses in the areas of primary health care.

After graduation, FNP students are eligible to take the American Nurse Credential Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam and apply for Utah licensure as Advanced Practice Registered Nurses (APRN) with prescriptive authority.

Philosophy

The Family Nurse Practitioner program is based on a philosophy of holistic health care for patients and families in today's dynamic and complex health care environment. Graduates will use their clinical competence and political efficacy to improve both individual health outcomes and the overall quality of the healthcare system.

Mission

The Master of Science in Nursing, Family Nurse Practitioner (FNP) program at Westminster University provides students the expertise required in advanced nursing practice and leadership. The program builds on a baccalaureate nursing education to develop attributes essential to providing comprehensive, holistic healthcare across the lifespan. Students integrate clinical judgment and critical thinking for culturally appropriate patient-centered care. Students will establish an advanced understanding of the art and science of nursing and are encouraged to seek additional continuing education and volunteer their services to the local community.

Program Outcome

FNP graduates will:

- Establish therapeutic relationships and use a holistic, culturally appropriate, evidence-based approach to assess, diagnose, and prescribe treatments for individuals, families, and clinical populations.
- Assume a leadership role in the development and implementation of health promotion interventions for individuals, families, and communities.
- Analyze healthcare policy and the effect of these policies on nursing practice and healthcare delivery in order to advocate for improved public healthcare outcomes and the profession of nursing.
- Integrate theory, evidence, clinical judgment, research, and interprofessional perspective to improve practice and associated health outcomes for patient populations.
- Employ interprofessional collaborative strategies utilizing information and communication technologies in the design, coordination, and evaluation of patient centered care.

Progression in the Program

The student must:

- Receive a grade of B or higher in all courses. Cumulative test/quiz scores must average 80% or higher in all courses, or the student will not be able to progress. If a student does not achieve 80% or higher, the course grade will reflect only the average test/quiz scores achieved by the end of the course.
- Complete the program in 4 years from time of initial admission.
- Maintain a current, unencumbered Utah RN license.
- Complete all scholarly paper requirements according to identified time schedules.
- Maintain a background check free of arrest and/or criminal incidents. Report any arrests and/or incidents related to legal and/or licensure concerns to the Program Director within 24 hours.
- Maintain a negative drug screen. Report any change or prescribed use of mind-altering substances, including narcotics, within 24 hours to the Program Director.
- Remain in good standing at clinical sites.

Graduation Requirements

To be eligible for a Master of Science in Nursing, Family Nurse Practitioner (FNP) degree, students must satisfy the following conditions to qualify for graduation from Westminster University:

- Meet all credit hour and other course requirements
- Maintain an overall grade point average of 3.0 or above
- Be enrolled at Westminster University during the semester in which they wish to graduate
- Maintain good academic standing
- Earn a grade of B or higher in all graduate courses

Please note that the program requires that students must earn a grade of B or higher in all graduate courses to qualify for graduation, regardless of their cumulative GPA. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

Program Requirements

A minimum of 42 semester hours is required for graduation. The acceptance of transfer credit, up to 9 hours, is individually evaluated. The minimum number of clinical practice hours for the program is 720 hours.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**42**	

Requirement Description	Credit Hours	Prerequisites
MSN 500 Advanced Health Assessment and Diagnostic Reasoning	4	
MSN 501 Advanced Pathophysiology	3	
MSN 532 Pharmacology for Advanced Practice	3	MSN 500, 501
MSN 540 Theoretical Found. of Advanced Practice Nursing	2	
MSN 550 Health Care and Health Promotion of Adults And Older Adults/Clinical Seminar	4	MSN 540; Pre- or Co-requisite: MSN 532
MSN 570 Research in the Practice Setting	3	
MSN 581 Health Care and Health Promotion of Young Adults/Clinical Seminar	4	MSN 570
MSN 582 Health Care and Health Promotion of Infants through Adolescents/Clinical Seminar	4	MSN 581
MSN 584 Ambulatory Care Procedures	3	MSN 550
MSN 601 Role and Leadership in Advanced Practice Nursing	2	
MSN 610 Master's Project	3	MSN 540, 570
MSN 639 Advanced Nursing Practicum/Clinical Seminar	5	MSN 582, 584, 601
MSN 670 Synthesis: Practice in Context	2	MSN 550, 582, 601
Total Hours for the FNP Program	**42**	

Recommended Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	MSN 500 (3/1) MSN 501 (3/0) MSN 540 (2/0)	MSN 532 (3/0) MSN 550 (2/2) MSN 570 (3/0)	MSN 584 (3/0) MSN 581 (2/2) MSN 601 (2/0)
Year 2	MSN 582 (2/2) MSN 610 (3/0)	MSN 670 (2/0) MSN 639 (0/5) MSN 699 (0) [if needed]	MSN 650 (0) [if needed] MSN 699 (0) [if needed]

Note: One (1) academic credit hour of clinical equals sixty (60) clock hours