

COLLEGE OF ARTS AND SCIENCES

WESTMINSTER COLLEGE OF ARTS AND SCIENCES PROGRAMS

Matt Neves, Dean

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

Undergraduate Programs in Arts and Sciences

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

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

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

Faculty

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

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

School of Education

ART

Faculty

- David Baddley
- Matthew Kruback

Program Goals

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

Objectives

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

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

Program Requirements

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

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

Bachelor of Fine Arts Degree (BFA) in Visual Art

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

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

Recommended Plan of Study for BFA in Visual Art

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

Bachelor of Arts Degree (BA) in Art

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

Recommended Plan of Study for Art Major

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

Art Minor

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

ARTS ADMINISTRATION**Faculty**

- Kim Zarkin (Chair)

Program Goals

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

Objectives

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

Program Requirements

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

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

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

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

Arts Administration Major

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

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

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

Recommended Plan of Study for Arts Administration Major

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

ARTS AND SOCIAL JUSTICE CERTIFICATE PROGRAM

Undergraduate Certificates

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

applying their learning outside the classroom. Internships for the Arts and Social Justice Certificate must be approved by the certificate advisor and arranged through the Career Center for 3-4 credit hours. Faculty coordinators for internships must be from the program in which the internship is listed. Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

Program Requirements

Advisor: Meghan Wall

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

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

Double Dipping Between Certificate and Majors/Minors

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

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

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

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

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

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

BIOLOGY

Faculty

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

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

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

Program Goals

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

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

Objectives

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

Program Requirements

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

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

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

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

Biology Major

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

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

Recommended Plan of Study for Biology

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

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

Biology Minor

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

BUSINESS COMPUTER INFORMATION SYSTEMS**Faculty**

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

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

Program Goals

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

Objectives

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

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

Program Requirements

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

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

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

Business Computer Information Systems Major

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

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

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

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

Recommended Plan of Study for BCIS

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

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

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

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

CHEMISTRY

Faculty

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

Program Goals

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

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

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

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

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

Objectives

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

Program Requirements

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

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

Chemistry Major

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

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

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

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

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

Recommended Plan of Study for Chemistry

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

*Assumes student already has credit for MATH 144

Chemistry Minor

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

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

CODING CERTIFICATE PROGRAM

Undergraduate Certificates

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

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

Program Requirements

Advisor: Helen Hu

Complete all courses with a minimum grade of C-.

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

Double Dipping Between Certificate and Majors/Minors

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

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

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

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

COMMUNICATION

Faculty

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

Program Goals

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

Objectives

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

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

Program Requirements

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

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

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

Communication Major

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

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

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

Recommended Plan of Study for Communication

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

Communication Minor

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

COMPUTER SCIENCE

Faculty

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

Program Goals

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

Objectives

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

Program Requirements

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

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

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

Computer Science Major

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

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

Double dipping is allowed for courses listed in Section VI.

Recommended Plan of Study for Computer Science

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

* Must complete three electives.

Computer Science Minor

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

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

Applied Computing Minor

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

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

DANCE

Faculty

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

Program Description

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

Program Goals

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

Objectives

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

Program Options

Bachelor of Fine Arts in Dance

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

Bachelor of Arts in Dance

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

Minor in Dance

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

Program Requirements

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

Transitioning to the Bachelor of Fine Arts Degree Track

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

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

Liberal Education Courses

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

Dance Major Requirements

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

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

Holistic Health and Well-being Requirement

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

Collaborative Participation Requirement

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

Applied Dance/Community Requirement

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

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

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

Bachelor of Fine Arts Dance Major

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

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

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

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

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

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

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

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

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

Bachelor of Arts Dance Major

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

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

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

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

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

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

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

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

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

Dance Minor

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

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

DATA SCIENCE

Faculty

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

Data Science Goals

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

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

Program Objectives

The program offers an academic minor.

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

Data Science Minor

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

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

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

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

DIVERSITY EQUITY AND INCLUSION CERTIFICATE PROGRAM

Undergraduate Certificates

Undergraduate Certificates give students a grounding in a particular skill set, allowing them to supplement their major with learning in other disciplines. Each certificate aligns with National Association of Colleges and Employers (NACE) career readiness competencies, which include Communication, Equity and Inclusion, Leadership, and Technology. Each certificate culminates in an Applied Experience, an internship or service-learning course that involves students in applying their learning outside the classroom. Internships for the Arts and Social Justice Certificate must be approved by the certificate advisor and arranged through the Career Center for 3-4 credit hours. Faculty coordinators for internships must be from the program in which the internship is listed. Some certificates include WCore and Honors courses, which can meet requirements both in the certificate and in WCore or Honors. Note that certificates are designed for undergraduates enrolled in a degree program, and only students completing certificates as part of a degree are eligible for financial aid.

Program Requirements for DEI Certificate

Advisor: Tamara Stevenson

Complete all courses with a minimum grade of C-.

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

Double Dipping Between Certificate and Majors/Minors

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

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

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

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

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

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

ENGINEERING 3+2

Faculty

- Jonas D'Andrea

Objectives

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

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

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

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

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

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

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

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

Program Requirements at Westminster University

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

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

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

Sample Student Timetable

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

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

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

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

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

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

Financial Aid

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

ENVIRONMENTAL STUDIES

Faculty

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

Program Goals

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

Objectives

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

Program Requirements

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

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

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

Environmental Studies Major—Bachelor of Science Degree

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

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

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

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

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

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

Environmental Studies Major—Bachelor of Arts Degree

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

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

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

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

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

Environmental Studies Minor

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

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

FILM STUDIES

Faculty

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

Program Goals

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

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

Objectives

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

Program Requirements

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

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

Film Studies Minor

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

FIRST SCHOLARS PROGRAM

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

First Scholars Goals

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

- Promote financial literacy and forecast planning.

Program Requirements

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

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

First Scholars Certificate

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

FRENCH

Faculty

- Steve Haslam

Objectives

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

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

Program Requirements

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

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

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

French Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	12	
FREN 111 French II	4	
FREN 220 French III	4	FREN 111
FREN 221 French IV	4	FREN 220
II. Elective Courses	8	

Requirement Description	Credit Hours	Prerequisites
Additional 300- or 400-level courses		
Total Hours for the French Minor	20	

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

Additional Academic Requirements and Procedure for the French Program

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

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

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

GENDER STUDIES

Faculty

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

Program Goals

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

Objectives

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

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

Program Requirements

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

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

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

Gender Studies Minor

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

GEOLOGY

Faculty

- Nick Pollock (Chair)

Program Goals

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

Objectives

The Geology program offers a Bachelor of Science degree for students interested in understanding the earth. The degree incorporates a diversity of both perspectives and methods. Classes incorporate lecture, lab, and fieldwork to study our planet's physical, chemical, and biological history.

Program Requirements

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

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

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

For course prerequisites, please refer to the course descriptions.

Geology Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
The student must complete eight credit hours in a single world language.		
II. Lower Division Geology Courses	16	
GEOL 201 Earth Materials I: Mineralogy	4	GEOL 107 or 111 or CHEM 111 Co-requisite: GEOL 201L
GEOL 210 Historical Geology	4	
GEOL 214 Sedimentology & Stratigraphy	4	GEOL 107 or 111 or PHYS 151 or 211 Co-requisite: GEOL 214L
Choose one of the following courses:		
GEOL 107 Geology of the American West	4	
GEOL 111 National Parks Geology	4	
III. Upper Division Geology Courses	16	
GEOL 301 Earth Materials II: Petrology	4	GEOL 201 and CHEM 111 Co-requisite: GEOL 301L
GEOL 310 Structural Geology and Tectonics	4	GEOL 107 or 111 and PHYS 152 or 212 Co-requisite: GEOL 310L
GEOL 311 Scientific Writing	2	GEOL 107 or 111
GEOL 360 Field Geology (summer even years)	6	GEOL 214, 301, 310
IV. Electives	12	
Students must take an additional twelve credits in geology, including at least one course at the 400 level.		
V. Required Courses from Other Programs	24	
CHEM 111 Principles of Chemistry I	4	Recommended MATH 144
CHEM 112 Principles of Chemistry II	4	CHEM 111
MATH 201 Calculus I	4	MATH 144 or placement test
MATH 202 or DATA 220 Calculus II or Introduction to Statistics	4	MATH 201 (for MATH only)
PHYS 151 or PHYS 211 Principles of Physics I or Physics for Scientists and Engineers I	4	MATH 144 or placement test; MATH 201 as pre-

Requirement Description	Credit Hours	Prerequisites
PHYS 152 or PHYS 212 Principles of Physics II or Physics for Scientists and Engineers II	4	or co-requisite for PHYS 211 only PHYS 151 or PHYS 211 MATH 202 as pre- or co-requisite for PHYS 212 only
Total Hours for the Geology Major	76	

Recommended Plan of Study for Geology

	Fall Semester	Spring Semester
Year 1	GEOL 107 or GEOL 111 MATH 201 WCore Elective	GEOL 214 MATH 202 or DATA 220 WCore Elective
Year 2	GEOL 201 GEOL 210 CHEM 111 Language	GEOL 301 CHEM 112 Language WCore
Year 3	GEOL 311 PHYS 151 or PHYS 211 WCore Elective	GEOL 310 PHYS 152 or PHYS 212 Elective Elective
Year 4	GEOL 4XX WCore Elective Elective	WCore Elective Elective Elective

Geology Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Geology Courses	14	
GEOL 201 Earth Materials I: Mineralogy	4	GEOL 107 or 111 or CHEM 111 Co-requisite: GEOL 201L
GEOL 210 Historical Geology	4	
GEOL 311 Scientific Writing	2	GEOL 107 or 111
Choose one of the following courses:		
GEOL 107 Geology of the American West	4	
GEOL 111 National Parks Geology	4	
II. Electives	12	
Students wishing to complete a minor must take an additional twelve credits in Geology, at least eight of which are at the 300 level. ENVI 305 is also an acceptable elective.		
Total Hours for the Geology Minor	26	

HISTORY

Faculty

- Jeff Nichols

Program Goals

Westminster University History students will:

- Learn and practice traditional, digital, and community-based methods of primary historical research.
- Learn and practice constructing valid historical arguments based on original research in primary sources.
- Learn and practice communicating historical knowledge creatively and effectively via written, oral, digital and other means.
- Learn and practice skills of critical analysis of evidence, arguments, and conflicting historical interpretations.
- Begin to build a broad and deep content knowledge of global human history.

Objectives

The History Program is committed to helping students learn to make sense of the past. The Program emphasizes research and communication skills applicable to further History study and teaching, as well as to many other disciplines and careers. Students learn to ask significant questions about the past, often on-site or in the field; find and critically analyze the best primary and secondary sources, and communicate their findings to a variety of audiences through many means. Students may elect an academic major or minor.

Program Requirements

Enrollment in most history courses, except those designed exclusively for majors and minors, is open to all students who are enrolled in, or have completed, the history area WCore requirement, regardless of major field or class standing.

History majors and minors are encouraged to take HIST 241 (The Craft of History) in their second year of course work. HIST 241 is a prerequisite for HIST 390/490.

Students need to check with their History advisor regarding offerings for upcoming semesters. Upper division (300-level) history courses listed in the catalog may not be offered on a regular schedule. No student may register for HIST 390/490 more than three times unless there are legitimate circumstances outside of a student's control preventing successful completion of the first or second course.

Students may substitute up to four hours of elective credit with an approved internship.

Note for Honors College students: HON 201 *Foundational Conversations I* may be substituted for HIST 102 or 124 required for the program while HON 202 may substitute for HIST 111, 204 or 206.

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

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

History Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
History majors must complete two semesters of a single world language or its equivalent.		
II. Lower Division History Courses	16	
HIST 120 The Story of America	4	
HIST 241 The Craft of History	4	
Choose one course:		
HIST 102 Alien Encounters in History	4	
HIST 111 Patterns of Global Immigration	4	
HIST 124 Film and Memory	4	
Choose one course:		
HIST 202 America's Best Idea	4	
HIST 204 Truth and Reconciliation	4	
HIST 206 Homelands and Contested Spaces	4	
HIST 230 Global Coffee Cultures	4	
III. Interdisciplinary Elective	4	
One 300-level course in English or Philosophy		

Requirement Description	Credit Hours	Prerequisites
IV. Upper Division History Courses	6	
HIST 390 Research Seminar in History	3	HIST 241
HIST 490 Research Seminar in History	3	HIST 390
V. Upper Division Distribution	24	
Twelve upper division hours from Americas category Twelve upper division hours from World category 12	One lower division HIST course	
Total Hours for the History Major	58	

Recommended Plan of Study for History

	Fall Semester	Spring Semester
Year 1	HIST 102, 111 or 124 Language I	HIST 120 Language II
Year 2	HIST 202 HIST 204, or 206	HIST 241* (World) (Americas)
Year 3	(World) (Americas)	(World) (Americas)
Year 4	Interdisciplinary Elective HIST 390**	HIST 490**

*HIST 241 is offered only in Spring semester.

**HIST 390 is offered only in Fall semester and must be taken sequentially with 490, which is only offered in Spring semester.

Academic Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	8	
History 241 The Craft of History	4	
Choose one course from the following:		
HIST 102 Alien Encounters in History	4	
HIST 124 Film and Memory	4	
HIST 111 Patterns of Global Immigration	4	
HIST 120 The Story of America	4	
II. Elective Courses	12	
Four upper division hours from Americas category Four upper division hours from World category 4 Four upper division hours from any category 4	One lower division HIST course One lower division HIST course	
Total Hours for the History Minor	20	

History Categories

- **Americas**
 - HIST 313 Our Troubled Times: US History since 1945
 - HIST 316 The Civil War Through 1890
 - HIST 317 Empire & Power: US History, 1890-1945
 - HIST 319 American Women's History
 - HIST 320 Environmental History of the United States
 - HIST 325 The Indigenous West
 - HIST 340 Conquest & Resistance: Colonial Latin America
 - HIST 341 Democracy, Revolution, Repression: Modern Latin America
 - HIST 365 Utah and the West
- **World**
 - HIST 307 Comparative Revolutions
 - HIST 308 Supernatural Europe
 - HIST 324 Global Cold War
 - HIST 327 History of the Holocaust
 - HIST 328 Death on Display
 - HIST 329 Culture and Society of East Asia
 - HIST 330 History of the Middle East

INTERDISCIPLINARY PROGRAM

Westminster University offers interdisciplinary courses that draw from several fields of study. Such courses are labeled INTR and include offerings like an orientation to college, May term study experiences, career shadowing, or research methods.

JUSTICE STUDIES

Faculty

- Connie Etter
- Mike Zarkin (Chair)

Program Goals

- To develop effective verbal and written communication skills
- To develop, critique, and conduct research
- To demonstrate collaborative problem solving skills
- To develop critical thinking skills
- To develop practices of global responsibility

Objectives

The Westminster Justice Studies program treats justice as a broad category of social and ethical problems that includes issues relating to crime and justice, economic and social justice, community rights, environmental justice and global justice. Accordingly, students who choose a major in Justice Studies are encouraged to take interdisciplinary coursework that exposes them to different ways of thinking about justice. This includes, but is not limited to, coursework in fields such as Economics, English, Gender Studies, Philosophy, and Political Science that helps students understand the nature of justice and why individuals and institutions may or may not behave in a just manner. Justice Studies majors are also required to engage in independent research and experiential learning activities such as internships. The Justice Studies minor affords students an opportunity to view justice through broad, interdisciplinary lenses.

Program Requirements

The Justice Studies program offers a Bachelor of Science in Justice Studies as an academic major and provides for an academic minor in Justice Studies. The Justice Studies academic major requires completion of 58 semester hours of credit selected from Justice Studies' coursework and related classes in the social sciences and selected other coursework. Thirty-two of those hours must be in Justice Studies and related courses numbered 300 or above. Students must maintain a cumulative 2.5 GPA or better in the academic major and minor.

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

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

Justice Studies Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Justice Studies majors must complete eight credit hours in a single world language.		
II. Lower Division Courses	10	
JUST 109 Power and Social Change	4	
JUST 221 Community Justice	3	
PLSC 203 Courts, Law, and Social Justice	3	
III. Upper Division Courses	20	
The following classes are required:		
JUST 324 Gender, Work, and Justice	4	
JUST 325 Justice in Everyday Life	4	
PLSC 355 Constitutional Law: Civil Liberties	4	
PLSC 390 Research Methods	4	
JUST 490 Senior Capstone	4	
IV. Electives	15-16	
Take fifteen-sixteen credits; minimum ten credits as upper division.		
COMM 360 Race, Gender, Class, & Media	4	
COMM 365 Intercultural & Global Communication	4	
EDUC 373 Juvenile Justice	3	
EDUC 375 Indigenous Knowledges & Lifeways	4	
ENVI 353 Environmental Movements	4	
ENVI 363 Gender & the Environment	4	
GNDR 101 Gender, Sex, & Identity	4	
HIST 307 Comparative Revolutions	4	
HIST 327 History of the Holocaust	4	
JUST 300 Special Topics	1-4	
JUST 440 Internship	1-4	
LMW 223 Critical Theory	4	
LMW 335 Englishes of the World	4	
PHIL 129 Race, Power & Privilege	4	
PHIL 209 Poverty & Global Justice	3	
PHIL 365 Economic Justice	4	
PLSC 316 Issues in Global Politics	4	
PSYC 335 Psychology of Women	4	
SOC 313 Social Theory	4	
SOC 350 Gender in Society	4	
WCSBS 220 Social Justice by the Numbers	4	
Total Hours for the Justice Studies Major	53-54	

Recommended Plan of Study for Justice Studies

	Fall Semester	Spring Semester
Year 1	JUST 109 Language I WCore Courses	JUST 221 PLSC 203 Language II WCore Courses
Year 2	Major Elective WCore Courses	JUST 324, 325, or PLSC 355 WCore Courses
Year 3	Major Elective	JUST 324, 325, or PLSC 355 Major Elective
Year 4	PLSC 390 Major Elective	JUST 324, 325, or PLSC 355 JUST 490

Justice Studies Minor

To fulfill the requirements for an academic minor in Justice Studies, students must complete a minimum of 20 semester hours in Justice Studies or related coursework. Twelve of these hours must be in coursework numbered 300 or above.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	14	
JUST 109 Power and Social Change	4	
JUST 221 Community Justice	3	
JUST 325 Justice in Everyday Life	4	
PLSC 203 Courts, Law, & Social Justice	3	
II. Elective Courses	8	
Eight additional hours of 300 or 400 level JUST or PLSC coursework		
Total Hours for the Justice Studies Minor	22	

LANGUAGE PROGRAM

Faculty

- Deyanira Ariza-Velasco (Spanish)
- Alan Davison (Spanish)
- Steve Haslam (Chair) (French)
- Georgiana Donavin (Latin)

The Language Program offers an academic major in Spanish-Latin American Studies and academic minors in French and Spanish, as well as multiple course sequences in Chinese, Japanese, and Latin.

Chinese

The Language Program offers a one-year Mandarin Chinese course sequence with occasional second-year and May term offerings. Classes are designed to give students practical tools for communicating in written and spoken Mandarin and to deepen their knowledge and appreciation of Chinese culture. The study of Mandarin will broaden the international horizon of liberal arts students and will be of great value in many professions and enterprises (business, trade, politics, travel, history and literature). No minor is offered in Chinese. Students who have had two or more years of high school Mandarin Chinese should register for Chinese 111 or discuss placement with course instructor or program chair.

Japanese

The Language Program offers a one-year Japanese course sequence with occasional second-year and May term offerings. Classes are designed to give students practical tools for communicating in written and spoken Japanese and to deepen their knowledge and appreciation of Japanese culture. The study of Japanese will broaden the international horizons of liberal arts students and will be of great value in many professions and enterprises (business, trade, politics, travel, history and literature). No minor is offered in Japanese. Students who have previously studied Japanese should register for Japanese 111 or discuss placement with course instructor or program chair.

Latin

The Language Program offers basic and intermediate Latin, as well as directed study courses in such topics as Latin linguistics and literature. It creates opportunities for those interested in advanced Latin to craft a personalized minor. Latin is the language that has been the most widely used throughout Western world history. It had tremendous influence on the development of English and other world languages. Latin offers great practical advantages, especially for students pursuing careers in the humanities, law, medicine, nursing, public health, and the sciences. Students who have had two or more years of high school Latin should discuss course placement with Georgiana Donavin.

LEADERSHIP CERTIFICATE

Undergraduate Certificates

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

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

Program Requirements

Advisor: Lindsie Smith

Complete all courses with a minimum grade of C-.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	6	
INTR 205 Leadership Essentials COMM 350 Leadership & Decision Making 4		
II. Elective	4	
Take one of the following: COMM 250 Introduction to Human Communication 4 EDUC 352 Management of Nonprofit Organizations 4 MGMT 305 Principles of Management 4 OEL 120 Outdoor Leadership 4		
III. Applied Experience	2-4	
Take one of the following courses: INTR 305 Lead by Doing 2 Internship (must be approved by the certificate advisor) 3-4		
Total Hours for the Leadership Certificate	12-14	

Double Dipping Between Certificate and Majors/Minors

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

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

- Communication major or minor
- Education Studies major or minor
- Management major
- Outdoor Education and Leadership major or minor

LITERATURE, MEDIA, AND WRITING (FORMERLY ENGLISH)

Faculty

- Ranjan Adiga
- Eileen Chanza Torres
- Georgiana Donavin (Chair)
- Christopher LeCluyse
- Lance Newman

Program Goals

- Generate Effective Written and Oral Communication
 - Creatively and effectively practice writing and revision across a variety of genres
 - Locate, evaluate, and synthesize secondary sources and integrate them with analyses of texts and media
 - Collaborate with peers to give and receive constructive feedback on writing
- Closely Analyze Texts and Media
 - Closely analyze texts and media from a range of periods and genres and generate written and spoken arguments about them supported by evidence and reasoning
 - Understand the social foundation and functions of language and media and their effects on communication
 - Develop interpretations and evaluations of texts and media through discussion with others
- Understand Literary and Media History and Their Contexts
 - Demonstrate awareness of the width and breadth of Literature, Media, and Writing and the ability to make informed connections across these fields
 - Understand how literature and media emerge from, respond to, and influence various historical, cultural, and political contexts
 - Understand the role of race, class, gender, sexuality, and other categories of identity in how authors produce and how readers interpret texts and media
- Engage with Contemporary Literary and Critical Discourses
 - Read and interpret literary and theoretical texts in relation to one another
 - Critically approach contemporary literary and theoretical discourses
 - Develop self-awareness by questioning biases and embracing diverse perspectives in reading, viewing, and writing

Objectives

Students who major in Literature, Media, and Writing (LMW) learn how to read and analyze literature and media across periods, cultures, and genres. They develop evidence-supported written and spoken arguments. They research literature's historical and intersectional relationship with media, including oral, manuscript, print, film, and digital texts and media. They evaluate aspects of identity such as race, class, gender, and sexuality in the creation and interpretation of texts. Creative writing students take workshops in poetry, fiction, creative nonfiction, and screenwriting--preparation for publishing their own work. LMW majors succeed in many careers, not only in education and publishing, but in government, business, law, and health sciences.

Program Highlights

- The LMW program publishes a national literary magazine, *ellipsis*, each April. Editors and staff are students enrolled in LMW 326 and LMW 327 (1 credit each).
- LMW students may work in the Writing Center, where they gain experience in teaching writing through individual consultations.
- LMW courses offer unique opportunities for both creative and academic writing in a variety of media.
- The LMW program houses Film Studies, encouraging interdisciplinary projects in film and literature.

Program Requirements

Majors must complete one LMW WCore course as well as two required lower-division LMW courses (LMW 222 and 223) as prerequisites for upper-division courses. Upper-division LMW courses are grouped into four categories: Periods and Movements, Language and Media, Theory, and Writing. Some courses fit multiple categories and will count toward whichever category is not already met or as electives if other categories are already fulfilled. Majors pursuing the literary studies emphasis must complete two Periods and Movements courses, one Language and Media course, one Theory course, and one Writing course. Majors pursuing the creative writing emphasis must complete two Periods and Movements courses, one Language and Media course, and one Theory course. Additional requirements are outlined in the tables below.

Students must maintain a minimum 2.3 GPA in courses required for the majors.

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

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

Literature, Media, and Writing Major with Literary Studies Emphasis

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
LMW majors must complete eight credit hours in a single world language.		
II. Lower-Division Literature, Media, and Writing Courses	12	

Requirement Description	Credit Hours	Prerequisites
LMW 373 Postcolonial Literature and Theory	4	One LMW WCore and LMW 222 or 223
Take one Language and Media course: 4		
LMW 331 History and Structure of English	4	One LMW WCore and LMW 222 or 223
LMW 332 Shakespeare and Film (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 335 Englishes of the World: Accents and Affects	4	One WE or HON 202
LMW 374 Studies in Language and Media	1-4	One LMW WCore and LMW 222 or 223
LMW 375 Literature in Manuscript, Print, and New Media	4	One LMW WCore and LMW 222 or 223
LMW 376 Adaptation, Distortion, and Fidelity	4	One LMW WCore and LMW 222 or 223
LMW 378 Podcasting	4	
LMW 379 Narrative Theory: Methods and Approaches	4	One LMW WCore and LMW 222 or 223
LMW 380 Video Game Culture	4	
Take one Theory course: 4		
LMW 310 Theory and Teaching of Writing	3-4	Two WCFAH courses and one WE or HON 202
LMW 339 Studies in Method, Theory, and Genre	1-4	One LMW WCore and LMW 222 or 223
LMW 350 Constructing Gender in Medieval Literature (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 354 Medieval Entertainments (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 357 Environmental Literature	4	LMW 222 or 223 and LMW WCore or ENVI 101
LMW 365 History of Genre	4	One LMW WCore and LMW 222 or 223
LMW 367 Literatures of the African Diaspora	4	One LMW WCore and LMW 222 or 223
LMW 368 US Minority Literature: Writing from the Margins	4	
LMW 373 Postcolonial Literature and Theory	4	One LMW WCore and LMW 222 or 223
LMW 376 Adaptation, Distortion, and Fidelity	4	One LMW WCore and LMW 222 or 223

Requirement Description	Credit Hours	Prerequisites
LMW 377 Queer Theory and Posthumanism	4	One LMW WCore and LMW 222 or 223
LMW 379 Narrative Theory: Methods and Approaches	4	One LMW WCore and LMW 222 or 223
Take one Writing course: 3		
LMW 230 Intro to Creative Writing	3	One WE or HON 202
LMW 310 Theory and Teaching of Writing	3-4	Two WCFAH courses and one WE or HON 202
LMW 320 Creative Writing: Fiction	3	LMW 230
LMW 321 Creative Writing: Plays	3	LMW 230
LMW 322 Creative Writing: Poetry	3	LMW 230
LMW 323 Creative Writing: Screenwriting	3	
LMW 324 Creative Writing: Nonfiction	4	LMW 230
LMW 329 Special Topics in Creative Writing	1-4	LMW 230
IV. Literature, Media, and Writing Electives	15	
Additional LMW coursework numbered 300 and above.		
V. Interdisciplinary Elective	4	
One 300-level course in History or Philosophy		
VI. Senior Capstone	4	
LMW 403 Thesis	4	Senior Standing or by instructor permission
Total Hours for LMW Major with Literary Studies Emphasis	62	

Recommended Plan of Study for Literature, Media, and Writing with Literary Studies Emphasis

	Fall Semester	Spring Semester
Year 1	WCore Fine Arts & Humanities (WCFAH) Course or LMW WCore course WCore Writing Emphasis (WE) Course Language I	WCore Fine Arts & Humanities (WCFAH) Course or LMW WCore course Other WCore courses Language II
Year 2	WCore courses LMW 222 Texts and Media in Context	WCore courses LMW 223 Critical Theory - Texts and Media Writing Course
Year 3	Periods & Movements Course Theory or Language & Media Course Elective	WCore Engaging the World course Periods & Movements Course Theory or Language & Media Course
Year 4	LMW Elective(s) Interdisciplinary Elective LMW 403	LMW Elective(s)

Literature, Media, and Writing Major with Creative Writing Emphasis

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
LMW majors must complete eight credit hours in a single world language.		

Requirement Description	Credit Hours	Prerequisites
II. Lower-Division LMW Courses	15	
One Literature, Media, and Writing WCore course:		
LMW 104 Books That Changed the World	4	
LMW 114 Searching for America	4	
LMW 115 The Bible and Literature	4	
LMW 116 The Serious Art of Humor	4	
LMW 121 How Literature Matters Now	4	
LMW 130 Self-Discovery: Film and Literature	4	
LMW 131 Shakespeare, Culture and Society	4	
LMW 133 Walking	4	
LMW 204 Epistolarity: Letters to and From	4	
LMW 205 Goddesses, Heroes, and Others	4	
LMW 207 Global Food Movements	4	
LMW 210 Digital Narratives	4	
LMW 211 Reading and Detection	4	
LMW 215 Vampire Literature	4	
LMW 202 Worlds of Fantasy	4	
Take Courses:		
LMW 222 Words in the World: Texts in Contexts	4	One LMW WCore
LMW 223 Words on Words: Critical Theory	4	One LMW WCore
LMW 230 Introduction to Creative Writing	3	One WE course or HON 202
III. <i>ellipsis</i> Experience	2	
LMW 326 College Publications: <i>Ellipsis</i>	1	
LMW 237 College Publications: <i>Ellipsis</i>	1	
At least two consecutive semesters are required. LMW 326 and 327 may be repeated for up to four total semesters of Writing Elective credit.		
IV. Upper-Division LMW Courses	16	
Take two Periods and Movements courses, one of which must be designated pre-1800:		
LMW 300 Special Topics in Periods and Movements	1-4	One LMW WCore and LMW 222 or 223
LMW 332 Shakespeare and Film (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 350 Constructing Gender in Medieval Literature (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 353 American Literature after 1945: Modern Anxieties and Hopes	4	One LMW WCore and LMW 222 or 223
LMW 354 Medieval Entertainments (pre-1800)	4	One LMW WCore and LMW 222 or 223

Requirement Description	Credit Hours	Prerequisites
LMW 357 Environmental Literature	4	One LMW WCore and LMW 222 or 223 or ENVI 101
LMW 365 History of Genre	4	One LMW WCore and LMW 222 or 223
LMW 367 Literatures of the African Diaspora	4	One LMW WCore and LMW 222 or 223
LMW 368 US Minority Literature: Writing from the Margins	4	One LMW WCore and LMW 222 or 223
LMW 373 Postcolonial Literature and Theory	4	One LMW WCore and LMW 222 or 223
Take one Language and Media course: 4		
LMW 331 History and Structure of English	4	One LMW WCore and LMW 222 or 223
LMW 335 Englishes of the World: Accents and Affects	4	One WE or HON 202
LMW 374 Studies in Language and Media	1-4	One LMW WCore and LMW 222 or 223
LMW 375 Literature in Manuscript, Print, and New Media	4	One LMW WCore and LMW 222 or 223
LMW 376 Adaptation, Distortion, and Fidelity	4	One LMW WCore and LMW 222 or 223
LMW 378 Podcasting	4	
LMW 380 Video Game Culture	4	
Take one Theory course: 4		
LMW 339 Studies in Method, Theory, and Genre	1-4	One LMW WCore and LMW 222 or 223
LMW 350 Constructing Gender in Medieval Literature (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 354 Medieval Entertainments (pre-1800)	4	One LMW WCore and LMW 222 or 223
LMW 357 Environmental Literature	4	LMW 222 or 223 and LMW WCore or ENVI 101
LMW 365 History of Genre	4	One LMW WCore and LMW 222 or 223
LMW 368 US Minority Literature: Writing from the Margins	4	One LMW WCore and LMW 222 or 223
LMW 373 Postcolonial Literature and Theory	4	One LMW WCore and LMW 222 or 223
LMW 377 Queer Theory and Posthumanism	4	One LMW WCore and LMW 222 or 223

Requirement Description	Credit Hours	Prerequisites
LMW 379 Narrative Theory: Methods and Approaches	4	One LMW WCore and LMW 222 or 223
V. Writing Electives	13	
These courses may be repeated for credit. Additional courses in the Writing category may be substituted with advisor consent.		
LMW 320 Creative Writing: Fiction	3	LMW 230
LMW 321 Creative Writing: Plays	3	Two WCFAH courses and one WE or HON 202
LMW 322 Creative Writing: Poetry	3	LMW 230
LMW 323 Creative Writing: Screenwriting	3	LMW 230
LMW 324 Creative Writing: Nonfiction	4	LMW 230
LMW 326 College Publications: Ellipsis *fall	1	
LMW 327 College Publications: Ellipsis *spring	1	
LMW 329 Special Topics in Creative Writing	1-4	LMW 230
*May be repeated for up to four total semesters of Writing Elective credit.		
VI. Interdisciplinary Elective	4	
One 300-level course in History or Philosophy		
VII. Senior Capstone	4	
LMW 405 Thesis—Creative Writing	4	Senior Standing or by instructor permission
Total Hours for LMW Major with Creative Writing Emphasis	62	

Recommended Plan of Study for Literature, Media, and Writing with Creative Writing Emphasis

	Fall Semester	Spring Semester
Year 1	WCore Fine Arts & Humanities (WCFAH) Course or LMW WCore course WCore Writing Emphasis (WE) Course Language I LMW 326 College Publications: <i>ellipsis</i> (if desired)	WCore Fine Arts & Humanities (WCFAH) Course or LMW WCore course LMW 230 Intro to Creative Writing Language II LMW 327 College Publications: <i>ellipsis</i> (if desired)
Year 2	WCore courses LMW 222 Texts and Media in Context LMW 326 College Publications: <i>ellipsis</i> (if desired)	WCore courses LMW 223 Critical Theory - Text and Media Writing Elective LMW 327 College Publications: <i>ellipsis</i> (if desired)
Year 3	Periods & Movements Course Theory or Language & Media Course Writing Elective LMW 326 College Publications: <i>ellipsis</i> (if desired)	WCore Engaging the World course Theory or Language & Media Course Writing Elective LMW 327: College Publications: <i>ellipsis</i> (if desired)
Year 4	Periods & Movements Course Writing Elective Interdisciplinary Elective LMW 326: College Publications: <i>ellipsis</i> (if desired)	LMW 405: Thesis—Creative Writing Writing Elective LMW 327: College Publications: <i>ellipsis</i> (if desired)

Literature, Media, and Writing Minor

Requirement Description	Credit Hours	Prerequisites
I. Lower-Division Literature, Media, and Writing Courses	12	
One Literature, Media, and Writing WCore course:		
LMW 104 Books That Changed the World	4	
LMW 114 Searching for America	4	
LMW 115 The Bible and Literature	4	
LMW 116 The Serious Art of Humor	4	
LMW 121 How Literature Matters Now	4	
LMW 130 Self-Discovery: Film and Literature	4	
LMW 131 Shakespeare, Culture and Society	4	
LMW 133 Walking	4	
LMW 204 Epistolarity: Letters to and From	4	
LMW 205 Goddesses, Heroes, and Others	4	
LMW 207 Global Food Movements	4	
LMW 210 Digital Narratives	4	
LMW 211 Reading and Detection	4	
LMW 215 Vampire Literature	4	
LMW 202 Worlds of Fantasy	4	
Take Courses:		
LMW 222 Texts and Media in Context	4	One LMW WCore
LMW 223 Critical Theory - Text and Media	4	One LMW WCore
II. Elective Courses	12	
Additional LMW coursework numbered 230 and above		
Total Hours for the LMW Minor	24	

MATHEMATICS**Faculty**

- Spencer Bagley
- Bill Bynum
- Jonas D'Andrea
- Sean Raleigh
- Bianca Thompson
- Janine Wittwer (Chair)

Program Goals

- **Critical Thinking**
 - To develop the cognitive and affective skills to address previously unsolved problems.
 - In all courses, to construct well-reasoned arguments with no gaps, and critique the arguments of others. In more advanced courses, to learn to read and construct valid mathematical proofs, and critique proofs constructed by others.
 - To learn appropriate uses of technology at all levels.
 - In all courses, to develop competencies in the core curriculum of mathematics that prepare students for success in a major program. For majors, to develop competencies in the core curriculum of mathematics that prepare students for success in a graduate program or mathematically-focused career.

- **Creativity**
 - To appreciate the sociocultural context of mathematics and its role in human cultures and societies.
 - To experience the beauty, creativity, and power of mathematics.
 - To develop students' identity as mathematicians, doers of mathematics, and members of mathematical communities.
- **Collaboration**
 - To offer curricular and co-curricular opportunities for student leadership and collaboration.
 - To collaborate with others in posing and addressing problems.
- **Communication**
 - To learn how to effectively communicate one's mathematical ideas in words, symbols, numbers, and diagrams, both orally and in writing.
 - To communicate mathematics at appropriate levels with others inside and outside of the mathematical community.
- **Global Responsibility**
 - To engage the community through applying mathematical knowledge, service learning, internships, and other opportunities.
 - To experience non-Western-European mathematics as equally valid forms of mathematical practice.
 - To appreciate the contributions of mathematicians from historically minoritized, oppressed, and/or non-European backgrounds.
- **Career Planning**
 - To learn about career opportunities and internships in mathematics and related fields.

Objectives

The Mathematics Program offers an academic major, minor, and applied minor as well as an elementary teaching minor. The curriculum in mathematics at Westminster meets the needs of students preparing to teach mathematics, students planning on graduate studies, students desiring to pursue non-teaching degrees in mathematics, students majoring in other academic disciplines who need a mathematics foundation, and students desiring practice in the art of logical thinking.

Program Requirements

Students must maintain a minimum cumulative 2.5 GPA in courses (excluding the world language requirement) required for both the academic major and minors and the teaching minors. For students seeking a mathematics teaching Level 2 endorsement, each course grade must be at least C. No more than six (6) credit hours from May term courses may be applied to the elective upper division mathematics requirement for the academic major. Prerequisite courses must be satisfied with a grade of C- or better. Students enrolled in mathematics courses without the required prerequisites may be withdrawn by the instructor.

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

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

Mathematics Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Mathematics majors must complete eight credit hours in a single world language.		
II. Lower Division Courses	24	
DATA 220 Introduction to Statistics	4	
MATH 201 Calculus I (if needed)	4	MATH 144 or placement test
MATH 202 Calculus II	4	MATH 201 or placement test
MATH 203 Multivariate Calculus	4	MATH 202
MATH 210 Discrete Mathematics	4	
WCSAM 203 Linear Algebra	4	
III. Upper Division Courses	10	
MATH 312 Abstract Algebra	4	MATH 210
MATH 321 Advanced Calculus	4	MATH 201, 210
Choose one of the following:		
MATH 485 or Senior Seminar or	2	Senior standing or consent of instructor
WCSAM 400 Science Capstone (by advisor approval)	2	

Requirement Description	Credit Hours	Prerequisites
IV. Electives	15	
Additional upper-division coursework in MATH (fifteen). Students may apply at most six credits of May term hours toward the upper division elective requirement.		
V. Required Courses from Other Programs	8-10	
PHYS 211 Physics for Scientists and Engineers I and Lab (or 4 or 5 on the AP Physics Exam)	4	MATH 144; Co-requisite: MATH 201
Computational Requirement: Choose one option from the following list*		
CMPT 201 Introduction to Computer Science	4	
CMPT 202 Intro to Data Structures	4	CMPT 201 OR CMPT 210
CMPT 190 AND DATA 360 Learning to Code (Python) AND Data Science with Python	2	CMPT 190 OR CMPT 202 AND DATA 220
CMPT 190 AND BIOL/CHEM/PHYS 370 Learning to Code (Python) AND Scientific Computing	2 AND 4	PHYS 211 OR MATH 201 AND PHYS 151
Total Hours for the Mathematics Major	65-67	

***Note:** "Double-dipping" is allowed for the computational requirement. For example, a Computer Science major can use credit for CMPT 201 or CMPT 202 to meet this requirement. A Data Science minor can use DATA 360 to satisfy this requirement. However, a student cannot use DATA 360 both to satisfy this requirement and receive upper-division elective credit in Section IV above for the MATH major.

Recommended Plan of Study

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

	Fall Semester	Spring Semester
Year 1	DATA 220 or Computational Requirement MATH 201	MATH 202 MATH 210
Year 2	DATA 220 or Computational Requirement MATH 203	WCSAM 203 MATH elective (upper division)
Year 3	MATH elective (upper division) PHYS 211	MATH 312 MATH elective (upper division)
Year 4	MATH 321 MATH elective (upper division)	MATH 485

Mathematics Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	20	
DATA 220 Introduction to Statistics	4	
MATH 201 Calculus I (if needed)	4	MATH 144 or placement test
MATH 202 Calculus II	4	MATH 201 or placement test
MATH 210 Discrete Mathematics	4	
WCSAM 203 Linear Algebra	4	
II. Elective Courses	7	
Chosen from MATH 203 Multivariate Calculus, and upper-division coursework in MATH		
Total Hours for the Mathematics Minor	27	

Applied Minor

Students may count credit hours in sections I and II below toward this minor and toward completion of a major. In other words, this is an exception to the university policy that disallows double-counting of elective courses.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	12	
DATA 220 Introduction to Statistics	4	MATH 144 or placement test
MATH 201 Calculus I	4	
WCSAM 203 Linear Algebra	4	
II. Upper Division Courses	4	
Take one of the following courses, from any of the groups:		
Computation		
BIOL/CHEM/PHYS 370 Scientific Computing	4	PHYS 211 or both PHYS 151 and MATH 201
CMPT 306 Algorithms	4	CMPT 202, MATH 210
MATH 362 Topics in Applied Mathematics	4	MATH 201 and WCSAM 203, MATH 211, or PHYS 309
Economics/Finance		
ECON 499 Introduction to Econometrics	4	ECON 253 or 263, and either DATA 150 or DATA 220
FINC 305 Investments and Analysis	4	FINC 300
Science		
MATH 363 Differential Equations	4	MATH 202
PHYS 309 Mathematical Methods of Physics	4	MATH 202, PHYS 211
Statistics		
MATH 310 Probability and Statistics	4	MATH 202
PSYC 390 Quantitative Research Methods	4	DATA 220, PSYC 270
PUBH 305 Epidemiology	4	PUBH 101, 210
III. Electives	10	
MATH 202 Calculus II	4	MATH 201 or placement test
MATH 203 Multivariate Calculus	4	MATH 202
MATH 210 Discrete Mathematics	4	
MATH 308 Putnam Seminar	1	WCSAM 203 or MATH 211
MATH 310 Probability and Statistics	4	MATH 202
MATH 311 Linear Algebra II	4	MATH 210, WCSAM 203
MATH 321 Advanced Calculus	4	MATH 201, 210
MATH 362 Topics in Applied Mathematics	4	MATH 201 and WCSAM 203 or PHYS 309

Requirement Description	Credit Hours	Prerequisites
MATH 363 Differential Equations	4	MATH 202
MATH 300 Special Topics in Mathematics designated as applied math topics.		Instructor permission
DATA 350 Statistical Modeling	4	DATA 220
DATA 370 Statistical Learning	4	DATA 350
Other MATH course work as approved by the program chair.		
Total Hours for the Applied Minor	26	

Elementary Teaching Minor (Level II)

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	23	
EDUC 387 Methods of Teaching Secondary School Math	3	
MATH 201 Calculus I	4	MATH 144 or placement test
MATH 210 Discrete Mathematics	4	
MATH 314 Foundations of Geometry	4	MATH 201; pre- or co-requisite: MATH 210
Take one course from the following group:		
DATA 150 or Data and Society or	4	
DATA 220 Introduction to Statistics	4	
Total Hours for the Elementary Teaching Minor	23	

Placement in Mathematics Courses

A member of the mathematics faculty should be consulted for any questions about placement in mathematics courses.

Proper placement in mathematics is critical, especially for students registering for a freshman-level mathematics course. Students with questions regarding placement should consult with their academic advisors.

Students receiving scores of 4 or 5 on one of the calculus advanced placement examinations receive the following Westminster credit:

Exam	Score	Credit Given
Calculus AB	4-5	MATH 201 (4 credits)
Calculus BC	4-5	MATH 201 and MATH 202 (8 credits)

MEDIA LITERACY CERTIFICATE PROGRAM

Undergraduate Certificates

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

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

Program Requirements

Advisor: Kim Zarkin

Complete all courses with a minimum grade of C-.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	8	
COMM 101 Disinformation in the USA COMM 240 Media and Society 4		
II. Elective	2-4	
Take one of the following: FILM 110 Making Sense of Movies 4 FILM/GNDR/LMW 378 Video Game Culture 4 FILM/GNDR/LMW 380 Podcasting 4 GNDR 223 Gender and the Media 2 GNDR 226 I want my MTV! 2		
III. Applied Experience	3-4	
Take one of the following courses: COMM 310 Business & Professional Communication 4 COMM 326 Introduction to Web Writing and Design 4 FILM 345 Video Production 4 MUSC 410 Audio Production and the Music Business 3 Internship (must be approved by the certificate advisor) 3-4		
Total Hours for the Media Literacy Certificate	13-16	

Double Dipping Between Certificate and Majors/Minors

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

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

- Film Studies minor
- Gender Studies minor
- Literature, Media, and Writing major or minor
- Music major, Music Studies major, or Music minor

Students in the following majors/minors **MAY NOT** concurrently pursue a Media Literacy Certificate:

- Communication major or minor

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

MUSIC

Faculty

- Brandon Derfler
- Chris Puckett
- Kimi Kawashima (Chair)

Program Goals

Our goal is to graduate students with unique abilities to:

- Perform with a high degree of competency on one or more instruments or voice in both solo and ensemble capacities and in different settings
- Apply the subdisciplines of music theory, aural skills, and music history to learning, insightfully interpreting, and successfully creating or performing music
- Communicate effectively about music in a variety of fundamental ways beyond performance—perhaps most essentially through teaching, writing, analysis, and public speaking
- Evaluate music as a cultural phenomenon closely connected with other art forms, increasingly interwoven with traditions and influences from around the world, and reflecting and affecting all local and global communities
- Synthesize and acquire the musical and technological skills necessary to succeed within the ever changing, complex world of professional music making

Objectives

The Florence J. Gillmor School of Music at Westminster offers a Bachelor of Arts degree with a major in music and also offers a music minor. Music majors must select an emphasis in vocal performance, piano performance, or music studies. The BA degree in music is an excellent choice for talented students who plan to pursue graduate work in music, for liberal arts students pursuing two majors in preparation for graduate school, and for musical pre-law or pre-med students. It is also a degree that would qualify students for any number of music-related jobs following university. Among musicians with sufficient talent and training for careers in the field, those with degrees in music are at an advantage over those without.

The School of Music also offers opportunities for anyone on campus interested in making music, regardless of backgrounds or areas of formal study. School performing ensembles—open to capable and committed students and, in some cases, members of the community—include the Westminster Community Choir, Westminster Chamber Singers, SugarTown, Westminster Chamber Orchestra, Westminster Jazz Ensemble, Westminster Chamber Players, and Westminster Opera Studio. (All of the above require at least an informal audition.) Private lessons and WCore courses in music are also available to students.

Program Requirements

An audition is required for status as a major or minor in music. Students must choose a primary instrument and audition on that particular instrument (e.g., piano, voice, guitar, violin, etc.). Live auditions are held each year on specific dates as announced on the School of Music web page. Music major aspirants auditioning before the end of March who are planning to enroll as first-year students the following fall semester will automatically be considered for music scholarships. Due to strict course sequencing, students wishing to graduate with a music major within a four-year course of study must begin their required course work fall semester of their freshman year, and audition for status no later than the end of their first semester.

Students seeking a music minor must audition before their sophomore year and begin their required course work no later than fall semester of that same year. In order to maintain music major or minor status, each student must maintain a minimum 2.5 cumulative GPA in music courses, and additionally pass each required music course with a minimum grade of C-.

Transfer students wishing to complete a music major at Westminster must complete at least half their total number of required music credits at Westminster, and be enrolled in a performing ensemble each semester while at Westminster. Transfer students wishing to complete a music minor must complete a minimum of nine credits of music—including two semesters of ensemble credit—at Westminster University. For more information, email the Music Department Chair, currently Dr. Christopher Puckett, at cpuckett@westminsteru.edu.

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

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

Music Studies Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Music majors must complete eight credit hours in a single world language.		
II. Performance-Based Coursework	14	
Piano Proficiency Requirement: Students must demonstrate reasonable piano proficiency, either through successful completion of a diagnostic test or alternately by taking a group piano course or private piano lessons at the discretion of the student's music advisor.		
Private Lessons (primary instrument) 8		
Four consecutive semesters are required. MUSC 191, 192, 291, and 292 2 credits each		
Performing Ensembles 6		
One of the following must be taken six different semesters:		
MUSC 315 Westminster Community Choir	1	placement audition required
MUSC 325 Westminster Jazz Ensemble	1	audition required
MUSC 335 Westminster Chamber Orchestra	1	audition required

Requirement Description	Credit Hours	Prerequisites
MUSC 345 Westminster Chamber Singers Six semesters required for all voice students	1	audition required
MUSC 365 Westminster Opera Studio	1	audition required
MUSC 375 Westminster Percussion Ensemble	1	placement audition required
MUSC 385 Westminster Chamber Players	1	audition required
MUSC 395 SugarTown Acappella	1	audition required
III. Academic Coursework	19	
MUSC 171 Music Theory I	3	
MUSC 207 World Music, World Perspectives	3	
MUSC 271 Music Theory II	3	MUSC 171
MUSC 281 Aural Skills II	2	MUSC 181
Choose two of the following:		
MUSC 372 Music History I	3	MUSC 171
MUSC 373 Music History II	3	MUSC 271
MUSC 374 Music History III	3	MUSC 271
IV. Elective Courses	14	
Fourteen hours of music coursework and music-related WCFAH courses (any 100-level or higher music courses). A minimum of eleven elective credit hours must be upper-division academic music courses.		
V. Senior Project	2	
MUSC 421 Senior Project	2	MUSC 292
Total Hours for the Music Studies Major	57	

Recommended Plan of Study for BA Music Studies

	Fall Semester	Spring Semester
Year 1	WRIT 110 or Writing Emphasis WCore Course (take MUSC 104 instead if indicated by diagnostic test) MUSC 191 Ensemble Learning Community	MUSC 171 MUSC 181 MUSC 192 Ensemble Music Elective Elective (piano class if needed)
Year 2	MUSC 271 MUSC 281 MUSC 291 Ensemble Music Elective WCSAM	MUSC 292 Ensemble MUSC 373 WCFAH 132 Music Elective Elective
Year 3	World Language I Ensemble WCFAH 219 Music Elective WCSBS	World Language II Ensemble MUSC 207 Music Elective Elective
Year 4	WCSAM MUSC 372 or 374 Music Elective Elective	MUSC 421 WCSBS Music Elective Elective

Music Major– Performance Emphasis (Piano)

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Music majors must complete eight credit hours in a single world language.		
II. Performance-Based Coursework	24	
Private Piano Lessons Two credits must be taken every semester except the eighth. MUSC 191, 192, 291, 292, 391, 392, 491		
MUSC 420 Senior Recital (final year)	2	MUSC 491
Performing Ensembles 4 Must be repeated for four semesters.		
MUSC 385 Westminster Chamber Players	1	audition required
Collaborative Piano Performance 4		
MUSC 331 Collaborative Piano I	2	
MUSC 332 Collaborative Piano II	2	
III. Academic Coursework	38	
MUSC 171 Music Theory I	3	
MUSC 181 Aural Skills I	2	
MUSC 207 World Music, World Perspective	3	
MUSC 271 Music Theory II	3	MUSC 171
MUSC 281 Aural Skills II	2	MUSC 181
MUSC 372 Music History I	3	MUSC 171
MUSC 373 Music History II	3	MUSC 271
MUSC 374 Music History III	3	MUSC 271
MUSC 371 Music Theory III	3	MUSC 271
MUSC 381 Aural Skills III	2	MUSC 281
MUSC 471 Music Theory IV	3	MUSC 371
MUSC 481 Aural Skills IV		MUSC 381
MUSC 341 Piano Literature I	2	
MUSC 342 Piano Literature II	2	
MUSC 343 Piano Pedagogy	2	
IV. Elective Courses	4	
Four hours of music coursework and music-related WCFAH courses (any 100-level or higher music courses).		
Total Hours for the Piano Performance Major	74	

Requirement Description	Credit Hours	Prerequisites
MUSC 207 World Music, World Perspective	3	
MUSC 311 English & Italian Diction for Singers	2	
MUSC 312 French & German Diction for Singers	2	
MUSC 271 Music Theory II	3	MUSC 171
MUSC 281 Aural Skills II	2	MUSC 181
MUSC 371 Music Theory III	3	MUSC 271
MUSC 381 Aural Skills III	2	MUSC 281
MUSC 471 Music Theory IV	3	MUSC 371
MUSC 481 Aural Skills IV	2	MUSC 381
MUSC 303 Vocal Pedagogy	2	
MUSC 320 Vocal Literature Survey	2	
Choose two of the following:		
MUSC 372 Music History I	3	MUSC 171
MUSC 373 Music History II	3	MUSC 271
MUSC 374 Music History III	3	MUSC 271
Total Hours for the Vocal Performance Major	73	

Recommended Plan of Study for BA Music- Vocal Performance

	Fall Semester	Spring Semester
Year 1	WRIT 110 or WCore Writing Emphasis Course (MUSC 103 & 104 if indicated by diagnostic test) MUSC 191 MUSC 311 MUSC 345 Learning Community	MUSC 171 MUSC 181 MUSC 192 MUSC 345 MUSC 312 or 320 WCSBS
Year 2	MUSC 271 MUSC 281 MUSC 291 MUSC 345 MUSC 219 MUSC 303 Elective	MUSC 292 MUSC 345 WCFAH 132 MUSC 373 MUSC 371 MUSC 381
Year 3	MUSC 365 MUSC 345 MUSC 391 MUSC 471 MUSC 481 MUSC 372 or 374 World Language I	MUSC 365 MUSC 345 WCSAM MUSC 392 MUSC 207 World Language II Elective
Year 4	MUSC 365 MUSC 372 or 374 MUSC 491 MUSC 301 WCSAM Elective	MUSC 312 or 305 MUSC 365 MUSC 420 WCSBS Elective

Music Minor

Requirement Description	Credit Hours	Prerequisites
I. Piano Proficiency Requirement	0-2	
Students must demonstrate reasonable piano proficiency, either through successful completion of a diagnostic test or alternately by taking a group piano course or private piano lessons at the discretion of the student's music advisor.		

Requirement Description	Credit Hours	Prerequisites
II. Performance-Based Coursework	4-6	
Private Lessons (primary instrument) Two consecutive semesters are required. MUSC 191, 192 1-2 credits each Performing Ensembles 2 One of the following must be taken two different semesters.		
MUSC 315 Westminster Community Choir	1	placement audition required
MUSC 325 Westminster Jazz Ensemble	1	audition required
MUSC 335 Westminster Chamber Orchestra	1	audition required
MUSC 345 Westminster Chamber Singers	1	audition required
MUSC 365 Westminster Opera Studio	1	audition required
MUSC 375 Westminster Percussion Ensemble	1	
MUSC 385 Westminster Chamber Players	1	audition required
MUSC 395 SugarTown Acappella	1	audition required
III. Academic Coursework	16	
MUSC 171 Music Theory I	3	
MUSC 181 Aural Skills I	2	
MUSC 271 Music Theory II	3	MUSC 171
MUSC 281 Aural Skills II	2	MUSC 181
Choose two of the following:		
MUSC 372 Music History I	3	MUSC 171
MUSC 373 Music History II	3	MUSC 271
MUSC 374 Music History III	3	MUSC 271
IV. Elective Courses	4	
Four hours of music coursework and music-related WCFAH courses (any 100-level or higher music courses).		
Total Hours for the Music Minor	24-28	

Recommended Plan of Study for Music Minor

	Fall Semester	Spring Semester
Year 1	Piano Proficiency Requirement MUSC 191 Music Ensemble	MUSC 171 MUSC 181 MUSC 192 Music Ensemble
Year 2	MUSC 271 MUSC 281	Music Elective(s)
Year 3	MUSC 372	MUSC 373
Year 4	Music Elective(s)	Music Elective(s)

Note: Ensemble and elective scheduling are flexible within the four-year plan of study, but the Department of Music strongly encourages every music minor to participate in a music ensemble whenever his/her schedule allows.

NEUROSCIENCE

Faculty

- Russell Costa
- Krista Todd (Chair)

Program Goals

- To develop critical and interdisciplinary thinking skills.
- To enhance both oral and written communication and information literacy skills
- To acquire depth and breadth of knowledge in neuroscience.
- To gain knowledge of and respect for the varying levels of analysis in neuroscience, and to develop the ability to synthesize information across such levels.
- To develop an understanding of issues pertinent to ethics in neuroscience, as well as the ambiguity inherent in neuroscience
- To develop knowledge of and experience with a number of research methodologies employed in the field of neuroscience
- To gain an understanding of future employment and educational opportunities available to individuals majoring in neuroscience.

Objectives

Neuroscience is the scientific study of normal and abnormal development, structure, and function of the nervous system. In addition, Neuroscience seeks to better understand the role of the nervous system in behavior. The Interdisciplinary Program in Neuroscience offers a Bachelor of Science degree with a breadth of coursework across Psychology and the Natural Sciences. Undergraduate research is prominent, and students are encouraged to explore relations between brain and behavior across multiple levels. The curriculum provides students with an academic and experiential background for graduate study in the neurosciences and/or employment in a research setting. The program is designed to offer both breadth of background while allowing a degree of specialization.

Requirements

Students must maintain at least a cumulative 2.5 GPA in courses required for the Neuroscience major. Students desiring further specialization are encouraged to pursue a relevant minor in combination with the major. For example, students interested in Theoretical Neuroscience may choose a minor in Mathematics, Physics, or Computer Science. Students interested in Clinical Neuropsychology are encouraged to pursue a minor in Psychology. Pre-Med students are strongly advised to complete applicable Chemistry and Biology coursework as needed for medical school acceptance. Consultation with program advisors is crucial in preparing the best pathway for the individual students.

Classes listed as required classes for both majors/minors may be applied to both. The Neuroscience program allows for the double-dipping of up to four credits from neuroscience-related fields (Biology, Math, Physics, Computer Science, Data Science, Psychology, or Chemistry) that can be applied toward fulfilling the elective requirements of the Neuroscience major. Other than this, students choosing a double major or minor within the science program or psychology may not apply electives to more than one major or minor.

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

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

Neuroscience Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Neuroscience majors must complete eight (8) credit hours in a single world language.		
II. Required Core Courses	38	
BIOL 204 Principles of Genetics	4	CHEM 112
BIOL 205 Intro to Cell Biology	4	CHEM 112
CHEM 111–112 Principles of Chemistry I and II and Labs	4–4	CHEM 111 co-requisites: CHEM 111R recommended, MATH 144 required/CHEM 111
DATA 220 Intro to Statistics	4	
NEURO 205 Introduction to Brain and Behavior	4	
NEURO 302 Research Methods in Neuroscience	4	NEURO 205, DATA 220; co-requisite: BIOL 205
NEURO 409 Advanced Topics in Neuroscience	2	PSYC 105, BIOL 204, NEURO 205,

Requirement Description	Credit Hours	Prerequisites
PSYC 105 Bust That Psychology Myth Choose one of the following courses:	4	and PSYC 390 or NEURO 302
DATA 350 Statistical Modeling	4	DATA 220
MATH 201 Calculus I	4	MATH 144 or placement test
WCSAM 203 Linear Algebra	4	MATH 144 or placement test
III. Natural Science and Math Electives	20	
Complete twenty (20) credit hours from the following list of courses. Twelve (12) of these hours must be upper division courses.		
Biology		
BIOL 103 Human Anatomy and Lab	4	
BIOL 104 Human Physiology and Lab	4	BIOL 103
BIOL 304 Stem Cells and Development and Lab	4	BIOL 204, 205, CHEM 111, 112
BIOL 350 Biochemistry and Lab	4	BIOL 205 and CHEM 303
BIOL/CHEM/PHYS 370 Scientific Computing	4	PHYS 211 or PHYS 151 and MATH 201
BIOL 405 Cell Biology of Cancer and Lab	4	BIOL 204, 205; CHEM 111, 112, 303, 304
Chemistry		
CHEM 303 Organic Chemistry I and Lab	4	CHEM 112
CHEM 304 Organic Chemistry II and Lab	4	CHEM 303
Computer Science		
CMPT 201 Introduction to Computer Science	4	co-requisite: MATH 101
Data Science		
DATA 370 Statistical Learning	4	DATA 350
Mathematics		
MATH 202 Calculus II	4	MATH 201 or placement test
MATH 203 Multivariate Calculus	4	MATH 202
MATH 363 Differential Equations	4	MATH 202
Neuroscience		
NEURO 300 Special Topics in Neuroscience	2-4	
NEURO 305 Human Brain Development	4	NEURO 205; co- requisite: PSYC 203
NEURO 402 Behavioral Endocrinology	4	NEURO 302 or PSYC 390 and NEURO 205
NEURO 430 or WCSAM 400 Independent Thesis Research (May be taken two semesters for credit) or Science Capstone	2	NEURO 302 or 390

Requirement Description	Credit Hours	Prerequisites
<p>NEURO 434 Social Neuroscience</p> <p>Physics</p> <p>PHYS 151 Principles of Physics I and Lab</p> <p>PHYS 152 Principles of Physics II and Lab</p> <p>PHYS 211 Physics for Scientists and Engineers I and Lab</p> <p>PHYS 212 Physics for Scientists and Engineers II and Lab</p> <p>Psychology</p> <p>PSYC 203 Lifespan Development</p> <p>PSYC 209 Cognitive Psychology</p> <p>PSYC 362 Psychological Disorders</p> <p>Note: Students may count either PHYS 150- level coursework OR PHYS 200-level coursework as elective credit toward the major, but not both. Students desiring to take additional hours in a particular discipline should consider an academic minor in the pertinent field. Special topics and directed studies hours are limited to a total of 6 credits and must be approved by an academic advisor prior to registration. Additional coursework may be approved for elective credit by an academic advisor if the advisor and student feel that the suggested course is pertinent to the individual student's plan of study and educational goals.</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>	<p>PSYC 390 or NEURO 302 and PSYC 216 or NEURO 205</p> <p>MATH 144</p> <p>PHYS 151 or 211</p> <p>MATH 144; co-requisite: MATH 201</p> <p>PHYS 211; co-requisite: MATH 202</p> <p>PSYC 105</p> <p>PSYC 252, PSYC 270</p>
IV. Additional Neuroscience Electives	8	
<p>Neuroscience majors must choose eight (8) hours of additional neuroscience electives chosen from the following courses:</p> <p>NEURO 306 Behavioral Neuroscience and Lab</p> <p>NEURO 310 Applied Neuroanatomy</p> <p>NEURO 403 Cellular Neuroscience and Lab</p> <p>NEURO 408 Cognitive Neuroscience and Lab</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>	<p>NEURO 205</p> <p>BIOL 204, 205, CHEM 112, and NEURO 302</p> <p>PSYC 105, NEURO 205, and PSYC 390 or NEURO 302</p>
Total Hours for the Neuroscience Major	74-76	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	PSYC 105 or NEURO 205 CHEM 111 Language or WCore	PSYC 105 or NEURO 205 CHEM 112 Language or WCore
Year 2	DATA 220 or MATH 201 BIOL 204 or 205 NEURO 302 Language or WCore	DATA 220 or MATH 201 BIOL 204 or 205 NEURO 302 Language or WCore
Year 3	Part III and/or Part IV Elective(s) WCore	Part III and/or Part IV Elective(s) WCore
Year 4	NEURO 409 and/or Part III/IV Elective(s) WCore	NEURO 409 and/or Part III/IV Elective(s) WCore

PHILOSOPHY

Faculty

- Kara Barnette
- Nicholas D. More (Chair)
- Michael A. Popich

Program Goals

- To become effective analytical and critical thinkers, and to communicate such thinking orally and in writing.
- To gain familiarity with philosophical and its central issues.
- To think and write in the form and by the method proper to the discipline of Philosophy, i.e., rational argumentation in support of a significant thesis.
- To pursue in depth one field of philosophy, either theoretical or applied.
- To produce a substantial piece of original scholarship in Philosophy.
- To become more reflective of the human condition, and the effect of globalization and diversity; to understand the relevance of philosophical thinking to one's own life and public policies and practices.

Objectives

The Philosophy Program offers an academic major in philosophy leading to a Bachelor of Arts degree or a Bachelor of Science degree, as well as an academic minor. It provides students with the critical and philosophical thinking skills necessary to examine human systems of value, knowledge, and belief, and to make rational analyses of ideas fundamental to living thoughtfully in the world. Philosophy is an excellent choice of study for pre-law students, as preparation for graduate school in philosophy, as a minor or second major for liberal arts students preparing for graduate school, and for anyone who would benefit from a discipline of clear thinking, writing, and problem solving in the pursuit of wisdom.

Students majoring in Philosophy who plan to pursue an M.A. or Ph.D. in the field should plan for graduate school, with the assistance of the Philosophy faculty, no later than the second semester of their junior year. Students intending to pursue a degree in theology are advised to major in English, History, Philosophy, Psychology, Sociology, or any broad liberal arts program. The Association of Theological Schools in the United States and Canada recommends that students have a background in history, religions of non-western cultures, and a world language.

Students majoring or minoring in philosophy with a GPA of 3.5 overall and in philosophy coursework may be invited to become members of Phi Sigma Tau, the international undergraduate Philosophy Honor Society. Westminster University's Utah chapter is the oldest in the state.

Program Requirements

Students must maintain a minimum cumulative 2.3 GPA in courses required in the Philosophy major.

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

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

Philosophy Major Bachelor of Arts Degree

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Philosophy majors must complete eight (8) credit hours in a single world language.		

Requirement Description	Credit Hours	Prerequisites
II. Lower Division Philosophy Courses	3-4	
Any 100- or 200-level PHIL course, except PHIL 102, PHIL 201 and PHIL 202		
III. Core Philosophy Courses	15-16	
PHIL 102 Critical Thinking	4	
PHIL 201 Ancient Philosophies	4	PHIL 102
PHIL 202 Modern and Contemporary Philosophies	4	PHIL 102
One additional 200-level PHIL course 3-4		
IV. Upper Division Philosophy Courses	8	
PHIL 390 Thesis Research Preseminar in Philosophy	4	senior standing, consent of instructor
PHIL 490 Research Seminar in Philosophy*		PHIL 390; senior standing, consent of instructor
V. Electives	14	
Additional 14 upper-division credit hours of coursework in Philosophy		
VI. Required Courses from Other Programs	6	
300-level coursework in English and/or History		
Total Hours for Bachelor of Arts Philosophy Major	54-56	

HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following three courses required of philosophy program majors: PHIL 102, one lower-division course, an additional 200 level course. HON 203 *Foundational Conversations III* may be substituted for one of these courses. For the minor, HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following courses: PHIL 102, PHIL 216, or PHIL 221, and HON 203 *Foundational Conversations III* may be substituted for one of these courses.

Philosophy Major Bachelor of Science Degree

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Philosophy majors must complete eight (8) credit hours in a single world language.		
II. Lower Division Philosophy Courses	3-4	
Any 100- or 200-level PHIL course, except PHIL 102, PHIL 201 and PHIL 202		
III. Core Philosophy Courses	15-16	
PHIL 102 Critical Thinking	4	
PHIL 201 Ancient Philosophies	4	PHIL 102
PHIL 202 Modern and Contemporary Philosophies	4	PHIL 102
One additional 200-level PHIL course 3-4		
IV. Upper Division Philosophy Courses	8	
PHIL 390 Thesis Research Preseminar in Philosophy	4	senior standing, consent of instructor

Requirement Description	Credit Hours	Prerequisites
PHIL 490 Research Seminar in Philosophy*	4	PHIL 390; senior standing, consent of instructor
V. Electives	14	
Additional fourteen (14) upper division credit hours of coursework in Philosophy		
VI. Required Courses from Other Programs	8	
Two semesters of a laboratory science		
Total Hours for Bachelor of Science Philosophy Major	56-58	

For a Bachelor of Science degree in Philosophy, students must fulfill the same requirements as for the Bachelor of Arts degree, except that students are required to take eight credit hours of a laboratory science in lieu of the history requirement.

HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following three courses required of philosophy program majors: PHIL 102, one lower-division course, an additional 200 level course. HON 203 *Foundational Conversations III* may be substituted for one of these courses. For the minor, HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two of the following courses: PHIL 102, PHIL 216, or PHIL 221, and HON 203 *Foundational Conversations III* may be substituted for one of these courses.

Recommended Plan of Study (B.A. or B.S.)

	Fall Semester	Spring Semester
Year 1	Language I 100-level PHIL elective PHIL 102 (or in Spring)	Language II PHIL 200-level elective
Year 2	PHIL 201 (or in Junior year) PHIL elective	PHIL 202 (or in Junior year) PHIL elective
Year 3	Upper division PHIL elective ENGL or HIST elective (BA) or Science lab course (BS)	Upper division PHIL elective ENGL or HIST elective (BA) or Science lab course (BS)
Year 4	PHIL 390 Upper division PHIL elective	PHIL 490 Overall upper division credit to reach 30

* It is recommended that students take 2 hours of PHIL 300 during May term for all four years.

Philosophy majors can take a combination of upper division courses in order to meet the catalog requirements for 14 (minimum) elective hours in Philosophy. For example, in their sophomore and junior years they could take 2 or 3 courses as 300-level electives (offered in the Fall and Spring semesters) and then take several 2-credit May Term Philosophy 300 special topics courses. Alternatively, the student could take several 300-level electives in their junior and senior years and several 2-credit Philosophy 300 special topics May Term courses over their sophomore, junior and senior years in order to reach the 14-hour (minimum) electives requirement in Philosophy. Note: 30 upper division credits overall are needed for a Bachelor's degree.

Honors College students who complete HON 201 and HON 202 can have two of the three lower-division philosophy major course requirements fulfilled. To meet the lower-division requirement, Honors College students may take any one WCore course offered by the department, including PHIL 124: Ethics and the Profit Motive; PHIL 207: Humor and Philosophy; PHIL 208: The Philosophy of Love and Sex; PHIL 209: Poverty and Global Justice; and PHIL 216: Ethical Issues in Health Care.

Philosophy Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	18	
PHIL 102 Critical Thinking	4	
PHIL 216 or Ethical Issues in Health or	4	
PHIL 221 Ethics of Diversity	4	
PHIL 390 Thesis Research Preseminar in Philosophy	4	
Choose one of the following courses:		
PHIL 201 or Ancient Philosophies or	4	PHIL 102
PHIL 202 Modern and Contemporary Philosophies	4	

Requirement Description	Credit Hours	Prerequisites
*Please see PHIL 390 course description regarding Philosophy minors.		
II. Electives	6	
Additional six (6) credit hours of coursework in Philosophy		
Total Hours for Philosophy Minor	24	

PHYSICS

Faculty

- Christopher Cline (Chair)
- Julia Kamenetzky

Program Goals

- Students should develop a good functional understanding of physics, including mechanics, electricity & magnetism, quantum physics, statistical mechanics, thermodynamics, optics, and relativity.
- Students should develop expert-like problem solving skills.
- Students should develop critical thinking and reasoning skills.
- Students should develop laboratory skills.
- Students should develop technology skills.
- Students should improve their communication, interpersonal, and questioning skills.
- Students should develop and/or retain student cognitive attitudes and beliefs (expectations) that are favorable for learning physics with deep understanding.

Objectives

The Physics Program offers an academic major leading to the Bachelor of Science Degree. In addition, the program offers an academic and a teaching minor in physics. A Physical Science composite major is offered for students seeking a physical science composite endorsement for secondary education. The program is designed to meet the needs of (1) students intending to specialize in physics and pursue graduate work in physics, engineering, material science, or biophysics; (2) students preparing for a professional career in science and engineering; (3) students desiring to broaden their knowledge of the natural world; and (4) students who wish to teach at the secondary level.

Program Requirements

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

Students must maintain a cumulative 2.3 GPA or better in courses required in the academic majors.

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

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

Physics Major

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

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Physics majors must complete eight credit hours in a single world language.		
II. Lower Division Physics Courses	8	
PHYS 211 Physics for Scientists and Engineers I and Lab	4	MATH 144, co-requisite: MATH 201
PHYS 212 Physics for Scientists and Engineers II and Lab	4	PHYS 211, co-requisite: MATH 202
III. Upper Division Physics Courses	28	

Requirement Description	Credit Hours	Prerequisites
PHYS 301 Introduction to Modern Physics	4	PHYS 151 or PHYS 212
PHYS 309 Mathematical Methods for Physics	4	MATH 202, PHYS 211
PHYS 311 Analytical Mechanics	4	MATH 203, PHYS 212, 309
PHYS 370 Scientific Computing	4	CMPT 190, PHYS 211, or PHYS 151
PHYS 411 Thermodynamics and Statistical Mechanics	4	CHEM 112, Math 202, PHYS 212
PHYS 425 Quantum Physics	4	PHYS 212, 301, 309 and MATH 203, 204, or 211
PHYS 431 Electrodynamics	4	PHYS 212, 309, MATH 203, and either MATH 204, MATH 211, or WCSAM 203
IV. Electives	4	
Take one of the following courses:		
PHYS 305 Optics	4	PHYS 152 or 212; MATH 202
PHYS 325 Astrophysics	4	PHYS 152 or 212, MATH 202
PHYS 410 Quantum Chemistry	4	CHEM 112, MATH 202, PHYS 212
V. Required Courses from Other Programs	26	
CHEM 111 Principles of Chemistry I and Lab	4	co-requisites: CHEM 111R recommended/ MATH 144 required
CHEM 112 Principles of Chemistry II and Lab	4	CHEM 111
MATH 201 Calculus I	4	MATH 144 or placement test
MATH 202 Calculus II	4	MATH 201 or placement test
MATH 203 Multivariate Calculus	4	MATH 202
WCSAM 203 Linear Algebra	4	
WCSAM 400 Science Capstone	2	
Total Hours for the Physics Major	74	

*Note: MATH 311 and 363 are highly recommended.

Recommended Plan of Study for Physics

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

	Fall Semester	Spring Semester
Year 1	MATH 201* CHEM 111	MATH 202* CHEM 112
Year 2	MATH 203 PHYS 211	WCSAM 203 PHYS 212 PHYS 309
Year 3	PHYS 301 PHYS 305** or PHYS 325** or PHYS 410**	PHYS 411 PHYS 425** PHYS 370**
Year 4	PHYS 311**	PHYS 411 PHYS 431** WCSAM 400

* Assumes student already has credit for MATH 144

**Course offered every other year, so Junior and Senior year may be interchanged.

Physics Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	20	
CHEM 111 Principles of Chemistry I and Lab	4	co-requisites: CHEM 111R recommended/ MATH 144 required
CHEM 112 Principles of Chemistry II and Lab	4	CHEM 111
PHYS 211 Physics for Scientists and Engineers I and Lab	4	MATH 144, co-requisite: MATH 201
PHYS 212 Physics for Scientists and Engineers II and Lab	4	PHYS 211, co-requisite: MATH 202
PHYS 301 Introduction to Modern Physics	4	PHYS 151 or PHYS 212
II. Electives	4	
Additional coursework in Physics selected from courses numbered 300 or above		
Total Hours for the Physics Minor	24	

POLITICAL SCIENCE

Faculty

- Michael Zarkin (Chair)

Program Goals

- To develop effective verbal and written communication skills
- To develop the ability to critique and conduct research
- To demonstrate collaborative problem solving skills
- To develop critical thinking skills
- To develop practices of global responsibility

Objectives

Political Science offers an interdisciplinary Bachelor of Arts academic major. With political science as its core focus, the major includes relevant courses from a number of disciplines. The curriculum stresses student mastery of a variety of allied subjects to enhance understanding of the global and domestic contexts of politics. The major prepares students for further study in law or graduate school; to enter public service careers in government or international organizations; to work in nongovernmental organizations; to work in the private sector, the policy arena, the political/legislative process; to work in domestic, transnational, or international/global civil society organizations, movements, or activism; or to conduct research.

The Political Science minor offers non-majors a flexible academic program for exploring politics in both the domestic and global contexts. The curriculum can be designed to fit the needs of students pursuing a variety of careers including public service, civil society organizations, law, global affairs, business, education and mass communication. Students should work with their minor advisor to choose appropriate coursework.

Program Requirements

Students must maintain a cumulative 2.5 GPA in courses required to complete the major. Additional recommended coursework may be taken in a number of disciplines, depending upon approved student interests. Students choosing a double major or minor in any of the fields included within the political science major may not apply a course to more than one major or minor. It is strongly recommended that students take DATA 220 (Introduction to Statistics). Moreover, while the Political Science major requires only 8 credit hours of a world language, students are strongly advised to take up to 16 hours (two full years, four semesters, or equivalent preparation) of a world language.

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

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

Political Science Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Political Studies majors must complete eight credit hours in a single world language.		
II. Lower Division Courses	7	
PLSC 106 Explorations in Politics	4	
PLSC 203 Courts, Law, and Social Justice	3	
III. Upper Division Courses	24	
The following four classes are required:		
PLSC 316 Issues in Global Politics	4	
PLSC 367 Political Philosophy	4	
PLSC 390 Research Methods	4	
PLSC 490 Senior Capstone	4	
Take two of the following courses: 8		
PLSC 348 Congress and the Presidency	4	
PLSC 355 Constitutional Law: Civil Liberties	4	
PLSC 359 Law, Politics, and Bureaucracy	4	
IV. Electives	15-16	
Take fifteen-sixteen credits; minimum six credits as upper division.		
COMM 101 Disinformation in the USA	4	
COMM 350 Leadership and Decision-Making	4	
DATA 150 Data and Society	4	
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
ENVI 351 The Global Environment	4	ENVI 101
JUST 221 Community Justice	3	
JUST 325 Justice in Everyday Life	4	
PHIL 102 Critical Thinking	4	
PHIL 303 Formal Logic	4	PHIL 102
PHIL 312 Applied Ethics	4	PHIL 102

Requirement Description	Credit Hours	Prerequisites
PLSC 300 Special Topics in Political Science	1-4	
PLSC 327 Environmental Politics and Policy	4	
PLSC 401 Directed Studies	1-4	
PLSC 440 Internship	1-8	
PUBH 250 Global Health	4	
SOC 205 Social Problems	4	
SOC 372 Race, Ethnicity, and Class	4	
Total Hours for the Political Science Major	54-55	

Recommended Plan of Study for Political Science Major

	Fall Semester	Spring Semester
Year 1	PLSC 106 Language I	PLSC 203 Language II
Year 2	PLSC 316 or 367 PLSC 348 or 359 Major elective	PLSC 355 Major elective
Year 3	PLSC 316 or 367 Major elective	Major elective
Year 4	PLSC 390	PLSC 490

Political Science Minor

Students must maintain a cumulative 2.5 GPA in courses required for the political science minor. Students choosing a double major or minor may not apply a class to more than one major or minor except in the case of core requirements. For course prerequisites, please refer to the course description.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	12	
PLSC 106 Explorations in Politics	4	
PLSC 315 Theories of Global Politics	4	
PLSC 355 Constitutional Law: Civil Liberties	4	
II. Elective Courses	8	
Eight additional hours of 300 or 400-level PLSC courses		
Total Hours for the Political Science Minor	20	

Recommended Plan of Study for Political Science Minor

	Fall Semester	Spring Semester
Year 1		PLSC 106
Year 2	Four (4) hours upper division PLSC coursework	
Year 3	Four (4) hours upper division PLSC coursework	Four (4) hours upper division PLSC coursework
Year 4	Four (4) hours upper division PLSC coursework	

PSYCHOLOGY

Faculty

- Jonathan Amburgey (Chair)
- Kelly Asao
- Christopher Davids
- Julian Mendez
- Paul Presson

Program Goals

Students will gain a comprehensive understanding and/or application of the following:

- Knowledge Base in Psychology
- Scientific Inquiry and Critical Thinking
- Ethical and Social Responsibility in a Diverse World
- Communication
- Professional Development

Objectives

Psychology is the scientific study of mind and behavior. Psychology offers an academic major leading to a Bachelor of Science degree, as well as an academic minor. The psychology curriculum provides students with an academic and experiential background for graduate study in psychology and/or employment in social service, research, and other settings where an understanding of human behavior, thought, and emotion is relevant. The curriculum in the psychology major gives students a breadth of background while also allowing some specialization. A major or minor in psychology is for students who have a general interest in understanding behavior and its determinants.

Program Requirements

Students must maintain at least a cumulative 2.5 GPA in courses required for the psychology major and minor. To fulfill the requirements for a major in psychology, students must complete a minimum of 45 credit hours of coursework in psychology. Students are encouraged to participate in a field experience in psychology (PSYC 340) and may apply a maximum of 5 credit hours of field experience coursework to the major. For students considering graduate school, high academic achievement in upper-division courses, including Quantitative Research Methods, 400-level coursework, and gaining research experience is strongly recommended.

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

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

Psychology Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Psychology majors must complete eight credit hours in a single world language.		
II. Lower Division Courses	26	
PSYC 105 Bust That Psych Myth	4	PSYC 105 and sophomore standing
NEURO 205 Brain and Behavior	4	
DATA 220 Introduction to Statistics	4	PSYC 105 and sophomore standing
PSYC 255 Career Exploration	2	
PSYC 270 Thinking and Writing for Psychology	4	PSYC 105 and sophomore standing
Take two courses from this list:		
PSYC 203 Lifespan Developmental Psychology	4	PSYC 105
PSYC 209 Cognitive Psychology	4	
PSYC 216 Social Psychology	4	PSYC 105
PSYC 252 Personality Theories	4	
III. Upper Division Courses	18-20	
PSYC 390 Quantitative Research Methods	4	DATA 220, PSYC 270

Requirement Description	Credit Hours	Prerequisites
Take three 300-level courses from at least two different Groups from Groups A-D 12 One 400-level course 2-4	PSYC 270 (groups A-C) and NEURO 205 (group D)	
IV. Electives	6	
Six (6) credits of PSYC or NEURO coursework that does not already fulfill lower and upper-division course requirements.		
Total Hours for the Psychology Major	58-60	

300-Level Course Groups

- **Group A**
 - PSYC 300 Special Topics Courses labeled as Group A (Offered on a semester-by-semester basis)
 - PSYC 315 Human Services Practicum
 - PSYC 358 Methods of Counseling
 - PSYC 362 Psychological Disorders
 - PSYC 363 Exploring Addictions
- **Group B**
 - PSYC 300 Special Topics Courses labeled as Group B (Offered on a semester-by-semester basis)
 - PSYC 301 Child Development
 - PSYC 305 Adolescent Development
 - PSYC 334 Psychology of Masculinities (Counts for Group B or C)
 - PSYC 335 Psychology of Women (Counts for Group B or C)
 - PSYC 345 Learning, Memory, and Motivation (Counts for Group B or D)
 - PSYC 351 Animal Minds & Human Evolution (Counts for Group B or C)
- **Group C**
 - PSYC 300 Special Topics Courses labeled as Group C (Offered on a semester-by-semester basis)
 - PSYC 318 Health Psychology
 - PSYC 325 Multicultural Psychology
 - PSYC 335 Psychology of Women (Counts for Group B or C)
 - PSYC 351 Animal Minds & Human Evolution (Counts for Group B or C)
 - PSYC 356 Sources of Social Influence
 - PSYC 388 Environmental Psychology
- **Group D**
 - NEURO 300 Special Topics Courses labeled as Group D (Offered on a semester-by-semester basis)
 - NEURO 305 Human Brain Development
 - NEURO 306 Behavioral Neuroscience and Lab

Recommended Plan of Study for Psychology

	Fall Semester	Spring Semester	Summer Semester
Year 1	PSYC 105 Languages I WCore	PSYC 200-level course Languages II WCore	PSYC Electives
Year 2	PSYC 200-level course and/or NEURO 205 WCore	PSYC 255 PSYC 270 DATA 220 WCore	PSYC Electives
Year 3	PSYC 300-level course PSYC 390	PSYC 300-level courses WCore	PSYC Electives
Year 4	PSYC 300-level courses	PSYC 400-level capstone	

Psychology with Emphasis in Cognitive Science

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Psychology majors must complete eight (8) credit hours in a single world language.		
II. Lower Division Courses	26	
PSYC 105 Bust That Psych Myth	4	
NEURO 205 Introduction to Brain and Behavior	4	
DATA 220 Introduction to Statistics	4	

Requirement Description	Credit Hours	Prerequisites
PSYC 255 Career Exploration	2	PSYC 105 and sophomore standing
PSYC 270 Thinking and Writing for Psychology	4	PSYC 105 and sophomore standing
PSYC 209 Cognitive Psychology	4	
Take two courses from this list:		
PSYC 203 Lifespan Developmental Psychology	4	
PSYC 216 Social Psychology	4	PSYC 105
PSYC 252 Personality Theories	4	PSYC 105
III. Upper Division Courses	18-20	
PSYC 390 Quantitative Research Methods	4	DATA 220, PSYC 270
Two 300-level courses from Groups A-C 8	PSYC 270	
Take one course from the following:		
NEURO 306 Behavioral Neuroscience	4	NEURO 205
NEURO Special Topics in Neuroscience as advised	4	
Take one course from the following list:		
NEURO 408 Cognitive Neuroscience	4	PSYC 105, NEURO 205, DATA 220, and PSYC/NEURO 390 or NEURO/PSYC 302
NEURO 409 Advanced Topics in Neuroscience	2	PSYC 105, BIOL 204, NEURO 205, and PSYC/NEURO 390 or NEURO 302
NEURO 430 Independent Research Thesis	2-4	NEURO 302 or 390
PSYC 434 Social Neuroscience	4	NEURO/PSYC 390 or NEURO 302, and PSYC 216 or NEURO/PSYC 205
IV. Electives	6	
Six (6) credits of PSYC or NEURO coursework that does not already fulfill lower and upper-division course requirements.		
Total Hours for the Psychology Major With Cognitive Science Emphasis	58-60	

Recommended Plan of Study Psychology with Emphasis in Cognitive Science

	Fall Semester	Spring Semester	Summer Semester
Year 1	PSYC 105 Languages I WCore	PSYC 200-level course Languages II WCore	PSYC Electives
Year 2	PSYC 209 and/or NEURO 205 WCore	PSYC 200-level course PSYC 255 PSYC 270 DATA 220	PSYC Electives
Year 3	PSYC 300-level course (Groups A-C) PSYC 390	PSYC 300-level courses (Groups A-C) NEURO 300-level course (Group D)	PSYC Electives
Year 4	PSYC 300-level courses	PSYC/NEURO 400-level capstone	

Psychology Minor

To fulfill the requirements for a minor in psychology, students must complete a minimum of 24 credit hours in psychology, neuroscience, and data science.

NEURO majors minoring in PSYC must complete PSYC 203, PSYC 216, or PSYC 252 and cannot count PSYC 209 toward the PSYC minor requirements if PSYC 209 is used to fulfill NEURO major requirements.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	16	
PSYC 105 Bust That Psych Myth	4	PSYC 105 and sophomore standing DATA 220, PSYC 270
DATA 220 Introduction to Statistics	4	
PSYC 270 Thinking and Writing for Psychology	4	
PSYC 390 Quantitative Research Methods	4	
II. Psychology Electives	8	
Take one course from the following list:		
PSYC 203 Lifespan Developmental Psychology	4	PSYC 105
NEURO 205 Brain and Behavior	4	
PSYC 209 Cognitive Psychology	4	
PSYC 216 Social Psychology	4	
PSYC 252 Personality Theories	4	
Take one 300-level course from Groups A-D 4	PSYC 270 (groups A-C) and NEURO 205 (group D)	
Total Hours for the Psychology Major	24	

SOCIOLOGY

Faculty

- Kristjane Nordmeyer (Co-Chair)
- Mark Rubinfeld (Co-Chair)

Program Goals

- To enhance critical, analytical, and integrative thinking skills
- To improve writing and other communication skills
- To be able to understand, evaluate, and conduct different types of social research
- To develop global consciousness, social responsibility, and ethical awareness
- To gain an understanding of the discipline's concepts, foundations, and perspectives

Objectives

Sociology offers an academic major and minor leading to a Bachelor of Science degree. In simplest terms, sociology is the study of social life including social interactions, relationships, groups, organizations, and institutions. In studying the cultural, interactional, and institutional dimensions of society, students learn about the social world in the broadest sense of the term, as well as the social actions, policies, and transformations that can help make a lasting, positive difference in the lives of the people that make up that world. Covering so many facets of social organization and behavior, sociology is a foundational degree for just about any occupation or career that involves working with people. Students are encouraged to use their learning and experience in applied settings such as internships, seminars, and directed studies.

Program Requirements

Students must maintain a cumulative 2.5 GPA or better in courses required for the sociology major and minor. Students may apply up to twelve credits from any courses in the sociology-related fields of justice studies (JUST), political science (PLSC), and psychology (PSYC) toward fulfilling the elective requirements of the sociology major; students may apply up to four credits from any courses in the above-listed sociology-related fields toward fulfilling the elective requirements of the sociology minor.

Students have the opportunity to take an internship and may apply a maximum of 4 credit hours of internship coursework to the major. Majors must have completed SOC 390 before they can take SOC 470.

The sociology program allows for the double dipping of up to eight credits from courses in the sociology-related fields of justice studies (JUST), political science (PLSC) and/or psychology (PSYC) that can be applied toward fulfilling the elective requirements of the sociology major and, similarly, allows for the double dipping of up to four credits from courses in the above sociology-related fields (JUST, PLSC, PSYC) that can be applied toward fulfilling the elective requirements of the sociology minor.

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

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

Sociology Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Sociology majors must complete eight (8) credit hours in a single world language.		
II. Lower Division Courses	8	
SOC 105 The Sociological Imagination	4	
SOC 205 Social Problems	4	
III. Upper Division Sociology & Related Courses	12	
SOC 313 Social Theory	4	SOC 105
SOC 390 Social Research Methods	4	
SOC 470 Senior Thesis	4	SOC 390
IV. Electives	24	
Twenty-four (24) credits of Sociology or Sociology-related electives with 14 of those credits at the 300-level or above. Sociology-related elective course offerings include any sociology-related courses in Justice Studies, Political Science, and Psychology. Sociology elective course offerings include but are not limited to the following;see Sociology course descriptions for a full listing.		
SOC 253 Sociology of the Family	4	
SOC 300 Special Topics in Sociology	4	
SOC 320 Sociology of Popular Culture	4	
SOC 330 Sports and Society	4	
SOC 342 Sociology of the Life Course	4	
SOC 345 Sociology of Sexualities	4	
SOC 350 Gender in Society	4	
SOC 370 Social Work	4	
SOC 372 Race, Ethnicity and Class	4	
SOC 375 Social Welfare Policy	4	
SOC 395 Applied Sociology	4	
SOC 400 Seminar in Sociology	4	
SOC 401 Directed Studies	1-4	
SOC 440 Internship	1-4	
Total Hours for the Sociology Major	52	

Recommended Plan of Study for Sociology

	Fall Semester	Spring Semester
Year 1	SOC 105* (freshman or sophomore year) SOC 205 (freshman or sophomore year)	SOC electives
Year 2	SOC electives	SOC electives
Year 3	SOC electives	SOC 313 SOC electives
Year 4	SOC 390 SOC electives	SOC 470

Optional Concentrations

Sociology students may earn an *optional* concentration in **Gender and Sexuality** or **Social Work and Social Welfare** by completing three courses (12 credits) in the following two areas:

Optional Concentrations	Credit Hours	Prerequisites
Gender and Sexuality (Must complete Gender in Society and Sociology of Sexualities plus one more of the remaining two courses)	12	
SOC 253 Sociology of the Family	4	
SOC 342 Sociology of the Life Course	4	
Social Work and Social Welfare (Must complete Social Work and Social Welfare Policy plus one more of the remaining two courses)	12	
SOC 253 Sociology of the Family	4	
SOC 395 Applied Sociology	4	

Credits from sociology Special Topics classes, May Terms classes, and May Term Trips/Study Abroad Experiences that explicitly cover one of these two concentrations may be applied to that concentration with instructor's permission.

Sociology Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	8	
SOC 105 The Sociological Imagination	4	
SOC 313 Social Theory	4	SOC 105
II. Electives	12	
1. Eight hours of Sociology or sociology-related coursework (see above) numbered 300 or above 2. Four hours of Sociology or sociology-related 100, 200, 300, or 400-level coursework		
Total Hours for the Sociology Minor	20	

SPANISH

Faculty

- Deyanira Ariza-Velasco

Program Goals

- To achieve proficiency in the "5 C's" of language learning: communication, culture, connections, comparisons, and communities.
- **1st Year:** Students will master the basic structures of grammar in the target language, demonstrate a "survival" level of written and oral proficiency, and gain a foundation in cultural traditions.

- **2nd Year:** Students will achieve standard proficiency in conversation, composition, and the reading of short fiction. They will continue to deepen their knowledge of Spanish culture and history.
- **3rd Year:** Students will understand and be understood by native speakers and be knowledgeable about the major aspects of Hispanic literature and cultural history.

Objectives

The Spanish Program offers a minor in Spanish and an interdisciplinary academic major in Spanish-Latin American Studies. Our courses cultivate and deepen a student's understanding of the communication potential of a world language and its cultural value.

Program Requirements

A maximum of 12 external hours (transfer, CLEP, Prior Learning, Challenge Exam, or other approved external language exams) may be applied toward the minor (see below under "Additional Requirements and Procedures"). Students are advised that, due to the size and staffing of the Language Department, some Spanish courses have only one section in a given semester. For further information and advising please schedule an appointment with any member of the Spanish faculty.

The faculty can advise entering students with prior world language study on proper course placement. Student Placement at a 2nd or 3rd year level does not reduce the total number of hours required for a Spanish major or minor. Generally, but subject to advisor and/or instructor recommendation, students who have studied one or two years of secondary level Spanish are excluded from registering for the first semester Spanish 110 course (Spanish I).

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

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

Spanish-Latin American Studies Major

Requirement Description	Credit Hours	Prerequisites
I. Lower Division Courses	8	
Students entering the major who demonstrate appropriate levels of Spanish language proficiency can fulfill the SPAN 111 and/or SPAN 220 requirements by substitution with electives in Upper-Division Spanish or courses from the list of approved History, Social Science, and/or other elective courses.		
SPAN 111 Spanish II	4	
SPAN 220 Spanish III	4	SPAN 111
II. Upper Division Required Courses	34-38	
SPAN 310 Spanish IV: Intro to Spanish Literature	4	SPAN 220
SPAN 320 Survey of Peninsular Spanish Culture & Literature	4	SPAN 220
SPAN 321 Spanish Literature and Cultural Studies A, B, C, D, E, F, or G	4	
SPAN 330 Survey of Latin American Culture & Literature	4	SPAN 220
SPAN 331 Latin American Literature and Cultural Studies A, B, C, D, E, F, or G	4	SPAN 220
SPAN 470 Senior Thesis	2	instructor permission
Choose one course from each of the following groups:		
SPAN 301 or SPAN 300 The Spanish-Speaking World or Special Topics in Spanish	4 or 4	
SPAN 300SA* or SPAN 440 Semester Study Abroad or Internship	12 or 8	
*Study Abroad: courses beyond the 12 hours may be eligible for elective credit. See "Study Abroad/Internship Abroad/Domestic		

Requirement Description	Credit Hours	Prerequisites
Internship" description below for more information.		
III. History and Social Science	6-8	
Complete six-eight credit hours of coursework from the following courses:		
HIST 300 Special Topics in History (when relevant, subject to approval)	3-4	
HIST 340 Latin American Hist: Discovery of the Americas —offered spring	4	one lower division HIST course
HIST 341 Latin American Hist: Revolution in the Americas —offered spring	4	one lower division HIST course
HIST 343 History of Mexico: The Quest for Stability	4	one lower division HIST course
SOC 372 Race, Ethnicity, and Class- offered spring	4	
IV. Other Elective Courses	4	
Complete four credit hours of coursework from the following courses:		
ART 311 Art History: Renaissance to Modern Art - offered spring (when relevant, subject to approval)	4	one Writing Emphasis course
ART 312 History of Contemporary Art (when relevant, subject to approval)	4	one Writing Emphasis course
ECON 319 International Economics- offered spring	4	ECON 253, 263, and DATA 150 or 220
FINC 435 International Finance- offered fall	4	FINC 300
JUST 300 Special Topics in Justice (when relevant, subject to approval)	1-4	
MGMT 400 Global Business Strategy	4	MKTG 300 or MGMT 305
PLSC 300 Special Topics in Political Science (when relevant, subject to approval)	1-4	
PLSC 306 Comparative Politics - offered spring	4	
PLSC 367 Contemporary Political Philosophy- offered fall	4	
PLSC 315 Theories of Global Politics	4	
PLSC 415 Issues in Global Politics- offered spring	4	PLSC 315
Total Hours for the Spanish-Latin American Studies Major	48-54	

Recommended Plan of Study for Spanish-Latin American Studies

	Fall Semester	Spring Semester
Year 1	SPAN 110	SPAN 111 HIST/WCFAH
Year 2	SPAN 220 or SPAN 221	SPAN 221 or 301*
Year 3	SPAN 320 HIST 340 or other elective SPAN 301* SPAN 300S, A Semester Abroad, or SPAN 440 Internship	SPAN 330 SPAN 321 HIST 341 or other elective SPAN 301* SPAN 300S, A Semester Abroad, or SPAN 440 Internship
Year 4	SPAN 300S, A Semester Abroad, or SPAN 440 Internship	SPAN 470 SPAN 321 or SPAN 331 SPAN elective

*Two May Term (SPAN 300) classes worth a total of 4 hours may substitute for Spanish 301.

Spanish Minor

To fulfill the requirements for an academic minor in Spanish, students must complete a minimum of 20 credit hours in Spanish coursework.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	12	
SPAN 111 Spanish II	4	
SPAN 220 Spanish III	4	SPAN 111
SPAN 310 Spanish IV: Intro to Spanish Literature	4	SPAN 220
II. Electives	8	
SPAN 110 or any upper division SPAN courses		
Total Hours for the Spanish Minor	20	

Study Abroad/Internship Abroad/Domestic Internship

Spanish/Latin American Studies majors must complete **one** of the following:

- A semester of study abroad (12 credits)
- An internship abroad (8 credits)
- A domestic internship (8 credits)
- 12 credit hours of on-campus Spanish courses

One of these options must be completed during the Fall, Spring, or Summer semester of their junior year or the Fall semester of their senior year. Study or internship abroad should be completed at an international university or organization (internship) and should be decided upon in consultation between the student and major advisor. A domestic internship should take place in any Hispanic/Latino community throughout the United States.

When a student does not take a study abroad course, an internship abroad, or a domestic internship—usually natives from Spanish-speaking countries and, in some cases, non-natives who have spent a significant amount of time in a Spanish-speaking country (for example, those who have completed one to two years of Spanish-speaking volunteer work abroad)—the student must satisfy the 12 credits by completing upper division Spanish courses on campus, and should consult the program chair or advisor for further clarification.

Additional Academic Requirements and Procedures for the Spanish Programs

Students with prior study or knowledge of Spanish should take a Spanish placement exam such as the CLEP, or consult with program faculty, before registering for a Spanish class. This will help determine whether the student should register for Spanish 110, 111, 220, or higher.

Only students who have never studied Spanish before may register for Spanish 110. This class does not count toward a Spanish major or minor, but it does count toward graduation hours or the world language requirement of other majors.

Native Fluency—Students demonstrating native fluency in a language other than English may request and receive, upon interview and documentation, a waiver for the world language requirement in their major (see individual major advisor for verification and procedure). No transcript credit is awarded for this major waiver. Also, the total number of required hours for Westminster graduation must be fulfilled.

Transfer Credit—A maximum of 12 credit hours of transfer credit or credit by examination may be applied toward a Spanish major or minor. Transfer hours exceeding this limit may be applied toward total hours for graduation, if needed (consult your major audit form for verification). For Spanish majors, the 12 hour maximum does not affect or overlap with their Semester Study Abroad requirement (12 hours).

Examinations

Credit by exam is not counted as in-residence credit.

CLEP Exam—the CLEP exam is a national standardized test of listening/reading comprehension in Spanish. Westminster students successfully passing this exam receive up to a maximum of 12 semester credit hours equivalent to SPAN 110, 111, and 220.

Note: Only partial CLEP credit may be applied toward a language major or minor if the student is applying transfer or other credit toward the same major or minor.

External World Language Exam—up to 12 credit hours may be obtained by successfully passing an accredited world language exam administered by another institution, (e.g., University of Utah, Brigham Young University; contact the individual institution directly for world language exam information). It is the student's responsibility to pre-approve transfer credit with the Registrar's Office. External tests generally cover the equivalent of the first year and one-half of the second year of a language.

Challenge Examination—students who have an advanced academic ability in a subject matter may “challenge” a course for credit. (See Catalog listing and/or Language faculty for details.

Advanced Placement (AP)—Students who received a score of 3 or higher on the Spanish AP exam earn 6 credit hours, distributed as 4 credit hours for SPAN 110 (applicable to world language requirements of the student's major but not to a Spanish major or minor), and 2 hours of 100T credit (applicable to the total hours needed to graduate but not to a Spanish major or minor).

Students with AP credit are encouraged to continue their Spanish studies at Westminster and should register for Spanish 111 or higher. Please direct placement questions to your academic advisor or Spanish faculty member. Questions regarding Spanish exams and placement should be directed to a Spanish faculty member.

THEATRE

Faculty

- Jared Larkin
- Spencer Potter (Co-Chair)
- Stephanie Stroud (Co-Chair)

Mission

The mission of the Department of Theatre at Westminster University is to use the University's core values to frame the way theatre work is conceived and practiced:

- Impassioned teaching and learning
- Respect for diversity
- Collaboration and teamwork
- Personal and social responsibility
- High ethical standards

The Department of Theatre members is dedicated to creating the academic and artistic contexts that help students: 1) *master* various aspects of theatrical work (i.e., design, directing, dramaturgy, new work development, and performance); 2) *investigate* how theatre, culture, and community have intersected, are linked in the present, and could be connected in the future; and, 3) *cultivate* healthy habits that facilitate powerful theatre work.

Program Goals

- Students will demonstrate the skills needed to produce creative, expressive, and distinctive work—on the page, on-stage, and backstage.
- Students will model the leadership skills necessary to facilitate the collaborative, ensemble environment that is the hallmark of great theatre.
- Students will demonstrate the ability to think, write, and speak self-reflectively, analytically and fluently, about their own and other's work.
- Students will examine their personal, social, and global understanding through engagement in an intentionally diverse array of theatre work—on campus, in site-specific settings, and in community contexts.
- Students will explore the connection between physical, mental, and emotional health and successful theatre work.

Degree Outcomes

- Performance BFAs select and prepare appropriate repertoire to market themselves, audition for future theatre work, and/or successfully pursue graduate studies.
- Technical theatre BFAs will design and produce effective portfolios that showcase their knowledge, skills, and personal qualities and help them secure future theatre work and/or successfully pursue graduate studies.
- BA theatre majors will demonstrate the core artistic and academic competencies that inform all theatre studies and incorporate the knowledge, skills, and personal qualities of focused theatre work in their choice of career paths.
- All theatre students will appreciate the value of authentic inquiry, the need for risk taking, and the lifelong skills of effective self-evaluation, active listening, spontaneous generosity, and insatiable curiosity.

Objectives

The Theatre program offers a Bachelor of Fine Arts (BFA) degree with emphases in performance and technical theatre. It also offers a generalist Theatre major (BA) and a Theatre minor. Our programs prepare students for entry into the professional theatre, graduate studies, educational theatre, applied theatre and a wide array of other fields wherein theatre intersects with various arts, business, and industry. All degree programs are designed to provide students with practical production experience in order to enable their unique creative expression in the theatre. To this end, students will gain a broad understanding of

theatre history, theory, and practice and they will, depending on their chosen emphasis, train rigorously in specific areas such as auditioning, acting technique, stage lighting, costuming, management, and design.

Program Requirements

Students must maintain a minimum 2.5 GPA in courses required for the major and/or minor. With the approval of the instructor, students may repeat specified courses for additional credit.

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

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

Advising note: students pursuing only the BA will need to take additional elective credits within or outside of the major in order to reach the university wide graduation requirements of 124 Total hours and 30 upper division hours.

Ensemble Requirement: All theatre majors are expected to participate in departmental productions as performers, designers, and/or technicians. To fulfill this requirement. Students must take at east 1 cr. each year of THTR 328 for a role or assignment they fulfill during the year. The department makes its best effort to ensure an equitable distribution of roles and assignments, however, students may need to take an assignment or role that isn't their first preference e.g. in the rare occasion a student might not be cast, they can fulfill the THTR 328 requirement by serving on the run crew of a production.

Bachelor of Arts in Theatre Degree (BA)

The bachelor of arts in theatre is a generalist degree which explores a wide range of studies in performance, production, and design, allowing students to incorporate the knowledge, skills, and personal qualities acquired in their chosen career path. There is no audition/interview requirement for this track; students declare the major. The bachelor of arts degree does not have any emphases. Students will take courses covering the core artistic and academic competencies that inform all theatre studies and will choose some elective courses based on their interests.

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Complete eight credits in a single world language.		
II. Required Lower Division Courses	28	
THTR 101 Devised Theatre	3	
THTR 145 Stagecraft I and Lab	2	
THTR 180 Acting I	3	
THTR 190 The Holistic Artist: a Guide to Creative Wellness	3	
THTR 220 Stage Management	3	
THTR 229 Costumes and Makeup	4	
THTR 255 Script Analysis	3	
THTR 260 Visual Storytelling Onstage	3	
THTR 280 Acting II	4	THTR 180
III. Required Upper Division Courses	18-30	
THTR 328 Theatre Workshop- take at east 1 cr each year as credit for production roles and assignments	4-16	
THTR 358 Global Stages and Stories: Theatre of Ancient Civilizations through the 20th Century	3	
THTR 359 American Stages and Stories: 18th Century-Contemporary American Theatre Movements	3	THTR 358
THTR 450 Dramatic Theory	4	THTR 358 and THTR 359
THTR 470 Directing	4	THTR 220
NOTE: THTR 450 and THTR 470 are both required courses for the Theatre BA. Students pursuing only the Theatre BA will choose to focus on THTR 450 or THTR 470 as their senior capstone course based upon their area of interest. Students focusing on dramatic literature, theory, and criticism should		

Requirement Description	Credit Hours	Prerequisites
focus on THTR 450. Students focusing on directing, stage management, or education should focus on THTR 470 for their senior capstone course. NOTE: To reach the 124 credits required to graduate, students may need to take elective courses.		
Total Hours for the BA in Theatre	54-66	

Recommended Plan of Study for BA Theatre

	Fall Semester	Spring Semester
Year 1	THTR 101 Devised Theatre (3) THTR 180 Acting I (3) Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments. World Language 1	THTR 229 Costumes and Makeup (4) THTR 190 Holistic Artist (3) World Language 2
Year 2	THTR 145 Stagecraft 1 (2) THTR 260 Visual Story Telling Onstage (3) THTR 280 Acting II (4) Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 220 Stage Management (3) THTR 255 Script Analysis (3)
Year 3	THTR 358 Global Stages and Stories (3) Any elective Any elective Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 359 American Stages and Stories (3) Any elective Any elective
Year 4	THTR 450 Dramatic Theory (4) Any elective Any elective Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 470 Directing (4) Any elective Any elective

Bachelor of Fine Arts in Theatre with Acting Emphasis

Enrollment restricted to admitted BFA Acting Students.

BFA program requirements must be completed in addition to the BA Theatre requirements.

Students may declare an area of emphasis and apply for acceptance into the Bachelor of Fine Arts in Theatre program in the spring of their sophomore year. For the Technical Theatre emphasis, students must submit a portfolio; for the Performance emphasis, students must audition. The portfolio/audition should contain examples of work that the student has produced while at Westminster University. The application is due to the program chair by February 15. The BFA admissions committee will review the portfolios/auditions and notify students prior to registration for the Fall Semester. Students who are not accepted may continue working as academic majors and reapply the following year. Transfer students will apply in their second semester and follow the same process for acceptance to the BFA track, except that the portfolio may contain work produced while studying at other institutions of higher education.

Requirement Description	Credit Hours	Prerequisites
I. BA Theatre Requirements	54-66	
Complete the BA Theatre Requirements		
II. BFA Theatre - Acting Required Courses	21	Declared Acting BFA
THTR 303 Performance Studies	1 credit, take twice for 2 credits	
THTR 371 Movement I	2	
THTR 372 Movement II	2	THTR 371
THTR 379 Voice for the Actor I	4	
THTR 380 Acting III	4	BFA standing or instructor permission.
THTR 479 Voice for the Actor II	3	THTR 379

Requirement Description	Credit Hours	Prerequisites
THTR 480 Acting IV	4	THTR 380
III. Capstone	4	
THTR 461 Auditioning	4	BFA standing or instructor permission
Total Hours for the BFA in Theatre—Acting Emphasis	79-91	

Recommended Plan of Study for BFA Theatre with Acting Emphasis

	Fall Semester	Spring Semester
Year 1	THTR 101 Devised Theatre (3) THTR 180 Acting I (3) World Language 1 Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 229 Costumes and Makeup (4) THTR 190 Holistic Artist (3) World Language 2
Year 2	THTR 145 Stagecraft 1 (2) THTR 260 Visual Story Telling Onstage (3) THTR 280 Acting II (4) Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 379 Voice for the Actor (4) THTR 385 Musical Theatre (3)
Year 3	THTR 303 Performance Studies (1) THTR 358 Global Stages and Stories (3) THTR 371 Movement I (2) Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 359 American Stages and Stories (3) THTR 372 Movement II (2) THTR 380 Acting III (3) THTR 461 Auditioning (4)
Year 4	THTR 450 Dramatic Theory (4) THTR 480 Acting IV (4) THTR 479 Voice for the Actor II (3) Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	THTR 303 Performance Studies (1) THTR 470 Directing (4)

Bachelor of Fine Arts in Theatre with Production and Design Emphasis

Enrollment restricted to admitted BFA Production and Design Students.

BFA program requirements must be completed in addition to the BA Theatre requirements.

Requirement Description	Credit Hours	Prerequisites
I. BA Theatre Requirements	54-66	
Complete the BA Theatre Requirements		
II. BFA Theatre - Production & Design Required Courses	17	
THTR 160 Computer Aided Drafting for Theatre	3	
THTR 225 Stage Lighting I	3	THTR 145
THTR 275 Period Styles	3	
THTR 262 Scenographic Methods	4	THTR 260
THTR 362 Scenographic Techniques	4	THTR 260
III. Electives	6	
Take six credits from the following:		
THTR 318 Advanced Stage Makeup	3	THTR 229
THTR 325 Lighting Design II	3	THTR 145

Requirement Description	Credit Hours	Prerequisites
THTR 335 Scenic Painting and Properties	3	THTR 145
THTR 329 Costumes Stagecraft II	3	THTR 229
THTR 345 Stagecraft II	3	THTR 145
IV. Capstone	4	
THTR 400 Theatre Design Studio*Take Senior Year	4	THTR 260
Total Hours for the BFA in Theatre—Production and Design Emphasis	81-93	

Recommended Plan of Study for BFA in Theatre with Production and Design Emphasis

	Fall Semester	Spring Semester
Year 1	THTR 101 Devised Theatre (3) THTR 180 Acting I (3) World Language 1 Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments	THTR 229 Costumes and Makeup (4) THTR 190 Holistic Artist (3) World Language 2
Year 2	THTR 145 Stagecraft 1 (2) THTR 260 Visual Story Telling Onstage (3) THTR 280 Acting II (4) Take at least 1 cr. THTR 328 in Fall or Spring for production roles and assignments.	<i>Starting even catalog year:</i> THTR 160 Computer Aided Drafting (3) THTR 220 Stage Management (3) THTR 255 Script Analysis (3) <i>Starting odd catalog year:</i> THTR 220 Stage Management (3) THTR 255 Script Analysis (3)
Year 3	<i>Starting even catalog year:</i> THTR 262 Scenographic Methods (4) THTR 275 Period Styles (3) THTR 358 Global Stages and Stories (3) <i>Starting odd catalog year:</i> THTR 225 Lighting Design I (3) THTR 275 Period Styles (3) THTR 358 Global Stages and Stories (3)	<i>Starting even catalog year:</i> THTR 362 Scenographic Techniques(4) THTR 359 American Stages and Stories BFA Elective <i>Starting odd catalog year:</i> THTR 160 Computer Aided Drafting (3) THTR 362 Scenographic Techniques (4) THTR 3559 American Stages and Stories (3)
Year 4	<i>Starting even catalog year:</i> THTR 225 Lighting Design I (3) THTR 450 Dramatic Theory (4) BFA Elective <i>Starting odd catalog year:</i> THTR 450 Dramatic Theory (4) BFA Elective	<i>Starting odd or even catalog year:</i> THTR 400 Theatre Design Studio (4) THTR 470 Directing (4) BFA Elective

Theatre Arts Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	12	
THTR 145 Stagecraft I	2	
THTR 180 Acting I	3	
THTR 255 Script Analysis	3	
THTR 229 Costumes and Makeup	4	
II. Electives	12	
Take at least twelve credits from the following:		
THTR 190 The Holistic Artist: a Guide to Creative Wellness	3	
THTR 220 Stage Management	3	

Requirement Description	Credit Hours	Prerequisites
THTR 260 Visual Storytelling Onstage	3	
THTR 280 Acting II	4	THTR 180
THTR 303 Performance Studies	1	
THTR 335 Scenic Painting and Properties	3	THTR 145
THTR 345 Stagecraft II	3	THTR 145
THTR 358 Global Stages and Stories: Theatre of Ancient Civilizations through the 20th Century	3	
THTR 359 American Stages and Stories: 18th Century-Contemporary American Theatre Movements	3	THTR 358
THTR 450 Dramatic Theory	4	THTR 358
THTR 470 Directing	4	THTR 220, THTR 358, and THTR 359
Total Hours for the Minor in Theatre	24	

Recommended Plan of Study for Theatre Arts Minor

	Fall Semester	Spring Semester
Year 1	THTR 180 Acting I (3)	THTR 229 Costumes and Makeup (4)
Year 2	THTR 145 Stagecraft I and Lab (2)	THTR 255 Script Analysis (3)
Year 3	Any elective Any elective	Any elective Any elective
Year 4	Any elective Any elective	Any elective Any elective

Musical Theatre Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	10-15	
THTR 180 Acting I	3	
THTR 255 or Script Analysis or	3	
MUSC 104 Fundamentals of Music	2	
MUSC 191 Private Voice Lessons (Voice I)	1	
MUSC 192 Voice 2	1	
THTR 280 Acting II	4	
THTR 385 or Musical Theatre or	3	
MUSC 365 Opera Studio	1	
Take four credits of the following:		
MUSC 121 Class Piano	2	
MUSC 181 Aural Skills I	2	
THTR 229 Costumes and Makeup	4	
Take two of the following: 4		
DANCE 130 Modern/Contemporary 1	4	
DANCE 135 Ballet 1	4	
DANCE 190 World Dance	4	

Requirement Description	Credit Hours	Prerequisites
DANCE 380 Vernacular Forms of Dance	4	
Total Hours for Minor in Musical Theatre	24-27	

Recommended Plan of Study for Musical Theatre Minor

	Fall Semester	Spring Semester
Year 1	THTR 180 Acting I (3) and/or MUSC 104 Music Fundamentals (2)	THTR 280 Acting II (2) and/or THTR 229 Costumes and Makeup (4)
Year 2	MUSC 191 Private Voice I (1) and/or MUSC 181 Aural Skills I	THTR 255 Script Analysis (3)
Year 3	MUSC 192 Private Voice II (1)	THTR 385 Musical Theatre (3) or MUSC 365 Opera Studio (1)
Year 4	DANCE Elective	DANCE Elective

BILL & VIEVE GORE SCHOOL OF BUSINESS

BILL AND VIEVE GORE SCHOOL OF BUSINESS PROGRAMS

Dax Jacobson, Dean

The Bill and Vieve Gore School of Business is dedicated to providing distinctive academic programs based on the integration of business and liberal arts education. This integration in both curriculum and delivery systems is requisite to prepare our students for life-long learning and to aid their adaptation to changing social, technological and economic conditions. This integration enhances the capabilities of our graduates in written and oral communication, computing and technology, international dimensions, critical thinking, ethics, social responsibility, and team effectiveness.

Accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs of the Gore School of Business reflect Westminster University's continuing commitment to provide a student-oriented learning environment and innovative education of exceptional quality. The integration of business and liberal arts education contributes to students' effectiveness as citizens and agents of change. Whether students are preparing for entry-level or mid-career qualifications, the programs of the Gore School of Business offer a solid foundation of business knowledge and understanding of the complexity of organizations as they function in a global environment. Programs are offered at the undergraduate and graduate levels.

The school also develops and presents non-credit classes, seminars, institutes, and workshops to meet the training and professional development needs of local businesses, government and non-profit agencies, and community groups through the Division of Competency-based Programs.

Undergraduate Programs

Undergraduate programs in the Bill and Vieve Gore School of Business are distinct in balancing solid theoretical preparation with practical application. Students are given broad business preparation with contextual applications to prepare them for general business decision making.

Undergraduate students in all business majors distinguish themselves by mastering the following learning goals:

- Perform basic financial accounting, managerial accounting, and international accounting.
- Apply the fundamental concepts of economics, microeconomics, macroeconomics, and international economics when making decisions and solving problems.
- Explain and enact the basic tenets of management, organizational behavior, operations management, strategy and policy, international/cross-cultural management, and entrepreneurship.
- Use probability, statistics, and quantitative analysis techniques when evaluating and solving business problems.
- Describe the role of information systems in business and society and explain the basic concepts of information technology and systems development.
- Perform basic skills in the areas of corporate finance, investments, and international finance.
- Analyze an organization's customer orientation and develop effective strategies that create value for stakeholders and satisfying exchange relationships in domestic and international settings.
- Demonstrate an understanding of the legal and regulatory environment and the ethical and social responsibilities of business professionals and leaders.
- Appraise the major differences in managing and leading an organization internationally versus domestically.

Students completing business programs use the skills drawn from the preceding areas throughout their program major and across the curriculum. All students also complete practical experiences in either internships or practicum projects, to give context and experience to learning achieved in the classroom.

In most business majors, students can elect to complete Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) programs. The B.S. programs are designed to give students deeper specialization within the major area, while B.A. programs are designed to give broader preparation in both the program area and in other areas depending on the student's background, preferences, and interests. Students completing the B.A. option are required to complete either a declared academic minor other than the Business minor, or twelve credit hours of a world language.

Students should discuss B.S. and B.A. options with their academic advisor to determine which better meets their career goals.

The Bill and Vieve Gore School of Business program offerings are listed below:

- [Accounting \(B.A. & B.S.\)](#)
- [Bachelor of Business Administration \(BBA\)](#)
- [Business Computer Information Systems \(B.S.\)](#)
- [Economics](#)
 - [Economics Option \(B.A.\)](#)
 - [Business Option \(B.S.\)](#)
 - [Pre-Law Concentration \(B.A.\)](#)
- [Entrepreneurship \(minor\)](#)
- [Finance \(B.A. & B.S.\)](#)
- [Management \(B.A. & B.S.\)](#)
- [International Business \(B.A.\)](#)
- [Marketing \(B.A. & B.S.\)](#)
- [Sports Management \(B.A. and B.S.\)](#)

See also the interdisciplinary programs Computer Information Systems and Arts Administration in the Arts and Sciences section.

All programs within the Bill and Vieve Gore School of Business are accredited by ACBSP with the exception of the B.A. Economics program, which is accredited by the Northwest Commission for Colleges and Universities (NWCCU).

Faculty

- **Susan Arsht**, Assistant Professor (Management)
- **Chelsea Dye**, Associate Professor (Accounting)
- **Charlotta Farr**, Assistant Professor (Accounting)
- **Michael Glissmeyer**, Assistant Professor (Management)
- **Vicki Graham**, Professor (Management)

- **Richard Haskell**, Professor (Finance)
- **Dara Hoffa**, Associate Professor (Accounting)
- **Dax Jacobson**, Dean, Associate Professor (Management)
- **Brian Jorgensen**, Associate Professor (Marketing)
- **Michael Keene**, Associate Professor (Technology Commercialization)
- **Lauren Lo Re**, Associate Professor (Finance)
- **Michael Mamo**, Associate Professor (Economics)
- **Alysse Morton**, Professor (Management)
- **Nancy Panos Schmitt**, Associate Professor (Marketing)

UNDERGRADUATE BUSINESS CORE

[View Business Courses](#)

Requirement Description	Credit Hours	Prerequisites
I. Core Lower Division Courses	25	
ACCT 213 Financial Accounting	3	BUSI 101A/101B/101C
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A/101B/101C
BUSI 225 Business Law and Ethics	3	BUSI 101A/101B/101C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
II. Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. For ETS information, click here.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300
BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio Transfer students must complete a minimum of fifteen Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440, BUSI 441, or BUSI 442.	2-8 2-4 2	BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A/101B/101C
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing	3	BUSI 101A/101B/101C

Requirement Description	Credit Hours	Prerequisites
Total Hours for the Program	48-50	

ACCOUNTING

Faculty

- Chelsea Dye (Chair)
- Charlotta Farr
- Dara Hoffa
- Jovana Sisovic

Program Goals

The Accounting Program offers both a Bachelor of Science and Bachelor of Arts degree in Accounting. Students who wish to sit for the Uniform Certified Public Accounting (CPA) examination will need to complete additional graduate hours in business and accounting. The learning goals for both the B.A. and B.S. Accounting programs are:

- Demonstrate knowledge of relevant professional standards and the regulatory environment within the core accounting areas:
 - Financial Accounting
 - Cost Accounting
 - Tax
 - Audit
- Use technology to facilitate and enhance accounting and financial reporting processes.
- Perform research skills and methodology using appropriate and relevant standards, rules, laws and principles required to make sound business judgments.
- Communicate clearly and concisely when conveying relevant financial and related non-financial information so that decision makers can make informed decisions.

Program Requirements

To fulfill the requirements for the major in Accounting, students must complete the courses outlined below and maintain a minimum 2.3 GPA in all coursework required by the program. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate (exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical).

Students who wish to qualify to sit for the CPA examination are required to complete additional graduate work in business and accounting. Students are encouraged to meet with their program advisor for specific requirements. Information on the MBA or MACC program admission requirements is found in the Graduate section of this catalog.

Prior to the spring of their senior year, Accounting majors may apply as early entrants to the MACC program. If accepted, students may begin taking the spring MACC program requirements during their final undergraduate spring semester. Thereafter, the student would continue course requirements in the MACC program as a graduate student.

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

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

Undergraduate Business Core

Students in all business majors (with the exception some economics programs) complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

Requirement Description	Credit Hours	Prerequisites
I. Core Lower Division Courses	25	
ACCT 213 Financial Accounting	3	BUSI 101A and BUSI 101B
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals 1: Company Lab	0	

Requirement Description	Credit Hours	Prerequisites
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A and BUSI 101B
BUSI 225 Business Law and Ethics	3	BUSI 101A and BUSI 101B
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
II. Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core. The ETS exam is administered in BUSI 350. Learn more about ETS.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300.
BUSI 440 or Business Fundamentals III: Internship or	1-8	BUSI 350, junior or senior standing, and signed approval from the Practice/ Exp Director.
BUSI 441 or Business Practicum or	2-4	
BUSI 442 Business Portfolio	2	
Transfer students must complete a minimum of fifteen Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442.		
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A and BUSI 101B
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing	3	BUSI 101A and BUSI 101B
Total Hours for the Program	48-50	

Bachelor of Science in Accounting

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Major Requirements	28	
ACCT 350 Intermediate Accounting I	4	ACCT 213
ACCT 360 Intermediate Accounting II	4	ACCT 350
ACCT 374 Cost Accounting	4	ACCT 313
ACCT 405 Accounting Analytics Project	1	
ACCT 454 Auditing	4	ACCT 360

Requirement Description	Credit Hours	Prerequisites
ACCT 471 Individual Income Tax I	3	ACCT 313
ACCT 472 Individual Income Tax II	1	ACCT 313
ACCT 495 Advanced Accounting	3	ACCT 360
BUSI 400 Data Analytics	4	
III. Senior Capstone	4	
ACCT 467 Accounting Information Systems	4	ACCT 313 and BUSI 300
Total Hours for the B.S. Accounting Program	80-82	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

Bachelor of Arts in Accounting

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Bachelor of Arts Requirements	12	
Students completing the Bachelor of Arts option (B.A.) must complete either:		
a. A declared academic minor other than a Business minor or		
b. Twelve credit hours of a single world language or		
c. Eight credit hours of a single world language and either:		
<ul style="list-style-type: none"> • credit hours of a Westminster May term study/cultural international experience or • four credits of an international study tour transferred from an accredited college or university. 		
See World Language Requirement for equivalencies, AP and CLEP credit policy.		
III. Major Requirements	28	
ACCT 350 Intermediate Accounting I	4	ACCT 213
ACCT 360 Intermediate Accounting II	4	ACCT 350
ACCT 374 Cost Accounting	4	ACCT 313
ACCT 405 Accounting Analytics Project	1	
ACCT 454 Auditing	4	ACCT 360
ACCT 471 Individual Income Tax I	3	ACCT 313
ACCT 472 Individual Income Tax II	1	ACCT 313
ACCT 495 Advanced Accounting	3	ACCT 360
BUSI 400 Data Analytics	4	BUSI 300
IV. Senior Capstone	4	
ACCT 467 Accounting Information Systems	4	ACCT 313 and BUSI 300
Total Hours for the B.A. Accounting Program	92-94	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper-division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

Recommended Plan of Study for Accounting (B.A. and B.S.)

Starting Business as a First-Year Student

	Fall Semester	Spring Semester
Year 1	WCORE 1 WCORE 2 BUSI 101A (LC) BUSI 101B (LC)	WCORE 3 WCORE 4 DATA 220 ACCT 213
Year 2	WCORE 5 ACCT 313 BUSI 200 ECON 253	ACCT 374 BUSI 225 ECON 263 BUSI 300
Year 3	ACCT 350 MKTG 300 MGMT 309 FINC 300	ACCT 360 BUSI 400 WCORE 6 BUSI 350 Language I (B.A.) Summer: ACCT 405 BUSI 440
Year 4	ACCT 454 ACCT 471 ACCT 467 Language II (B.A.)	ACCT 472 ACCT 495 Language III (B.A.)

BACHELOR OF BUSINESS ADMINISTRATION

Faculty

- Dax Jacobson

The Bachelor of Business Administration is a competency-based degree completion program that is designed for working professionals and highly motivated students who desire more flexibility in seeking degree completion without sacrificing the personal attention for which Westminster University is renowned. The BBA program is:

- **Competency-Based:** a student completes a total of five project sequences designed and sequenced specifically to measure student learning and accomplishment. Projects are designed to reflect real-world business applications and processes. Each project sequence is designed to be completed within one semester, meaning that the program can be completed in five semesters (approximately 20 months)†.
- **Practical Education:** A student combines his or her professional experience and ability with learning experiences and resources delivered online to master program competencies. Projects are then completed around a student's personal and professional schedule, making degree completion more flexible and convenient.
- **Faculty-Coached:** a student works directly with a full-time Westminster faculty member (on a customized, individual basis) to receive project guidance and feedback. Faculty members evaluate completed student projects to determine if project competencies and student mastery of learning outcomes is sufficiently demonstrated.

Students completing all program and university requirements earn a Bachelor of Business Administration (BBA) degree from Westminster University.† In order for a student to complete the BBA program in five semesters, the student must already have an associate's degree when entering the program and maintain good academic progress.

Program Goals

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

- **Communication.** Effectively communicate business concepts orally and in writing to faculty and business stakeholders.
- **Ethical decision-making.** Demonstrate an understanding of various ethical perspectives and use ethical and legal frameworks for decision-making.
- **Critical thinking.** Develop skills to analyze and solve complex managerial problems.
- **Leadership and collaboration.** Demonstrate how individual and group leadership contributes to organizational goals and outcomes.
- **Strategic perspective.** Demonstrate the cultural, legal, economic and geo-political forces that impact business strategies within national and international contexts.
- **Organizational performance.** Analyze and use accounting and financial information to articulate organizational performance for various stakeholders.
- **Market execution.** Identify and understand markets for an organization's goods and services, apply the activities that make up the value chain for those goods and services, and employ appropriate methodologies and techniques for ensuring product/service quality and speed to market.

Admissions and Financial Aid

Admission to the Bachelor of Business Administration program at Westminster's Bill and Vieve Gore School of Business is based on the evaluation of the application form, official transcripts from all higher education institutions attended, letter of recommendation, and letter of intent. Students may enter the program at the beginning of Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials with the transfer application form to the Office of Admissions:

- A completed transfer application.
- Official transcripts from all colleges and universities attended. Students who provide evidence of an associate's degree (A.A. or A.S.) from a regionally accredited college or university, or international college or university or who have 64 or more credit hours and a Letter of General Education Completion, or equivalent, from a regionally accredited Utah college or university will be exempted from the WCore graduation requirements.‡
- A letter of intent (500 words) detailing why you feel the Bachelors of Business Administration (BBA) program is a good fit.
- One reference letter, typed on letterhead from a supervisor, manager, professor, or other professional source in support of the students' ability to be successful in a low-residency, competency-based degree completion program.
- (Optional) Fenton Scholarship Application form which asks the following questions:
 - What led you to choose the BBA program at Westminster College?
 - How do you see the BBA program contributing to your academic and/or career goals?
 - Tell us about a challenge you faced and how you responded to that the challenge?
 - What is a new skill or experience you hope to leave college with?
 - What steps do you plan to take to ensure your success in the BBA program?

In certain cases, an interview with an admissions or program representative may be required prior to admission. When the application materials are complete, the application is reviewed by a committee and admission decisions are reported to the student. The application process can also be completed online by visiting the admissions website.

‡Students entering the program with an associate's degree are awarded the equivalent of 64 credit hours and, with the exception of the Engaging the World and senior capstone requirements, will have the WCore requirements fulfilled.

A student enrolled in this program is eligible for federal financial aid programs as described in the financial aid section of this catalog provided, they maintain satisfactory progress. A student is not eligible for institutional aid programs but is eligible for program specific scholarships. To be eligible for federal financial aid, a student must maintain enrollment and satisfactory progress as described. A student can also elect to participate in alternative loan programs as long as eligibility requirements are met. For more information about financial aid, please contact the student support staff or Financial Aid office.

A student is required to maintain satisfactory progress in the program in order to receive Title IV federal financial aid funds. For more information, students should consult the financial aids office.

Program Costs

Students enrolling in the BBA program during the 2022-2023 academic year will pay \$500 per credit hour. A total of 60 credit hours are required to complete the program for those with a completed AA or AS degree. Tuition includes all program costs including books (for BBA classes) and access to all program functions. The tuition price will remain fixed for five years, as long as the student progresses satisfactorily (i.e., by taking no more than two semesters off).

Degree Requirements

Undergraduate Requirements

Students in the BBA program are required to complete 124 credits for graduation in addition to all undergraduate requirements. Students entering the program with an associate's degree or certificate of completion from a regionally accredited institution will have all WCore requirements fulfilled except for engaging the world and senior capstone project.

The Projects

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

Faculty Coaching

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

Grading/Assessment Systems

When a student has completed a project, work is submitted to the Faculty Coach for evaluation according to the established project rubrics and learning outcomes. A student is given one of three assessments for each of the competencies related to the project assignment and for the overall project evaluation:

- **Exceeds** project competencies,
- **Meets** project competencies, or
- **Does Not Meet** on project competencies.

In all cases, the student is given substantial feedback by the Project Coach on project performance. In the case that an assessment of "Does Not Meet" is given, the student is allowed to use additional learning resources and value-added coaching feedback in order to resubmit the project assignment for additional evaluation.

For grading equivalency and transcript reporting, an "Exceeds" is equivalent to a letter grade of "A" and "Meets" is equivalent to a letter grade of "B".

Applied Learning Experiences

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

Academic Progress

A student can complete the requirements of the BBA program within five semesters. A student who, for whatever reason, does not enroll for two consecutive semesters or demonstrates satisfactory progress, must request reinstatement in the program, and will be subject to the tuition charges currently in effect. While students may manage their time during the semester to meet their personal and professional commitments, each project sequence must be completed within a semester. If, at the end of the semester, the project sequence is not completed or satisfactory progress requirements are not met, student may jeopardize their financial aid eligibility for subsequent semesters. Staying in constant contact with the student support staff and project coach helps to avoid potential financial aid and matriculation issues.

If a student, because of personal and professional life commitments, needs to take a semester off, they can do so by communicating with the student support staff. If students take two full semesters off without communicating with the student support staff, they may be withdrawn from the program and require readmission to be reinstated back into the BBA program.

Academic Suspension

A student who is unable to demonstrate mastery of the competencies of a particular project sequence after two full attempts will be asked to meet with their Project Coach. The Project Coach will work with the student to develop a realistic plan to identify those barriers that inhibit the student’s successful performance. This plan will then be engaged and the student will be given one additional attempt at completion. If the student is still unable to complete the project, the student may be suspended from the BBA program.

A student who is suspended from the program may reapply for admission after two semesters. A personal interview will be required before readmission is allowed, and if readmitted, the student will be able to reenter the program at the current year’s tuition rate. The student will work with his or her Project Coach to develop a specific progress plan. As long as the student fulfills the terms of the performance plan, the student will be allowed to complete the remaining program requirements.

Academic Standards

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

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

Graduation Requirements

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

- Complete all WCore or Honors College requirements or have previously completed an associate’s degree (A.A or A.S), or its equivalent, from a regionally accredited college or university, and fulfill the the engaging the world and senior capstone project WCore requirements.
- Complete 124 credit hours.
- Complete each project sequence with a minimum evaluation of “Meets” on all project assignments.
- Submit an e-portfolio that demonstrates evidence of university-wide and program learning goals, including a final reflection.
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS), during Project Sequence 5.

A student should consult with the assigned project coach or the student support staff regarding graduation requirements.

BBA Program Requirements

Requirement Description	Credit Hours	Prerequisites
Sequence I: Professional Development	12	Semester 1
BBA PRJ1.1 My Project and Program Plan	2	
BBA PRJ1.2 My Ethical Perspective	2	
BBA PRJ1.3 My Organization	2	
BBA PRJ1.4 Balanced Scorecard Analysis	2	

Requirement Description	Credit Hours	Prerequisites
BBA PRJ1.5 External Environment	2	
BBA PRJ1.F CEO for a Day	2	
Sequence 2: Competitive Analysis	12	Semester 2
BBA PRJ2.1 Consumer Profile	2	
BBA PRJ2.2 Product and Price	2	
BBA PRJ2.3 Market Research	2	
BBA PRJ2.4 Targeting and Segmentation	2	
BBA PRJ2.5 Tactical Execution	2	
BBA PRJ2.F Global Consciousness	2	
Sequence 3: Enterprise Performance	12	Semester 3
BBA PRJ3.1 Organizational Performance	2	
BBA PRJ3.2 Systems Analysis and Design	2	
BBA PRJ3.3 Preparing a Feasibility Study	2	
BBA PRJ3.4 Company Financial Analysis	2	
BBA PRJ3.5 Industry Financial Analysis	2	
BBA PRJ3.F Financial Forecasting & Budgeting	2	
Sequence 4: Strategy and Leadership	12	Semester 4
BBA PRJ4.1 The Mission Statement	2	
BBA PRJ4.2 Industry Analysis	2	
BBA PRJ4.3 Internal Company Analysis	2	
BBA PRJ4.4 External Analysis	2	
BBA PRJ4.5 Executive Leadership & Team Evaluation	2	
BBA PRJ4.F Business Level Strategy & Sustainability	2	
Sequence 5: Business/Commercial Plan	12	Semester 5
BBA PRJ5.1 Industry & Company Analysis	2	
BBA PRJ5.2 Customer Analysis Marketing Plan	2	
BBA PRJ5.3 Comp Analysis Strategy Response	2	
BBA PRJ5.4 Company Operations Plan	2	
BBA PRJ5.5 Financial Plan	2	
BBA PRJ5.F Business Plan, Publ, Present	2	
Students will complete the Major Field Test in Business administered by the Educational Testing Service (ETS), during Project Sequence 5 Residency.		
Total Hours for the Bachelor of Business Administration Major (BBA)	60	

BUSINESS COMPUTER INFORMATION SYSTEMS

Faculty

- Greg Gagne
- Helen Hu
- Kathryn Lenth
- Jingsai Liang
- Alysse Morton

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

Program Goals

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

Objectives

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

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

Program Requirements

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

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

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

Business Computer Information Systems Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	8	
Business Computer Information Systems majors must complete eight credit hours in a single world language.		
II. Prerequisite Programming Courses	4	
Take four credits from:		
CMPT 190 Learning to Code	2	CMPT 190 or prior programming experience Co-requisite CMPT 215
CMPT 210 Just Enough Java	2	
CMPT 201 Introduction to Computer Science	4	
Students with prior programming experience may apply any upper division CMPT coursework toward the Programming Course requirement.		
III. Lower Division Courses	20	
BUSI 101A Business Fundamentals I: Communicating	3	MATH 101 or above
BUSI 101B Business Fundamentals I: Calculating	3	
BUSI 101C Business Fundamentals I: Company Lab	0	

Requirement Description	Credit Hours	Prerequisites
CMPT 202 Introduction to Data Structures	4	CMPT 201 or CMPT 210
ACCT 213 Financial Accounting	3	BUSI 101A, BUSI 101B
DATA 220 Introduction to Statistics	4	
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
IV. Upper Division Courses	27	
BUSI 300 Information Technology	3	BUSI 101A and BUSI 101B and CMPT 190 or CMPT 201*
BUSI 400 Business Analytics**	4	BUSI 300
BUSI 405 Business Analytics Project	1	BUSI 400; co- requisite CMPT 385
CMPT 307 Database Systems	4	CMPT 202
CMPT 322 Software Engineering	4	CMPT 307
CMPT 385 Senior Project Proposal Writing	11	CMPT 322
CMPT 390 Senior Capstone	2	CMPT 385, BUSI 400
MGMT 305 Principles of Management	4	BUSI 101A, BUSI 101B
Complete one of the following: 4		
DATA 350 Statistical Modeling	4	DATA 220
DATA 360 Data Science with Python	4	DATA 220, CMPT 190 or CMPT 202
V. Electives	10	
CMPT 300/400 course (excluding May Term)		
Business Electives: Complete two of the following: 6		
ACCT 313 Managerial Accounting	3	ACCT 213
ECON 263 Elementary Microeconomics	3	MATH 101 or above
FINC 300 Business Finance	3	ACCT 213, BUSI 101A, BUSI 101B, CMPT 190 or CMPT 201*
MGMT 309 Operations Management	3	BUSI 101A, BUSI 101B, CMPT 190 or CMPT 201*
MKTG 300 Principles of Marketing	3	BUSI 101A and BUSI 101B
Total Hours for BCIS Major	69	

*Students may also take CMPT 190 and 210 in lieu of CMPT 201.

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

Recommended Plan of Study for BCIS

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

For language 1 & language 2, choose from SPAN 110 & 111, LATN 110 & 111, JAPN 110 & 111, FREN 110 & 111, or CHIN 110 & 111.* Must complete two of the following business electives: ACCT 313, MGMT 309, MKTG 300, ECON 263, or FIN 300. These should be taken before BUSI 405.

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

BUSINESS MINOR

Students in non-business majors (including B.A. Economics) can elect to complete a business minor in order to develop business acumen. Students interested in adding a minor in business to their academic programs are encouraged to contact a faculty advisor in business to discuss how the minor can assist them in achieving their career goals.

The minor in business is designed to:

- Give students a cross-functional understanding of the business environment.
- Develop understanding of the basic economic, finance, marketing, and management issues facing the firm.

Program Requirements

To fulfill requirements for a minor in business, students must complete the courses listed below. Students must maintain a 2.3 GPA in courses required for the business minor.

Business Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	28	
ACCT 213 Financial Accounting	3	BUSI 101A and 101B
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A and 101B
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A and 101B
MKTG 300 Principles of Marketing	3	BUSI 101A and 101B
Total Hours for Business Minor	28	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

ECONOMICS

Faculty

- Michael Mamo (Chair)

Program Goals

The Economics Program offers a major and a minor in economics, which prepares students for careers in government, business, banking, and finance. The majors also provide an excellent foundation for graduate work in economics, law, business, philosophy, history, and the social sciences. Students in the Economics Program select a program of study leading to a Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree.

- **The Bachelor of Science Degree in Business Economics** emphasizes the close relationship between economics and business and is designed for students who seek an economics degree integrated with a strong foundation in business fundamentals.
- **The Bachelor of Arts Degree in Economics with a Liberal Arts Concentration** incorporates a significant liberal arts component emphasizing the close relationship between economics and the liberal arts. Students may tailor their major to their interests by either completing a minor in the liberal arts or completing a foreign language component along with additional liberal arts courses chosen in consultation with the Economics faculty and approved by the program director. The courses chosen need not be restricted to one discipline.

All students majoring in Economics can:

- Assemble, analyze, and interpret empirical evidence and communicate outcomes effectively in written and verbal forms
- Analyze economic, social, and business problems and recommend courses of action while recognizing the role of assumptions and the limitations of economic analysis
- Demonstrate appreciation of the historical, cultural, and institutional foundations of the economy
- Demonstrate understanding of the policy implication of economic theories
- Demonstrate an appreciation of how the social sciences, history, and philosophy contribute to an understanding of economics

Students with a strong interest in Economics are invited to join the Westminster Chapter of Omicron Delta Epsilon. Membership is open to students who have completed at least 12 credit hours in Economics with a minimum 3.0 GPA in Economics and 3.2 in their overall GPA.

Students who wish to participate in the MBA Program for Westminster Graduates should consider only the Bachelor of Science in Business Economics and apply for admission to the MBA program during their senior year. Students are encouraged to meet with their program advisor for specific requirements. Information on the MBA program admission requirements is found in the MBA section of this catalog.

Program Requirements

To fulfill requirements for a major in Economics, students must complete the courses listed below. Students must maintain a 2.3 GPA in courses required for the Economics major. Students who major in the B.S. in Business Economics degree are also required to complete the Educational Testing Service (ETS) Major Field Test in Business before they are eligible to graduate. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

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

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

Undergraduate Business Core

Students in all business majors (with the exception of B.A. Liberal Arts Concentration in Economics) are required to complete a common undergraduate Business Core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: lower-division core requirements and upper-division core requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their program of study. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

Bachelor of Science in Business Economics

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Core Lower Division Courses	25	
ACCT 213 Financial Accounting	3	BUSI 101A and BUSI 101B
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	

Requirement Description	Credit Hours	Prerequisites
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A and BUSI 101B
BUSI 225 Business Law and Ethics	3	BUSI 101A and BUSI 101B
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300.
BUSI 440 BUSI 441 BUSI 442 Business Fundamentals III: Internship Business Practicum Business Portfolio	1-8 2-4 2	BUSI 350, junior or senior standing, and signed approval from the Practice/ Exp Director.
Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442.		
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A and BUSI 101B
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing		BUSI 101A and BUSI 101B
II. Upper Division Required Courses	22	
ECON 317 Macroeconomics Theory	4	ECON 253, 263; DATA 150 or 220.
ECON 318 Microeconomics Theory	4	ECON 253, 263; DATA 150 or 220.
ECON 499 Econometrics	4	ECON 253, 263; DATA 150 or 220.
Upper Division Electives 4		
III. Senior Capstone	4	
ECON 485 Senior Seminar in Economics Economics students are required to complete the ETS exam, which is generally administered in BUSI 350. If students take ECON 485 instead of BUSI 350, please contact the Gore School of Business Administrative Office to schedule the exam. Learn more about ETS.	4	Economics majors: ECON 317, 318 International Business majors: completion of the upper division required international courses or by instructor approval
Total Hours for the B.S. in Business Economics	68-70	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

*Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Recommended Plan of Study for Business Economics (B.S.)

Starting Business Economics as a First-Year Student

	Fall Semester	Spring Semester
Year 1	WCORE 1 WCORE 2 BUSI 101A (LC) BUSI 101B (LC)	WCORE 3 WCORE 4 DATA 220 BUSI 225
Year 2	WCORE 5 WCORE 6 BUSI 200 ECON 253	ECON 263 MKTG 300 ACCT 213 MGMT 305
Year 3	ACCT 313 BUSI 300 FINC 300 ECON 317	BUSI 350 ECON 318 MGMT 309
Year 4	BUSI 440, 441 or 442 ECON 499 Upper Division Elective	ECON 485

Starting Business Economics as a Sophomore

	Fall Semester	Spring Semester
Year 1	WCORE 1 WCORE 2 WCORE 3	WCORE 4 WCORE 5 WCORE 6
Year 2	BUSI 101A BUSI 101B ECON 253 DATA 220	BUSI 200 BUSI 225 ECON 263 MKTG 300
Year 3	ACCT 213 ECON 317 FINC 300 MGMT 305	ACCT 313 BUSI 300 MGMT 309 ECON 318
Year 4	BUSI 440, 441 or 442 ECON 499 Upper Division Elective BUSI 350	ECON 485

Bachelor of Arts in Economics - Liberal Arts Concentration

Students completing the Bachelor of Arts in Economics with Liberal Arts Concentration do not complete the Undergraduate Business Core in Business.

Requirement Description	Credit Hours	Prerequisites
I. Bachelor of Arts - Liberal Arts	20	
<p>Students completing the Liberal Arts Concentration must complete either:</p> <p>(a) A declared academic minor from the College of Arts and Sciences (a Business minor is not eligible for this requirement) or</p> <p>(b) Twelve credit hours of a single world language and an additional eight hours of upper division liberal arts courses or</p> <p>(c) Eight credit hours of a single world language and an additional eight hours of upper division liberal arts courses, and either:</p> <ul style="list-style-type: none"> • Four credit hours of a Westminster May Term Study Experience or • Four credit hours of an international study tour transferred from an accredited college or university. <p>NOTES:</p> <ul style="list-style-type: none"> • See World Language Requirement for equivalencies, AP and CLEP credit policy. 		

Requirement Description	Credit Hours	Prerequisites
<ul style="list-style-type: none"> Students who plan on pursuing a Ph.D. in economics or related fields are strongly advised to choose option (a) with a minor in Data Science, Mathematics, or Applied Mathematics. The eight additional hours required under (b) or (c) should be chosen from the following disciplines: Computer Science, Data Science, Environmental Studies, History, Justice Studies, Mathematics, Philosophy, Political Science, Psychology, or Sociology. 		
II. Lower Division Courses	10	
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
III. Upper Division Required Economics and Related Courses	32-34	
ECON 317 Macroeconomics Theory	4	ECON 253, 263; DATA 150 or 220.
ECON 318 Microeconomics Theory	4	ECON 253, 263; DATA 150 or 220.
BUSI 440 Internship (for all business majors, BUSI 440 or BUSI 441 or BUSI 442 is required)	2-4	ECON 253, 263; junior/senior standing, see description
ECON 499 Econometrics	4	ECON 253, 263; DATA 150 or 220
Upper Division Electives (as approved by advisor) 8		
IV. Senior Capstone	4	
ECON 485 Senior Seminar in Economics	4	ECON 499 or concurrent enrollment in ECON 317 or 318
Total Hours for the B.A. Economics- Liberal Arts	56-58	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement. *Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

Recommended Plan of Study for Economics (B.A.) - Liberal Arts

In order to complete all major requirements, Economics majors should plan to take economics and liberal arts courses in the following stages, subject to scheduling and availability constraints, in conjunction with other required courses and electives.

	Fall Semester	Spring Semester
Year 1	ECON 253 MATH 144 Language I or Minor Requirement	ECON 263 DATA 220 Language II or Minor Requirement
Year 2	ECON 317 Language III or Minor Requirement	ECON 311 ECON 318 Liberal Arts Elective or Minor Requirement
Year 3	ECON 499 Upper Division Elective	Liberal Arts Elective or Minor Requirement
Year 4	BUSI 440, 441 or 442 Upper Division Elective	ECON 485

Economics Minor

The minor in Economics meets the needs of students at the university who seek a basic foundation in economic analysis, with formal recognition of this on their transcript, but who are unable to complete the major. The Economics minor requires only 20 hours of coursework in intermediate and principles of economics. Most Business majors will have already taken the principles classes that are prerequisites for the intermediate courses. The minor offers training in economic theory through the intermediate level. The Economics minor should be attractive for students in other business majors as well as the social sciences. It is also ideal for students preparing for an MBA program, preparing for law school, or preparing for careers in nonprofits.

Requirement Description	Credit Hours	Prerequisites
I. Requirement Description	20	
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
ECON 317 Macroeconomic Theory	4	ECON 253, 263; DATA 150 or 220.
ECON 318 Microeconomic Theory	4	ECON 253, 263; DATA 150 or 220.
Six additional upper division elective hours (as approved by advisor) 6		
Total Hours for the Economics Minor	20	

Note: Students pursuing a minor in Economics with a major in another Gore School of Business program cannot use their ECON electives in both programs.

ENTREPRENEURSHIP MINOR

Faculty

- Dax Jacobson, Academic Advisor

Students in any major across campus can elect to complete an entrepreneurship minor in order to learn the art and science of starting your own business. Students interested in adding a minor in entrepreneurship to your academic programs are encouraged to contact a faculty advisor in entrepreneurship to discuss how this minor can assist you in achieving your career goals.

Course work required in the Entrepreneurship Minor cannot be used again as electives in Management, Marketing or other majors. *Only course work that is required in **both** programs can be used twice* (e.g., ACCT 213).

The minor in entrepreneurship is designed to:

- Help students learn to think in highly unstructured and ambiguous situations where you learn from feedback, including failure.
- Equip students with the unique set of skills related to conceptualizing, planning, testing, and launching a new enterprise.

To fulfill requirements for a minor in entrepreneurship, students must complete the courses listed below. Students must maintain a 2.3 GPA in courses required for the entrepreneurship minor.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	24	
ACCT 213 Financial Accounting	3	BUSI 101A/B/C
COMM 326 Introduction to Web Writing and Design	4	
FINC 410 Raising Money for New Business	2	
MGMT 310 The Entrepreneurial Mindset	2	
MGMT 311 Business Model Development	2	
MGMT 411 Managing Growth	2	
MKTG 300 Principles of Marketing	3	BUSI 101A/B/C
MKTG 303 Professional Selling	4	MKTG 300
MKTG 305 Entrepreneurial Marketing	2	
Total Hours for the Entrepreneurship Minor	24	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper-division (300-level or above). Students may need to take other courses to complete the university's credit hours requirement.

Please refer to the Undergraduate Degree Requirements section of this catalog for information about restrictions when completing a major and a minor or two majors.

FINANCE

Faculty

- Matt Crouse
- Richard Haskell
- Lauren Lo Re (Chair)

Program Goals

The Finance Program offers a major leading to a Bachelor of Science or Bachelor of Arts degree that will prepare students for career options in corporate finance, international finance, new venture financing, investments, banking, consulting, or business financial planning. The theoretical and practical aspects of finance are integrated to provide students with critical thinking skills and analytical tools as a foundation for life-long learning. Students completing a Bachelor of Science degree in Finance should:

- Explain the firm's financial structure and the role of finance in maximizing a firm's value.
- Use financial theories, practices, analytical tools, and models for making critical decisions.
- Develop solutions to complex financial problems.
- Communicate complex financial concepts, analyses, strategies and decisions.
- Develop ethical awareness.

Program Requirements

To fulfill the requirements for the major in Finance, students must complete the courses outlined below and maintain a minimum 2.3 GPA in all coursework required by the program. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate (exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical).

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

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

Undergraduate Business Core

Students in all business majors (with the exception of some economics programs) complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

Requirement Description	Credit Hours	Prerequisites
I. Core Lower Division Courses	25	
ACCT 213 Financial Accounting	3	BUSI 101A/101B/101C
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A/101B/101C
BUSI 225 Business Law and Ethics	3	BUSI 101A/101B/101C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
II. Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. Learn more about ETS.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300;

Requirement Description	Credit Hours	Prerequisites
BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio Transfer students must complete a minimum of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442.	1-8 2-4 2	MGMT 305, MGMT 309; MKTG 300 BUSI 350, junior or senior standing, and signed approval from the Practice/ Exp Director
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A/101B/101C
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing	3	BUSI 101A/101B/101C
Total Hours for the Program	48-50	

Bachelor of Science in Finance

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Major Requirements	15	
FINC 200 Introduction to Investing: A Course for Everyone	3	
FINC 305 Investment and Analysis -- offered Spring	4	FINC 300
FINC 309 Concepts and Applications of Corporate Finance -- offered Fall	4	FINC 300
FINC 405A Investment Strategies and Applications I -- offered Fall	2	FINC 305
FINC 405B Investment Strategies and Applications II -- offered Spring	2	FINC 405A
III. Elective	4	
Students will select one 4 credit hour course from the following:		
BUSI 400 Business Analytics -- offered Spring	4	
ECON 499 Econometrics -- offered Fall	4	ECON 253 or 263; DATA 150 or 220
IV. Senior Capstone	4	
FINC 495 Finance Capstone	4	FINC 305, 309, senior standing
Total Hours for the B.S. Finance Program	71-73	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement.

Bachelor of Arts in Finance

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Major Requirements	15	
FINC 200 Introduction to Investing: A Course for Everyone	3	
FINC 305 Investment and Analysis -- offered Spring	4	FINC 300
FINC 309 Concepts and Applications of Corporate Finance -- offered Fall	4	FINC 300
FINC 405A Investment Strategies and Applications I -- offered Fall	2	FINC 305
FINC 405B Investment Strategies and Applications II -- offered Spring	2	FINC 405A
III. Elective	4	
Students will select one 4 credit hour course from the following:		
BUSI 400 Business Analytics -- offered Spring	4	
ECON 499 Econometrics -- offered Fall	4	ECON 253 or 263; DATA 150 or 220
IV. Senior Capstone	4	
FINC 495 Finance Capstone	4	FINC 305, 309, senior standing
Total Hours for the B.S. Finance Program	71-73	

Note: All students must complete 124 hours of coursework to graduate, 30 hours of which must be upper division (300 level or above). Students may need to take other courses to complete the university hours requirement.

Recommended Plan of Study (B.A. and B.S.)

Starting Business as a First-Year Student

	Fall Semester	Spring Semester
Year 1	WCore 1 WCore 2 BUSI 101A/101B/101C (LC)	WCore 3 WCore 4 ACCT 213 DATA 220
Year 2	WCore 5 FINC 200 (WCSAM) BUSI 200 BUSI 225 ECON 253	ACCT 313 BUSI 300 ECON 263 FINC 300 MGMT 305
Year 3	FINC 309 MKTG 300 ECON 499 Language I (B.A.)	BUSI 350 FINC 305 BUSI 400 Language II (B.A.)
Year 4	MGMT 309 FINC 405A Language II (B.A.)	FINC 405B FINC 495 BUSI 440, 441, or 442

Starting Business as a Sophomore

	Fall Semester	Spring Semester
Year 1	WCore 1 WCore 2 FINC 200 (WCSAM)	WCore 4 WCore 5 WCore 6
Year 2	ACCT 213 BUSI 101A/101B/101C ECON 253 DATA 220	BUSI 200 BUSI 225 ECON 263 FINC 300 MGMT 305
Year 3	ACCT 313 BUSI 300 FINC 309 ECON 499	MKTG 300 FINC 305 BUSI 400 Language I (B.A.)
Year 4	MGMT 309 BUSI 350 FINC 405A Language II (B.A.)	FINC 405B FINC 495 BUSI 440, 441, or 442 Language III (B.A.)

INTERNATIONAL BUSINESS**Faculty**

- Susan Arsht
- Michael Mamo (Chair)

Program Goals

The major in International Business leading to a Bachelor of Arts degree emphasizes specialized skills and knowledge necessary for success in the global environment. This program prepares students for the complex requirements of international business: technical and functional competence, world languages, cultural awareness and sensitivity, familiarity with international institutions, and the conduct of global business. A major strength of the International Business program is the combination of general and international business coursework with intensive language and cultural studies.

Students completing the bachelor degree in international business will:

- Recognize the fundamental economic forces that shape a country's stake in the global economic order; establish the implications for national and business policy of the international economy.
- Evaluate the financial risks of doing business in a specific country.
- Create an effective business plan for a new country entry.
- Effectively communicate across different cultures.

Program Requirements

To fulfill the requirements for the Bachelor of Arts in International Business, students must complete the courses outlined below. Students must maintain a minimum 2.3 GPA in business program coursework to be eligible for a Bachelor of Arts in International Business. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate (exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical).

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

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

Undergraduate Business Core

Students in all business majors (with the exception of some economics programs) complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

Requirement Description	Credit Hours	Prerequisites
I. Core Lower Division Courses	25	

Requirement Description	Credit Hours	Prerequisites
ACCT 213 Financial Accounting	3	BUSI 101A/B/C
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A/B/C
BUSI 225 Business Law and Ethics	3	BUSI 101A/B/C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
II. Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. Learn more about ETS.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300.
BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio	1-8 2-4 2	BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director.
Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442*		
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A/B/C
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing	3	BUSI 101A/B/C
Total Hours for the Program	48-50	

*International Business majors may alternatively complete ECON 485 Senior Seminar or BUSI 485 Senior Seminar.

Bachelor of Arts in International Business

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Bachelor of Arts Requirements	12	
Students completing the Bachelor of Arts option (B.A.) must complete: <ul style="list-style-type: none"> Twelve credit hours of a single world language Alternatively, students can fulfill the world language requirements by completing eight credit hours of single world language and either:		

Requirement Description	Credit Hours	Prerequisites
A. Four credit hours of a Westminster May term study/cultural international experience OR B. Four credits of an international study tour transferred from an accredited college or university. NOTE: See World Language Requirement for equivalencies, AP and CLEP credit policy.		
III. Upper Division Required International Courses	12	
ECON 319 International Economics	4	ECON 253, 263, and either DATA 150 or 220
FINC 435 International Finance	4	FINC 300
MGMT 400 Global Business Strategy	4	MKTG 300 or MGMT 305
IV. Electives	3-4	
Choose 3-4 credit hours from the following: International Study Tour/Trip 4 Approved International Special Topics courses 3-4 Two 2-credit-hour International May Term courses 4 Or other upper division electives as approved by advisor		
Total Hours for the International Business Major	64	

Recommended Plan of Study

Starting Business as a First-Year Student

	Fall Semester	Spring Semester
Year 1	WCORE 1 BUSI 101A (LC) BUSI 101B (LC) Language I	WCORE 2 DATA 220 ECON 253 Language II
Year 2	WCORE 3 WCORE 4 BUSI 225 Language III	BUSI 200 ECON 263 MGMT 305 MKTG 300 ACCT 213
Year 3	Semester Abroad OR Elective	ACCT 313 MGMT 309 FINC 300 BUSI 300 ECON 319
Year 4	BUSI 350 WCORE 5 FINC 435 MGMT 400	WCORE 6 BUSI 440, 441 or 442

Starting Business as a Sophomore Student

	Fall Semester	Spring Semester
Year 1	WCORE 1 WCORE 2 WCORE 3 Language I	WCORE 4 WCORE 5 WCORE 6 Language II
Year 2	BUSI 101A BUSI 101B BUSI 225 ECON 253 Language III	ACCT 213 BUSI 200 DATA 220 ECON 263 MKTG 300
Year 3	Semester Abroad Or Elective	ACCT 313 BUSI 300 FINC 300 MGMT 305 MGMT 309
Year 4	BUSI 350 FINC 435 MGMT 400	BUSI 440, 441 or 442 or ECON 485 ECON 319

MANAGEMENT

Faculty

- Michael Glissmeyer
- Vicki Graham
- Dax Jacobson
- Michael Keene (chair)
- Alysse Morton
- Brian Wierman

Program Goals

Students can complete a Bachelor of Science degree or a Bachelor of Arts degree in Management. The Management major is designed to prepare students to manage effectively in a wide variety of business organizations. The purpose of the major is to ensure that students (1) understand the field of management and the environmental and organizational context in which managers operate and (2) master the fundamental management principles and tools needed to assure their success as managers. Students majoring in Management can:

- Create an effective business plan for a new country entry.
- Motivate, coordinate, and lead others to excellent performance.
- Develop plans to lead an organization through a significant change effort.
- Effectively communicate across different cultures.

Program Requirements

To fulfill the requirements for a Management major, students must complete the courses outlined below. Students must maintain a minimum 2.3 GPA in business program coursework. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

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

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

Undergraduate Business Core

Students in most business majors, including management, complete a common undergraduate core designed to develop skills in all functional areas of business. There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

Requirement Description	Credit Hours	Prerequisites
I. Core Lower Division Courses	25	
ACCT 213 Financial Accounting	3	BUSI 101A/B/C
BUSI 101A Business Fundamentals I: Communicating	3	

Requirement Description	Credit Hours	Prerequisites
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A/B/C
BUSI 225 Business Law and Ethics	3	BUSI 101A/B/C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
II. Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core The ETS exam is administered in BUSI 350. Learn more about ETS.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300.
BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio	1-8 2-4 2	BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director.
Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442**		
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A/B/C
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing	3	BUSI 101A/B/C
Total Hours for the Program	48-50	

Bachelor of Science in Management

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Major Requirements	12	
MGMT 400 Global Business Strategy - offered spring	4	MKTG 300 or MGMT 305
MGMT 433 Organizational Behavior- offered fall	4	MGMT 305
MGMT 460 Organizational Change and Advanced Management- offered fall	4	MGMT 305
III. Electives	4	
Four hours of electives are required from the following:		

Requirement Description	Credit Hours	Prerequisites
MGMT 310 The Entrepreneurial Mindset (not available as an elective for entrepreneurship minors)	2	
MGMT 311 Business Model Development (not available as an elective for entrepreneurship minors)	2	
MGMT 411 Managing Growth (not available as an elective for entrepreneurship minors)	2	
And/or other upper division electives as approved by advisor 2-4		
IV. Senior Capstone	4	
MGMT 450 Advanced Strategic Planning- offered spring	4	MGMT 305
Total Hours for the B.S. Management Program	68-70	

Bachelor of Arts in Management

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Bachelor of Arts Requirements	12	
Students completing the Bachelor of Arts option (B.A.) must complete either: <ol style="list-style-type: none"> A declared academic minor other than a Business minor (Economics, Entrepreneurship, and Sports Management cannot be used) or Twelve credit hours of a single world language; or Eight credit hours of a single world language, and either: <ul style="list-style-type: none"> Four credit hours of a Westminster May term study/cultural international experience, or Four credits of an international study tour transferred from an accredited college or university. See World Language Requirement for equivalencies, AP and CLEP credit policy.		
III. Upper Division Required Courses	12	
MGMT 400 Global Business Strategy- offered spring	4	MKTG 300 or MGMT 305
MGMT 433 Organizational Behavior- offered fall	4	MGMT 305
MGMT 460 Organizational Change and Advanced Management- offered fall	4	MGMT 305
IV. Senior Capstone	4	
MGMT 450 Advanced Strategic Planning- offered spring	4	MGMT 305
Total Hours for the B.A. Management Program	76-78	

Recommended Plan of Study

Starting Business as a First-Year Student

	Fall Semester	Spring Semester
Year 1	BUSI 101A BUSI 101B BUSI 101C DATA 220 WCore 1	ACCT 213 BUSI 200 BUSI 225 WCore 2
Year 2	ECON 253 MGMT 305 WCore 3 WCore 4	ACCT 313 ECON 263 MKTG 300 WCore 5
Year 3	BUSI 300 FINC 300 MGMT 309 MGMT 433 Language I (B.A.)	BUSI 350 MGMT 400 MGMT Elective (B.S.) WCore 6 Language II (B.A.)
Year 4	MGMT 460 Language III (B.A.)	BUSI 440, 441, or 442 MGMT 450 WCore Engaging the World

Starting Business as a Sophomore

	Fall Semester	Spring Semester
Year 1	WCORE 1 WCORE 2 WCORE 3	WCORE 4 WCORE 5 WCORE 6
Year 2	BUSI 101A BUSI 101B BUSI 101C ACCT 213 DATA 220 ECON 253	ACCT 313 BUSI 200 BUSI 225 ECON 263 MKTG 300
Year 3	BUSI 300 FINC 300 MGMT 305 MGMT 309 Language I (B.A.)	BUSI 350 MGMT 400 MGMT Elective (B.S.) Language II (B.A.)
Year 4	MGMT 433 MGMT 460 Language III (B.A.)	BUSI 440, 441, or 442 MGMT 450 WCore Engaging the World

MARKETING

Faculty

- Brian Jorgensen
- Michael Keene (chair)
- Nancy Panos Schmitt

Program Goals

Students can complete a Bachelor of Science degree or a Bachelor of Arts degree in Marketing. The Marketing major is designed to prepare students to deliver marketing results in a variety of organizations. The major will ensure that students (1) understand the field of marketing and (2) master the fundamental marketing principles and tools necessary to assure success as marketers. Students completing majors in Marketing can:

- Analyze the competitive environment and the firm's positioning to develop successful advertising campaigns.
- Demonstrate effective selling skills.
- Use a variety of quantitative and qualitative market research methods for marketing decision-making.
- Prepare a successful marketing plan for changing environments.

Program Requirements

To fulfill the requirements for the Marketing major, students must complete the courses outlined below. Students must maintain a minimum 2.3 GPA in business program coursework. Students are also required to complete the ETS Major Field Test in Business before they are eligible to graduate. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

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

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

Undergraduate Business Core

Students in all business majors, including marketing, complete a common undergraduate core designed to develop skills in all functional areas of business.

There are two components to the common undergraduate core: the lower-division requirements, and the upper-division requirements. Since many of the lower-division core requirements are prerequisites for upper-division core requirements, students should work to complete lower-division courses early in their programs. Upper-division core requirements should be taken when prerequisites are met. Prerequisites are noted in the table below.

Requirement Description	Credit Hours	Prerequisites
I. Core Lower Division Courses	25	
ACCT 213 Financial Accounting	3	BUSI 101A/B/C
BUSI 101A Business Fundamentals I: Communicating	3	
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above
BUSI 101C Business Fundamentals I: Company Lab	0	
BUSI 200 Applied Business Math and Modeling	3	BUSI 101A/B/C
BUSI 225 Business Law and Ethics	3	BUSI 101A/B/C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
ECON 263 Elementary Microeconomics	3	MATH 101 or above
DATA 220 Introduction to Statistics	4	
II. Core Upper Division Courses	23-25	
ACCT 313 Managerial Accounting	3	ACCT 213
BUSI 300 Information Technology	3	BUSI 200
BUSI 350 Business Fundamentals II: Integrative Core. The ETS exam is administered in BUSI 350. Learn more about ETS.	2	ACCT 313; BUSI 225, 300; DATA 150 or 220; ECON 263; FINC 300; MGMT 305, MGMT 309; MKTG 300.
BUSI 440 or BUSI 441 or BUSI 442 Business Fundamentals III: Internship or Business Practicum or Business Portfolio	1-8 2-4 2	BUSI 350, junior or senior standing, and signed approval from the Practice/Exp Director.
Transfer students must complete a min. of 15 Westminster credit hours or obtain permission of instructor prior to completing an internship for credit. All business majors are required to complete BUSI 440 or BUSI 441 or BUSI 442.		
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MGMT 305 Principles of Management	4	BUSI 101A/B/C
MGMT 309 Operations Management	3	BUSI 200
MKTG 300 Principles of Marketing	3	BUSI 101A/B/C
Total Hours for the Marketing Core Courses	48-50	

Bachelor of Science in Marketing

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Major Requirements	12	
MKTG 303 Professional Selling	4	MKTG 300
MKTG 428 Advertising	4	MKTG 303
MKTG 435 Marketing Research and Planning	4	MKTG 300 and DATA 150 or 220; senior standing
III. Electives	8	
Choose eight hours of elective coursework from the following:		
COMM 326 Introduction to Web Writing and Design	4	MGMT 305 or MKTG 300
MGMT 400 Global Business Strategy	4	
MKTG 305 Entrepreneurial Marketing -- not available as an elective for Entrepreneurship minors	2	
MKTG 412 Special Topics in Marketing	1-4	
MKTG 420 Consumer Behavior	4	MKTG 300
Or other upper division electives as approved by advisor		
IV. Senior Capstone	4	
MKTG 490 Senior Seminar in Marketing	4	MKTG 428
B.S. Marketing Program	72-74	

Bachelor of Arts in Marketing

Requirement Description	Credit Hours	Prerequisites
I. Undergraduate Business Core	48-50	
Please refer to Undergraduate Business Core for requirements.		
II. Bachelor of Arts Requirements	12	
Students completing the Bachelor of Arts option (B.A.) must complete either:		
a. A declared academic minor other than a Business minor (Economics, Entrepreneurship, and Sports Management cannot be used) or		
b. Twelve credit hours of a single world language; or		
c. Eight credit hours of a single world language, and either:		
<ul style="list-style-type: none"> • Four credit hours of a Westminster May term study/cultural international experience, or • Four credits of an international study tour transferred from an accredited college or university. 		
See World Language Requirement for equivalencies, AP and CLEP credit policy.		
III. Upper Division Required Courses	12	
MKTG 303 Professional Selling	4	MKTG 300
MKTG 428 Advertising	4	MKTG 303

Requirement Description	Credit Hours	Prerequisites
MKTG 435 Marketing Research and Planning	4	MKTG 300 and DATA 150 or 220; senior standing
IV. Electives	4	
COMM 326 Introduction to Web Writing and Design	4	MGMT 305 or MKTG 300
MGMT 400 Global Business Strategy	4	
MKTG 305 Entrepreneurial Marketing -- not available as an elective for Entrepreneurship minors	2	MKTG 300
MKTG 412 Special Topics in Marketing	1-4	
MKTG 420 Consumer Behavior	4	
Or other upper division electives as approved by advisor		
V. Senior Capstone	4	
MKTG 490 Senior Seminar in Marketing	4	MKTG 428
Total Hours for the B.A. Marketing Program	80-82	

Recommended Plan of Study

Starting Business as a First-Year Student

	Fall Semester	Spring Semester
Year 1	BUSI 101A BUSI 101B BUSI 101C DATA 220 WCore 1	ACCT 213 BUSI 200 BUSI 225 WCore 2
Year 2	ECON 253 MGMT 305 WCore 3 WCore 4	ACCT 313 ECON 263 MKTG 300 WCore 5
Year 3	BUSI 300 FINC 300 MGMT 309 WCore 6 (B.S.) Language I (B.A.)	BUSI 350 MKTG 303 MKTG Elective (B.S.) Language II (B.A.)
Year 4	MKTG 428 MKTG Elective WCore 6 (B.A.) Language III (B.A.)	MKTG 435 MKTG 490 BUSI 440, 441, or 442 WCore Engaging the World

Starting Business as a Sophomore

	Fall Semester	Spring Semester
Year 1	WCore 1 WCore 2 WCore 3	WCore 4 WCore 5 WCore 6
Year 2	BUSI 101A BUSI 101B BUSI 101C ACCT 213 DATA 220 ECON 253	ACCT 313 BUSI 200 BUSI 225 ECON 263 MKTG 300
Year 3	BUSI 300 FINC 300 MGMT 305 MGMT 309 Language I (B.A.)	BUSI 350 MKTG 303 MKTG Elective (B.S.) Language II (B.A.)
Year 4	MKTG 428 MKTG Elective Language III (B.A.)	BUSI 440, 441, or 442 MKTG 435 MKTG 490 WCore Engaging the World

SPORTS MANAGEMENT

Program Chair

- Nancy Panos Schmitt (Chair)

Program Learning Goals

Students with a major in sports management will be able to:

- Analyze the unique dynamics of the competitive environment in the sports industry
- Implement best practices in sports-related organizations
- Engage in professional and effective communication
- Demonstrate leadership, management and administrative principles and practices specific to the sports industry and management
- Develop strategies for beneficial change in accordance with rules and regulations of specific sport organizations

The sports management curriculum will also help students master the following university-wide learning goals:

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

Objectives

The program offers an academic major leading to a Bachelor of Science degree or a Bachelor of Arts degree.

Program Requirements

The program will require students to maintain a 2.3 GPA and earn a grade of C or better in all required courses. Students must meet the university-wide graduation requirements in addition to the sports management major requirements:

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

Bachelor of Science in Sports Management

Requirement Description	Credit Hours	Prerequisites
I. Lower-Division Requirements	26	
DATA 150 Data and Society	4	
BUSI 101A Business Fundamentals I: Communicating	3	Co-requisites: BUSI 101B and BUSI 101C
BUSI 101B Business Fundamentals I: Calculating	3	MATH 101 or above Co-requisites: BUSI 101A and BUSI 101C
BUSI 101C Business Fundamentals 1: Company Lab	0	Co-requisites: BUSI 101A and BUSI 101B
ACCT 213 Financial Accounting	3	BUSI 101A/101B/101C
BUSI 200 Business Math and Modeling	3	BUSI 101A/101B/101C
BUSI 225 Business Law	3	BUSI 101A/101B/101C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
HPW 255 Foundations of Sports Management	4	
II. Upper-Division Requirements	22-24	
HPW 345 Sports Law and Ethics	4	HPW 255
ECON 412S Sports Economics	2	ECON 253, MATH 101, ACCT 213
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
MKTG 300 Principles of Marketing	3	BUSI 101A/101B/101C
MGMT 305 Principles of Management	4	BUSI 101A/101B/101C
MGMT 422 Sports Management	2	MGMT 305
MKTG 422 Sports Marketing	2	MKTG 300
BUSI 440 2 internships, one sophomore year, one senior year (1-2) each Business Fundamentals: Internship	2-4	
III. Elective Requirements	8	
Choose 8 credits of course work from the list below:		
COMM 322 Multimedia Image Production	4	
COMM 326 Introduction to Web Writing and Design	4	
COMM 350 Organizational Communication	4	COMM 250
COMM 360 Race, Gender, Class and Media	4	
HPW 360 College Athletic Administration	4	HPW 255
MGMT 433 Organizational Behavior	4	MGMT 305
MKTG 303 Professional Selling	4	MKTG 300
IV. Senior Capstone	4	
SOC 330 Sports and Society (Spring - Odd years)	4	

Requirement Description	Credit Hours	Prerequisites
Total Hours for the B.S. Sports Management	60-62	

Bachelor of Arts in Sports Management

Requirement Description	Credit Hours	Prerequisites
I. Liberal Arts Requirements	12-20	
Students completing the Bachelor of Arts (B.A.) must complete either:		
(a) A declared academic minor other than a Business minor (Business, Economics and Entrepreneurship cannot be used) or		
(b) Twelve credit hours of a single world language or		
(c) Eight credit hours of a single world language and either:		
<ul style="list-style-type: none"> • Four credit hours of a Westminster May Term Study Experience or • Four credits of an international study tour transferred from an accredited college or university. 		
II. Lower Division Requirements	26	
ACCT 213 Financial Accounting	3	BUSI 101A/101B/101C
BUSI 101A Business Fundamentals: Communicating	3	Co-requisites: BUSI 101B and BUSI 101C
BUSI 101B Business Fundamentals: Calculating	3	MATH 101 or above Co-requisites: BUSI 101A and BUSI 101C
BUSI 101C Business Fundamentals: Company Lab	0	Co-requisites: BUSI 101A and BUSI 101B
BUSI 200 Business Math and Modeling	3	BUSI 101A/101B/101C
BUSI 225 Business Law	3	BUSI 101A/101B/101C
ECON 253 Elementary Macroeconomics	3	MATH 101 or above
DATA 150 Data and Society	4	
HPW 255 Foundations of Sports Management	4	
III. Upper Division Requirements	22-24	
ECON 412S Sports Economics	2	ECON 253, MATH 101, ACCT 213
FINC 300 Business Finance	3	BUSI 200 and ACCT 213
HPW 345 Sports Law & Ethics	4	HPW 255
MGMT 305 Principles of Management	4	BUSI 101A/101B/101C
MGMT 422 Sports Management	2	MGMT 305
MKTG 300 Principles of Marketing	3	BUSI 101A/101B/101C
MKTG 422 Sports Marketing	2	MKTG 300
BUSI 440 2 internships, one sophomore year, one senior year (1-2) each Business Fundamentals: Internship	2-4	
IV. Electives	4	
Choose 4 hours of course work from courses below:		

Requirement Description	Credit Hours	Prerequisites
COMM 322 Multimedia Image Production	4	
COMM 326 Introduction to Web Writing and Design	4	
COMM 350 Organizational Communication	4	COMM 250
COMM 360 Race, Gender, Class and Media	4	
HPW 360 College Athletic Administration	4	HPW 255
MGMT 433 Organizational Behavior	4	MGMT 305
MKTG 303 Professional Selling	4	MKTG 300
V. Senior Capstone	4	
SOC 330 Sports and Society (Spring - Odd years)	4	
Total Hours for the Program	56-58	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	WCore 1 (4) WCore 2 (4) BUSI 101A (3) BUSI 101B (3) BUSI 101C (0) Elective Class* (1-2)	WCore 3 (4) WCore 4 (4) ECON 253 (4) Data 150 (3) Elective Class* (1)
Year 2	WCore 5 (4) WCore 6 (4) BUSI 200 (4) HPW 255 (4) Elective Class* (1)	HPW 345 (4) ACCT 213 (3) BUSI 225 (3) BUSI 440 (1-2)* MGMT 305 (4) Elective Class* (3-4)
Year 3	ECON 412S (2) FINC 300 (3) MKTG 300 (3) WCore Engaging the World (4) Sports MGMT elective (4)	MKTG 422 (2) MGMT 422 (2) Sports MGMT elective (4) (BS) Language 1 (BA) Elective Class* (4-8)
Year 4	BUSI 440 (1-2)* Language 2 (BA) Elective classes as needed* (9-11)	BUSI 440 (1-2)* SOC 330 (4) Language 3 (BA) Elective classes as needed*

*Extra hours can be obtained by increasing internship hours, adding a minor or taking classes for interest.

HONORS COLLEGE

THE HONORS COLLEGE

Richard Badenhausen, Dean
José Hernández Zamudio, Assistant Dean
Alicia Cunningham-Bryant, Director of Fellowship Advising

The Honors College provides intellectually curious students who wish to challenge themselves in a unique learning community an opportunity to satisfy all of their university-wide general education requirements through a specially designed, alternative pathway. By completing 6-8 seminars from a menu of interdisciplinary, team-taught Honors seminars focused on primary texts and seminar discussion, students earn either an Honors certificate or Honors degree. Because of the focus on sharpening communication skills, engaging materials from diverse perspectives, and confronting challenging ideas across periods and cultures, Honors students are prepared to be articulate and responsible members of society and defenders of their own ideas. Students who join the Honors College via the lateral entry option may also earn an Honors certificate upon completion of 4 seminars. The Honors College is a longtime member of the National Collegiate Honors Council (NCHC) and the Western Regional Honors Council (WRHC).

Referred to by one higher education leader as “one of the best in the United States,” the Honors College at Westminster offers one of the most comprehensive stand-alone, interdisciplinary, team-taught Honors curriculums in the country. The Honors College houses Westminster’s Fellowship Advising Office, which serves the entire campus. Approximately thirty professors from a wide range of disciplines regularly teach in the Honors College, and eight of them have won the Gore Excellence in Teaching Award, Westminster’s most prestigious award for faculty. Honors students are known for their service on and off campus, regularly serving as captains of athletic teams, student government leaders, and editors of Westminster publications like *The Forum* and *Ellipsis*, as well as volunteering at many local non-profits.

Faculty

Richard Badenhausen, Professor (Honors)
Russ Costa, Professor (Honors/Neuroscience)
Alicia Cunningham-Bryant, Associate Professor (Honors)
Connie Etter, Associate Professor (Honors/Justice Studies)
Nicholas Pollock, Assistant Professor (Honors/Geology)
Julie Stewart, Professor (Honors)

Affiliate Faculty

Kelly Asao (Psychology), Kara Barnette (Philosophy), Bill Bynum (Mathematics), Greg Gagne (Computer Science), Kellie Gerbers (Outdoor Education & Leadership), Julia Kamenetzky (Physics), Han Kim (Public Health), Matt Kruback (Art), Christopher LeCluyse (English), Nick More (Philosophy), Alysse Morton (Management), Jeff Nichols (History), Kristjane Nordmeyer (Sociology), Brent Olson (Environmental Studies), Michael Popich (Philosophy), Spencer Potter (Theatre), Sean Raleigh (Mathematics), Christy Seifert (Communication), Meghan Wall (Dance), John Watkins (Economics)

Program Goals

The mission of the honors university is to invite students into a challenging journey of developing their voices, sharing those voices, and learning to hear the voices of others. The following program-wide learning outcomes are housed under honors university core values:

Collective

- Compassion and empathy
 - Engage with a variety of sources, viewpoints, and individuals on topics related to diversity, equity, inclusion, and social justice, including sources that share the identity or identities being discussed.
 - Recognize how power, privilege, and bias impact relationships on interpersonal, intergroup, and institutional levels, historically and today.
 - Analyze the influence of power in U.S. and global contexts.
 - Discuss how culture shapes social justice.
- Community-centered conversation
 - Explain the context that informs the questions they ask.
 - Explain the implications of the questions they ask.
 - Engage in genuine conversation.
- Support and mentorship
 - Demonstrate self-awareness that facilitates collaboration with others.
- Connections across difference
 - Propose or participate in collective action against bias and injustice within and beyond the campus community.
 - Evaluate which collective strategies are most effective in challenging bias and injustice within and beyond the campus community.
 - Use language that recognizes, respects, and celebrates differences among group members.

Individual

- Academic and personal growth
 - Develop claims that emerge from analyzing relevant texts, evidence, data, and artifacts.
 - Utilize evidence in making written and oral arguments.
 - Reflect on learning and their role in that process.
 - Express themselves creatively beyond written and spoken media (i.e., visual, musical, etc.)
- Student empowerment
 - Examine the intersectionality of their identities in relation to structures of power (such “-isms” and “-obias” as racism and Islamophobia, for example).
 - Analyze the impact of bias and injustice in the world, historically and today.
 - Identify the contributions of figures, groups, events, strategies, philosophies, etc. to social justice and inclusion by structurally marginalized groups.
- Interdisciplinary inquiry
 - Integrate multiple disciplinary perspectives in their discourse.
 - Analyze complex texts and ideas.
 - Design an appropriate research model to answer complex questions.

- Curiosity and dedication
 - Demonstrate quantitative skills to ask and answer questions through data analysis.
 - Analyze data and evaluate sources independently.
 - Explore intellectual curiosity by taking a risk.

Admission to the Honors College

Students applying to the Honors College will be evaluated according to the following criteria: high school GPA and rigor of coursework, interest in the unique approach to learning in Honors, and the quality of a written statement. Current Westminster students who wish to transfer into the Honors College via the lateral entry pathway will have previous university work taken into consideration during the admissions process. Questions concerning the application process should be directed to the Dean of the Honors College.

Benefits of Participating in the Honors College

- *Academic distinction:* the Honors designation on the student's transcript shows graduate schools and employers that they have achieved academic success in rigorous classes. The challenging, comprehensive curriculum also helps students grow as thinkers, writers, and speakers.
- *Small class size:* Honors classes have an intimate, seminar-style feel and allow for close student-professor interactions and mentoring.
- *Excellent faculty:* eight Honors professors have won the university's Gore Excellence in Teaching award, Westminster's top recognition for faculty.
- *Enhanced support, advising, and mentoring:* first-year Honors students attend supplemental orientation activities to help ease the transition to university life, receive specialized advising from trained advisors, and meet weekly as a cohort during the fall term. Finally, incoming Honors students are grouped with peer mentors—upper-class Honors students with extensive experience at Westminster—who can help guide them during their first year at university.
- *Wellness programming:* Honors students learn mindfulness strategies from trained practitioners that equip them with tools to manage stress.
- *Interdisciplinary approaches:* the interdisciplinary nature of Honors seminars brings students and two faculty from different departments together to ensure an exciting class atmosphere that prepares students for the interdisciplinary approach of most top graduate programs and professional fields. It also helps students engage in a higher order of thinking because conversations across difference are especially challenging.
- *Alternative Gen Ed experience:* the Honors curriculum offers a unique learning experience that goes beyond the standard university general education classes in a series of specially designed seminars. Honors also offers students an efficient, flexible pathway through gen ed requirements that frees up time to fit in double majors, multiple minors, electives, extracurricular activities, intensive research projects, leadership opportunities, and other enhanced academic experiences.
- *Research opportunities:* the seminar-style approach to learning, the emphasis on writing and research in classes, and the program's support of outside research allow students to investigate their academic interests more fully and create opportunities for the presentation or publication of their work. The program awards independent summer research grants and provides funding to attend academic conferences.
- *Sense of community:* Honors students take core classes together and interact with Honors faculty and students through other academic and social events. This interaction helps establish a sense of belonging to the university community. The Honors College is housed in Nunemaker Place. Built in 1977, this architecturally striking building provides Honors students and faculty with a variety of distinctive spaces, including staff offices, meeting areas, and reading and study spaces. Located next to beautiful Emigration Creek, Nunemaker opens out onto a tree-lined patio where students and faculty can eat lunch, read, and relax.
- *Special study abroad opportunity:* Westminster's Honors College is a member of the Principia Consortium, which gives students access to a unique Honors educational experience at the University of Glasgow, Scotland. Honors students also have access to scholarship support for international MTSE classes.
- *Access to supplementary resources:* these resources include the Honors College listserv, Student Honors Council meetings, the Honors College newsletter, and special enriched learning experiences such as attendance at cultural events. Funding to attend and give papers at academic conferences, leadership training opportunities like the Student Honors Council, special recognition opportunities like the Nelson Creative Arts and Writing Awards, and opportunities to participate in special meetings with distinguished visiting scholars and lecturers are also included.
- *Fellowship Advising Office:* Westminster's Fellowship Advising Office, which serves the entire student body, is housed in the Honors College, ensuring that Honors students are introduced to a wide range of post-graduate fellowship opportunities like the Fulbright, Marshall, Gilman, and Truman scholarships among many others.
- *Commitment to diversity and inclusion:* the Honors College is guided by a robust diversity strategic plan. The Honors College was the first academic unit on campus to conduct a diversity climate survey and is a leader on campus in inclusive admissions strategies.

Participation in Honors College Courses by Non-Honors College Students

Any Westminster undergraduate in good standing with a 3.5 GPA or higher is eligible to enroll in 300- and 400-level Honors seminars. The Honors College is an active part of the larger university community and welcomes the energy, intellect, and diversity that students from different disciplines across the campus bring to Honors classes. Non-Honors College students enrolling in Honors seminars should check with their program chairs, since these classes will sometimes fulfill certain requirements in a student's own major. Participation in 200-level Honors seminars is restricted to students in the Honors College.

Continuation Policy: Criterion for Remaining in the Honors College

If an Honors College student falls below a 3.0 Westminster cumulative GPA, a period of two semesters will be used to allow the student to return to the minimum GPA for continued participation. Students who do not reach the 3.0 threshold after one year may petition the Honors Council to continue taking Honors classes.

Honors Degree Requirements

Students may complete the requirements below and be awarded a certificate recognizing this achievement contingent on Westminster graduation. Only one of the courses in Section III may be taken as credit/no credit (*does not apply to HON 201 or 202*). Upon completion of the Honors degree, major and/or minor, and graduation requirements, students will receive either an Honors Bachelor of Fine Arts, Honors Bachelor of Arts, or Honors Bachelor of Science depending on their major program of study.

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	12 or equivalent proficiency	
Honors Degree recipients must complete 3 semesters of university-level instruction in a single world language or the equivalent. Requirement can be satisfied by coursework or proof of proficiency. For example, an incoming student who begins in Spanish III and successfully completes that course will have satisfied the requirement. (May term study abroad trips may not be used to		

Requirement Description	Credit Hours	Prerequisites
satisfy this requirement.) Honors students may also demonstrate proficiency through 12 hours of CLEP, FLATS, or other proficiency exam credit in a single language. All coursework that meets this requirement must be taken for a letter grade.		
II. Lower Division Gateway Courses	8	
HON 201 Foundational Conversations I HON 202 Foundational Conversations II	4 4	These courses are taken consecutively in fall and spring terms, respectively.
III. Lower Division Courses	20	
Select five courses from:		
HON 211 Global Welfare & Justice	4	
HON 212 Arts & Performance	4	
HON 213 Environments & the Space of Art	4	
HON 221 Science as Knowledge	4	
HON 222 Science, Power & Diversity	4	
HON 231 Human Culture & Behavior	4	
HON 232 Data/Society/Decision-Making	4	
IV. Additional Coursework	4	
Students must complete 4 credit hours of additional coursework from a 200-level Honors seminar listed above, a 300/400-level Honors elective seminar, or an Honors May term course.		
V. Senior Project/Thesis	2	
Completion of a senior project in the student's major for a minimum of 2 credit hours. Students whose majors employ a practicum, internship, exhibition, or recital as the senior capstone experience must include a significant written component in which they reflect on that experience. All students completing a thesis or senior project for the Honors Degree must fill out the thesis topic approval and completion forms, which are available on the Honors website, and present their completed work in a public setting such as a regional academic conference, Westminster's undergraduate showcase, or some equivalent venue.		
VI. Honors Capstone	0-2	
Students completing senior projects in the major to satisfy requirements for the Honors Degree enroll in HON 403 during the semester(s) they are conducting that work. Students may take HON 403 for credit up to two (2) times.		
HON 403 Capstone Conversations	0-1	
Total Hours for the Honors Degree	46-48	

Honors Certificate Requirements – For Lateral Entry Students Only

Students who join the Honors College via the lateral entry option may complete four seminars in the Honors core sequence and be awarded a certificate recognizing this achievement contingent on Westminster graduation. *None* of these courses may be taken as credit/no credit.

Requirement Description	Credit Hours	Prerequisites
I. Lower Division Gateway Courses	10-12	
A minimum of two WCore courses (6-8 credit hours) or similar general education courses from a two- or four-year institution are required. All lateral entry students take HON 203 upon entry to the program:		
HON 203 Foundational Conversations III	4	
II. Lower Division Courses	16	
Select three courses from:		
HON 211 Global Welfare & Justice	4	

Requirement Description	Credit Hours	Prerequisites
HON 212 Arts & Performance	4	
HON 213 Environments & the Space of Art	4	
HON 221 Science as Knowledge	4	
HON 222 Science, Power & Diversity	4	
HON 231 Human Culture & Behavior	4	
HON 232 Data/Society/Decision-Making	4	
Total Hours for the Honors Certificate	22-24	

Honors Certificate Requirements – For Traditional Entry Students Only

Students may complete six seminars in the Honors sequence and be awarded a certificate recognizing this achievement (contingent on Westminster graduation). Only one of the courses in Section II may be taken as credit/no credit (*does not apply to HON 201 or 202*).

Requirement Description	Credit Hours	Prerequisites
I. Lower Division Gateway Courses	8	
HON 201 Foundational Conversations I	4	These courses are taken consecutively in fall and spring terms, respectively.
HON 202 Foundational Conversations II	4	
II. Lower Division Courses	16	
Select four courses from:		
HON 211 Global Welfare & Justice	4	
HON 212 Arts & Performance	4	
HON 213 Environments & the Space of Art	4	
HON 221 Science as Knowledge	4	
HON 222 Science, Power & Diversity	4	
HON 231 Human Culture & Behavior	4	
HON 232 Data/Society/Decision-Making	4	
Total Hours for the Honors Certificate	24	

Honors College Seminars Across Departments/Programs

Honors College seminars do not satisfy major/minor requirements or prerequisites except when completed by an Honors College student in the following cases:

- HON 201 and 202 *Foundational Conversations I & II* may be substituted for the WCFAH and Writing Emphasis prerequisites required for LMW 222 and 223 in the [Literature, Media, and Writing](#) program.
- HON 201 and 202 *Foundational Conversations I & II* may be substituted for any two 200 Level PHIL courses (excepting PHIL 201-202), or PHIL 102 and one 200 Level course. HON 203 *Foundational Conversations III* may be substituted for any 200 level PHIL course (excepting PHIL 201-202) or PHIL 102.
- HON 211 *Global Welfare and Justice* may be substituted in place of PLSC 106 *Explorations in Politics* as a lower-division requirement for the [Political Science](#) program.
- HON 212 *Arts and Performance* may be substituted for THTR 101 *Devised Theatre* as a lower-division requirement for the [Theatre](#) program.
- HON 213 *Environment and the Space of Arts* may count as an elective for the [Environmental Studies](#) program.
- HON 222 *Science, Power, and Diversity* may be substituted for PHIL 216 *Ethical Issues in Health and Healthcare* as a required prerequisite for the [Public Health](#) major.
- HON 222 *Science, Power, and Diversity* or HON 231 *Human Culture and Behavior* may be substituted for a WCSBS course option and prerequisite required for the [Public Health](#) and [Nursing](#) majors, respectively.
- HON 232 *Data/Society/Decision-Making* may be substituted for DATA 110 *Explorations in Data Science* required for the [Data Science](#) program or DATA 150 *Data and Society* required for the [undergraduate business core](#). Please note that this substitution may not apply well to [Economics](#) or [Marketing](#) as the programs strongly recommend DATA 220 in their undergraduate business core.
- HON 201 or 202 *Foundational Conversations I or II*, respectively, may be substituted for the WCore Writing Emphasis and/or prerequisite required for [nursing](#) majors.

HONORS COURSES

Course Descriptions

HON	201-202	Foundational Conversations I and II	4/4
This sequence guides students through the transition to university-level work by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each year by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of university, and life outside the classroom.			
HON	203	Foundational Conversations III	4
This seminar guides students who have entered the Honors College by lateral entry admission through the transition to Honors by engaging primary texts in literature, history, and philosophy from around the world and across epochs. Organized each term by a theme—e.g., authority and freedom, other worlds, friendship, crossing borders—the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of university, and life outside the classroom.			
HON	211	Global Welfare and Justice	4
Economic inequality continues to increase throughout the world, putting more human beings in poverty. The 21 st century poses a significant challenge therefore to political and economic institutions to deal effectively and justly with this increasing economic inequality-as-poverty. This course explores the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21 st century.			
HON	212	Arts and Performance	4
Using a multi-disciplinary approach that emphasizes direct artistic experiences, this course explores the <i>what</i> and the <i>why</i> of both arts and performance. As in the creation of art itself, this seminar engenders curiosity, considers context, welcomes risk-taking, and fosters an environment that leads to openness and depth of connection. Primary sources include the specific artistic interests of individuals within the class as well as a variety of arts events within the Westminister and Salt Lake communities. Firmly committed to the idea that being an educated, active, and fully alive individual requires engaging with and critically/creatively responding to the arts, we examine a wide variety of artistic works in the visual arts, music, dance/movement, drama/theatre, as we explore essential questions related to the arts, to creation, to life. Students develop a sense of openness to unexpected possibilities through the recognition of the place for the arts in their lives.			
HON	213	Environment and the Space of Art	4
This course explores the intersection of art and the environment across a broad understanding of each sphere. Faculty and students will explore primary texts and experiences that lend an understanding to our place within the arts (visual, literary, sound, performative) and environment (natural, constructed, scientific). Topics might include, for example, unexpected nature, ecosystems and creativity, environmental and cultural changes, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring these topics through field trips and study. Other learning activities—writing, conversation, and reflection—will offer students myriad ways to appreciate our place in environments and the space of art.			
HON	221	Science as Knowledge	4
When we hear someone say “That’s not science,” it sounds inherently dismissive. In this interdisciplinary seminar, we will discuss the special status often given to scientific knowledge relative to other forms of knowledge and explore the ways in which that status might help or hinder our ability to actually understand our universe. We will build on this discussion to critically evaluate the notions of certainty, authority, and progress that are often intertwined with scientific knowledge, as well as the degree to which scientific knowledge reflects the culture that develops it.			
HON	222	Science, Power, and Diversity	4
This seminar explores the relationship between scientific knowledge and power, especially as this relationship intersects with issues of diversity. Students will engage with major ideas and texts from the last century in the contemporary philosophy of science, science and cultural studies, and the natural and physical sciences. Epistemological and ethical issues in the production and dissemination of science knowledge are discussed, as are issues of race, gender, culture, and justice pertaining to science in society. Students will gain critical perspectives on popular contemporary scientific discourse by analyzing ideas from primary source texts, critical accounts of science, and scientific journalism.			
HON	231	Human Culture and Behavior	4
Why do people do the things they do as individuals, groups, or as a society? How does our culture and society shape human behavior? How does our behavior shape society? Are the answers to be found in genetics, socioeconomic status, gender, culture, and/or elsewhere? This seminar explores the intersection of human culture and behavior via the methods and perspectives of a variety of social science disciplines. The course examines topics as diverse as violence, law and crime, sexuality and sexual identity, and gender and racial injustice.			
HON	232	Data/Society/Decision-Making	4

We are surrounded by data. Even when we're unaware of it, data informs key systems upon which we rely: transportation, politics, computing, medicine, and commerce, just to name a few. In this course, we seek to develop an understanding of the nature of data—what it is, how it is gathered and stored, what it purports to measure, and what it actually measures. Quantitative tools are developed to analyze data while simultaneously exploring the value and limitations of such analysis. The ultimate goal is to connect data to the process of making decisions, with examples from a variety of fields used to illustrate its successes and failures.			
HON	300/400	Special Topics in Honors	1-4
These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be cross-listed with these seminars.			
HON	401	Directed Studies in Honors	1-4
A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Honors College and for student-initiated, interdisciplinary research projects. Prerequisite: consent of instructor(s), and Honors College dean.			
HON	402	Senior Project/Thesis	3
A self-directed project or thesis that covers a topic in the student's major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors College faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.			
HON	403	Capstone Conversations	0-1
This course provides a capstone experience that challenges students to reflect on the process of creating independent scholarship in an interdisciplinary learning context. Faculty and students will examine the diverse set of skills required to produce high quality independent scholarship, from the generation of project ideas, to project planning and implementation, to the presentation of their work in a variety of potential formats. At each meeting, students will discuss their progress and approaches to handling upcoming challenges on their independent capstone projects for their respective majors, receiving support, feedback, and input from their peers in other disciplines. In particular, cross-disciplinary conversations will encourage students to draw inspiration from colleagues in other fields and see how their research might have applicability to those fields. The capstone seminar will culminate with the presentation of their project to the Honors College and university communities. This course is repeatable for credit.			

HON-201: Foundational Conversations I (Min Credits: 4.00)

This sequence guides students through the transition to college-level work by engaging primary texts from around the world and across epochs. Organized each year by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

HON-202: Foundational Conversations II (Min Credits: 4.00)

This sequence guides students through the transition to college-level work by engaging primary texts from around the world and across epochs. Organized each year by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

HON-203: Foundational Conversations III (Min Credits: 4.00)

This seminar guides students who have entered the Honors College by lateral entry admission through the transition to Honors by engaging primary texts from around the world and across epochs. Organized each term by a theme-e.g., authority and freedom, other worlds, friendship, crossing borders-the class helps students learn to develop their own views of the works assigned through deep analysis, and to write about their thinking in reasoned, mature prose (through short weekly writings, longer essays, and lots of feedback). The course is conceived as a conversation among students and the two professors about provocative ideas and disciplines in dialogue. Overall, students learn the foundational thinking, writing, and speaking skills for future Honors College seminars, the rest of college, and life outside the classroom.

HON-211: Global Welfare and Justice (Min Credits: 4.00)

Economic inequality continues to increase throughout the world, putting more human beings in poverty. The 21st century poses a significant challenge therefore to political and economic institutions to deal effectively and justly with this increasing economic inequality-as-poverty. This course explores the political and economic literature on distributive and economic justice, from classical sources to more contemporary sources such as liberalism, Marxism, feminism and cosmopolitanism, to better understand how we might eradicate poverty and economic inequalities through just institutional changes in the 21st century.

HON-212: Arts and Performance (Min Credits: 4.00)

Using a multi-disciplinary approach that emphasizes direct artistic experiences, this course explores the what and the why of both arts and performance. As in the creation of art itself, this seminar engenders curiosity, considers context, welcomes risk-taking, and fosters an environment that leads to openness and depth of connection. Primary sources include the specific artistic interests of individuals within the class as well as a variety of arts events within the Westminster and Salt Lake communities. Firmly committed to the idea that being an educated, active, and fully alive individual requires engaging with and critically/creatively responding to the arts, we examine a wide variety of artistic works in the visual arts, music, dance/movement, drama/theatre, as we explore essential questions related to the arts, to creation, to life. Students develop a sense of openness to unexpected possibilities through the recognition of the place for the arts in their lives.

HON-213: Environments and the Space of Art (Min Credits: 4.00)

This course explores the intersection of art and the environment across a broad understanding of each sphere. Faculty and students will explore primary texts and experiences that lend an understanding to our place within the arts (visual, literary, sound, performative) and environment (natural, constructed, scientific). Topics might include, for example, unexpected nature, ecosystems and creativity, environmental and cultural changes, and the collateral ideas formed between art and nature. The state of Utah and the surrounding regions provide a remarkable backdrop for exploring these topics through field trips and study. Other learning activities-writing, conversation, and reflection-will offer students myriad ways to appreciate our place in environments and the space of art.

HON-221: Science as Knowledge (Min Credits: 4.00)

When we hear someone say "That's not science," it sounds inherently dismissive. In this interdisciplinary seminar, we will discuss the special status often given to scientific knowledge relative to other forms of knowledge and explore the ways in which that status might help or hinder our ability to actually understand our universe. We will build on this discussion to critically evaluate the notions of certainty, authority, and progress that are often intertwined with scientific knowledge, as well as the degree to which scientific knowledge reflects the culture that develops it.

HON-222: Science, Power, and Diversity (Min Credits: 4.00)

This seminar explores the relationship between scientific knowledge and power, especially as this relationship intersects with issues of diversity. Students will engage with major ideas and texts from the last century in the contemporary philosophy of science, science and cultural studies, and the natural and physical sciences. Epistemological and ethical issues in the production and dissemination of science knowledge are discussed, as are issues of race, gender, culture, and justice pertaining to science in society. Students will gain critical perspectives on popular contemporary scientific discourse by analyzing ideas from primary source texts, critical accounts of science, and scientific journalism.

HON-231: Human Culture and Behavior (Min Credits: 4.00)

Why do people do the things they do as individuals, groups, or as a society? How does our culture and society shape human behavior? How does our behavior shape society? Are the answers to be found in genetics, socioeconomic status, gender, culture, and/or elsewhere? This seminar explores the intersection of human culture and behavior via the methods and perspectives of a variety of social science disciplines. The course examines topics as diverse as violence, law and crime, sexuality and sexual identity, and gender and racial injustice.

HON-232: Data/Society/Decision-Making (Min Credits: 4.00)

We are surrounded by data. Even when we're unaware of it, data informs key systems upon which we rely: transportation, politics, computing, medicine, and commerce, just to name a few. In this course, we seek to develop an understanding of the nature of data-what it is, how it is gathered and stored, what it purports to measure, and what it actually measures. Quantitative tools are developed to analyze data while simultaneously exploring the value and limitations of such analysis. The ultimate goal is to connect data to the process of making decisions, with examples from a variety of fields used to illustrate its successes and failures.

HON-300: Special Topics in Honors (Min Credits: 1.00-4.00)

These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered Fall, Spring and May Term.

HON-400: Special Topics (Min Credits: 1.00-4.00)

These seminar topics vary from year to year. They primarily focus on specific topics raised in the interdisciplinary Honors core seminars, e.g., "Reading & Writing the City" or "Humanitarian Law," but which are explored in depth in these seminars. May be taken more than once for credit. Departmental special topics courses may be crosslisted with these seminars. Offered on occasion.

HON-401: Directed Studies in Honors (Min Credits: 1.00-4.00)

A tutorial-based course used only for student-initiated proposals for intensive individual study of topics not otherwise offered in the Honors Program and for student-initiated, interdisciplinary research projects. Prerequisite: consent of instructor(s), and Honors College dean

HON-402: Senior Project/Thesis (Min Credits: 3.00)

A self-directed project or thesis that covers a topic in the student's major discipline or of an interdisciplinary nature and therefore not covered under a single discipline-specific thesis course. Project completed with a supervisory committee of at least two faculty members: one as a lead sponsor/mentor and one or more as second reader(s). At least one of the sponsors or readers must be an Honors College faculty member. Prerequisite: senior standing and consent of instructors and Honors College dean.

HON-403: Capstone Conversations (Min Credits: 0.00-1.00)

This course provides a capstone experience that challenges students to reflect on the process of creating independent scholarship in an interdisciplinary learning context. Faculty and students will examine the diverse set of skills required to produce high quality independent scholarship, from the generation of project ideas, to project planning and implementation, to the presentation of their work in a variety of potential formats. At each meeting, students will discuss their progress and approaches to handling upcoming challenges on their independent capstone projects, receiving support, feedback, and input from their peers in other disciplines. In particular, cross-disciplinary conversations will encourage students to draw inspiration from colleagues in other fields and see how their research might have applicability to those fields. The capstone seminar will culminate with the presentation of their project to the Honors College and university communities. This course is repeatable for credit.

SCHOOLS, PROGRAMS, AND REQUIREMENTS

IPSL GLOBAL ENGAGEMENT

Faculty

- **Thomas Winston Morgan**
- **Arianne Newton**

IPSL's global programs engage students, educators, and grassroots organizations around the world in hands-on, community-based Service-Learning to promote equitable relationships, social justice, sustainable change, and a commitment to our shared humanity.

Objectives

There is ample evidence demonstrating that peaceful social movements are highly successful in creating positive change worldwide. Even in countries where voluntary action is more informally structured, there still exist community organizing and social activism in one form or another. It is therefore critical that students seeking to contribute to global change know what these models are and how they work to be effective in their chosen fields. Regardless of their career path, students learning and developing community organizing and activism skills expand the slate of abilities to help them more engage effectively in empowerment and leadership in a variety of settings.

Through ethical, community-based Service-learning programs, IPSL provides opportunities for students to make people-to-people connections with social change organizations all over the world. Opportunities through IPSL include engaged studies abroad, internships, fieldwork, preceptorships, immersive language study, and global participatory action research (GPAR).

SCHOOL OF EDUCATION

SCHOOL OF EDUCATION PROGRAMS

Matt Neves, Dean

The Educator Preparation Program is currently accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and approved by the Utah State Board of Education. Successful completion of the Bachelor of Arts in Elementary Education or completion of requirements for Secondary Licensure leads to a Utah Professional Educator License.

Undergraduate Majors

The School offers Bachelor of Arts degrees in [Educational Studies](#), [Elementary Education](#), and [Outdoor Education & Leadership](#).

Undergraduate Minor

The school offers an undergraduate minor in [Teaching English to Speakers of Other Languages \(TESOL\)](#).

Endorsement Program

The school offers a program that leads to a state endorsement in [English as a Second Language](#) instruction. Students may enroll in this program for an endorsement-only undergraduate minor or as part of the Master of Education (MED).

Faculty

- **Margaret (Peggy) Cain**, Professor and Director of MED, MACOL, and Educational Studies programs
- **Marilee Coles-Ritchie**, Professor
- **Shawn Coon**, Assistant Professor
- **Kellie Gerbers**, Associate Professor and Director of OEL program
- **Lowell Oswald**, Associate Professor and Educator Preparation Program (EPP) Director
- **Rebecca Penerosa**, Associate Professor
- **AJ Verkouw**, Assistant Professor

EDUCATIONAL STUDIES

Faculty

- Peggy Cain (Chair)

Program Goals

- Develop skills in educating effectively in teaching, instructional design, coaching/mentoring, training, program planning and administration, and/or experiential educational settings
- Develop understanding of how people learn
- Develop understanding of how learning is shaped by settings, structures, and dynamics in ways which support students' achievement of the university-wide learning goal of Global Responsibility
- Develop written, oral, and visual communication skills
- Develop critical thinking skills
- Prepare leaders who engage collaboratively with learners and relevant publics to build a shared vision and supportive professional culture focused on student learning
- Demonstrate creativity by combining or synthesizing new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking

Objectives

The program offers an academic major leading to a Bachelor of Arts degree in Educational Studies, as well as an academic minor. Graduates will be prepared to educate in one or more non-formal educational settings such as:

- Educational policy and research centers
- English-language programs in the US and in other countries
- Residential programs
- After-school and summer programs
- Transitional school to work programs
- Corporate training and education-related governmental agencies and nonprofit organizations
- Higher education/student life
- Non-formal settings such as museums, visitors' center, etc.
- Educational programs for elders
- Libraries
- Private or nonprofit tutoring and educational coaching programs
- Educational software or gaming companies
- Experiential education including internship programs and service learning

Graduates will be prepared for a variety of types of educational work that may include:

- teaching
- coaching/mentoring/facilitating
- instructional design
- facilitation of experiential education processes
- program planning and evaluation
- administration of non-formal educational programs
- assessment of student learning
- family service work
- research
- policy-making

Students can select to complete foundations courses in Children/Youth or Adult Learning. All students complete foundations coursework, electives in a concentration/emphasis, and a Senior Thesis/Project. NOTE: This major does not meet requirements for teacher licensure for K-12 school teaching. (See Elementary Education Major or Accelerated MAT for teacher licensure.)

Program Requirements

All students must maintain a 2.75 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C+ in all education courses. Education courses may only be repeated once. Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

Students must meet the university-wide graduation requirements:

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

Educational Studies Major

Requirement Description	Credit Hours	Prerequisites
I. Required Foundation Courses	7	
Take either: EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures	4 4	
Take either: EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories	3 3	
II. Senior Thesis or Project	12	
EDUC 495 Senior Thesis/Project	4	EDUC 390 or pre-/co-requisite: EDUC 440
Take either: EDUC 440 or DATA 150 and EDUC 390 or DATA 220 and EDUC 390 Coop/Education Internship Data and Society Educational Research Methods Intro to Statistics Educational Research Methods	8 4 4 4 4	
III. Electives	37	
Students select courses from this list, from other EDUC, TESOL, and/or OEL courses, or courses from other programs with approval of advisor.		
Education		
EDUC 200/300 Special Topics (with advisor approval)	1-4	
EDUC 206 How to Change the World?	3	
EDUC 207 Don't Give Up on Us: Promoting Hope and Resilience in the Face of Childhood Trauma	4	
EDUC 252 Developmentally Appropriate Teaching and Learning	4	
EDUC 301 Educational Policy	3	

Requirement Description	Credit Hours	Prerequisites
EDUC 305 Classroom Management	3	EDUC 302
EDUC 307 Globalization of Education	3	
EDUC 309 Advocacy Under the Dome	4	
EDUC 312 Specialized Education Services	3	
EDUC 313 Theories of Adult Learning	3	
EDUC 315 Learning Theories	3	
EDUC 322 Serious Games, Gamification, and Beyond	3	
EDUC 334 Teaching Adults	3	EDUC 313
EDUC 335 Adult Education Program Planning and Evaluation	3	
EDUC 352 Management of Nonprofit Organizations	4	
EDUC 355 Literature-based Reading Instruction	3	
EDUC 356 Online Teaching and Learning	3	
EDUC 373 Juvenile Justice	3	
EDUC 374 Popular Culture as Pedagogy	4	One Writing Emphasis course
EDUC 375 Indigenous Knowledge and Lifeways	4	One Writing Emphasis course
EDUC 401 Directed Study	1-4	
EDUC 440 Coop/Education Internship	1-8	Junior or senior standing, consent of program director and Director of Cooperative Education
Teaching English as a Second Language		
TESL 320 English Learners, Family, and Community	3	
TESL 321 Foundations of TESL	3	
TESL 322 Language Acquisition and Development	3	
TESL 323 Instructional Methods for Diverse Language Learners	3	TESL 322
TESL 324 Content Area Instruction for Diverse Language Learners	3	TESL 322
TESL 325 Assessment for Diverse Language Learners	3	TESL 322
Outdoor Education and Leadership		
OEL 110 Foundations and Techniques of OEL	4	
OEL 120 Outdoor Leadership	4	
OEL 225 Curriculum Design for OEL	3	
Other		
LMW 310 Theory and Teaching of Writing	3-4	
JUST 221 Community Justice	3	
WCSBS 110 Immigration, Education, and Equality	4	
WCSBS 130 Restorative Justice	4	
Total Hours for the Educational Studies Major	56	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1		
Year 2	EDUC 313 or 315 Electives	EDUC 302 or 370 Electives
Year 3	DATA 150 or DATA 220 Electives	Electives
Year 4	EDUC 390 or 440 Electives	EDUC 495 Electives

Educational Studies Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Foundation and learning Theory Courses	7	
Take either: EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures	4 4	
Take either: EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories	3 3	
II. Electives	17	
Students select elective courses from EDUC, TESOL, and/or OEL in consultation with their program advisor.		
Total Hours for the Educational Studies Minor	24	

ELEMENTARY EDUCATION

Faculty

- Lowell Oswald (Chair)
- Marilee Coles-Ritchie

Mission Statement

The School of Education uses rigorous, authentic, and integrated learning experiences to foster student learning in content, skills, and attributes critical to success in the program. We emphasize the joining of theory and practice, through meaningful inquiry, exploration, and critical reflection. We strive to grow students' abilities to build on student and community assets, reduce structural and societal inequalities, and strengthen democratic processes. These holistic and integrated approaches are designed to enable all students to succeed as effective teachers and practitioners in educational and community settings.

School of Education Standards

The School of Education has adopted the Utah Effective Teaching Standards for the Elementary Education program. Students must satisfy these ten standards to complete the program and be recommended for a teaching license. These standards are education-specific manifestations of university-wide learning goals.

Utah Effective Teaching Standards

- **Standard 1: Learner Development**
 - The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
- **Standard 2: Learning Differences**
 - The teacher understands individual learner differences and cultural linguistic diversity.
- **Standard 3: Learning Environments**
 - The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.
- **Standard 4: Content Knowledge**
 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

- **Standard 5: Assessment**
 - The teachers uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
- **Standard 6: Instructional Planning**
 - The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.
- **Standard 7: Instructional Strategies**
 - The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
- **Standard 8: Reflection and Continuous Growth**
 - The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
- **Standard 9: Leadership and Collaboration**
 - The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
- **Standard 10: Professional and Ethical Behavior**
 - The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Admission to the Program

All students who wish to pursue the undergraduate elementary education licensure program must make formal application for admission to the program. EDUC 252 is the course where students apply for admission.

Students who enter Westminster as freshmen are encouraged to meet the Program Director before registering for EDUC 252. Students who apply for admission to the School of Education as transfer students are encouraged to contact the Westminster University's Admissions Office at least one semester before they plan to transfer. The program admissions process includes the following steps:

1. While enrolled in EDUC 252, students complete an admissions packet for the School of Education, which includes:
 - Declaration of Intent form and letter
 - Background Check and fingerprints
 - A transcript demonstrating a 3.0 cumulative GPA
 - Three letters of recommendation
 - Submit the Major/Minor/Education Advisor Recommendation form
2. While enrolled in EDUC 252, students will meet with the Program Director and appropriate advisor in the minor to complete a program plan.

Students are admitted Fall/Spring semesters and acceptance or denial to the program is based upon the review of applications by the Program Director.

The following courses may be taken prior to formal admission to the Elementary Education Program: EDUC 220, 221, 252, 300, 302, 312, and TESL 324.

Students may not enroll in other education classes without being admitted to the program.

Note: All upper division, education transfer courses must be approved by the Program Director. Transfer courses in content areas (i.e., academic and/or teaching majors and minors) will be reviewed by content area advisor to assure that they meet Westminster degree requirements and State of Utah teacher licensure requirements.

Student Teaching

To student teach, students must have been admitted to the Elementary Education program and must complete the requirements listed below.

- Submit the completed Request for Student Teaching form in early March to student teach in the fall or by early October to student teach in the spring.
- Submit the Major/Minor/Education Advisor Recommendation and audit forms.
- Be approved to student teach by the SOE Program Director.
- Obtain a Student Teaching License on the USOE website.
- Submit a signed Graduation Application form to the Registrar's Office.
- Pass the *Foundations of Reading Assessment* the semester before Student Teaching.
- Pass the *Praxis® Performance Assessment for Teachers* (PPAT) during Student Teaching.

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

Note: Formal admission to the Elementary Education program does not guarantee a recommendation for licensure. Recommendation for licensure is made upon development of teaching competence in designated areas after successful completion of the student's specific teacher education program and completion of state approved licensure tests.

Program Requirements

All students must maintain a 3.0 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C in all education courses. In credit/no credit education courses, students must perform work at the level of C or higher to receive credit. Education courses may only be repeated once.

Students must meet the university-wide graduation requirements:

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

Degree-Seeking Students

All degree-seeking students must satisfy general program requirements listed above and must also satisfy requirements detailed under the Elementary Education program. Students seeking secondary education licensure are encouraged to consider the accelerated Master of Arts in Teaching program.

Elementary Education (Grades K–6) Program Requirements (ELED)

Students who are seeking their first licensure must take a minimum of 30 credit hours in education at Westminster University and must also meet the university's residency requirements. All coursework must be planned with the student's advisor. Elementary Education majors must have an academic or teaching content minor.

Acceptable academic or teaching minors and acceptable transfer academic or teaching minors must be approved by program director.

Requirement Description	Credit Hours	Prerequisites
I. Admission to the Program	0	
Completion of Teacher Education Program Admission		
II. Cultural Awareness	0-4	
<p>While the themes of diversity and cultural awareness run throughout the program, a specific cultural awareness requirement is also included to help our students become better teachers of the diverse student populations in Utah and the U.S. This requirement may be met by successfully completing one of the following:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in a second language: <ul style="list-style-type: none"> • Complete a second semester university-level language course • Receive a passing score on a Level 1 CLEP language exam • Receive a passing score on a 102-level BYU language proficiency exam • Provide evidence of another language as your first language • A May term study experience approved by the School of Education • A semester of study abroad approved by the School of Education • Student teaching in another country or other alternate placement approved by the School of Education 		
III. Prerequisite Courses	8	
MATH 144 Functions Modeling Change	4	MATH 101 or equivalent
PSYC 105 Bust that Psychology Myth	4	
IV. Required Courses	56	
EDUC 220† Math for K–6 Teachers I	3	MATH 141 or MATH 144
EDUC 221† Math for K–6 Teachers II	3	MATH 141 or MATH 144
EDUC 252† Developmentally Appropriate Teaching and Learning	4	
EDUC 302† Foundations of Education in a Diverse Society	4	
EDUC 305 Elementary Classroom Management	3	EDUC 302
EDUC 312† Specialized Education Services	3	
EDUC 342* Science Methods	3	
EDUC 344* Creative Arts Methods	3	EDUC 302
EDUC 346* Social Studies Methods	3	EDUC 302
EDUC 359 Assessment to Improve Teaching	2	
EDUC 362 Physical Education Methods	1	EDUC 302
EDUC 363* Literacy Foundations, Assessment and Instruction	3	EDUC 252; co-requisite EDUC 369
EDUC 364* Reading and Language Arts	3	EDUC 252 or EDUC 302
EDUC 368* Math Methods for K–6 Teachers	3	EDUC 220 and EDUC 221
EDUC 369 Literacy Assessment & Intervention	1	Co-requisite EDUC 363
EDUC 418 Student Teaching Seminar	2	

Requirement Description	Credit Hours	Prerequisites
EDUC 480 Elementary Student Teaching	10	
TESL 324 Content Instruction for DLL	3	
† May be taken prior to admission to the program.*Students are required to spend fifteen clock hours in a field placement.		
Total Hours for the Elementary Education Major	50-68	

Completion of an approved academic or teaching minor is required (see individual program listings for details).

Recommended Plan of Study for Elementary Education (K-6)

	Fall Semester	Spring Semester
Year 1	WCore Courses MATH 144	WCore Courses PSYC 105
Year 2	EDUC 220 WCore Courses EDUC 252	EDUC 221 WCore Courses EDUC 302
Year 3	TESL 324 EDUC 342 EDUC 346 EDUC 368	EDUC 305 EDUC 362 EDUC 363 EDUC 369
Year 4	EDUC 312 EDUC 344 EDUC 359 EDUC 364	EDUC 418 EDUC 480

Secondary Education (Grades 6-12)

Westminster undergraduates interested in secondary education are encouraged to consider the **Accelerated Master of Arts in Teaching Secondary Program**, open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies:

- EDUC 302 Foundations of Education in a Diverse Society (3)
- EDUC 312 Specialized Education Services (3)

This program allows students who have completed a bachelor's degree in a teaching subject to complete the requirements for a master's degree and a secondary teaching license in one year after graduation. Students who choose this program will take only the two Education courses listed above as undergraduates, allowing them to focus on preparation in their teaching discipline. Students who are considering applying for the Accelerated MAT Secondary program should meet with the program director early in their undergraduate career, preferably before their junior year.

OUTDOOR EDUCATION AND LEADERSHIP

Faculty

- Kellie Gerbers (Chair)
- AJ Verkouw

Program Goals

- Students will demonstrate the ability to effectively teach diverse learners in front and backcountry settings.
- Students will graduate with an understanding of diversity, equity, and inclusion in the field of outdoor education and recreation.
- Students will become experienced leaders with the ability to facilitate successful group experiences and foster leadership in others.
- Students will demonstrate competence in specific outdoor skills at a level where they can model, teach, and manage novices.
- Students will integrate natural science, cultural history, land management, literature, and Environmental studies into impactful place-based outdoor programming.
- Students will understand and articulate the transference of outdoor education & leadership skills to other disciplines and will graduate highly qualified to work professionally in the outdoor field.

Objectives

The Outdoor Education and Leadership program offers an academic major leading to a Bachelor of Arts degree as well as an academic minor. The Outdoor Education & Leadership academic degree provides students the opportunity to develop leadership, technical, and critical thinking skills through field-based, experiential, and integrated learning. The OEL major curriculum explores the concept of place, not only in our natural environment but also in the historical, cultural, political, and social connections and implications within these spaces.

The Outdoor Education & Leadership academic degree provides students the opportunity to develop leadership, technical, and critical thinking skills through field-based, experiential, and integrated learning. The OEL major curriculum explores the concept of place, not only in our natural environment but also in the historical, cultural, political, and social connections and implications within these spaces.

Students will engage in the field of outdoor education, understanding how diversity, equity, and inclusion are critical to the philosophy and transformative possibilities of outdoor education. Students will learn how to work with diverse groups of learners and develop strong community relationships through outdoor education. Graduates will be prepared to work in the outdoor education profession in one or more settings, including:

- Expedition-based outdoor education programs
- Guiding
- Non-profit management
- Adventure/outdoor program administration
- Adventure therapy
- Environmental education and interpretation
- Public land management
- Camp programs
- Community recreation programs
- Programs specializing in working with people with disabilities

Program Requirements

All students must maintain a 2.75 cumulative GPA, a 3.0 GPA in OEL courses, and have a minimum grade of C in all OEL coursework. OEL courses may only be repeated once.

Students can select coursework to emphasize in a particular discipline. All students complete foundations coursework, Engaging the World coursework, WCore coursework, electives, and an internship.

Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

In addition to major or minor requirements, students must meet these university-wide graduation requirements in order to obtain the OEL major or minor:

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

Major Requirements

Requirement Description	Credit Hours	Prerequisites
I. Required Lower-Division Courses	23-24	
OEL 110 Foundations and Techniques of Outdoor Education and Leadership	4	
OEL 120 Outdoor Leadership	4	
OEL 210 Wilderness Education	4	OEL 120
OEL 220 Adventure Programming	4	OEL 110
OEL 230 Instruction and Facilitation	4	
OEL 240 Skills Practicum	2	
OEL 245A/245B Wilderness First Responder	1-2	
II. Required Upper-Division Courses	20	
OEL 301 Outdoor Program Management	4	
OEL 351 Land Management Policy	4	
OEL 410 Seminar in Outdoor Education and Leadership	4	
OEL 440 Internship	8	
III. OEL Electives	6-7	
Complete 6-7 credit hours of OEL courses from the following:		
OEL 250 Desert Writing	3	
OEL 251 Therapeutic Uses of Recreation	3	
OEL 252 Adventure Media	3	

Requirement Description	Credit Hours	Prerequisites
OEL 253 Western Rivers: An Expedition	3	
OEL 254 History of U.S. Outdoor Recreation	3	
OEL 255 Curriculum Design for Outdoor Education	3	
OEL 300 Special Topics in OEL	1-4	
OEL 352 Avalanche Ecology	3	
OEL 401 Directed Studies in OEL	1-4	
IV. OEL Skill Electives	8	
Complete 8 credit hours of OEL Skills courses from the following:		
OEL 150 Indoor Rock Climbing	2	
OEL 151 Introduction to Outdoor Rock Climbing	2	
OEL 153 Indoor Rock Climbing Level II	2	
OEL 154 Introduction to Route Setting	2	
OEL 155 Introduction to Canyoneering	2	
OEL 160 Introduction to Backcountry Touring	2	OEL 160
OEL 161 Backcountry Touring Level II	2	
OEL 162 Avalanche Level I	2	
OEL 163 Snow Camping	2	
OEL 164 Introduction to Mountaineering	2	
OEL 165 Introduction to Ice Climbing	2	
OEL 170 Introduction to Flyfishing	2	
OEL 171 Introduction to Whitewater Paddling	2	
OEL 172 Introduction to Packrafting	2	
OEL 173 Teaching Practicum in Outdoor Education and Leadership	2	
V. Other Electives	6-7	
Complete 6-7 credit hours of OEL courses from the following:		
EDUC 206 How to Change the World?	3	
COMM 250 Introduction to Human Communication	4	
EDUC 302 Foundations of Education in a Diverse Society	4	
EDUC 305 Classroom Management	3	EDUC 302
EDUC 315 Learning Theories	3	PSYC 105
EDUC 348 Environmental Education	3	
EDUC 352 Management of Nonprofit Organizations	3	
ENVI 370 Theories of Nature	4	ENVI 101
PHIL 307 Environmental Ethics	4	PHIL 102
PLSC 327 Environmental Politics and Policy	4	
PSYC 305 Adolescent Development	4	PSYC 203 or PSYC 270

Requirement Description	Credit Hours	Prerequisites
Total Hours for the OEL Major	63-65	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	OEL 120 Outdoor Leadership OEL Skills Elective	OEL 110 Foundations & Techniques OEL Skills Elective
Year 2	Field Semester OEL 210 Wilderness Education OEL 220 Adventure Programming OEL 230 Instruction and Facilitation OEL 240 Skills Practicum OEL 245 Wilderness First Responder	OEL Elective Other Department Elective
Year 3	OEL 301 Outdoor Program Management OEL Elective Other Department Elective	OEL Elective Skills Elective
Year 4	OEL 440 Internship	OEL 410 Senior Seminar

Minor Requirements

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

Westminster University requires all participants of activity-based classes and trips to carry personal health insurance. In the case of an accident, injury, or illness, your personal health insurance will be the primary provider and Westminster University insurance will be secondary if necessary. Up to 4 credit hours of other courses may be used in the elective category as approved by a program advisor. Six to Seven elective credits *may not* be skills-based courses.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	8	
OEL 110 Foundations and Techniques of OEL	4	
OEL 120 Outdoor Leadership	4	
II. OEL Electives	9-10	
Complete 9-10 credit hours of OEL courses from the following:		
OEL 250 Desert Writing	3	
OEL 251 Therapeutic Uses of Recreation	3	
OEL 252 Adventure Media	3	
OEL 253 Western Rivers: An Expedition	3	
OEL 254 History of U.S. Outdoor Recreation	3	
OEL 255 Curriculum Design for Outdoor Education	3	
OEL 300 Special Topics in OEL	1-4	
OEL 351 Land Management Policy	4	
OEL 352 Avalanche Ecology	3	
OEL 401 Directed Studies in OEL	1-4	
OEL 410 Seminar in Outdoor Education and Leadership	4	
OEL 440 Internship	8	
III. OEL Skill Electives	4	
Complete 4 credit hours of OEL Skills courses from the following:		

Requirement Description	Credit Hours	Prerequisites
OEL 150 Indoor Rock Climbing	2	
OEL 151 Introduction to Outdoor Rock Climbing	2	
OEL 153 Indoor Rock Climbing Level II	2	
OEL 154 Introduction to Route Setting	2	
OEL 155 Introduction to Canyoneering	2	
OEL 160 Introduction to Backcountry Touring	2	
OEL 161 Backcountry Touring Level II	2	OEL 160
OEL 162 Avalanche Level I	2	
OEL 163 Snow Camping	2	
OEL 164 Introduction to Mountaineering	2	
OEL 165 Introduction to Ice Climbing	2	
OEL 170 Introduction to Flyfishing	2	
OEL 171 Introduction to Whitewater Paddling	2	
OEL 172 Introduction to Packrafting	2	OEL 120
OEL 173 Teaching Practicum in Outdoor Education and Leadership	2	
OEL 245A Wilderness First Responder	2	
OEL 245B Wilderness First Responder Recertification	1	
OEL 245C Wilderness First Aid	1	
Total Hours for the OEL Minor	21-22	

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Faculty

- Marilee Coles-Ritchie

Objectives

This program leads to a state endorsement in Teaching English to Speakers of Other Languages (TESOL) at the early childhood, elementary, or secondary level. The program may be taken as an undergraduate minor.

Teaching English to Speakers of Other Languages Minor Requirements

Students must meet the university-wide graduation requirements in addition to the TESOL Endorsement program:

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

Completion of the following courses for endorsement.

Requirement Description	Credit Hours	Prerequisites
I. Teaching English to Speakers of Other Languages Endorsement (TESOL)	18	
TESL 320 Diverse Language Learners, Family, and Community	3	
TESL 321 Foundations of Multilingual Education	3	
TESL 322 Language Acquisition and Development	3	

Requirement Description	Credit Hours	Prerequisites
TESL 323 Instructional Methods for Diverse Language Learners	3	pre or co-requisite: TESL 322
TESL 324 Content Instruction for Diverse Language Learners	3	TESL 322
TESL 325 Assessment for Diverse Language Learners	3	TESL 322
II. Elective Courses	3-4	
All undergraduate students must complete one of the classes listed below. Students may elect to count a May Term Study Experience for this category but must contact the Registrar's Office to be properly credited. Any world language 4 COMM 365 Intercultural and Global Communication LMW 310 Theory and Teaching of Writing EDUC 313 Adult Learning EDUC 375 Indigenous Knowledge and Lifeways WCSBS 103 Communicating Across Cultures WCSBS 110 Immigration, Education, and Equality WCSBS 113 The Nature of Language	4 3-4 3 4 4 4 4	two WCFAH courses and one WE or HON 202 one WE course
Total Hours for the TESOL Endorsement As An Undergraduate Minor	21-22	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	TESL 320 TESL 321	TESL 322 TESL 323
Year 2	TESL 324 TESL 325	

SCHOOL OF NURSING AND HEALTH SCIENCES

SCHOOL OF NURSING AND HEALTH SCIENCES PROGRAMS

Sheryl Steadman, Dean

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

Baccalaureate Nursing Program

The Baccalaureate Nursing program prepares students to practice as professional nurses. The curriculum provides students with various clinical experiences to enhance their learning. Graduates of the program are prepared to take the national licensing examination for Registered Nurses (NCLEX-RN). In addition, our program is fully accredited by the Commission of Collegiate Nursing Education.

Human Performance and Wellness

Human Performance and Wellness courses include traditional strength training classes to innovative mind-body-spirit offerings in outdoor recreation and leadership opportunities, nutrition, athletic training, and preparation for certification in personal training and group exercise.

Baccalaureate Public Health Program

The Westminster University Bachelor of Science in Public Health Degree addresses the health of communities and populations through instruction, service, and research. The program builds on Westminster University's excellence in liberal arts education by emphasizing the role the humanities and social sciences have in public health and then adding a commitment to scientific and quantitative sciences in addressing public health problems. Students who graduate with this degree will be able to utilize these tools to address public health issues with a scientifically sound methodology while remaining holistic, community-oriented and globally conscious.

Faculty

Daniel Bunker, Associate Professor
John Contreras, Professor
Roland "Sam" Davis, Associate Professor
Elizabeth Hanna, Assistant Professor
Elizabeth Harald, Associate Professor
Susanne Jones, Professor
Han Kim, Professor
Ronda Lucey, Professor
Heidi Mason, Assistant Professor
Colette McAfee, Associate Professor
Cristina Monge, Professor
Ted Morris, Professor
Rachel Myrer, Assistant Professor
Curtis Nielson, Assistant Professor
Shauna Olsen, Assistant Professor
Rebecca Sanderson, Associate Professor
Manardie "Art" Shimata, Associate Professor
Sheryl Steadman, Dean and Associate Professor
Juanita Takeno, Assistant Professor
Cindy Thomas, Assistant Professor
Chris Torman, Associate Professor
Heidi Waldrop, Assistant Professor
Jon Worthen, Associate Professor

NURSING

Sheryl Steadman, Dean

Jon Worthen, Program Director

Philosophy Statement

The faculty at Westminster University's School of Nursing provide learning opportunities for individuals preparing to engage in the art and science of nursing. We are committed to excellence in teaching through the creation of an active learning environment that promotes inclusiveness and respect for diversity. We feel a deep sense of responsibility to build a foundation of knowledge and develop skills that will prepare students to function as nurse leaders in a variety of settings.

Mission

The undergraduate nursing program prepares professional nurse generalists whose liberal arts and professional education enables them to meet the health care needs of society and to continue life-long personal and professional development. To this end, the program offers a major in nursing leading to a Bachelor of Science degree. The program is designed to serve the learning needs of undergraduate students. Graduates of the program are eligible to take the national licensing examination for Registered Nurses (NCLEX-RN).

Liberal education, theory, research, and practice are integrated through collaborative learning methods. We encourage professionalism, teamwork, and interprofessional collaboration. We foster leadership development and strive to develop learners with knowledge of healthcare delivery systems and healthcare policy on a local and global level.

The nursing curriculum is designed with the premise that to be excellent nurses and leaders, students must be able to think critically, communicate effectively, understand their own values, and be sensitive to the values of others. In addition, they must have a thorough understanding of theoretical, empirical, and practical knowledge related to the profession of nursing. A professional nurse maintains the standards and ethics of the profession, advocates for patients, reflects on practice for improvement, and utilizes innovation and technology in the delivery of care.

Program Goal and Outcomes

The program goal is to prepare professional nurses who are competent, caring, ethical, critical thinkers, scholarly, and effective communicators. Graduates of the undergraduate nursing program will be able to:

1. Synthesize the theoretical and empirical knowledge from nursing, life, physical, and social sciences, and the arts and humanities in professional nursing practice.
2. Integrate critical thinking, innovation, and creativity to provide evidence-based nursing care for individuals, families, groups, and communities in a variety of health care settings.
3. Incorporate professional values and life-long learning in the practice of professional nursing.
4. Influence the quality of nursing, patient safety, and health care within practice settings through the use of leadership skills, management concepts, and knowledge of the political system.
5. Collaborate with healthcare professionals in disease prevention and promotion of health for diverse individuals and populations throughout the life cycle.
6. Integrate inter-professional communication and collaboration to improve patient health outcomes.
7. Examine health care policy, finance, and delivery systems that meet the health needs of society.
8. Integrate informatics and technology in the delivery of quality nursing care.

Program Requirements

The undergraduate nursing program may be completed in four years. Requirements include courses in the humanities, life sciences, behavioral and physical sciences, and nursing. Refer to the plan of study listed below. Additional information about university policies is provided in the sections "Degree Requirements" and "Academic Policies and Procedures."

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

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

Admission and Prerequisite Support Course Requirements

Students who qualify for admission to Westminster University can declare a pre-nursing major. Students apply to progress into nursing courses after completing the prerequisite support classes with a grade of C or higher, including the WCore courses, SOC 105 or SOC 253. Students must have a minimum cumulative grade point of 2.80 and a minimum prerequisite grade point of 3.00 on a 4.0 scale in order to be considered for admission to the undergraduate nursing program. Please refer to the chart for a complete list of required prerequisite coursework.

Application to the Nursing Program

In addition to applying for admission to Westminster University, students apply to progress into the Nursing Program. Acceptance is determined by the Nursing Program's Admission and Progression Committee, which bases its decisions on the following criteria:

1. Completion of all prerequisite courses with a grade of C or better and an average GPA of 3.00 or higher; cumulative GPA from all institutions of higher education attended of at least 2.80.
2. Three completed recommendations from professionals indicating qualifications for success in nursing. Examples include employers, professors, instructors, or teachers.
3. Previous enrollment at Westminster University is beneficial to qualified applicants.
4. A typed letter of intent, which includes statements related to the candidate's skills and qualifications. The letter is evaluated on content, clarity, motivation to become a nurse, spelling, and grammar.
5. Applicants to the nursing program are required to obtain necessary screening through a certified background check company as a part of their application. The applicant will agree to release all of the required information from the certified background check company to the dean of the nursing program. The certified background check must be free of criminal arrest history. **If there is a criminal arrest history, arrests must be expunged prior to submission of the application. Drug test results must be negative.**
6. Ability to meet the State of Utah Student Nurse Physical Demands Policy requirements.

Additional Requirements Upon Acceptance

1. Upon admission to the program, health information will be required by the School of Nursing and Health Sciences. Students will be responsible for providing updated health information on a yearly basis. Students must have personal health insurance and maintain health insurance throughout the nursing program. Proof of health insurance will be required prior to the beginning of classes each semester.
2. Proof of completion of a course or licensure as a CNA, LPN/PN, MA, or EMT is required prior to starting nursing courses. Proof of certification must be provided. If an admitted student is not currently licensed, he/she will need to complete a course. Admitted students have until the following dates to provide proof of requirement completion:

For Fall semester start: August 1

For Spring semester start: December 1

1. Malpractice insurance will be purchased by Westminster University and billed to each student. Nursing students are required to have their own health insurance throughout the duration of the nursing program. Students are required to submit proof of coverage on a yearly basis.

2. Students need to be able to provide their own transportation to clinical sites and may need to travel long distances. Students are expected to wear the official nursing student uniform to clinical experiences and to abide by the dress standard as outlined in the Undergraduate Nursing Student Handbook.
3. For successful continued progression through the program, nursing students are required to maintain high academic, ethical, and professional standards. Elaboration of progression policies are published in the Undergraduate Nursing Student Handbook.

Clinical rotations are scheduled during day, evening, or weekend shifts. Clinical rotation schedules are non-negotiable: students are expected to accept clinical rotations as assigned, regardless of personal scheduling conflicts (work, child care, etc.).

Students need to be aware that they are:

1. Required to notify the School of Nursing and Health Sciences of any changes in background check status within 24 hours of an incident.
2. Expected to be honest, responsible, dependable, civil, and mature. Nursing faculty expect students will be responsible for maintaining integrity in meeting course requirements. Students are responsible for managing their own learning and making appropriate contacts when unable to meet clinical assignments; they are also responsible for honesty in all written work and exams. The university policy on academic honesty outlines actions that may be taken in the event of dishonesty.
3. Required to achieve a grade of C or higher in nursing coursework. To achieve the minimum grade requirement, a grade of C or higher is necessary in both theoretical and clinical components of each nursing course. Grades of C- and below are not acceptable.

Nursing Program Grading System

A (4.0) 95–100%

A- (3.7) 90–94%

B+ (3.3) 87–89%

B (3.0) 83–86%

B- (2.7) 80–82%

C+ (2.3) 78–79%

C (2.0) 75–77%

C- (1.7) 73–74%

D+ (1.3) 69–72%

D (1.0) 65–68%

D- (0.7) 62–64%

F (0.0) 61 & below

4. Must have a cumulative grade point average of 2.3 or higher in nursing coursework in order to graduate.

Progression in the Program

The student must:

1. Maintain a minimum cumulative grade point average of 2.3.
2. Receive a grade of C or higher in all nursing courses. A grade of C- or lower in two nursing courses will result in dismissal from the program. Cumulative test/quiz scores must average 75% or higher, or the student will not be able to progress. If a student does not achieve a 75% or higher, the course grade will reflect only the average test/quiz scores achieved by the end of the course.
3. Complete prerequisite courses before enrolling in a course.
4. In identified nursing courses, a math test must be passed at 85% or higher to progress in the nursing program. Once students have been admitted into the nursing program, they have 8 semesters in which to complete the program.
5. Maintain negative drug screens and have no criminal arrests.
6. Complete required end of course and program exit exams.
7. Participate in a required NCLEX review course.

Course Probation and Program Dismissal Policy

A student may receive a clinical/classroom warning of probationary status at any time during a clinical or classroom experience if the faculty determines that the student's performance is unsatisfactory. The written warning will outline what the student must do to meet the course requirements. Students who have been placed on course probation will be formally evaluated at the end of that course. Any probationary status will be documented in the student record.

A student will be dismissed from the nursing program for any of the following reasons:

1. Violations of the academic honesty policy.
2. Violation of the American Nurses Association "Code for Nurses" guidelines for ethical practice, or the National Student Nurses' Association "Code of Academic and Clinical Conduct."
3. Failure to maintain a grade point average (GPA) appropriate to the program.
4. A documented pattern of unprofessional behavior in the classroom or clinical setting.
5. Unsafe practice in the clinical area.
6. A grade of C- or below in a second nursing course or a repeated nursing course during the entire program.
7. Failure to notify the School of Nursing of changes in a criminal arrest history.

Students dismissed from the nursing program related to clinical/classroom deficiencies must petition the Admission and Progression Committee for readmission if they wish to reenter the program. Matters of personal concern to the student will be considered at this time. The Admission and Progression Committee will make a recommendation to the Dean of the School of Nursing and Health Sciences regarding readmission to the nursing program.

Students have the right to appeal decisions of academic evaluation or dismissal from the program through the Academic Grievance Process of the School of Nursing and Health Sciences. The procedure for appeal is outlined in the Undergraduate Nursing Student Handbook.

Nursing Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	4	
All nursing majors must complete 4 hours of a world language. See External Credit for equivalencies, AP, and CLEP credit policy. ***This course must be taken prior to the first semester junior year. Must be complete prior to starting nursing courses.***		
II. Prerequisite Courses	33-37	
BIOL 103 Human Anatomy and Lab- offered Fall	4	
BIOL 104 Human Physiology and Lab- offered Spring	3	BIOL 103
BIOL 111 Clinical Microbiology and Lab	4	
CHEM 105/105L Introductory Chemistry for Nursing & Lab	4	MATH 101 or above
Writing Emphasis Course	3-4	
DATA 220 or Introduction to Statistics or	4	
DATA 150 Data and Society	4	
*Must be taken prior to enrollment in junior-level nursing courses. Completing additional credit hours for math coursework may be necessary prior to enrolling in this course.		
NURS 210 Nutrition	3	BIOL 103, 104, and CHEM 105 or 111
NURS 280 Pathophysiology	3	BIOL 103, 104, CHEM 105 co-requisite: BIOL 111
PSYC 203 Lifespan Developmental Psychology	4	
Choose one of the following courses:		
SOC 105 The Sociological Imagination	4	
SOC 253 Sociology of the Family	4	
III. Required Nursing Courses	59-61	
NURS 300 Special Topics in Nursing	2-4	
NURS 312 Foundations of Nursing Practice I	4	NURS 280
NURS 313 Foundations of Nursing Practice I Practicum	5	NURS 280
NURS 314 Community and Mental Health Nursing	4	NURS 280
NURS 315 Communication Skills for Nurses	2	
NURS 330 Foundations of Nursing Practice II	4	NURS 312, 313, 314, 315
NURS 331 Foundations of Nursing Practice II Practicum	6	NURS 312, 313, 314, 315
NURS 370 Nursing Scholarly Inquiry and Informatics	3	NURS 315, 330, 331, and 406
NURS 406 Nursing Pharmacology	4	NURS 312, 313, 314, 315

Requirement Description	Credit Hours	Prerequisites
NURS 414 Foundations of Nursing Practice III	4	NURS 315, 330, 331, 406
NURS 415 Foundations of Nursing Practice III Practicum	4	NURS 315, 330, 331, 406
NURS 418 Transitional Care Nursing	3	NURS 315, 330, 331, 406
NURS 419 Leadership in Nursing	2	NURS 370, 414, 415, 417, 418
NURS 425 Ethics in Professional Nursing	2	NURS 370, 414, 415, 417, 418
NURS 430 Capstone Practicum	6	NURS 370, 414, 415, 417, 418
NURS 431 Capstone Synthesis	2	NURS 370, 414, 415, 417, 418
Total Hours for the Nursing Major	96-102	

Recommended Plan of Study

Most courses are offered in the fall and spring. This Recommended Plan of Study is based on 1st year incoming students completing the degree in 4 years. Please consult an advisor based upon your individual circumstances.

	Fall Semester	Spring Semester	Summer Semester
Year 1	*BIOL 103 (4) WCore 1 (3-4) WCore 2 (3-4) Elective (3-4) <i>Total: 13-16 credit hours</i>	*BIOL 104 (4) ***CHEM 105 (4) WCore 3 (3-4) WCore 4 (3-4) <i>Total: 14-16 credit hours</i>	
Year 2	*BIOL 111 (4) DATA 220 (4) or DATA 150 (4) PSYC 203 Growth and Development (4) *World Language (4) <i>Total: 16 credit hours</i>	*NURS 280 Pathophysiology (3) *NURS 210 Nutrition (3) WCore 5 (3-4) WCore 6 (3-4) Elective (1-4) <i>Total: 15-18 credit hours</i>	Service Learning or May Term Trip (3-4)
Year 3	NURS 312 Foundations I (4) NURS 313 Foundations L (5) NURS 314 Mental Health/Community (4) NURS 315 Communication Skills for Nurses (2) <i>Total: 15 credit hours</i>	NURS 330 Foundations II (4) NURS 331 Foundations II L (6) NURS 406 Nursing Pharmacology (4) <i>Total: 14 credit hours</i>	NURS 300 (2-4) Specialty Topics course may be taken prior to this semester or as a May term
Year 4	NURS 370 Nursing Scholarly Inquiry & Informatics (3) NURS 414 Foundations III (4) NURS 415 Foundations III L (4) NURS 417 Transitional Care Nursing Practicum (2) NURS 418 Transitional Care Nursing (3) <i>Total: 16 credit hours</i>	NURS 419 Leadership in Nursing (2) NURS 425 Ethics (2) NURS 430 Capstone (6) NURS 431 Capstone Synthesis (2) Elective (1-4) <i>Total: 12-16 credit hours; 12 credits without specialty topics or 13-16 with elective or specialty topics</i>	

WCore courses include: Social and Behavioral Sciences (2 courses), Fine Arts and Humanities (2 courses), and Science and Mathematics (2 courses).

The plan outlined above also assumes maximum usage of allowable WCore double dipping.

* Prerequisites

** DATA 150 or DATA 220 must be taken prior to junior year nursing courses.

***MATH 101 is a pre/co-requisite for CHEM 105

May and Summer Terms

Elective courses are offered during May Term, please refer to course schedules for these courses. Nursing students who follow this basic plan of study are strongly encouraged to take WCore courses during the summer to lighten their semester course loads. Clinical requirements in the junior and senior years make it difficult to coordinate WCore courses.

Options for Advanced Standing

Transfer Students

Program requirements must be met by all nursing students. Transfer students may meet some of their requirements by equivalent transfer credit.

Microbiology and human physiology must have been taken within the past five years. Students who completed these courses longer than five years ago may repeat the courses or submit a current transcript documenting successful completion of a pathophysiology course within the last three years.

Nursing prerequisite courses need to be fulfilled by students with prior degrees. Individual evaluations of comparable academic coursework, taken in an accredited college or university, will be made by the nursing program.

PUBLIC HEALTH

Faculty

- John Contreras
- Han Kim
- Colette McAfee (Director)
- Rachel Myrer

Program Goals

- Apply critical thinking skills to recognize the public health problems of vulnerable populations on a social and community scale.
- Describe multidisciplinary and ecological public health issues and concerns.
- Describe the biological basis of health and disease from a population viewpoint.
- Understand the role of health promotion and health prevention in public health.
- Recognize the role of quantitative methods in addressing public health issues.
- Utilize health policy and health administration to positively influence public health.
- Understand the role of the environment on health.
- Apply cultural competencies and ethical considerations to public health problems.
- Utilize knowledge in global health issues and global consciousness to address health issues worldwide.

Objectives

The Public Health program at Westminster University prepares those interested in a career in public health or health sciences with the proper tools necessary to promote health and prevent illness in Utah, the Intermountain West, the United States, and the world. The program is grounded in the belief that effective public health practitioners are properly trained in the core competencies of public health: critical analysis and assessment, policy development and program planning, communication, cultural and global competency, community dimensions of practice, basic public health science, and leadership and systems thinking. We accomplish this while embracing the core values of Westminster University: impassioned teaching and active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, university-wide excellence and high ethical standards.

This educational endeavor allows us to prepare public health and health science workers who are truly ready to meet the health challenges of the 21st century and to meet the diverse needs of public health locally, nationally and globally.

Program Requirements

The undergraduate degree in public health can be completed in four years. Requirements include coursework in the humanities, life sciences, behavioral and physical sciences, world languages, and public health. Many of the courses are structured such that they are sequential.

The academic minor requires 22 credits to complete. Requirements include 14 credits of public health coursework and 8 credits of approved electives.

Additional information about university policies is provided in the Degree Requirements and Academic Policies and Procedures sections of the catalog.

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

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

Public Health Major

Requirement Description	Credit Hours	Prerequisites
I. World Language Requirement	4	
Public Health majors must complete four (4) credit hours in a single world language.		
II. Prerequisite Courses	14-15	

PHIL 216 Ethical Issues in Health and Healthcare (3)		
<i>Choose one of the following courses:</i>		
• CHEM 105/CHEM 105L Introductory Chemistry for Nursing & Lab (4)		MATH 101 or above
• CHEM 111 Principles of Chemistry I and Lab (4)		co-requisites: CHEM 111R recommended/MATH 144 required
<i>Choose one of the following courses:</i>		
• BIOL 103 Human Anatomy and Lab (4)		
• BIOL 104 Human Physiology and Lab (4)		BIOL 103
• BIOL 111 Clinical Microbiology and Lab (4)		
<i>Choose one of the following courses:</i>		
• PSYC 105 Bust That Psych Myth (4)		
• SOC 105 The Sociological Imagination (4)		
III. Lower Division Courses	15	
PUBH 101 Introduction to Public Health (3)		
PUBH 190 Public Health Seminar I (1)		
PUBH 210 Infectious and Chronic Diseases (3)		
PUBH 240 Applied Quantitative Methods in Public Health (4)		PUBH 101
PUBH 250 Global Health (4)		
IV. Upper Division Courses*	19	
PUBH 305 Epidemiology (4)		PUBH 101, 210
PUBH 310 Social and Behavioral Factors in Public Health (4)		PUBH 101, 210
PUBH 320 Environmental Health (4)		PUBH 305 or PUBH 240 or DATA 220
PUBH 390 Public Health Seminar II (1)		PUBH 190
<i>Take two of the following courses:</i>		
• PUBH 330 Health Promotion and Education (3)		PUBH 310
• PUBH 340 Health Policy (3)		PUBH 101
• PUBH 350 Program Planning and Evaluation (3)		PUBH 305, 310
V. Senior Capstone	8	
PUBH 480 Public Health Research Methods (4)		PUBH 305, 310, 320
PUBH 490 Public Health Capstone Project (4)		PUBH 480
VI. Electives	12	
Students choose 12 hours of Public Health or related coursework, listed on the following pages.		
Total Hours for the Public Health Major	72-73	

* A total of 30 upper-division credits (300 or above) are required for graduation.

Suggested Elective Coursework

Electives must be approved by the student's advisor. Because of the broad nature of public health, electives can be from a diverse number of departments and schools. Courses used as part of the major requirements cannot be used again as electives. The following are suggestions based on the student's specific area of interest. **Please note these courses may have prerequisites that will also need to be fulfilled:**

Requirement Description		Prerequisites
Administration/Policy		
COMM 240 Media and Society (4)		

COMM 340 Communication Theory and Persuasion (4)		COMM 211
MGMT 430 The Nonprofit Organization (4)		
MGMT 433 Organizational Behavior (4)		MGMT 305
PLSC 327 Environmental Politics and Policy (4)		
Life Sciences		
BIOL 103 Human Anatomy and Lab (4)		
BIOL 104 Human Physiology and Lab (4)		BIOL 103
BIOL 111 Clinical Microbiology and Lab (4)		
BIOL 303 Microbiology and Lab (4)		BIOL 204, 205, CHEM 112
BIOL 350 Biochemistry and Lab (4)		BIOL 205, CHEM 304
BIOL 402 Immunology and Lab (4)		BIOL 204, 205; CHEM 112, 303 BIOL 303 recommended
CHEM 111–112 Principles of Chemistry I and II and Lab (4–4)		CHEM 111 co-requisites: CHEM 111R recommended/MATH 144 required/ CHEM 111
CHEM 303–304 Organic Chemistry I and II and Lab (4–4)		CHEM 111, 112
CHEM 350 Biochemistry and Lab (4)		BIOL 205, CHEM 303
ENVI 101 Introduction to Environmental Studies (4)		
Social Sciences		
PSYC 216 Social Psychology (4)		PSYC 105
PSYC 363 Exploring Addictions (3)		PSYC 252, 270
SOC 313 Social Theory (4)		SOC 105
SOC 345 Sociology of Sexualities (4)		
SOC 390 Social Research Methods (4)		
WCSBS 109 Imagining (In)justice (4)		
Statistics/Informatics		
CMPT 201 Introduction to Computer Science (4)		MATH 101
CMPT 202 Introduction to Data Structures (4)		CMPT 201
CMPT 307 Databases (4)		CMPT 202
CMPT 335 Computer Security (4)		CMPT 251
MATH 202 Calculus II (4)		MATH 201 or placement test
MATH 203 Multivariate Calculus (4)		MATH 202
MATH 210 Discrete Mathematics (4)		
MATH 310 Probability and Statistics (4).		MATH 202

Recommended Plan of Study for Public Health

	Fall Semester	Spring Semester
Year 1	Learning Community WCore WCore Language	PUBH 101 WCore WCore Language
Year 2	BIOL prerequisite DATA PUBH 101	CHEM prerequisite PUBH 190 PUBH 210

		PUBH 250
Year 3	PHIL 216 PUBH 305 PUBH 310 PUBH 390	PUBH 320 PUBH 330/340/350 PUBH 390 PUBH elective
Year 4	PUBH 330/340/350 PUBH 480 PUBH elective	PUBH 490 PUBH elective

Public Health Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	18	
PUBH 101 Introduction to Public Health (3)		
PUBH 210 Infectious and Chronic Diseases (3)		
PUBH 240 Applied Quantitative Methods in Public Health (4)		
PUBH 250 Global Health (4)		
PUBH 305 Epidemiology (4)		PUBH 101, 210
II. Electives	4	
Four (4) hours of Public Health or related coursework, 300-level or above		
Total Hours for the Public Health Minor	22	

WCore

WCore REQUIREMENTS

Program Goals

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

- Critical Thinking
- Creativity
- Collaboration
- Communication
- Global responsibility

The following course requirements are established for all students seeking an undergraduate degree. Students must earn a grade of CR or C- or above in WCore coursework to fulfill graduation requirements.

Requirement Description	Credit Hours	Prerequisites
I. Learning Community		
All full-time first-year are required to complete one Learning Community.		
II. WCore Courses		
<p>WCore Fine Arts and Humanities (WCFAH) Students are required to take two WCFAH courses. (6-8 credit hours) These classes draw from the humanities and fine arts to develop analytical, creative and reflective capacities, as well as teach students the skills of articulating ideas and concepts clearly both in writing and speech. WCore WCFAH Courses</p> <p>WCore Science and Math (WCSAM) Students are required to take two WCSAM courses. (6-8 credit hours) WCore Science and Mathematics courses provide students the opportunity to learn about how quantitative reasoning and scientific inquiry shape our understanding and knowledge of the human experience and the world we inhabit. These classes draw from science and math to develop critical, analytical, and integrative thinking as well as writing and other communication skills. WCore WCSAM Courses</p> <p>WCore Social and Behavioral Sciences (WCSBS) Students are required to take two WCSBS courses. (6-8 credit hours) WCore Social and Behavioral Sciences courses provide students the opportunity to learn about and understand the human experience from social and behavioral science perspectives. These courses share the learning outcome of increasing understanding of human behavior and social interaction from multiple disciplinary and interdisciplinary approaches. Through a diverse range of course offerings students will be provided with the opportunity to explore dimensions of human life that may include cultural, biological, social, behavioral, interactional, organizational, structural, and institutional approaches. WCore Social Behavioral Science Courses</p>		
III. Emphasis		
It is expected that courses meeting the Emphases requirements will also fulfill an WCore, a major, or a minor requirement and therefore will be drawn from courses already in the existing course rotation.		

Requirement Description	Credit Hours	Prerequisites
<p>WCore Diversity Emphasis (3-4 credit hours) Courses that meet the diversity requirement challenge students to examine differences of power, privilege, and subordination based on hierarchically organized socially ascribed categories of at least two of the following: race, ethnicity, social class, gender, ability, sexual orientation, national origin, age, and religion. Graded assignments that assess students' ability to explain, apply, and synthesize understanding of substantial global and U.S. American issues related to the selected categories are required. WCore Diversity Emphasis Courses</p> <p>WCore Quantitative Emphasis (3-4 credit hours) Quantitative reasoning is taught across the curriculum and is not the purview of any one program and subject area. Accordingly, there is room for flexibility in course design for QE designated courses. QE designated courses are framed around a real-world context or problem (e.g., poll data in election, higher education data and policy, etc.) and include an extensive exploration of quantitative techniques that illuminate the questions at hand or they begin with a cohesive set of quantitative methods then explore their application across a broad range of real-world problems. Quantitative reasoning skills are fundamental to the university-wide learning goals beyond merely the goal of critical thinking. Appropriate analysis and presentation of data is often required in written and other forms of communication in many professional settings. WCore Quantitative Emphasis Courses</p> <p>Writing Emphasis (3-4 credit hours) WCore Writing Emphasis courses offer students many opportunities to write, reflect and revise; however, writing instruction is embedded in a topic from an academic discipline. The assumption that discipline-specific writing is an effective tool for building knowledge and skills underlies these courses. WCore Writing Emphasis Courses Completion Policy: Undergraduate students must take a Writing Emphasis course (or equivalent course in the Honors College curriculum: HON 201, HON 202 or HON 203) within their first three terms of full-time enrollment at Westminster. A full-time semester is 12-16 credits hours during fall and spring semesters. In the event that a student fails the Writing Emphasis in their third semester, the student must continue enrolling in a WE course every term until pass. In the event that a student fails WRIT 109, and therefore, they cannot be placed into a Writing Emphasis by their third semester, the student may complete the Writing Emphasis requirement by their fifth semester.</p> <p>WCore Research Emphasis (3-4 credit hours) WCore courses with an RE designation give students an opportunity to engage in an intensive, discipline-specific research experience, within the context of a broader course. There will be opportunities for inquiry or investigation that have the potential to make an original intellectual or creative contribution to the discipline. Research projects will be designed to produce positive student learning, have a clearly communicated purpose and research outcomes, guide the students through discipline-specific research objectives and methodology, require substantive contact with pertinent disciplinary literature, and involve written and oral presentations of findings. WCore Research Emphasis Courses</p>		
<p>IV. Engaging the World</p>		

Requirement Description	Credit Hours	Prerequisites
<p>The Engaging the World experience prepares students to be better global citizens. It builds on the knowledge from the WSeminars and Explorations courses students take during their first and second years and applies what they have learned by focusing on ways to advance social transformation, equity, and parity within our local and global communities. This experience challenges their biases and prejudices and emphasizes the knowledge that we live in an integrated, complex and interdependent society. There are four options for completing the Engaging the World requirement: WCore Engaging the World Courses Study Abroad The study abroad program must be on the approved list of programs at the time of application and participation. The official list of approved programs is maintained by the Office for Global Engagement. The student must take at least one course for a minimum of 3 credits or 45 clock hours. The course must be at a level equivalent to a Westminster University undergraduate course, either lower or upper division. The course must be transferable to Westminster University and an official transcript must be submitted to the Registrar's Office upon completion of the study abroad program. The student must earn at least a C- (or U.S. equivalent) final grade on at least one course that is at least 3 U.S. credits. International Internship The student must take at least one internship course for a minimum of 126 contact hours and at least 3 credit hours. The student must earn at least a C- (or U.S. equivalent) final grade in the course. The internship must be completed in a country that is outside of the student's permanent residence. U.S. citizens must choose a site that is located outside of the United States International students (non-immigrant visa holders) can count an internship completed in the United States or another country, as long as the internship site is not in their country of permanent residency. May Term Study Experience The following types of programs do not fulfill the Engaging the World requirement (this is an example of ineligible programs and not a complete list): Non-credit bearing international travel including volunteer or service programs Non-credit bearing research conducted abroad Non-credit bearing language training programs Non-credit bearing work abroad programs or experiences Military service Religious missions</p>		
<p>V. Senior Capstone</p>		
<p>This is a required capstone course for all seniors offered within each major. While many of the specific objectives of this course will vary by discipline the one, shared outcome, is that all class participants will produce a piece of work that demonstrates each student's culminating intellectual experience at Westminster University. Possible culminating projects of this course include, among others, submissions for the senior arts exhibit, posters describing independent research projects, reflections on an impactful clinical experience, a collection of poems, or talks explaining business plans. Course participants will be invited by departmental faculty to share their culminating project at the Westminster Undergraduate Conference or senior showcase events held annually at the end of each spring semester. WCore Senior Capstone Courses</p>		

WCORE FINE ARTS AND HUMANITIES COURSES

WCORE Requirements

ART	106	Drawing, Inquiry, and Expression	4 Credits
This course introduces students to the art of drawing and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of drawings, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCORE: WCFAH)			
ART	111	Paint, Perception, and Alchemy	4 Credits
This course introduces students to the art of painting and visual communication. It covers fundamental techniques, materials, vocabulary, and modes of communication inherent to the medium. Students will also learn basic terms and techniques pertaining to creation and critique of painting, and the presentation and storage of finished artworks. This course will also challenge students to hone their visual literacy, encouraging them to analyze and understand works of art through both historical and contemporary lenses. (WCORE: WCFAH)			
ART	128	Maker's Lab	4 Credits
We live in a designed world. Our lived experience is the result of decisions made in the creative process and says as much about aesthetics as it does about effective design. This class engages students in discussions, written responses, hands-on studio workshops, and innovative problem-solving as a way to consider the aesthetics and design in our world. Using fundamental concepts from drawing and painting, sculpture and 3D construction, digital tools, and design, we will apply design-based thinking to solve problems, revise and evaluate existing solutions, and personally redefine the creative process. Work across several disciplines will allow us to see the interconnection and relationships between traditionally disparate fields of study. Simultaneously, this course will provide students the opportunity to expand and integrate their creative skills, gain experience with specialized technology, and develop a portfolio of interdisciplinary objects and ideas that demonstrate creative flexibility and a multifaceted understanding of complex issues. Alongside individual projects, we will identify and analyze real world problems, as a way to connect what we do in the classroom to our community. (WCORE: WCFAH)			
ART	148	Ceramics I: Material Studies	4 Credits
This course introduces students to the fundamental nature, practices, techniques, and culture of working in clay. Students will receive an introduction into the four basic building techniques of ceramics. It is a course that will familiarize the student with a utilitarian and artistic material that has been used for millennia and continues to be found useful in new technological and industrial manners. Students will be given an understanding of the practice of time management, a key component to the success of working in clay and a necessity in daily life. Students will learn ceramic hand-building, pottery, glazing, and firing methods as a means of self-expression and communication. (WCORE: WCFAH and RE)			
ART	180	Photography	4 Credits
With the introduction of contemporary technology, vision itself has become our most immediate form of communication and expression. Although we will look at and discuss the work of others, this course is primarily about each student making her/his own personal images. In this course, students will learn basic technical skills for the beginning photographer. These include camera operation, developing and scanning black and white film, basic grayscale digital image processing, making prints from negatives, making inkjet prints and presentation. Students will also learn the grammar of this language; use of the frame, time, vantage, and detail. Students will investigate the relationship of form to content. Most importantly, students will use these skills to explore their own vision and ideas. Through discussions and group critiques, they will share this work with each other and receive feedback to help them refine it. They will produce affective images that examine their personal perception and concepts. (WCORE: WCFAH)			
ART	210	Traditional Photography	4 Credits
More photographs are uploaded to Facebook every two minutes than were made during the first 60 years of the history of photography. With the shift to digital technology and the convenience it affords, electronic photography has replaced traditional, silver-based photography as our mainstream method of visual expression and communication. Traditional photography, however, continues to be practiced with a strong and passionate following. Most serious photographers consider it necessary to learn these skills to truly understand the medium, and many practice it for its immediacy and hands-on intimacy. This course will introduce skills, techniques, and materials of traditional, silver-based black and white photography. These skills include use of camera types, including view cameras and hand-held cameras, lenses, light metering techniques, lighting techniques, and refined development and traditional printing techniques. We will examine how different technologies have introduced different methods, and how these methods have shaped, and been shaped by, cultural aesthetics and priorities. We will discuss and examine artistic and photographic concerns, and deal with the advancement of personal visual and conceptual skills needed to produce affective images. Students in this course will experiment with a variety of materials, techniques, and philosophical approaches to traditional photography, and ultimately produce a body of work that exhibits their own personal investigations and creative expression. (WCORE: WCFAH)			
ART	215	Drawing Lines in the Sand	4 Credits
This hybrid studio-seminar course examines art about landscape, space, and environments, while challenging students to build on these ideas in their own creative work. Students will research artworks and writings that explore topics such as landscape, "wild" and urban space, public and private spaces, land(scapes) and power, using this context to inform their creative works that address these same topics. This course simultaneously introduces			

students to fundamental drawing techniques, with a special focus on drawings and images made using landscape, nature, and hybridized modes of visual communication. No previous experience with drawing is required. (WCore: WCFAH, RE)

DANCE	110	Creative Process	3 Credits
This course is an interdisciplinary and playful exploration of the creative process in dance for anyone - no previous dance experience required. Students participate in theoretical and practical content to develop an understanding of our moving bodies, movement potential, personal voice, and collaboration via tools of improvisation, composition, and communication through movement. (WCore: WCFAH and DE)			
FILM	110	Making Sense of Movies	4 Credits
This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFAH, RE)			
FILM	210	(Un)American Cinema	4 Credits
This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFAH, RE)			
FILM	212	Film Genres	4 Credits
This course explores the history, procedures, and consequences of organizing popular films into distinct "genres" (i.e., Western, Sci-Fi, Fantasy). The course will consider such questions as how genres get established, how we know that a film falls into a particular genre, how genres organize audience expectations, and how films may either meet or upset those expectations. (WCore: WCFAH)			
FILM	220	Transnational Cinema	4 Credits
Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and emphatically political than other art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice.(WCore: WCFAH, DE)			
GNDR	101	Gender, Sex, and Identity	4 Credits
The central aim of this course is to foster critical thinking about gender and how the concept of gender structures relationships of power around us every day. This means that we will think about, write about, and talk about questions related to what gender is, how it affects us, and how it can change. Throughout this course, we will draw on several different disciplines, such as sociology, philosophy, literature, and political science, to develop a multi-faceted understanding of how gender structures our lives. We will also look at specific topics related to the intersections of race and gender, sexual identity, gender inequality, and the flexibility of gender categories.(WCore: WCFAH, DE)			
HIST	102	Alien Encounters in History	4 Credits
People often make the judgment that since the past has influenced our own world, the people of the past must somehow be "like us" in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with "alien" cultures. Examples: What's the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the "alien" encounters that we will study. (WCore: WCFAH and WE)			
HIST	111	Patterns of Global Immigration	4 Credits
This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who			

becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore:, WCFAH, WE)

HIST	120	The Story of America	4 Credits

This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFAH, DE)

HIST	123	Citizenship and Voting in Europe	4 Credits

This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFAH, WE)

HIST	202	America's Best Idea	4 Credits

In 1872 the U.S. Congress declared the Yellowstone region the world's first "national park." In 1916 Congress created the National Park Service, "which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." Today the Park Service manages 407 "units" with 28 different designations – including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves – and nations around the world have created their own versions of "national parks." This course will investigate the "national park" idea and its implications for natural and human history. Why has this been called "America's best idea?" What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFAH, WE)

HIST	206	Homelands and Contested Spaces	4 Credits

Focusing on the methods, processes and outcomes of empire in what are usually referred to as "settler states," this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why do these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The course places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)

LMW	104	Books That Changed the World	4 Credits

Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCore: WCFAH, WE)

LMW	105	Communicating Through Writing	4 Credits

This course immerses students into the process of becoming college writers. The workshop oriented class provides an opportunity for students to learn about the following: how rhetorical context shapes writing, how to write about readings, how to understand the information literacy needs and approaches to research, and how to synthesize research into a student's own writing. By the end of the course, students will have confidence to read, write, research, and communicate in a college context. (WCore: WCFAH, WE)

LMW	114	Searching for America	4 Credits

This course explores the rich tradition of modern American literature by featuring some of the most captivating texts and innovative authors, including US minority writers of different ethnic backgrounds. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCore: WCFAH, DE)

LMW	115	The Bible and Literature	4 Credits

We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S.Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCore: WCFAH, WE)

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LMW	116	The Serious Art of Humor	4 Credits
<p>This writing emphasis (WE) Exploration course focuses on humor as a pivotal human experience in the twenty-first century. Students will explore how humor is tied to social contexts, and gain a deep understanding of ways in which humor entertains, instructs, and illuminates political issues. We will read comedy as a cultural text and explore a myriad of subgenres that span geographical contexts (including works by social activist Wanda Sykes, contemporary satirist George Saunders, Indian joke master Kushwant Singh, and cultural critic Barry Sanders), as well as examine styles of comic performances from Ali G's shock-comedy to Margaret Cho's political satire. In the process, we will investigate the meanings and effects of humor that have proliferated through social and digital media in the backdrop of such historical events as 9/11 and the Asian Tsunami. Throughout the course, students will reevaluate the concept of humor and ask "What's funny and why?" (WCore: WCFAH, WE)</p>			
LMW	121	How Literature Matters Now	4 Credits
<p>This course considers how literature continues to be a vital element of human experience in the 21st century. It may focus on how literary tropes and ideas manifest themselves in other media (in adaptations, allusions, or mashups), on how digital tools have opened up new ways of understanding literary texts, or on how the techniques of literary analysis can help us to understand political narratives. (WCore: WCFAH, WE)</p>			
LMW	130	Self-Discovery: Film and Literature	4 Credits
<p>Great films and literature testify to the difficulty and the crucial importance of self-discovery. Literary and cinematic protagonists throughout history have struggled to "know thyself," as the oracle commands. The failure to know oneself can have tragic consequences. For us today, film and literature are a challenging and enjoyable route to self-knowledge. This class will study works of literature and cinema which speak to the process of self-discovery. (WCore: WCFAH)</p>			
LMW	133	Walking	4 Credits
<p>In this arts and humanities course, we will explore the cultural history of walking in the United States, we will walk with intention, and we will write and make art about walking. Some people walk only out of necessity. Others walk to improve their well-being, to see the world, or to save the earth. Depending on who is walking where, when, why, and how, this seemingly simple and ordinary activity can become an adventure, a sport, a crime, an artistic performance, a spiritual practice, a political protest, and more. By studying and practicing the art of walking, we will ask important questions and uncover sometimes uncomfortable truths about ourselves and our world. This course welcomes all people. For our purposes, walking is defined as slow movement across the land. (WCore: WCFAH, WE)</p>			
LMW	204	Epistolarity: Letters to and From	4 Credits
<p>This writing emphasis (WE) W seminar focuses on letters as both reading and writing texts. Students will read letters both real and imagined (for example Heloise and Abelard, Frederick Douglass, Roland Barthes' A Lover's Discourse, Sojourner Truth, Madame de Stael, M.L.King's "Letter from Birmingham Jail," Rilke's Letters to a Young Poet, McSweeney's Letters to People or Entities Unlikely to Respond) across a variety of genres. Students will also write their own letters (love letters, rejection letters, condolence letters, complaint letters, etc.) to themselves, their loved ones, the instructor and classmates, the editors of newspapers or magazines, their communities, etc. The course seeks to combine a deep understanding of rhetoric (awareness of audience, purpose, and information literacy) with literary modes across a broad spectrum of relevance. Letters might include emails, texts, and tweets. The seminar aims to teach students the importance of establishing ethos in conjunction with educating one's audience. Workshop format, with at least 20 pages of writing, including multiple drafts of each assignment. The course addresses three university-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCore: WCFAH, WE)</p>			
LMW	202	Worlds of Fantasy	4 Credits
<p>While the fantasy genre has its roots in truly ancient myths and legends, it is very much a product of the twentieth century. In Worlds of Fantasy, we will examine the origins and development of fantasy media in all their forms, from literature to TV, film, and games. Our central concerns will be how fantasy represents the past; how readers, viewers, and gamers experience fantasy; and how fantasy both expresses and challenges oppressive concepts of gender and race. Readings will draw from a diverse range of fantasy authors. (WCore: WCFAH)</p>			
LMW	205	Goddesses, Heroes, and Others	4 Credits
<p>From ancient scriptures to contemporary comics, these literary characters-goddesses, heroes, and "others" (figures marginalized by the dominant group)-rule. This course investigates and supports your investigations of these character types. It poses basic questions asked by many literary critics: where do these characters come from and how are they adapted by so many cultures and literary genres? To answer these questions, we'll delve into current theory and historical research. We'll do our part to keep goddesses, heroes, and others alive! (WCore: WCFAH, RE)</p>			
LMW	207	Global Food Movements: Farms to Social	4 Credits
<p>This course is a study of social movements around food and agriculture in the Global South. From farm worker movements in India to the indigenous fight for environmental justice in Ecuador, this course will investigate how global "food systems" intersect with issues of land, hunger, environment, and the economy. The focus will be on the phenomenon of food crises and the social</p>			

movements in response to them. (WCORE: WCFAH, WE)			
LMW	210	Digital Narratives	4 Credits
In this course we will learn how to create stories using digital media such as video narratives and podcasts. Alongside exploring creative elements, we will also reflect critically on how new media shape our understanding of narrative and audiences. The online forum will allow us to be fully immersed in a digital experience. We will create what Anne Burdick calls, "imaginative techno-texts" and critique each other's works online. To develop a common vocabulary, we will read critical texts about narrative and media. In the process, we will analyze the relationship between creator and audience, between form and medium, by asking questions like, "how do the intersections between technology and storytelling affect the ways in which we explore and express our stories?" Students don't need technical proficiency. We'll spend some time going over basic technical and production guidelines. (WCORE: WCFAH, WE)			
LMW	211	Reading and Detection	4 Credits
While investigating the history of the detective genre in film and literature, this course compares the work of interpretation with detective work. It is a famous staple of the detective narrative that the detective explains her or his method of detection, often in considerable philosophical detail. In this course, students will imitate these self-reflective detectives by cultivating and describing their own unique methods of interpretation. They will articulate these methods in essays, discussions, and other linguistic performances. (WCORE: WCFAH)			
LMW	215	Vampire Literature	4 Credits
This course proceeds from the assumption that reading literature bears certain uncanny similarities with vampirism, and that these similarities partly account for the success of the vampire subgenre in popular literature and cinema (the reception of which we will regard as a kind of reading). In particular, literary texts put their readers in a state of passivity that is at once often nerve-wracking and intensely pleasurable. Meanwhile, we will regard writing as a form of vampiric seduction, luring the reading into a receptive state only to strike at the decisive moment and thus achieve its aims (which we will assume are somewhat less violent than the aims of a vampire). (WCORE: WCFAH, WE)			
PHIL	129	Race, Power, and Privilege	4 Credits
No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that we will investigate in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are.			
We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from different time periods and disciplines will highlight how concepts related to race and power change significantly over time, as well as reflecting that "Philosophy of Race" as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, engage in social justice work, and reflect upon that work in meaningful ways. (WCORE: WCFAH, DE)			
PHIL	131	Philosophy of Gender and Power	4 Credits
The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCORE: WCFAH, DE)			
PHIL	134	Philosophy, Identity, and the Self	4 Credits
When we begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shakier scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCORE: WCFAH, WE)			
PHIL	208	Philosophy of Love & Sex	4 Credits
Love and sexuality are two of the most crucial and complex aspects of our identities. Moreover, these concepts are often intertwined and sometimes pitted against one another. In this class, we will examine different approaches to this topic from a wide selection of philosophical traditions. Furthermore, we will supplement traditional philosophical readings with analyses of artifacts from popular culture, such as music, movies, and television. All of this will prepare			

us to ask and respond to various questions, such as "what is love, what is sex, and how are they related?" "In what ways does who and how we love make us who we are?" "How is sexuality a personally and politically important construct?" and "How can love change the world?" (WCore:, WCFAH, WE)			
PHIL	209	Poverty and Global Justice	3 Credits
Poverty is examined in this course as an ethical issue of the most pressing sort. Reviewing various ethical theories and conducting a survey of some of the most commonly used definitions of poverty, we focus on this question: what justifies, ethically, politically and economically, if at all, allowing so many human beings to remain mired in extreme conditions of deprivation (i.e., poverty that kills)? Arguably, we could act in such a way as to change such conditions to the benefit of the humans who are otherwise the victims of these unchanged, impoverished conditions. (WCore: WCFAH)			
PHIL	216	Ethical Issues in Health and Healthcare	4 Credits
The basic or human right to life enjoys widespread endorsement, though just what sort of life is considered a basic right may vary from one society to another. While exploring some of these varieties of the conception of "life" which all human beings putatively have a right to (and thus someone or other has a duty to support such a claim), we will focus in this course on the role which health and adequate health care play, anywhere, as necessities, for human beings who are trying to enjoy the substance of such a basic right to life. Other necessities for a substantive life as a matter of right will be discussed as well. (WCore: WCFAH)			
PHIL	221	Ethics of Diversity	4 Credits
In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question "What ought I do?" Throughout this term, we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of authors who are trying to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCore: WCFAH, DE)			
THTR	180	Acting I	3 Credits
A study of the acting techniques of Stanislavski, Strasberg, and Hagen applied to monologues and scene. (WCore: WCFAH)			
THTR	255	Script Analysis	3 Credits
This course studies methodologies of scriptanalysis to help students develop greater skill in the technical and theoretical skills of script analysis using a formalist approach. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally. Analytical methods provide students with glimpses of plays' underlying structural principles, leading to deeper understanding of overall meaning. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play's construction. (WCore; WCFAH)			
WCFAH	127	Infinite Variety	3 Credits
An introductory course to the art of acting and communication through performance. It covers the study of basic acting techniques, the value of storytelling, modes of communication (verbal, physical, text and subtext), and improvisation. Students will learn a lexicon of terms and techniques related to rehearsing, performing, and critiquing live performance and storytelling. Students will be challenged to access and deliver the physical, emotional, and psychological aspects of their character(s). (WCore: WCFAH)			
WCFAH	132	Sound, Music, and Technology	3 Credits
"The history of the music industry is inevitably also the story of the development of technology. From the player piano to the vinyl disc, from reel-to-reel tape to the cassette, from the CD to the digital download, these formats and devices changed not only the way music was consumed, but the very way artists created it." Edgar Bronfman, Jr. former CEO of Warner Music Group. Using this quote as a guide, but expanding it to include music and sound as a whole, not just the music industry, this course will broadly examine the effect that technology has had on music and sound after WWII. It will cover music and sound in popular music, art music, film and interactive media, music of other cultures, and sound art and sound installations. The class format is based on a cycle of listening, reading, and creating. Students will first listen to and discuss works that employ, are made possible, or were fundamentally changed because of a paradigm shift brought about due to a technological innovation. Students will then read and learn about one particular innovation and finally demonstrate their knowledge of this innovation by creating short musical or sound works of their own and writing about the relationship between technology and their own work or by composing short, focused essays about the relationship between a technological shift and works listened to in class. This class is open to all majors, regardless of prior musical knowledge; however, basic computer skills are required. (WCore: WCFAH)			
WCFAH	207	Humor and Philosophy	4 Credits
Most people love to laugh-but why? And what makes something funny? Is there a secret to someone or something being comical? And what's the purpose of humor and laughter, anyway? Finally-can anything be funny? Are some forms of humor actually immoral, and are we bad people for laughing at some jokes? Or is humor a fictional holiday from everyday life, where anything and everything is allowed? In this course we'll philosophically explore these questions and others about the nature, purpose, value, and possible limits of humor in everyday life. (WCore: WCFAH)			

WCFAH	213	Revisioning (Dis)ability	4 Credits
This course has been designed to provide an in-depth exploration of social justice issues for people with disabilities. Through a series of visual images, including documentaries and digital photographs, students will examine the disturbing history of cruel treatment through 'tyranny of the majority' toward those with disabilities. Topics include the Eugenics Movement, forced institutionalization, and continued restraint and seclusion. Students will also delve into the social changes brought about by the Disability Rights Movement as well as the barriers to full inclusion that exist today. (WCORE: WCFAH, WE)			
WCFAH	219	The Music of Two Ring Cycles	4 Credits
In this course, students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera Der Ring des Niebelungen and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's The Lord of the Rings. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCORE: WCFAH, RE)			
WRIT	110	First Year Writing Workshop	4 Credits
As students, we engage in a variety of academic conversations across multiple contexts. We engage with others in these communities to listen, share, inform, and persuade. The purpose of this course is to help students develop the confidence as writers entering academic conversations. We will approach this in several ways. We will develop mindful reading strategies. That is, how to make deliberate decisions on which reading strategies to use across various contexts and purposes. We will develop and reflect on our writing process, in which we plan, draft, share, and revise our writing. And, we will explore rhetorical choices in written and oral communication. That is, uncover not just what the writer and speaker says, but how the writing and speech is put together. We will analyze the academic conversations for rhetorical principles including audience, purpose, and argumentative strategies. (WCORE: WCFAH)			

WCORE SCIENCE AND MATHEMATICS COURSES

WCORE Requirements

CMPT	140	Computer Science Principles	3 Credits
This course is an introduction to the history, social implications, great principles, and future of computing. Relevance of computing to students and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will discuss how computing empowers discovery and progress in other fields. (WCORE: WCSAM)			
CMPT	150	Math and Technology of Entertainment Arts	3 Credits
Explore the math and technology behind computer animation and video game design. Ever wonder while watching a movie: "How did they do that?" Students will learn the mathematical and computational theory behind image processing, 2D and 3D computer graphics and special effects. This seminar will discuss the progress of computer graphics research over the last fifty years. (WCORE: WCSAM, QE)			
DATA	110	Explorations in Data Science	4 Credits
Data Science is on the forefront of the Big Data Revolution. Governments, companies, nonprofits, and health care providers are collecting, storing, and analyzing vast amounts of data to extract information about us and make predictions about our lives. The mathematical and technological aspects of data science have been central to its success, yet they cannot exist in isolation. The context in which data is collected and used, and potentially misused, shape the impact on individuals and society as a whole. Therefore, the study of issues involving data collection, analysis, and its communication from multiple contexts involving different disciplines-including but not limited to economics, psychology, sociology, biology, medicine and chemistry-will be a central theme of this class. (WCORE: WCSAM, QE)			
ENVI	102	Ecology of Food Systems	4 Credits
We eat many times a day, but very few of us think about our meals as part of a complex system of interactions between plants, animals, people, machines, and institutions. In this course we will explore the current state of the US food system, from production to consumption as well as issues such as food waste and food insecurity. Through hands-on experiments, guest experts and field visits, we'll also learn about the many ways that folks are working to create new food systems that are more just, fair and ecological. This course will also introduce students to the hands-on skills essential for sustainable agriculture on a variety of scales. On some days, participants should come to class dressed to do garden work and expect to get their hands dirty, as well as spend time visiting several area farms and gardens. Students will have the opportunity to implement what they learn while working in Westminster's campus garden and in cooperation with community partners. (WCORE: WCSAM, QE)			

ENVI	115	Science of the Environment	4 Credits
In this course, you will get hands-on opportunities to learn about many critical aspects of our environment the soil that produces the food we eat, the air we breathe and the water we drink, as well as the climate of the planet we call home. You will have the opportunity to learn how these important environmental systems work, as well several techniques and tools to collect, analyze, and interpret environmental data. A major goal of the course is to help you understand the science behind many environmental issues so that you can make informed decisions about important environmental and global challenges. (WCore: WCSAM, QE)			
GEOL	107	Geology of the American West	4 Credits
This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)			
GEOL	111	National Parks Geology	4 Credits
Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)			
GEOL	230	Dinosaur Paleobiology	4 Credits
They say you can't get blood from a stone, but paleontologists often try to do exactly that. With nothing but a few fossilized fragments, paleontologists reconstruct not just the anatomy of extinct creatures, but also their physiology, behavior, ecology, and life histories. This class will use dinosaurs as an extended case study to explore how paleontologists make claims about the lives of long dead creatures, and about how understanding those creatures' lives can lead to additional insights about the history of the earth and the dynamics of evolution. (WCore: WCSAM)			
NEURO	117	Yep, Brains Are Cool!	4 Credits
In this course, we will explore a variety of topics important to anyone who owns and uses a brain. In particular, we will focus on brain development in late adolescence and emerging adulthood and will use our brains to understand how we research brains. The course will be framed around a central question - "How do we know that?" We will look at current research on brain development during the transition to young adulthood, examine strengths and weaknesses of methods used to conduct that research, and discuss the practical application of such knowledge to the students' own lives. In addition, we will discuss the ways in which said research has been used to shape parenting and educational practices as well as public policy over the past decade. (WCore: WCSAM, RE)			
NEURO	120	Genetics of Human Behavior	4 Credits
Have you ever wondered how much your genes affect who you are? This course is an exploration of the role of genetic inheritance on human behavior. We will focus on modern genetic analysis and the molecular techniques used to study both complex normal human behaviors and diseases. Lab exercises, data analysis, and case studies will be integrated throughout to familiarize students with the process and methods of science. (WCore: WCSAM, QE)			
NURS	108	Healthy, Sustainable Nutrition	4 Credits
The course includes the foundations of human dietary requirements, the basics of macronutrients and micronutrients, and nutritional needs across the lifespan needed for a pre-health occupation prerequisite. The primary prevention of the chronic diseases of first world populations, versus the needs of those of the third world will be compared and contrasted for the purpose of exploring complex issues of nutrition, food, health and environmental sustainability. Grounded in concepts of nutrition science and human ecology, the course will explore the impact of food production and consumption on human health and the environment. Deep learning is achieved through involvement in hands-on activities and assignments. (WCore: WCSAM)			
PSYC	105	Bust That Psych Myth	4 Credits
This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition and behavior. Through this exploration, the course presents students with opportunity to interact with material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (WCore: WCSAM, RE)			
WCSAM	103	Counting Votes	4 Credits

After eighteen years of waiting, you finally have the right to vote! But just what does voting mean? There are actually many methods of expressing voting preferences via ballots. Which is the best method? How is a state's number of representatives in the U.S. House of Representatives actually determined? What other methods are there, and what results would they produce? How might that change the political landscape of our country? Which states have real power within the Electoral College? We will take a mathematical look at all of these questions by studying Arrow's Impossibility Theorem, exploring various apportionment methods and their implications, and learning about power within weighted voting systems. (WCore: WCSAM, QE)			
WCSAM	104	Explorations in Oceanography	4 Credits
This course will take an interdisciplinary approach to exploring oceanography, marine ecology, and how anthropogenic activities influence the ocean. We will study key aspects of physical, biological, and chemical oceanography in order to gain an integrated and comprehensive understanding of the oceans. This course will include multiday experiments and labs in which students will explore concepts such as what physical factors control ocean circulation, what influences biological primary production, the chemistry behind ocean acidification, and how ocean acidification impacts different classes of phytoplankton. Group activities will often utilize real oceanographic, remote sensing, and time series data to explore relationships, long-term trends, and periodic events, such as El Niño. (WCore: WCSAM, QE)			
WCSAM	105	Games and Decisions	4 Credits
In a situation where the outcome depends on several people's decisions, how can you make the best rational decision? That is the central question of Game Theory, used in economics, political science, biology and many more fields. In this experiential course, students will discover the principles of Game Theory by playing and analyzing a variety of 'games'. The games analyzed will include Deterministic, Strategic and Coalition Games. (WCore: WCSAM)			
WCSAM	109	Introduction to Circuits and Electronics	4 Credits
This is a hands -on course where students build practical electronic devices and learn basic electronics and electric circuits. (WCore: WCSAM, QE)			
WCSAM	112	Personal Wealth Foundations	3 Credits
This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM, QE)			
WCSAM	113	Probability, Risk, and Reward	4 Credits
An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM, QE)			
WCSAM	114	Science of Food and Drink	3 Credits
Food and drink are central to living and this culinary course takes a chemistry approach to the study of how different foods and drinks are created. During this highly interactive course, students will learn fundamental principles in chemistry and then use them to create various foods and drink. Topics such as chemical composition, chemical bonding, chemical interactions, chemical properties and chemical reactivity will be explored using chemicals and biological organisms common in a kitchen. Concepts will be studied through experimentation using the kitchen as the laboratory environment. During the course, other important and sometime controversial food science topics will be discussed. Additionally, examples and illustrations pulled from recent events will be given to heighten the general awareness of other chemicals present in society and the benefits and risks associated with their use. (WCore: WCSAM)			
WCSAM	116	Introduction to the Universe	4 Credits
This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and extrasolar planets. Emphasis is placed on the physical properties of light and how it is used to observe the universe beyond our physical reach. Throughout the course, we will discuss the interaction of astronomy and culture, and what makes science different from other ways of knowing. (WCore: WCSAM, QE)			
WCSAM	201	Geobiology of the Universe	4 Credits
This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, crewed missions, and non-crewed probes into our solar system and beyond. Using primary data from past studies and current missions, we will develop models and design experiments to ask larger questions about the Universe. Is there life beyond Earth? How does geology of a space body inform the potential for life? This course fulfills the Research Emphasis (RE) requirement. (WCore: WCSAM, RE)			

WCSAM	202	Isotope Biogeochemistry	3 Credits
This course will use a case study approach to understand how the use of isotopic ratios and isotopic tracers have been employed to answer a wide range of questions about the earth and our universe. Students will read, present, and discuss seminal research articles from the primary literature that have used isotopes to answer important scientific questions. Topics covered will be drawn from across all environmental related fields, and will include the use of isotopes to: date the earth and our solar system, determine bird migration patterns and breeding grounds, determine the diet and trophic status of various organisms in an ecosystem, determine the source of toxic heavy metals, characterize the composition of the earth's atmosphere in the distant past, characterize ocean circulation and groundwater flow, etc. Students will learn how isotope measurements are made using mass spectrometers both at Westminster University and at multiple isotope labs at another institution on a class field trip. Students will analyze real data from these facilities in order to answer a current research question, and will later present their findings and conclusions. (WCore: WCSAM, QE)			
WCSAM	203	Linear Algebra	4 Credits
Linear algebra is a foundational subject for almost all areas of pure and applied mathematics. This course will include systems of linear equations and their representations as matrices, matrix algebra, vector spaces and subspaces in R^n , eigenvalues and eigenvectors, least squares, and the simplex method. There will be a heavy emphasis on applications and numerical techniques, implemented with standard scientific programming languages. This course emphasizes critical, analytical, and integrative thinking as well as writing and other communication skills. This course does not have a specific prerequisite, but students enrolling in this course need to be ready for college level mathematics. (WCore: WCSAM)			
WCSAM	206	Making and Breaking Secret Codes	4 Credits
The purpose of this course is to introduce you to the complex and exciting world of secret communication. Starting with the ciphers used by Julius Caesar, we will trace the development of cryptography (the science of enciphering messages) and cryptanalysis (the science of breaking ciphers and decoding secret messages) through the medieval period, the Enigma machine and WWII, and the computer age. We will develop a hands-on understanding of the computer-based encryption that keeps our credit card numbers safe online and allows us to transmit information securely over great distances. (WCore: WCSAM, QE)			
WCSAM	207	The Art and Science of Creativity	3 Credits
Creativity is significant in the design of both artistic creations and scientific experiments. Both science and the arts are process-driven and employ problem-solving techniques. Both have a history of work in the field, from collecting specimens to plein air painting. Both have a history of work indoors, from labs to studios. Whether one's lens is that of a camera or a microscope, observation is the same process. The course takes an interdisciplinary look at the creative process, turning parallels into intersections. We will focus on current research in creativity and, through experiential discovery, tap our own ability to design and experiment. (WCore: WCSAM)			
WCSAM	208	Citizen Science Astronomy Research	3 Credits
In this course, students will use robotic telescopes to take astronomical images, analyze the data in these images, and contribute their findings to an ongoing collaborative citizen science research project. Possible objects of study will vary depending on timing, but may include variable stars, eclipsing binaries, exoplanet transits, or asteroids. Students will also choose their own citizen science project in which to participate and share their project with others. Throughout the course, we will focus on the critical thinking skills and processes in scientific research, how the modern scientific enterprise operates, and how science is communicated to the public. (WCore: WCSAM)			

WCORE SOCIAL AND BEHAVIORAL SCIENCES COURSES

WCore Requirements

ECON	130	The Hitchhiker's Guide to the Catallaxy	4 Credits
We will hitchhike through time from the catallaxy (economy) of 18th Century BC Babylon to the catallaxy of present-day Utah to better understand two millennia of commerce, currency, chaos, control, and choice in a world of uncertainty and scarcity. During this period, the lives of commoners changed dramatically. Just a few centuries ago they were pawns of kings. Today, many of us live more lavishly than feudal queens and kings. We will use economic history and basic tools of economic science to study the dramatic changes in the lives of commoners (WCore: WCSBS).			
ECON	150	Economics, Ethics, and Growth	3 Credits
This class explores economic ideas through the effort to enhance economic growth by extending the market, and the counter movement to protect human beings, nature, and productive organizations from market forces. Extending the market involves transforming human beings, nature, and productive organization into commodities. This manifests itself in crises, inequality, environmental degradation, and so on. (WCore: WCSBS)			

EDUC	207	Don't Give Up on Us: Promoting Hope and Resilience in the Face of Childhood Trauma	4 Credits
<p>This Social and Behavioral Sciences W-Core course will explore ways in which traumatic childhood events impact and shape individuals' brain development, health and well-being, relationships, educational trajectories, and involvement with the justice system. We will investigate traditional practices, policies, and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these experiential and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability to solving real-world problems. (WCORE: WCSBS)</p>			
ENVI	103	Radical Hope	4 Credits
<p>We live in a world in the midst of a climate crisis, a 6th great extinction, and ongoing environmental injustice. How might we find hope in our connection to things like pigeons, mushrooms, and frogs? The world around us is filled with environmental monsters and ghosts. What might we learn from those stories of horror and loss? The Anthropocene seems fraught with change, peril, and despair at every step; what tools for a more verdant and just future, what seeds for radical hope might we find among the ruins? This course aims to acknowledge the dramatic changes associated with the Anthropocene and the anxiety and despair that those changes might produce. In response, however, together we will look for tools to address this despair and reassess those changes to consider ways we might discover creative connections to the world around us, and how those connections might contain kernels of a more hopeful present and future. (WCORE: WCSBS)</p>			
ENVI	202	People and Places	4 Credits
<p>Have you seen hilarious public restroom graffiti, or initials and the symbol of a heart carved on the face of a boulder? Have you wondered about why people do what they do and say what they say in certain places but not other surroundings? How do people make sense of and cope with surroundings such as a prison, or a crowded and polluted neighborhood? Through readings, discussions, site visits, and other activities, we will delve deep into the intricacies of human-place relationships and examine the way in which social differences (race, gender, class, etc.) shape and influence that relationship. Topics may include nature in prisons, wilderness therapy, and community gardens, among others. (WCORE: WCSBS)</p>			
ENVI	203	Climate Resilience	4 Credits
<p>The goal of this course is to prepare students to describe the complexity and diversity of older adults, explore ways to work effectively with older adults and promote healthy aging. Students will examine aspects of aging within historical, cultural, physical, mental, emotional, social, spiritual, economic and interpersonal contexts. The impact of an increased aging population on society and how society cares for the aging population will be a central theme of the course. (WCORE: WCSBS)</p>			
HIST	124	Film and Memory	4 Credits
<p>This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/ Russia, Japan, and China/ Hong Kong. This course will consider how visions of the future reflect historical realities (new ideas about science, nuclear war, space exploration). We will examine how different actors-production companies, directors, studios, and the state-attempt to craft national narratives and contribute to community identity through different genres. (WCORE, WCSBS, RE)</p>			
HIST	204	Truth and Reconciliation	4 Credits
<p>This course explores past and present attempts to achieve "Truth and Reconciliation" in the wake of violent and traumatic historical events. We will examine comparative examples of Truth and Reconciliation processes in places like South Africa, Canada, Chile, and Greensboro, South Carolina. We will also compare these processes with artistic and grassroots ways to come to terms with the past as well as international war tribunals. By closely analyzing the way individuals and governments create public memory about shared experiences and historical events, we will raise questions about the complex nature of seeking truth and studying history, and the tension between the pursuit of reconciliation and the desire for justice. This course has an oral history component. (WCORE: WCSBS, WE)</p>			
HIST	214	Vietnam and America	4 Credits
<p>This course explores the tangled history of America's involvement in Vietnam, the war's impacts on the people of both nations, and the war's global legacy. We will emphasize the reasons, meanings, and outcomes of the war for a range of participants: Vietnamese soldiers and civilians, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti-war; and participants, observers, and protesters around the world. This course fulfills the WCORE Research Emphasis. You will learn and practice history-specific research, discussion, and writing skills in a variety of assignments, including weekly reflective journals and crafting short "vignettes" and a longer research paper based on primary and secondary sources that you find, evaluate, analyze, and communicate to your classmates. (WCORE: WCSBS, RE)</p>			

JUST	109	Power and Social Change	4 Credits
Power and Social Change is an exploratory course: the place where the student will be exposed to concepts, problems, and challenges of the ethics of justice. This will be accomplished by laying a phenomenological foundation to the study of justice. The student becomes familiar with (in)justice problems, critically analyze and challenge materials and images detailing the complexity of social constructions. By using critical analysis, students evaluate the ways in which race, ethnicity, class, (dis)ability, and gender intersect in the social structure. (WCore: WCSBS, DE)			
LMW	131	Shakespeare, Culture, and Society	4 Credits
Shakespeare's plays and poems are important cultural artifacts of English society, its customs, traditions, structures, and institutions. We will investigate how the performance of Shakespeare's works function in 17 th -century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and René Girard. We will consider the role of Shakespeare's art in relation to issues of social order and of social change. (WCore: WCSBS, WE)			
NURS	101	Aging Matters: Social Gerontology	4 Credits
The goal of this course is to prepare students to describe the complexity and diversity of older adults, explore ways to work effectively with older adults and promote healthy aging. Students will examine aspects of aging within historical, cultural, physical, mental, emotional, social, spiritual, economic and interpersonal contexts. The impact of an increased aging population on society and how society cares for the aging population will be a central theme of the course. (WCore: WCSBS)			
NURS	109	Sociology, Wellness, and Healthcare	4 Credits
Students are challenged to think critically about the sociology of health and healthcare. Questions students will analyze are: 1) how social forces affect health, illness, and healthcare; 2) how society views the meaning and experience of illness with an emphasis on mental illness; 3) the social distribution of healthcare in the United States; 4) the social meaning of health care systems and technologies; 5) the sociology of differing healthcare practitioners and practices. Additionally, students will explore how sociology can affect healthcare around the world. Finally, through case studies students will examine ethical dilemmas in healthcare and the politics underpinning those dilemmas. (WCore: WCSBS)			
PLSC	106	Explorations in Politics	4 Credits
This course explores contemporary political issues in the context of a diverse and globalized world. Issue areas explored may vary depending on political events at the time. (WCore: WCSBS, WE)			
PLSC	203	Courts, Law, and Social Justice	4 Credits
In this course, students use the tools of social science and legal analysis to understand and analyze the role of law and the courts in American society and politics. Students come away from this course with an appreciation for the role of law in American society, an ability to use the basic tools and principles of legal analysis, and a perspective on US courts that is informed by social science theory. (WCore: WCSBS)			
SOC	105	The Sociological Imagination	4 Credits
This course provides a comprehensive introduction to sociology by examining the cultural, organizational, and social forces that shape people's perceptions, actions, and opportunities. Areas of emphasis include the sociological perspective; social inequality; and social roles, groups, and institutions. (WCore: WCSBS, DE).			
SOC	205	Social Problems	4 Credits
Focusing on various social problems such as poverty, unemployment, crime, substance abuse, racism, discrimination, gender inequality, sexual inequality, and global inequality, this course utilizes sociological analysis to examine how social problems are defined and dealt with within the United States and other parts of the world. (WCore: WCSBS, DE)			
SOC	253	Sociology of the Family	4 Credits
This course explores the modern American family, examining the traditions, roles, functions, representations, changes, and controversies surrounding the social institution of the family. (WCore: WCSBS, DE)			
SOC	320	Sociology of Popular Culture	4 Credits

This course explores the social implications of popular culture. Focusing on film, television, video games, music, fashion, books, magazines, social media, social networking, and other forms of entertainment, the course critically examines how popular culture is produced, disseminated, consumed, interpreted, and experienced in the United States. (WCore: WCSBS)			
SOC	330	Sports and Society	4 Credits
This course explores sports as a significant cultural, political, and economic force in American society. Focusing on both established and alternative sports, the course incorporates a sociological perspective to critically examine how sports are organized, played, experienced, observed, perceived, and critiqued in the United States. (WCore: WCSBS, SC)			
SOC	342	Sociology of the Life Course	4 Credits
This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCSBS, DE)			
THTR	275	Period Styles	3 Credits
Historic architecture, interior design styles, and fashion are essential areas of knowledge for theatre designers. Many productions are not only set in historic periods and locales, but also draw on historic inspirations. This course will introduce theatre majors to a range of historic and global period styles in architecture, decor, and fashion for application in theatre design. Students will learn basic terminology of architectural features, furniture, and fashion. Students will also learn about research methods and historical and cross cultural influences in fashion and architecture. (WCore: WCSBS, RE)			
WCSBS	103	Communicating Across Cultures	4 Credits
Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)			
WCSBS	107	Exploring Global Challenges	4 Credits
This course explores the complex interaction among global issues and challenges across multiple fields like ecology, economy, culture, society, politics, and health. (WCore: WCSBS and DE)			
WCSBS	110	Immigration, Education, and Equality	4 Credits
This Social and Behavioral Sciences WCore course will explore ways in which environment, race, culture, and social class shape immigrants' educational experiences. We will read and analyze accounts of immigrants' experiences in public schools,, and critique perspectives regarding immigrant success in United States society and interact directly with immigrant students at a local school. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth. (WCore: WCSBS and DE)			
WCSBS	113	The Nature of Language	4 Credits
Examines ongoing issues concerning cognitive and social aspects of language. In exploring both popular and scientific perspectives on language, students develop skills in critical thinking while exploring elements of linguistic analysis. This course is framed around the following questions: What are the components of the language system? How do we acquire this system? And, how is this system used in society? In short: this course uses the lens of linguistics to examine real-life experiences. (WCore: WCSBS)			
WCSBS	130	Restorative Justice	4 Credits
This Social and Behavioral Sciences WCore course will examine practices in policing, adjudication, incarceration, and methods of school discipline both nationally and locally, and explore the efficacy of restorative justice practices as an alternative to punitive discipline and sentencing in these settings. Through site visits to the Salt Lake Peer Court and local schools, work with the Restorative Justice Collaborative of Utah, the examination of case studies, and participating in restorative justice circles, students will examine the impact that these practices can have on individuals and communities and make suggestions for real-world change. (WCore: WCSBS)			

WCSBS	131	Folklore of Many Americas	4 Credits
This class is an introduction to the study of folklore, which celebrates the art of the everyday. Folklorists study stories, songs, sayings, legends, folk beliefs, and other aspects of traditional culture. Although a lot of folklore reinforces the status quo, this course focuses on the folklore of minority groups in America and asks if and when folklore can be an act of resistance. (WCore: WCSBS, RE)			
WCSBS	132	The Art of Adulthood	3 Credits
You're in college, now what? This course discusses personal wellness, career selection, developing emotional resiliency and coping skills, and finding your path through ethics, leadership, diversity and mindfulness ... all important topics of "adulthood". The journey is yours - what will you do with it? As adults in a society struggling to grasp issues of personal and social responsibility, how do we prepare to contribute to necessary solutions and fulfill our roles as leaders? In other words, how do we become adults? This course is designed to help students answer this question and consider some of the more complex issues of adulthood. The Art of Adulthood guides students through the development of a framework for assuring a future of self-reliance, personal satisfaction and social contribution through a survey-level course including modules on Education for Life, Career and Job Search Skills, Emotional Resilience, Personal Ethics, Pluralism, Mindfulness and Leadership. Each module includes selected readings, participation in group discussions, preparing personal reflections, and developing personal action plans. Students will be expected to articulate select action plans in sufficient detail as to put their plans into motion and report on both short-run outcomes and long-run expectations. Students will be required to select a focal topic from the course modules on which they're prepared to offer a research project resulting in a paper, presentation, and video. The project requires exploration of existing frameworks and the selection of structural elements useful in constructing a framework applicable to a range of disciplines. Through the paper students will evidence how their proposed framework's utility may lead to the types of social contribution and personal satisfaction associated with productive leadership in the campus community and beyond. The production of the personal video is intended to offer students an opportunity to reflect on their journey through the course and how they expect to utilize their proposed framework to influence the fabric of their lives. The course includes coordination with Giovale Library staff to provide students with necessary information literacy instruction. Students will be expected to use this in the preparation of their research paper and as a useful foundation for structuring future critical writing projects and assignments. (WCore: WCSBS, WE)			
WCSBS	205	People, Power, and Protest	4 Credits
This course on social movements investigates key questions such as: How do social movements emerge? What do social movements do? Why do some movements succeed while others fail? To answer these questions, we draw from sociology, inter-disciplinary perspectives and cross-national approaches. This course will familiarize students with key concepts of this field - with a special focus on power and resistance - while exposing them to case studies of protest and social movements across the Americas and over time. (WCore: WCSBS and DE)			
WCSBS	206	Social Entrepreneurship	4 Credits
Are you interested in contributing to the greater good through the career you choose? Do you want to do 'good' for others without sacrificing your own economic well being? Well, now you can. In this course you will learn about the growing phenomenon known as social entrepreneurship. In this class you will learn the theory behind social entrepreneurship and you will immerse yourself in the local economy of mission driven startups in the for-profit and not-for-profit sectors. (WCore: WCSBS and WE)			
WCSBS	220	Social Justice By the Numbers	4 Credits
How can we measure and analyze justice, fairness, and equity in our society? How can we use such analysis to determine how to better ourselves and the society in which we live? Jordan Ellenberg describes math as "an atomic-powered prosthesis that you attach to your common sense"; in this course, you will develop your prosthesis and use it to analyze and improve the world around you. (WCore: WCSBS, QE)			
WRIT	123	Writing and Language Diversity	4 Credits
In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As college students, we are asked to write "academically." But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge - and are judged - on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers, and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE)			

WCORE DIVERSITY EMPHASIS COURSES

WCore Requirements

DANCE	110	Creative Process	3 Credits
This course is an interdisciplinary and playful exploration of the creative process in dance for anyone - no previous dance experience required. Students participate in theoretical and practical content to develop an understanding of our moving bodies, movement potential, personal voice, and collaboration via tools of improvisation, composition, and communication through movement. (WCore: WCFAH and DE)			

ENVI	203	Climate Resilience	4 Credits
In this course, students will engage in extensive interdisciplinary research on how indigenous and people of colors communities build ecological, cultural, and emotional resilience in response to the crisis of climate change. Students will also collaborate on developing a website where they communicate their research findings to the general public. New content for the website will be created by cohorts of students each time the course is offered.? (WCore: WCSBS, DE)			
FILM	220	Transnational Cinema	4 Credits
Because it is generally directed at a mass audience and because it has played a founding role in modern societies' ways of representing themselves and educating (or indoctrinating) their citizens, cinema is even more visibly and emphatically political than other art forms. In this course, we will study three "cases" in the history of world cinema in an effort to get some understanding of how films operate on and in history. We will conceive "history" not as a progression of events through time but rather as a series of struggles among individuals and groups within particular societies. Because resistance to oppression is an explicit goal of the films we will study, we will focus on how cinema addresses sites of solidarity and oppression like ethnicities, tribal structures, religion communities, and genders and modes of sexual expression and practice. (WCore: WCFAH, DE)			
GNDR	101	Gender, Sex, and Identity	4 Credits
The central aim of this course is to foster critical thinking about gender and how the concept of gender structures relationships of power around us every day. This means that we will think about, write about, and talk about questions related to what gender is, how it affects us, and how it can change. Throughout this course, we will draw on several different disciplines, such as sociology, philosophy, literature, and political science, to develop a multi-faceted understanding of how gender structures our lives. We will also look at specific topics related to the intersections of race and gender, sexual identity, gender inequality, and the flexibility of gender categories. (WCore: WCFAH, DE)			
GNDR	131	Philosophy of Gender and Power	4 Credits
The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: WCFAH, DE)			
GNDR	350	Gender in Society	4 Credits
This course exposes students to the problematic concept of "gender", including the many ways in which society's organizations reinforce and shape gender relations, and the ways in which gender shapes our identity, relationships, and the division of labor in society. Using a feminist perspective and drawing on international authors, this course will focus on the concept of "gender" at the individual, interactional, and institutional levels. (WCore: DE)			
HIST	120	The Story of America	4 Credits
This class will serve as an introduction to American history from the colonial period to the present day. We will seek to answer some fundamental questions: How did we get here? How did we go from a handful of small, not very important British colonies to the richest and most powerful nation on earth? How free have Americans been, who has wielded power, and how has that changed over time? How do historians construct their versions of the past? (WCore: WCFAH, DE)			
HIST	206	Homelands and Contested Spaces	4 Credits
Focusing on the methods, processes and outcomes of empire in what are usually referred to as "settler states," this course explores the United States, Australia, and South Africa (among others) from circa 1600 to the present. It compels students to grapple with the complex origins, realities and legacies of what we commonly know today as reservations and homelands. Questions of primary concern in this course are: How and why did these spaces come to be? How and why were they maintained (or not maintained)? Why did certain populations accept or reject the creations of these spaces (and why do these responses change over time)? How do the ancestors of settlers and indigenous populations see and experience these spaces today? The course places a heavy emphasis on critical reading, film interpretation, and research. (WCore: WCFAH, DE)			
JUST	109	Power and Social Change	4 Credits
Power and Social Change is an exploratory course: the place where the student will be exposed to concepts, problems, and challenges of the ethics of justice. This will be accomplished by laying a phenomenological foundation to the study of justice. The student becomes familiar with (in)justice problems, critically analyze and challenge materials and images detailing the complexity of social constructions. By using critical analysis, students evaluate the ways in which race, ethnicity, class, (dis)ability, and gender intersect in the social structure. (WCore: WCSBS, DE)			

JUST	310	Law and Society	4 Credits
This course explores the relationship between the legal system, law, and current controversial issues in society as they relate to race, ethnicity, class, and gender. Students will learn to analyze contemporary American legal issues using the theories of Durkheim, Marx, and Weber in addition to critical legal studies and critical race theory. (WCore: DE)			
LMW	114	Searching for America	4 Credits
This course explores the rich tradition of modern American literature by featuring some of the most captivating texts and innovative authors, including US minority writers of different ethnic backgrounds. Emphasizing pertinent connections between literature and culture, class discussions will showcase how imaginative writing illuminates, interrogates, and complicates fundamental aspects of American culture. We will discover that whether literary protagonists dream of freedom, refuge, success, or happiness, they all imagine and experience modern America in uniquely compelling ways. (WCore: WCFAH, DE)			
NURS	310	Vulnerable Populations	4 Credits
This course will examine and analyze a vulnerable population using two approaches. The first approach will be to scrutinize the vulnerable population through an aggregate lens of diversity that includes the risk factors, trends, and health disparities in a vulnerable population of the student's choosing. Some, but not all, populations the student can choose from include: the chronically ill and disabled, persons living with HIV/AIDS, those living with alcohol or substance abuse, the suicide or homicide prone, those that are homeless, immigrants and refugees, and the elderly. In the second approach the student will describe and synthesize the concepts of power, privilege, and subordination in the selected vulnerable population. The student will be expected to examine the selected population through the lens of a person in that population. (WCore: DE)			
PHIL	129	Race, Power, and Privilege	4 Credits
No one lives as just an individual but rather all of us live within and interact with systems of identity, oppression, and privilege. Many people find solidarity, belonging, and pride in our relationships with categories such as race but these categories are also sites of oppression and privilege. In this course, we will look at how systems of racism and privilege contribute to how we define ourselves, how we are defined by society, and how the world we know is defined. We will do this from a philosophical perspective. This means that while we will occasionally discuss concrete issues such as affirmative action and equal pay laws we will concentrate on theories of oppression, privilege, intersectionality, and resistance. This means that we will do a lot of abstract thinking in this course. While the topics that we will investigate in this class are different than what you would find in most philosophy courses we will be learning how to think philosophically about important issues that are part of who we are. We will read a wide variety of sources written by living philosophers of race, some sources from philosophers working in the early twentieth century, as well as quite a bit of work from theorists working in literature and sociology. Looking at sources from different time periods and disciplines will highlight how concepts related to race and power change significantly over time, as well as reflecting that "Philosophy of Race" as a subfield is always interdisciplinary. Assignments and discussions will encourage students to complicate the ways they view their own identity, question the simplified accounts of power that they encounter from the media, engage in social justice work, and reflect upon that work in meaningful ways. (WCore: WCFAH, DE)			
PHIL	131	Philosophy of Gender and Power	4 Credits
The term "feminist" has almost as many meanings as it has both advocates and detractors. For some, the "feminism" means a radical shift in language, politics, and economics. For some, the term simply means equality. And still for others, the term means witchcraft, sexual deviancy, and the death of the American family. This semester, we will examine how contemporary theorists (many of whom call themselves "feminist") argue the world needs to change in order to make a more just environment for women. In the process, we will read about, write about, and discuss a wide range of issues including structures of power, sexuality and sexual violence, race, masculinity, and beauty norms. The goal for this class is not to decide on one solitary definition of "feminism" but instead to force ourselves to think more critically about how gender structures the world around us and how we can change our future. (WCore: WCFAH, DE)			
PHIL	221	Ethics of Diversity	4 Credits
In the context of philosophy, ethics is the study of moral decisions and moral actions. To put it more simply, the aim of this course is to ask the question "What ought I do?" Throughout this term we will ask this question again and again, sometimes in the context of concrete decisions and sometimes in the context of more abstract theories of right and wrong. In the process, we will read the work of authors who are trying to answer the same questions, investigate their works thoroughly, and analyze their ideas and our own through writing and class discussion. (WCore: WCFAH, DE)			
SOC	105	The Sociological Imagination	4 Credits
This course provides a comprehensive introduction to sociology by examining the cultural, organizational, and social forces that shape people's perceptions, actions, and opportunities. Areas of emphasis include the sociological perspective; social inequality; and social roles, groups, and institutions. (WCore: WCSBS, DE)			
SOC	205	Social Problems	4 Credits

Focusing on various social problems such as poverty, unemployment, crime, substance abuse, racism, discrimination, gender inequality, sexual inequality, and global inequality, this course utilizes sociological analysis to examine how social problems are defined and dealt with within the United States and other parts of the world. (WCore: WCSBS, DE)			
SOC	253	Sociology of the Family	4 Credits
This course explores the modern American family—examining the traditions, roles, functions, representations, changes, and controversies surrounding the social institution of the family. (WCore: WCSBS, DE)			
SOC	342	Sociology of the Life Course	4 Credits
This course examines the life course using a sociological perspective. We will examine the social processes associated with the life course, connecting individual experiences to larger social and historical processes. Life course theory will be used to highlight the following aspects of the aging process: 1) individuals are shaped by historical time and place; 2) individual lives are interconnected to others through social interaction; 3) individuals make choices for their lives and construct their own life course within the context of historical and social opportunities and constraints; 4) the timing of life events shapes an individual's immediate and future life course. During the last few weeks of class we will also explore a number of social issues central to our aging society. (WCore: WCSBS, DE)			
SOC	350	Gender in Society	4 Credits
This course examines gender from institutional, interactional, and individual level perspectives. We will cover a brief history of the women's movement and its implications within the United States. A sociological perspective will be used to understand contemporary gender issues, including the social construction of gender, the intersection of work and family, the social construction of masculinity and femininity, and gendered relationships. (WCore: DE)			
SOC	372	Race, Ethnicity, and Class	4 Credits
This course explores race, ethnicity, and social class from a sociological perspective. Many people believe that American society is "color-blind" and equal opportunities exist for all. Challenging this assumption by focusing on the continuing significance of race, ethnicity, and class in America, this course examines how historical discrimination has led to large gaps in income, wealth, educational opportunities, and health outcomes, as well as how these disparities continue to be re-created and reproduced in everyday life. (WCore: DE)			
WCSBS	103	Communicating Across Cultures	4 Credits
Student explore intercultural communication concepts and theories. Students learn to become flexible communicators by: understanding concepts such as cultural value patterns and cultural-ethnic identity; exploring the process of crossing boundaries such as the development of culture shock; knowing how attitudes and beliefs influence behaviors and how cultural values are expressed through language. Cultural boundaries examined in this course include culture, race, and ethnicity. (WCore: WCSBS, DE)			
WCSBS	107	Exploring Global Challenges	4 Credits
This course explores the complex interaction among global issues and challenges across multiple fields like ecology, economy, culture, society, politics, and health. (WCore: WCSBS, DE)			
WCSBS	110	Immigration, Education, and Equality	4 Credits
This Social and Behavioral Sciences WCore course will explore ways in which environment, race, culture, and social class shape immigrants' educational experiences. We will read and analyze accounts of immigrants' experiences in public schools,, and critique perspectives regarding immigrant success in United States society and interact directly with immigrant students at a local school. We will explore differences in the educational outcomes of older and newer immigrants and look at the role of schools and other community organizations in the lives of immigrant youth. (WCore: WCSBS, DE)			
WCSBS	205	People, Power, and Protest	4 Credits
This course on social movements investigates key questions such as: How do social movements emerge? What do social movements do? Why do some movements succeed while others fail? To answer these questions, we draw from sociology, inter-disciplinary perspectives and cross-national approaches. This course will familiarize students with key concepts of this field - with a special focus on power and resistance - while exposing them to case studies of protest and social movements across the Americas and over time. (WCore: WCSBS, DE)			

WCORE QUANTITATIVE EMPHASIS COURSES

WCore Requirements

CMPT	150	Math and Technology of Entertainment Arts	4 Credits
Explore the math and technology behind compute animation and video game design. Ever wonder while watching a movie: "How did they do that?" Students will learn the mathematical and computational theory behind image processing, 2D and 3D computer graphics and special effects. This seminar will discuss the progress of computer graphics research over the last fifty years. (WCore: WCSAM, QE)			
DATA	110	Explorations in Data Science	4 Credits
Data Science is on the forefront of the Big Data Revolution. Governments, companies, nonprofits, and health care providers are collecting, storing, and analyzing vast amounts of data to extract information about us and make predictions about our lives. The mathematical and technological aspects of data science have been central to its success, yet they cannot exist in isolation. The context in which data is collected and used, and potentially misused, shape the impact on individuals and society as a whole. Therefore, the study of issues involving data collection, analysis, and its communication from multiple contexts involving different disciplines-including but not limited to economics, psychology, sociology, biology, medicine and chemistry-will be a central theme of this class. (WCore: WCSAM, QE)			
DATA	150	Data and Society	4 Credits
Quantitative literacy is increasingly important in our world of information. The primary goal of this course is to learn about data and how it's used. Along the way, we will learn how to develop basic tools to analyze and visualize data, read and evaluate research claims, and report research findings in honest and ethical ways. (This course may not be taken for credit if a student already has credit for DATA 220.) (WCore: QE)			
DATA	220	Introduction to Statistics	4 Credits
Statistics is the study of data. This course will develop tools for analyzing data from a variety of fields. We follow the process from data gathering (sampling methods and experimental design) to exploratory data analysis (graphs, tables, charts, and summary statistics) to inferential statistics (hypothesis tests and confidence intervals) using simulation and sampling distributions. A key component of the course is the introduction of the statistical language R for analysis and R Markdown for the presentation of statistical analysis. (WCore: QE)			
EDUC	221	Math for K-6 Teachers II	3 Credits
This course is a concept-oriented exploration of geometry, measurement, probability, and data analysis topics in relation to children's learning. The emphasis is on developing conceptual and relational understandings of these topics from an informal and hands-on perspective. Students will examine how many of the concepts related to these topics develop from the early and elementary children's natural explorations. (WCore: QE)			
ENVI	102	Ecology of Food Systems	4 Credits
We eat many times a day, but very few of us think about our meals as part of a complex system of interactions between plants, animals, people, machines, and institutions. In this course we will explore the current state of the US food system, from production to consumption as well as issues such as food waste and food insecurity. Through hands-on experiments, guest experts and field visits, we'll also learn about the many ways that folks are working to create new food systems that are more just, fair and ecological. This course will also introduce students to the hands-on skills essential for sustainable agriculture on a variety of scales. On some days, participants should come to class dressed to do garden work and expect to get their hands dirty, as well as spend time visiting several area farms and gardens. Students will have the opportunity to implement what they learn while working in Westminster's campus garden and in cooperation with community partners. (WCore: WCSAM, QE)			
ENVI	115	Science of the Environment	4 Credits
In this course, you will get hands-on opportunities to learn about many critical aspects of our environment the soil that produces the food we eat, the air we breathe and the water we drink, as well as the climate of the planet we call home. You will have the opportunity to learn how these important environmental systems work, as well several techniques and tools to collect, analyze, and interpret environmental data. A major goal of the course is to help you understand the science behind many environmental issues so that you can make informed decisions about important environmental and global challenges. (WCore: WCSAM, QE)			
GEOL	107	Geology of the American West	4 Credits
This class uses case studies in Western North America to introduce students to the field of geology. Through investigations of the Pacific Northwest, the Colorado Plateau, the Wyoming Craton, and the Wasatch Mountains, students will learn the theories and concepts that geologists use to understand our entire planet. Be warned: this class will change the way you see the world. (WCore: WCSAM, QE)			

GEOL	111	National Parks Geology	4 Credits
<p>Many of America's National Parks were designated because of their geologic beauty and history. This course will examine geologic principles and concepts through the lens of National Park Service units, as they often represent the most exquisite examples of geologic phenomena. Geology within national parks tells a story of the evolution of North America, from mountain building, to volcanism, to historic inland seas and giant beasts of an earlier geologic age. (WCore: WCSAM, QE)</p>			
NEURO	120	Genetics of Human Behavior	4 Credits
<p>Have you ever wondered how much your genes affect who you are? This course is an exploration of the role of genetic inheritance on human behavior. We will focus on modern genetic analysis and the molecular techniques used to study both complex normal human behaviors and diseases. Lab exercises, data analysis, and case studies will be integrated throughout to familiarize students with the process and methods of science. (WCore: WCSAM, QE)</p>			
NURS	450	Older Adults in the Community	4 Credits
<p>In this course the RN student will focus on the physical, mental, emotional, social, and spiritual aspects of aging. Through the evidence based practice concepts learned in NURS 391 and the teaching mentoring concepts learned through NURS 385, students will assess the health patterns of an older adult in the community to identify the environmental factors impacting the community-dwelling older adult. The student will acquire knowledge about diverse community resources available for older adults in the community. To coincide with NURS 385, students will continue with a focus on health promotion relevant to their older adult in the community. (WCore: QE)</p>			
WCSAM	103	Counting Votes	4 Credits
<p>After eighteen years of waiting, you finally have the right to vote! But just what does voting mean? There are actually many methods of expressing voting preferences via ballots. Which is the best method? How is a state's number of representatives in the U.S. House of Representatives actually determined? What other methods are there, and what results would they produce? How might that change the political landscape of our country? Which states have real power within the Electoral College? We will take a mathematical look at all of these questions by studying Arrow's Impossibility Theorem, exploring various apportionment methods and their implications, and learning about power within weighted voting systems. (WCore: WCSAM, QE)</p>			
WCSAM	104	Explorations in Oceanography	4 Credits
<p>This course will take an interdisciplinary approach to exploring oceanography, marine ecology, and how anthropogenic activities influence the ocean. We will study key aspects of physical, biological, and chemical oceanography in order to gain an integrated and comprehensive understanding of the oceans. This course will include multiday experiments and labs in which students will explore concepts such as what physical factors control ocean circulation, what influences biological primary production, the chemistry behind ocean acidification, and how ocean acidification impacts different classes of phytoplankton. Group activities will often utilize real oceanographic, remote sensing, and time series data to explore relationships, long-term trends, and periodic events, such as El Niño. (WCore: WCSAM, QE)</p>			
WCSAM	109	Introduction to Circuits and Electronics	4 Credits
<p>This is a hands-on course where students build practical electronic devices and learn basic electronics and electric circuits. (WCore: WCSAM, QE)</p>			
WCSAM	112	Personal Wealth Foundations	3 Credits
<p>This course presents the student with practical solutions to the contemporary issue of a debt laden society whose populace lacks the financial skills to properly manage their finances. The course discusses the key components of financial planning - wealth protection, accumulation, and distribution. Practical application and experimentation of financial principles will be applied to money management, insurance, credit, investing, and the financial marketplace. Implementation of the principles taught and skills learned in this course will allow students to find success in their personal finances. (WCore: WCSAM and QE)</p>			
WCSAM	113	Probability, Risk, and Reward	4 Credits
<p>An engaging introduction to probabilistic thinking through the exploration of games of chance, cognitive biases, applications in business, health, and science, and fascinating episodes in the history of probability. (WCore: WCSAM, QE)</p>			
WCSAM	116	Introduction to the Universe	4 Credits
<p>This course will introduce students to the field of astronomy, starting with students reproducing the ancient insights into the motions of the sun, moon, planets, and stars, and continuing through new modern discoveries such as dark matter and extrasolar planets. Emphasis is placed on the physical properties of light and how it is used to observe the universe beyond our physical reach. Throughout the course, we will discuss the interaction of astronomy and culture, and what makes science different from other ways of knowing. (WCore: WCSAM, QE)</p>			

WCSAM	202	Isotope Biogeochemistry	3 Credits
This course will use a case study approach to understand how the use of isotopic ratios and isotopic tracers have been employed to answer a wide range of questions about the earth and our universe. Students will read, present, and discuss seminal research articles from the primary literature that have used isotopes to answer important scientific questions. Topics covered will be drawn from across all environmental related fields, and will include the use of isotopes to: date the earth and our solar system, determine bird migration patterns and breeding grounds, determine the diet and trophic status of various organisms in an ecosystem, determine the source of toxic heavy metals, characterize the composition of the earth's atmosphere in the distant past, characterize ocean circulation and groundwater flow, etc. Students will learn how isotope measurements are made using mass spectrometers both at Westminster University and at multiple isotope labs at another institution on a class field trip. Students will analyze real data from these facilities in order to answer a current research question, and will later present their findings and conclusions. (WCore: WCSAM, QE)			
WCSAM	206	Making and Breaking Secret Codes	4 Credits
The purpose of this course is to introduce you to the complex and exciting world of secret communication. Starting with the ciphers used by Julius Caesar, we will trace the development of cryptography (the science of enciphering messages) and cryptanalysis (the science of breaking ciphers and decoding secret messages) through the medieval period, the Enigma machine and WWII, and the computer age. We will develop a hands-on understanding of the computer-based encryption that keeps our credit card numbers safe online and allows us to transmit information securely over great distances. (WCore: WCSAM, QE)			
WCSBS	220	Social Justice By the Numbers	4 Credits
How can we measure and analyze justice, fairness, and equity in our society? How can we use such analysis to determine how to better ourselves and the society in which we live? Jordan Ellenberg describes math as “an atomic-powered prosthesis that you attach to your common sense”; in this course, you will develop your prosthesis and use it to analyze and improve the world around you. (WCore: WCSBS, QE)			

WCORE WRITING EMPHASIS COURSES

WCore Requirements

HIST	102	Alien Encounters in History	4 Credits
People often make the judgment that since the past has influenced our own world, the people of the past must somehow be “like us” in fundamental ways. This course will seek to undermine that judgment by arguing that we are fundamentally different from people in the past and that in understanding these differences, we can more freely choose our futures. Our field of inquiry will be European History in the centuries that include the Ancient World through the Renaissance. In particular, we will examine the ways in which Europeans (a definition that evolves over time) define themselves through encountering and interacting with “alien” cultures. Examples: What’s the difference between civilized people and barbarians? How do the people on both sides of the Crusades misunderstand each other? How do the Khan and the Pope try to negotiate their communication? These are a few of the “alien” encounters that we will study. (WCore: WCFAH and WE)			
HIST	111	Patterns of Global Immigration	4 Credits
This course looks at the recent history of global immigration patterns in the context of modern world history, paying particular attention to the last century, or so, of migration. The course focuses on immigrant experiences in the US and Europe but it also closely examines global circumstances that affect who becomes an immigrant and why. Students will explore immigration through a variety of writing assignments that focus on the historical and contemporary influences shaping the immigration experience in many parts of the world. (WCore: WCFAH, WE)			
HIST	123	Citizenship & Voting in Europe	4 Credits
This course examines the struggle for citizenship and its attendant benefits in European History. The course will follow this focus by selectively looking at European history from the Renaissance through WWII. Approximately two weeks of the course will be developed to a service learning project related to individuals seeking citizenship and/or voter registration here in Salt Lake City. We will look at how the current local issues relating to obtaining citizen rights affect our understanding of the issues that have aided and impeded citizenship in history. (WCore: WCFAH, WE)			
HIST	202	America’s Best Idea	4 Credits
In 1872 the U.S. Congress declared the Yellowstone region the world’s first “national park.” In 1916 Congress created the National Park Service, “which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” Today the Park Service manages 407 “units” with 28 different designations – including national parks, monuments, historical parks, military parks, preserves, recreation areas, seashores, parkways, lakeshores, and reserves – and nations around the world have created their own versions of “national parks.” This course will investigate the “national park” idea and its implications for natural and human history. Why has this been called “America’s best idea?” What have been the implications of national park designation for Native Americans? For wildlife? For American history and culture? How do historians answer such questions? (WCore: WCFAH, WE)			

HIST	204	Truth and Reconciliation	4 Credits
This course explores past and present attempts to achieve "Truth and Reconciliation" in the wake of violent and traumatic historical events. We will examine comparative examples of Truth and Reconciliation processes in places like South Africa, Canada, Chile, and Greensboro, South Carolina. We will also compare these processes with artistic and grassroots ways to come to terms with the past as well as international war tribunals. By closely analyzing the way individuals and governments create public memory about shared experiences and historical events, we will raise questions about the complex nature of seeking truth and studying history, and the tension between the pursuit of reconciliation and the desire for justice. This course has an oral history component. (WCore: WCSBS, WE)			
LMW	104	Books That Changed the World	4 Credits
Literature can be a powerful tool for social change. This course examines the international tradition of literary activism in which writers expose injustice, demand change, and inspire solidarity and struggle. (WCore: WCFAH, WE)			
LMW	105	Communicating Through Writing	4 Credits
This course immerses students into the process of becoming university writers. The workshop oriented class provides an opportunity for students to learn about the following: how rhetorical context shapes writing, how to write about readings, how to understand the information literacy needs and approaches to research, and how to synthesize research into a student's own writing. By the end of the course, students will have confidence to read, write, research, and communicate in a university context. (WCore: WCFAH, WE)			
LMW	115	The Bible and Literature	4 Credits
We will examine the ongoing cultural dialogue between literature and the Christian Bible, focusing on themes such as creation, temptation, fall, revelation, exodus, testing, persecution, conversion, apocalypse, and the problem of evil. Works by authors such as Shakespeare, Milton, William Blake, C.S. Lewis, Kafka, and Dostoevsky will be read in the context of relevant passages from the Bible. What light do the Bible and literature throw on perennial human issues? Our basic approach to these texts will be anthropological. (WCore: WCFAH, WE)			
LMW	116	The Serious Art of Humor	4 Credits
This writing emphasis (WE) Exploration course focuses on humor as a pivotal human experience in the twenty-first century. Students will explore how humor is tied to social contexts, and gain a deep understanding of ways in which humor entertains, instructs, and illuminates political issues. We will read comedy as a cultural text and explore a myriad of subgenres that span geographical contexts (including works by social activist Wanda Sykes, contemporary satirist George Saunders, Indian joke master Kushwant Singh, and cultural critic Barry Sanders), as well as examine styles of comic performances from Ali G's shock-comedy to Margaret Cho's political satire. In the process, we will investigate the meanings and effects of humor that have proliferated through social and digital media in the backdrop of such historical events as 9/11 and the Asian Tsunami. Throughout the course, students will reevaluate the concept of humor and ask "what's funny and why?" (WCore: WCFAH, WE)			
LMW	121	How Literature Matters Now	4 Credits
This course considers how literature continues to be a vital element of human experience in the 21st century. It may focus on how literary tropes and ideas manifest themselves in other media (in adaptations, allusions, or mashups), on how digital tools have opened up new ways of understanding literary texts, or on how the techniques of literary analysis can help us to understand political narratives. (WCore: WCFAH, WE)			
LMW	131	Shakespeare, Culture, and Society	4 Credits
Shakespeare's plays and poems are important cultural artifacts of English society, its customs, traditions, structures, and institutions. We will investigate how the performance of Shakespeare's works function in 17 th -century England and global modernity, drawing on theorists such as Stephen Greenblatt, Clifford Geertz, and René Girard. We will consider the role of Shakespeare's art in relation to issues of social order and of social change. (WCore: WCSBS, WE)			
LMW	133	Walking	4 Credits
In this arts and humanities course, we will explore the cultural history of walking in the United States, we will walk with intention, and we will write and make art about walking. Some people walk only out of necessity. Others walk to improve their well-being, to see the world, or to save the earth. Depending on who is walking where, when, why, and how, this seemingly simple and ordinary activity can become an adventure, a sport, a crime, an artistic performance, a spiritual practice, a political protest, and more. By studying and practicing the art of walking, we will ask important questions and uncover sometimes uncomfortable truths about ourselves and our world. This course welcomes all people. For our purposes, walking is defined as slow movement across the land. (WCore: WCFAH, WE)			
LMW	204	Epistolarity: Letters to and From	4 Credits

<p>This writing emphasis (WE) W seminar focuses on letters as both reading and writing texts. Students will read letters both real and imagined (for example Heloise and Abelard, Frederick Douglass, Roland Barthes' A Lover's Discourse, Sojourner Truth, Madame de Stael, M.L.King's "Letter from Birmingham Jail," Rilke's Letters to a Young Poet, McSweeney's Letters to People or Entities Unlikely to Respond) across a variety of genres. Students will also write their own letters (love letters, rejection letters, condolence letters, complaint letters, etc.) to themselves, their loved ones, the instructor and classmates, the editors of newspapers or magazines, their communities, etc. The course seeks to combine a deep understanding of rhetoric (awareness of audience, purpose, and information literacy) with literary modes across a broad spectrum of relevance. Letters might include emails, texts, and tweets. The seminar aims to teach students the importance of establishing ethos in conjunction with educating one's audience. Workshop format, with at least 20 pages of writing, including multiple drafts of each assignment. The course addresses three university-wide learning goals (writing/critical thinking/creative-reflective), plus diversity, because understanding issues of power, subordination, and privilege are inextricable from creating a standpoint from which to speak. (WCore: WCFAH, WE)</p>			
LMW	207	Global Food Movements: Farms to Social Media	4 Credits
<p>This course is a study of social movements around food and agriculture in the Global South. From farm worker movements in India to the indigenous fight for environmental justice in Ecuador, this course will investigate how global "food systems" intersect with issues of land, hunger, environment, and the economy. The focus will be on the phenomenon of food crises and the social movements in response to them. (WCore: WCFAH, WE)</p>			
LMW	210	Digital Narratives	4 Credits
<p>In this course we will learn how to create stories using digital media such as video narratives and podcasts. Alongside exploring creative elements, we will also reflect critically on how new media shape our understanding of narrative and audiences. The online forum will allow us to be fully immersed in a digital experience. We will create what Anne Burdick calls, "imaginative techno-texts" and critique each other's works online. To develop a common vocabulary, we will read critical texts about narrative and media. In the process, we will analyze the relationship between creator and audience, between form and medium, by asking questions like, "how do the intersections between technology and storytelling affect the ways in which we explore and express our stories?" Students don't need technical proficiency. We'll spend some time going over basic technical and production guidelines. (WCore: WCFAH, WE)</p>			
LMW	215	Vampire Literature	4 Credits
<p>This course proceeds from the assumption that reading literature bears certain uncanny similarities with vampirism, and that these similarities partly account for the success of the vampire subgenre in popular literature and cinema (the reception of which we will regard as a kind of reading). In particular, literary texts put their readers in a state of passivity that is at once often nerve-wracking and intensely pleasurable. Meanwhile, we will regard writing as a form of vampiric seduction, luring the reading into a receptive state only to strike at the decisive moment and thus achieve its aims (which we will assume are somewhat less violent than the aims of a vampire). (WCore: WCFAH, WE)</p>			
PHIL	134	Philosophy, Identity, and the Self	4 Credits
<p>When we begin to look at the world philosophically, we begin to question the basic assumptions in our lives that we used to ignore. This forces us to start to live in our world with shakier scaffolding than before. However, while this can be uncomfortable and often downright annoying, it also allows us to reflect on what we truly find valuable and encourages to build more meaningful relationships with ourselves, our loved ones, and our world. Throughout this course, we will read philosophical reflections on five core questions in philosophy. Moreover, we will write about and discuss how these questions enter into our own lives and how the ideas of fellow philosophers shake or stabilize our own scaffolding. (WCore: WCFAH, WE)</p>			
PHIL	208	Philosophy of Love & Sex	4 Credits
<p>Love and sexuality are two of the most crucial and complex aspects of our identities. Moreover, these concepts are often intertwined and sometimes pitted against one another. In this class, we will examine different approaches to this topic from a wide selection of philosophical traditions. Furthermore, we will supplement traditional philosophical readings with analyses of artifacts from popular culture, such as music, movies, and television. All of this will prepare us to ask and respond to various questions, such as "what is love, what is sex, and how are they related?" "In what ways does who and how we love make us who we are?" "How is sexuality a personally and politically important construct?" and "How can love change the world?" (WCore:, WCFAH, WE)</p>			
PLSC	106	Explorations in Politics	4 Credits
<p>This course explores contemporary political issues in the context of a diverse and globalized world. Issue areas explored may vary depending on political events at the time. (WCore: WCSBS, WE)</p>			
WCSBS	132	The Art of Adulthood	3 Credits
<p>You're in university, now what? This course discusses personal wellness, career selection, developing emotional resiliency and coping skills, and finding your path through ethics, leadership, diversity and mindfulness ... all important topics of "adulthood". The journey is yours - what will you do with it? As adults in a society struggling to grasp issues of personal and social responsibility, how do we prepare to contribute to necessary solutions and fulfill our roles as leaders? In other words, how do we become adults? This course is designed to help students answer this question and consider some of the more complex issues of adulthood. The Art of Adulthood guides students through the development of a framework for assuring a future of self-reliance, personal satisfaction and social contribution through a survey-level course including modules on Education for Life, Career and Job Search Skills, Emotional Resilience, Personal Ethics, Pluralism, Mindfulness and Leadership. Each module includes selected readings, participation in group discussions, preparing personal reflections, and developing personal action plans. Students will be expected to articulate select action plans in sufficient detail as to put their plans into motion and</p>			

report on both short-run outcomes and long-run expectations. Students will be required to select a focal topic from the course modules on which they're prepared to offer a research project resulting in a paper, presentation, and video. The project requires exploration of existing frameworks and the selection of structural elements useful in constructing a framework applicable to a range of disciplines. Through the paper students will evidence how their proposed framework's utility may lead to the types of social contribution and personal satisfaction associated with productive leadership in the campus community and beyond. The production of the personal video is intended to offer students an opportunity to reflect on their journey through the course and how they expect to utilize their proposed framework to influence the fabric of their lives. The course includes coordination with Giovale Library staff to provide students with necessary information literacy instruction. Students will be expected to use this in the preparation of their research paper and as a useful foundation for structuring future critical writing projects and assignments. (WCore: WCSBS, WE)

WCSBS	206	Social Entrepreneurship	4 Credits
Are you interested in contributing to the greater good through the career you choose? Do you want to do 'good' for others without sacrificing your own economic well being? Well, now you can. In this course you will learn about the growing phenomenon known as social entrepreneurship. In this class you will learn the theory behind social entrepreneurship and you will immerse yourself in the local economy of mission driven startups in the for-profit and not-for-profit sectors. (WCore: WCSBS, WE)			
WRIT	123	Writing and Language Diversity	4 Credits
In this writing-intensive class, we will read, write, and discuss the intersection of writing and language. As university students, we are asked to write "academically." But what does academic writing mean? And how does it relate to language? Academic writing will be a subject of study as well as a skill we will develop. Language, though it seems neutral, is provocative because of social attitudes toward language standards, diversity, and change. In a sense, we judge - and are judged - on how we use language, both in speech and writing. As we explore this intersection, we will become stronger readers, writers, and researchers who are aware of linguistic diversity and language in various rhetorical contexts. (WCore: WCSBS, WE)			

WCORE RESEARCH EMPHASIS COURSES

WCore Requirements

ART	215	Drawing Lines in the Sand	4 Credits
This hybrid studio-seminar course examines art about landscape, space, and environments, while challenging students to build on these ideas in their own creative work. Students will research artworks and writings that explore topics such as landscape, "wild" and urban space, public and private spaces, land(scapes) and power, using this context to inform their creative works that address these same topics. This course simultaneously introduces students to fundamental drawing techniques, with a special focus on drawings and images made using landscape, nature, and hybridized modes of visual communication. No previous experience with drawing is required. (WCore: WCFAH, RE)			
COMM	101	Disinformation in the USA	4 Credits
Disinformation is the intentional spread of false, inaccurate, distracting, and/or distorted information for the purpose of gaining power. In this class, we'll explore the history of disinformation-from early propaganda to more recent manipulation of facts-to examine how we as consumers can better identify and fight media exploitation. Emphasis will be on evaluating, analyzing, and synthesizing primary and secondary sources to promote healthier media landscapes through information literacy. (WCore: RE)			
FILM	110	Making Sense of Movies	4 Credits
This course examines the formal elements of film and its history, from the earliest experiments in motion photography through the present. Students will learn the terminology and concepts of film analysis (mise-en-scene, montage, cinematography, etc.) in the context of film's evolution across the twentieth century. Films may include profanity, violence, and/or sexually explicit images. (WCore: WCFAH, RE)			
FILM	210	(Un)American Cinema	4 Credits
This course seeks to understand American film history in light of one decisive set of events: the House Un-American Activities Committee hearings on communism in the film industry and the resulting industry blacklist. These events extended from 1947 until the late 1950s, which is obviously a small portion of American cinema history. We will situate them in relation to a broader historical context. For instance, the blacklist is incomprehensible without some sense of how the Hollywood studio system operated and the threat it was under in the late forties. And if the economic conditions in Hollywood played a decisive role in the blacklist, they continue to determine the political and aesthetic character of American movies to this day. We will treat the blacklist as a particularly vivid convergence of the factors that have shaped American cinema from the beginning, including the circumstances of international capitalism (and communism), the political beliefs and artistic aspirations of particular filmmakers, and the struggle between nativism and cosmopolitanism in American culture as a whole and in American cinema in particular. (WCore: WCFAH, RE)			
HIST	124	Film and Memory	4 Credits
This course analyzes the intersection between film culture and the past by placing memory at the center of analysis. In other words, it explores how different genres of film, from war dramas to			

science fiction, shape the way communities remember the past and imagine the future. We will explore the representation of diverse societies and people groups in a variety of global films, focusing especially on the film industries of post-1945 Germany(s), the Soviet Union/ Russia, Japan, and China/ Hong Kong. This course will consider how visions of the future reflect historical realities (new ideas about science, nuclear war, space exploration). We will examine how different actors-production companies, directors, studios, and the state-attempt to craft national narratives and contribute to community identity through different genres. (WCore: WCSBS, RE)

HIST	214	Vietnam and America	4 Credits

This course explores the tangled history of America's involvement in Vietnam, the war's impacts on the people of both nations, and the war's global legacy. We will emphasize the reasons, meanings, and outcomes of the war for a range of participants: Vietnamese soldiers and civilians, northern and southern; U.S. civilians, policy makers, and soldiers, pro- and anti- war; and participants, observers, and protesters around the world. This course fulfills the WCore Research Emphasis. You will learn and practice history-specific research, discussion, and writing skills in a variety of assignments, including weekly reflective journals and crafting short "vignettes" and a longer research paper based on primary and secondary sources that you find, evaluate, analyze, and communicate to your classmates.? (WCore: WCSBS, RE)

LMW	205	Goddesses, Heroes, and Others	4 Credits

From ancient scriptures to contemporary comics, these literary characters-goddesses, heroes, and "others" (figures marginalized by the dominant group)-rule. This course investigates and supports your investigations of these character types. It poses basic questions asked by many literary critics: where do these characters come from and how are they adapted by so many cultures and literary genres? To answer these questions, we'll delve into current theory and historical research. We'll do our part to keep goddesses, heroes, and others alive! (WCore: WCFAH, RE)

NEURO	117	Yep, Brains are Cool!	4 Credits

In this course, we will explore a variety of topics important to anyone who owns and uses a brain. In particular, we will focus on brain development in late adolescence and emerging adulthood and will use our brains to understand how we research brains. The course will be framed around a central question – "How do we know that?" We will look at current research on brain development during the transition to young adulthood, examine strengths and weaknesses of methods used to conduct that research, and discuss the practical application of such knowledge to the students' own lives. In addition, we will discuss the ways in which said research has been used to shape parenting and educational practices as well as public policy over the past decade. (WCore: WCSAM, RE)

NURS	391	Nursing Theory and Research	4 Credits

This course will prepare the RN student to explore nursing theory and the research process. This course is two-fold: One part of the course will focus on research ethics and students will earn a certificate on Protecting Human Research Participants through the National Institute of health. In the second part of this course students will identify a practice problem in their current area of employment and utilize course concepts to offer evidence-based solutions to that problem. As learned in NURS 385, students will present their research findings at their place of employment. (WCore: RE)

PHIL	202	History of Philosophy II	4 Credits

In this course, we will read, write about, and discuss ideas from some of Western philosophy's most canonical authors. This course will focus on "modern philosophy," or Western philosophy from the mid-1600s to the late-1700s. This course will concentrate on ideas related to metaphysics and epistemology, with a bit of ontology to keep things exciting. Throughout this term, you will start to notice how these ideas are at work in the philosophical texts that you have already read and concepts that you take for granted. (WCore: RE)

PSYC	105	Bust That Psych Myth	4 Credits

This course provides a foundation and hands-on experience in the scientific study of human emotion, cognition and behavior. Through this exploration, the course presents students with opportunity to interact with material in ways that help them understand the context of psychology as a behavioral science among other fields that focus on human behavior (both individual and group) culture, and society, and the context of psychology among other sciences. Other issues discussed will be myths about popular psychology, the effect those myths have on the general public, and how broader society's denial of research findings may be caused by deficits in scientific literacy. (WCore: WCSAM, RE)

THTR	275	Period Styles	3 Credits

Historic architecture, interior design styles, and fashion are essential areas of knowledge for theatre designers. Many productions are not only set in historic periods and locales, but also draw on historic inspirations. This course will introduce theatre majors to a range of historic and global period styles in architecture, decor, and fashion for application in theatre design. Students will learn basic terminology of architectural features, furniture, and fashion. Students will also learn about research methods and historical and cross cultural influences in fashion and architecture (WCore: RE).

WCFAH	219	The Music of Two Ring Cycles	4 Credits

In this course, students will examine music composed for two of the greatest fantasy epics ever created, Richard Wagner's 4-opera *Der Ring des Niebelungen* and Howard Shore's soundtracks to the 3-film version of J.R.R. Tolkien's *The Lord of the Rings*. Comparisons between the literary content of the cycles are inevitable, from the subject matter to parallel plot developments and even the fantasy creatures that inhabit each world, and these will be studied in the course. In addition to these correspondences, the composers of each cycle used very similar compositional devices to organize the musical content, providing continuity over 10+ hours of music while simultaneously clearly delineating characters, objects, emotional states and more abstract ideas. Students will present their own specialized research on diverse topics relating to the two cycles to their classmates. (WCore: WCFAH, RE)

WCSAM	201	Geobiology of the Universe	4 Credits

This course explores the interdisciplinary methods of space exploration and the extraordinary data that we accrue through Earth analogs, remote sensing, women/manned missions, and unmanned probes into our solar system and beyond. Using primary data from past studies and current missions, we will develop models and design experiments to ask larger questions about the Universe. Is there life beyond Earth? How does geology of a space body inform the potential for life? (WCore: WCSAM, RE)

WCSBS	131	Folklore of Many Americas	4 Credits

This class is an introduction to the study of folklore, which celebrates the art of the everyday. Folklorists study stories, songs, sayings, legends, folk beliefs, and other aspects of traditional culture. Although a lot of folklore reinforces the status quo, this course focuses on the folklore of minority groups in America and asks if and when folklore can be an act of resistance. (WCore: WCSBS, RE)

WCORE ENGAGING THE WORLD COURSES

WCore Requirements

CHEM	306	Quantitative Chemistry	4 Credits
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A study of the theory and practice of quantitative analytical chemistry. Topics include kinetics, chemical equilibrium, acid-base chemistry, complex formation, ionic strength effects, and oxidation-reduction reactions. The lab involves an in-depth study of gravimetric and volumetric methods, as well as a range of instrumental analyses with a focus on quality assurance/quality control. Students will gain experience with multiple modes of scientific communication, and will learn to apply statistics to data collected in the lab, with statistical tests covered including one-sample t-test, two sample t-test, paired t-test, linear regression, and ANOVA. The course includes a multi-week community based lab and science global learning outreach component which requires attendance at least one evening during the term outside normal class or lab time. (WCore: EWRLD)

COMM	365	Intercultural and Global Communication	4 Credits

The major focus on this course is the exploration of the significance of culture in everyday life and how culture interrelates with and influences communication processes. Students will explore the ways in which attitudes, beliefs, values, and behaviors affect communication among people of different backgrounds. This course will address topics that challenge intercultural interactions, ranging from issues of privilege and power in society and representation of cultures and identities in popular media to the relationship between language, power, and culture. (WCore: EWRLD)

ECON	319	International Economics	4 Credits

The study of international economics examines how international transactions influence things such as social welfare, income distribution, employment, growth, price stability, and the ways public policy can affect these outcomes. The course is divided into two distinct areas of focus: international trade and international monetary economics. (WCore: EWRLD)

EDUC	206	How to Change the World?	3 Credits

This course enables students to learn about service and community engagement as a means of impacting the world around them. The course strengthens the students' understanding of the connection between their field of endeavor and the diverse needs of their community. To further understand these community needs, students will spend time providing service to individuals or agencies in the local community. Students will make connections between community service and their own learning through in-class activities, assignments, interviews, presentations and personal reflection. (WCore: EWRLD)

EDUC	307	Globalization of Education	3 Credits

This course analyzes the political, economic, and social forces that have led to the globalization of education. It uses various frameworks and theories to analyze critically the impact of globalization on everyday educational practices and the role education plays in shaping society. The class introduces systems thinking, analysis of power relations, and responses to globalization of education in various parts of the world. (WCore: EWRLD)

EDUC	373	Juvenile Justice	3 Credits

This course will explore the U.S. juvenile justice system, including its history, philosophical underpinnings, and biases. Through visits to detention facilities, interviews with individuals involved in the justice system and an exploration of comparative systems of youth incarceration and rehabilitation in the U.S and abroad, students will critically analyze and evaluate our current system and make recommendations for reform. (WCore: EWRLD)			
EDUC	374	Popular Culture as Pedagogy	4 Credits
This course introduces students to critical media literacy as a means of critically examining the messages they receive from the media, through popular culture, and from the entertainment industry. Students will begin to understand the role these institutions play in maintaining systems of domination and subordination through the often detrimental and deleterious portrayal of marginalized groups in the United States. In order to fully interrogate the impact these messages have on society generally and marginalized groups specifically, students will also be exposed to critical theory. Students will then take the knowledge they have attained in this course and engage in a community media literacy project. (WCore: EWRLD)			
EDUC	375	Indigenous Knowledge and Lifeways	4 Credits
This course will introduce indigenous knowledge systems, worldviews, and lifeways from various regions of the world. The course will be structured so students experience indigenous ways of learning and social-environmental organization. Students will explore epistemological questions, relationships (economic, social, governance, with nonhuman life forms), and historical and contemporary practices. Students will apply their learning to addressing global crises through their specific discipline(s) and reflect on their own cultural identity, values, and practices. (WCore: EWRLD)			
ENVI	333	Native West	4 Credits
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 331, ENVI 332, and HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi. Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers/speakers, and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)			
ENVI	351	The Global Environment	4 Credits
This course presents students with an opportunity to study to global implications of contemporary environmental issues and relationships between nature and society. Many scientists and social scientists have argued that we are in the midst of the Anthropocene, an epoch in which people have fundamentally changed the earth's environment. Students will approach these issues with attention to cross-cultural interactions and ideas that shape environmental and humanitarian concerns in light of global processes of social and ecological transformation, students will study the global nature of many environmental issues, their impacts on local communities and ways those communities have responded. Global environmental issues such as energy, agriculture or water use will be considered through specific local changes with an emphasis on communities in Asia, Africa and South America. (WCore: EWRLD)			
GEOL	205	Climate Science & Consequences	4 Credits
A study of the earth as a dynamic system focusing on the human dimensions of global change. (WCore: EWRLD)			
GEOL	325	Oil and Water	4 Credits
This course focuses on natural resources within the state of Utah, and how these resources affect people and places locally, regionally, and globally. Four principle resources will be examined: oil, water, coal, and mineable resources (primarily uranium, copper, and silver). Students will learn the geology behind each resource, extraction and refining methods, laws and policies pertaining to resource development, and impacts (both positive and negative) of the resources on people, places, and the world. (WCore: EWRLD)			
GNDR	320	Gender, Stories, and Migration	4 Credits
Increased migration is a nearly present feature in the news and politics. Although women comprise about half of all migrants, discussions of gender and sexuality are generally absent in the analyses, even as they are highlighted in the press and in the way we talk about migration. This course will use stories-understood broadly-to explore migration, specifically through the lens of gender studies and the uneven impact of migration on women. (WCore: EWRLD)			
GNDR	325	Human Trafficking	4 Credits
This course will provide cross-disciplinary understanding of different forms of slavery and their current prevalence in the United States and throughout the world (as sex-trafficking, forced labor, child soldiers, and similar). We will identify connections between historical slavery and modern-day practices of human trafficking, focusing on issues of economics, power, human rights, abolition, and legislation on both local and global levels. Our readings will			

include first-person narratives, abolition materials, scholarly articles, case studies, and government reports and legislation. We will also watch several documentaries and follow prominent anti-slavery campaigns. A substantial component of the course will be devoted to civic engagement, allowing us to conduct research in the community and get involved in local organizations that emphasize prevention and protection. The ultimate goal will be to apply academic research and service learning to problem-solving in a critically informed and socially responsible fashion. (WCore: EWRLD)

HIST	230	Global Coffee Cultures	4 Credits
This course educates students on the international histories of and ethical considerations attached to labor, political economics, environment, and gender related to global coffee cultures, both the consumption and production sides. Students will critically engage with these historical and contemporary issues pervasive in global coffee communities through primary and secondary texts, film, and an occasional field trip to local roasters and/or cafes. Coffee will be served during each class period. (WCore: EWRLD)			
HIST	325	The Native West	4 Credits
This course will function as one of the Westminster Expedition Courses (and must be taken with ENVI 330A, ENVI 330B, and one of: ENVI 330D or HIST 202). Native peoples inhabited all of the American West; today's Native nations exercise sovereignty over fragments of their former territory. This course investigates the "Native history" of some of the West, based upon the Expeditions itinerary. For example, Blackfeet were displaced from Glacier and Sheepeaters from Yellowstone, now iconic parts of the National Park system. Students will also visit contemporary Native nations and investigate their roles in land-use issues. For example, the Klamath Reservation was "terminated" in the 1950s, but some Klamath peoples successfully regained their legal tribal status and have asserted their rights to water and fish under nineteenth-century treaties. Other potential Native Nation site visits include Fort Hall, Crow, Flathead, Colville, Burns Paiute, Pyramid Lake, and Hopi.			
Students will hear from Native peoples, public lands managers, scholars, and activists along our route. They will research Native history in primary and secondary sources, keep reflective journals, write short reflective papers, prepare questions for oral histories of guest lecturers and speakers and present to the class as well as post their writing, photographs, video, and sound recordings on the Expeditions blog. (WCore: EWRLD)			
HIST	327	History of the Holocaust	4 Credits
The horrors of the events that became known as the Holocaust, or Shoah—the murder of more than six million Jews and five million or more non-Jewish people: Roma, homosexuals, disabled people, political prisoners, Jehovah's Witnesses—continues to haunt human memory. The legacy of the Holocaust continually appears in media and film, in novels, and in political and historical debates. In this course, we will confront some of the most challenging questions and topics that come out of this history: why were most people bystanders? What was the role of Christian anti-Semitism in the destruction of Jews? What motivated ordinary people to murder their neighbors? We will also place the Shoah in a global context by exploring its connections to colonialism, racism, ableism, and other genocides. We will listen to oral histories and testimonies to better understand the lived experiences of those who survived. This course will culminate in a final project that contributes to contemporary understandings of the Holocaust's significance. (World history emphasis and WCore: EWRLD)			
HIST	329	Culture and Society in East Asia	4 Credits
The twenty-first century has often been referred to as the "Pacific Century." East Asia has become a focal point of economics, technology, politics, and popular culture. How did East Asian societies go from devastation, occupation, revolution, and dictatorship to global prominence? Culture and Society in East Asia takes this question as a starting point and investigates the distinctive historical transformations of postwar Japan, China, and South Korea using the lens of popular culture, including film, literature, manga, anime, sports, social media, gaming, music, and new technologies. We will explore how popular cultural phenomena, whether Cold War Olympic sports or K-pop celebrities, intertwined with politics, economics, religion, and historical memory. This interdisciplinary approach to East Asian history and society will provide a richer understanding of the complex and dynamic cultures of China, Japan, and Korea. Our examination will take us beyond generalizations and stereotypes to think in critical and informed ways about East Asia and its place in the world.			
INTR	305	Citizen Diplomacy	4 Credits
This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, "the U.S. Department of State's premier professional exchange program" sponsored locally by UCCD. Students will design and implement a survey focused on the world's major challenges, reflect upon the data and recommend topics for future UCCD speakers. They will conduct research focused on a global challenge and present their findings. (WCore: EWRLD)			
INTR	310	Engaging Worldwide Neighbors	4 Credits
Drawing on multi-faceted concepts ranging from process drama (or other art forms), learning theory, and global learning, this course is an interdisciplinary exploration of what it means to be a civically informed and engaged citizen while making valuable local connections. This team-taught course will emphasize hands-on experiential opportunities to bring process drama (or other art-forms: visual arts/music/movement) classes and activities to local immigrant school-age children. (WCore: EWRLD)			
JUST	221	Community Justice	4 Credits

<p>This course is designed to provide understanding to students regarding the meaning of social justice and community building to advocate for social equity. In regard to Justice Studies social equity is vital to the liberation of marginalized communities. This course is aimed at teaching students the history, theory and practice realities of community building locally and globally through discussion and exploration. This course will have a service learning component with a nonprofit organization focused on providing junior high school students with the information, skills and understanding for university preparation through the mentoring of university students. Students will learn to critically analyze current social and economic conditions that are embedded in US societal structures. They will gain knowledge and insight of issues underlying oppression while learning approaches to social equity and advocacy. Students will study policy and politics that influence social injustices based on race, ethnicity, socio-cultural and gender characteristics. (WCore: EWRLD)</p>			
JUST	318	Humanitarian Justice	4 Credits
<p>This course addresses the historical transformation of, and contemporary controversies concerning humanitarian law and politics, human rights, humanitarian intervention, and human security in a global context. In order to explore these fields, we will focus on several themes, topics, and issues of concern such as debates concerning the historical and political emergence of humanitarian law, the different theoretical, cultural, and ideological perspectives on human rights, the controversies over humanitarian intervention, and the contestations regarding the emerging framework of human security. In order to illustrate these fields and issues, we will explore historical accounts, Western and non-Western perspectives, environmental perspectives, gendered perspectives, and various contesting theoretical and ideological stances in the contemporary legal, political, diplomatic, and policy spheres regarding humanitarian law, human rights, humanitarian intervention, and human security. There are no prerequisites for this course. (WCore: EWRLD)</p>			
LMW	231	Global Shakespeares	4 Credits
<p>William Shakespeare is exceptional in the worldwide reach of his plays and poems, and his influence continues to grow with performances, translations, and adaptations to a variety of mediums, notably film. Global Shakespeares will examine how his plays are adapted for different cultures and formats in far-flung places across the globe. We will view his plays from a sociological perspective, to see how they mediate the society of Shakespeare's England first, and then how they mediate various global cultures. Our study of global Shakespeares will help us to better understand and meaningfully engage with the many cultures and countries that continue to enjoy, consume, use, and engage with his texts. We will pay especial attention to the representation of gender relations and the treatment of marginalized groups and individuals in performances of Shakespeare. (WCore: EWRLD)</p>			
LMW	335	Englishes of the World	4 Credits
<p>This course examines how the English language has spread across the world, accumulating accents and varieties to become a global language in the 20th and 21st centuries. By applying theories of globalization and post-colonialism, we will explore how English has been exported into South Asia, Africa, and the Caribbean through social or political coercion, mass media, or "choice." We will analyze print, visual, and digital texts written in English by non-native writers and gain awareness of issues like cultural translation, hybridity, broken English and the inherent ideological consequences when writers choose to represent cultures in a language other than their own.</p> <p>This course will also be linked to a service-learning project: Westminster's partnership with the Promise South Salt Lake initiative provides opportunities for student volunteers to interact with members of the Bhutanese and Somali refugee communities who take ESL classes to pass their citizenship tests. Our students will spend two class sessions with ESL students from Bhutan and/or Somalia, and through mutual interactions, gain a deeper understanding of how language (English) is inherently tied to ideas of power, identity, and cultural assimilation. Students will turn in a written assignment based on this experience. (WCore: EWRLD)</p>			
MGMT	412C	Citizen Diplomacy	4 Credits
<p>This course will utilize Citizen Diplomacy to discover and identify perspectives that inform global challenges. Students will explore their identities as world citizens and compare and contrast them with those of people from their own and other countries, ages, and social locations. They will attend Utah Council for Citizen Diplomacy (UCCD) lectures and have direct discussions with International Visitor Leadership Program participants, "the U.S. Department of State's premier professional exchange program" sponsored locally by UCCD. Students will design and implement a survey focused on the world's major challenges, reflect upon the data and recommend topics for future UCCD speakers. They will conduct research focused on a global challenge and present their findings. (WCore: EWRLD)</p>			
MUSC	207	World Music, World Perspectives	3 Credits
<p>This course is a selective survey of the music of the indigenous and migrant populations of Africa, India, China, Southeast Asia, Indonesia, the Middle East, Central and South America, and North America. In this course we will examine the ways that music functions within these cultures. We will examine the music itself, the people who make it, the instruments they use, and the complex ideas, behaviors, and processes that are involved in the production of this music. (WCore: EWRLD)</p>			
NURS	314	Community and Mental Health Nursing	4 Credits
<p>This course focuses on community and mental health nursing concepts. There are two areas of focus for this course. The first is the development of and understanding of mental health alterations in clients with mental illness. Emphasis is placed on common psychiatric disorders and treatments with related nursing diagnoses, nursing interventions, and the overall conceptual models of psychiatric nursing care. The second area of focus is on community health nursing concepts with an emphasis on community and family assessment, health promotion, and planning for the health of communities, families, and individuals across the lifespan. (WCore: EWRLD)</p>			

NURS	470	Culture, Health, and Illness	5 Credits
This course explores cultural diversity and its influence on healthcare and disparate health outcomes. Students will be exposed to topics such as: the nursing population's impact on health care disparities, health disparities and inequities in minorities, HIV and AIDS, ethnicities, religion, and the gay, lesbian, and transgender community. While students explore those topics they will seek out best practices along with integrative modalities in treating underprivileged and minority populations. Other topics that will be addressed will be global health, and principles of genetics and genetic influence on health. Finally, students will be exposed to a culture of their choice in an in depth level and use evidence-based practice to shared best practices related to caring for and treating their culture of choice. (WCORE: EWRLD)			
PLSC	306	Comparative Politics	4 Credits
This course focuses on the comparative interdisciplinary study of different forms of power, politics, government, and governance across space, culture, time, and levels of analysis. Because the field of Comparative Politics is extremely broad and diverse, each edition of the course focuses on only certain regions and specific themes (e.g., Global South, Former Eastern Bloc, Global North). Course participants will learn how to employ the different perspectives of the interdisciplinary comparative approach to conducting comparative political analyses across different historical cases, cultural spheres, geographical areas, thematic fields, and levels of political aggregation (from local, to national, regional, and global). With its focus on the challenges of globalization, democratization, diversity, social justice, and ecological sustainability across time, space, and cultures, this course will enable participants to critically assess the merits and demerits of the different forms which power and politics can take in its structural, institutional, ideological, social-transformational and practical or policy dimensions. (WCORE: EWRLD)			
PLSC	315	Theories of Global Politics	4 Credits
This course explores the different theories and approaches to the study and practice of International Relations and Global Politics. It employs a critical, intercultural, and global framework that enables participants to learn and understand the growing diversity of Western, Non-Western, feminist, and ecological perspectives on planetary affairs. The overall purpose of this course is to equip participants with the various theoretical compasses needed to creatively navigate and proactively participate in the emergent global polity. (WCORE: EWRLD)			
PLSC	316	Issues in Global Politics	4 Credits
This course engages with key conversations in global politics, such as those surrounding political economy, education, healthcare, diversity, ecology and security. We will explore each of these areas alongside conceptions of social justice, inclusion and equity. Through a combination of textual analysis, class speakers and civic engagement events, this course enables students to explore political issues in theory and practice. (WCORE: EWRLD)			
PSYC	315	Human Services Practicum	4 Credits
Students will engage in a structured practicum experience at a local human services agency (any structured organization with a staff that provides direct service delivery to community members) in order to apply psychological principles, experience working with help-seekers and providers, understand the functioning of human service agencies in a sociocultural context, and explore cultural identities. (WCORE: EWRLD)			
PUBH	250	Global Health	4 Credits
The course will introduce students to public health concepts related to global health, the role of globalization in the spread of illness, the link between socioeconomic factors and health, the role of politics and governments in health, key diseases and conditions in global health, the role of culture and social factors in health, and key organizations and their role in global health (WCORE: EWRLD).			
SOC	395	Applied Sociology	4 Credits
This course uses sociological theory and research methods to explore real-world social applications. Students will work with a community organization on a particular social issue with some practical outcome in mind. This course will allow students to gain a greater understanding of how sociological concepts, theory, methods, and findings are used in practice. (WCORE: EWRLD)			
SPAN	301	The Spanish Speaking World	4 Credits
Development of speaking proficiency with professional application, such as medical, legal, and business Spanish. The study of cultural values is an integral component. May emphasize oral proficiency, idiomatic mastery, expository writing, and/or advanced grammar review. Course materials are derived from Spanish literature and contemporary cultural issues.(WCORE: EWRLD)			
THTR	358	Global Stages and Stories: Theatre of Ancient Civilizations through the 19th Century	3 Credits

Study of the history of theatre and dramatic literature from its origins in ancient civilization through the nineteenth century. (WCore: EWRLD)			
WRIT	405	Agents of Change	3 Credits
Agents, advocates, champions, and leaders - These express the roles students will experience in this course. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication, as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will transfer to private, professional, and post-graduate writing contexts. (WCore: EWRLD)			

WCORE SENIOR CAPSTONE COURSES

WCore Requirements

ACCT	467	Accounting Information Systems	4 Credits
An introduction to systems analysis and design with a strong emphasis toward accounting information systems. Conceptual foundations of accounting information systems; database and file-oriented systems; the systems life cycle; control and audit of accounting information systems; and accounting information systems applications are reviewed. A relational database software package is introduced and used to prepare a term project. (WCore: SC)			
ART	475	Senior Seminar	4 Credits
Designed to help students create a strong, unified body of work. Students of all disciplines work on their own time, with weekly meetings devoted to critiques, discussions, guest speakers and professional development issues. Studios are available to most students. This is the Art Program's capstone course and should be taken by all Art majors during Spring Semester of student's last year of study. (WCore: SC)			
BBA	PRJ5.5	Financial Plan	4 Credits
Student learners will apply critical financial concepts of literacy, reporting, analysis and forecasting and apply these concepts in planning the financial operations of an organization. Underlying assumptions and financial data in support of a sales forecast, cash budget and proforma financial statements will be developed. (WCore: SC)			
BBA	PRJ5.F	Financial Business Plan Presentation	2 Credits
Student learners will create professionally organized final business plan customized for potential investors or decision-makers; learners will present key aspects of the business plan to stakeholders in order to incorporate feedback into a final deliverable. (WCore: SC)			
BIOL	420	Senior Seminar	2 Credits
This course is designed as a senior level capstone in the Biology curriculum. Students will develop a sense of significance of communication of data in fields of science. They will learn how to use the current databases, journals, and internet to access scientific literature. They will also build a proficiency in writing and communication skills with regards to sharing scientific information. (WCore: SC)			
CMPT	390	Senior Capstone	2 Credits
A required capstone course for senior Computer Science and Computer Information Systems majors. The purpose is to develop a significant independent software project. In addition, students are expected to submit portfolios of their coursework at Westminster University. (WCore: SC)			
COMM	490	Portfolio Workshop	2 Credits
Gives students an opportunity to create portfolios from samples of their work that reflects skills acquired in the Communication program. Students learn to produce professional-quality portfolios displaying artifacts completed in courses and internships, as well as through professional work experience. The course should be taken in one of the last two semesters before graduation. (WCore: SC)			
DANCE	490	Senior Seminar	2 Credits

The capstone course in the Dance Program, this course looks beyond studio practice to prepare students for success in their professional careers. Through a range of supplemental skill sets, students hone the abilities necessary to navigate and succeed in a wide range of professional aspects of dance and the arts. These skill sets include but are not limited to portfolio development, administration, marketing, and technological literacy. (WCore: SC)			
DANCE	491	Senior Showcase	2 Credits
This semester course gives students a forum to demonstrate their mastery of choreographic ideas, audition and rehearsal processes, and performance design - culminating in a high quality production. (WCore: SC)			
ECON	485	Senior Seminar in Economics	4 Credits
The senior seminar is structured along two tracks – economics thesis work and advanced empirical project. Students can choose from the two tracks depending on their background training and career plans. Students who choose the economics thesis work must produce original scholarship in economics or related disciplines. Students may choose topics from economic theory, economic history, law, economic growth and development, environmental, international, or monetary and financial economics, or focus on contemporary economic and public policy questions or a doctrinal work on economic thought. This option is relevant for students completing the B.A. or the B.A. pre-law tracks in economics. This option is suitable and advisable for students who seek to get involved in an intensive research program and who plan to pursue advanced work in economics education or industry research. The advanced empirical project option is most appropriate for students who are completing the B.S. track in economics. The economics faculty and the seminar adviser will recommend the theme of the empirical project. Students are encouraged to explore local or regional policy questions, or choose topics in business development, insurance, marketing, international business, finance, or strategy, or choose to investigate broader contemporary social and economic problems.			
<i>BS.ECON students are required to complete the ETS exam, which is generally administered in BUSI 350. If students take ECON 485 instead of BUSI 350, please contact the Gore School of Business Administrative Office to schedule the exam. Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical. (WCore: SC)</i>			
EDUC	418	Student Teaching Seminar	2 Credits
Student teachers meet four times on campus throughout the duration of the student teaching semester. In-depth discussion and reading enable students to acquire and refine skills needed by all professional teachers. Topics include parent relationships, student assessment and grades, professional growth and collaboration with colleagues, and other issues. Visits from practicing experts from the profession are included also. Case studies and portfolios are presented and explored. (WCore: SC)			
EDUC	495	Senior Thesis/Project	4 Credits
Students complete the thesis or creative project designed in EDUC 390 and learn skills for data analysis and presentation of research findings. Students complete a program portfolio and participate in university-wide sharing of their learning portfolio. (WCore: SC)			
ENVI	405	Senior Capstone	4 Credits
A capstone course for Environmental Studies majors ordinarily taken during one of the last two semesters of undergraduate study. The Senior Capstone will challenge students take the learning they've done in the classroom and apply it to the real world. Students will work in partnership with local community organizations, government agencies and individuals to identify and address environmental needs through community-based action. This work can take different shapes for students from the different concentrations, and will give students the chance to develop their ability to grapple with complex environmental issues and conduct efforts in preparation for future careers, graduate school, and more. (WCore: SC)			
FINC	495	Finance Capstone	4 Credits
This course integrates the concepts/theories the student has acquired in their undergraduate experience from Undergraduate Business Core courses, Upper Division Finance courses, and Finance Elective courses. By creating and analyzing a variety of financial models, students will demonstrate their ability to effectively understand and communicate complex financial concepts, analyses, and decisions. Students will also study ethics to increase their financial ethical awareness and to create their personal ethics statement. (WCore: SC)			
GEOL	360	Field Geology	6 Credits
This course, which should preferably be taken in the summer before senior year, provides the opportunity for students to put their skills into practice. After an initial week of in-class instruction on field methods, students will get in the vans for the ultimate in experiential learning. At various field locales around Utah and Colorado, students will gain experience mapping, measuring sections, and creating stratigraphic columns. (WCore: SC)			
HIST	490	Research Seminar in History	3 Credits
A required seminar for history majors, continuing the work begun in HIST 390. (WCore: SC)			

JUST	490	Senior Capstone	4 Credits
Students select, research, analyze, and discuss a topic or problem. The results of each student's project will be written as a senior thesis and presented for a discussion in a seminar setting. Required for all majors in their senior year. (WCore: SC)			
LMW	403	Thesis	4 Credits
A capstone course for LMW majors who are developing the skills to produce a well-researched, fully documented, comprehensive thesis on a literary topic. Students will interact with a faculty member and other students in a seminar setting. They will demonstrate their ability to grapple with complex issues of literary study and conduct advanced research. The course culminates in a successful completion of a written research project. (WCore: SC)			
LMW	405	Thesis - Creative Writing	4 Credits
A course to support and guide LMW majors who have chosen the creative writing concentration in developing an original group of poems, short stories, creative nonfiction pieces, play(s) or novel. Ideally, this course should be taken after the student has completed all the other requirements for the creative writing concentration, as it will entail revising work submitted to workshops in addition to producing new work. Hours are arranged. (WCore: SC)			
MATH	485	Senior Seminar	2 Credits
This class will collaboratively review the core areas of undergraduate mathematics and build a more complete and integrated view of mathematics. All students will be required to take the Mathematics ETS exam at the conclusion of the course. Teaching and academic majors must register for the Senior Seminar during the spring semester of their senior year. Students who will be student teaching during that semester may take it the previous year. (WCore: SC)			
MGMT	450	Advanced Strategic Planning	4 Credits
This course examines how firms gain a sustainable competitive advantage. Fundamentally the course addresses three core questions: 1. What determines the overall profitability of a business? 2. Why do some companies fail, while others succeed? 3. What, if anything, can managers do about it? The course demonstrates that for firms to be successful, the strategy must permeate all departments and functional areas. As such, this course integrates knowledge and skills gained from studies in the functional areas of business (e.g., marketing, organizational behavior, finance, accounting). The course also focuses on corporate strategy - how firms create value with multiple business units. These issues will help students understand and cope with issues they will face in the business world. Students acquire tools, insights, frameworks, and experience that will aid them in helping organizations achieve success. (WCore: SC)			
MKTG	490	Senior Seminar in Marketing	4 Credits
This is an integrative course in marketing planning and strategy that delineates the relationship among marketing decisions. Marketing functions are examined through application, focusing on case analysis to successfully integrate all elements of the managerial process. The course presents concepts from a decision making perspective rather than from a descriptive point of view. This approach reflects our emphasis on the marketing decisions that students are most likely to confront in their careers. Additionally, because marketing managers are held accountable for profits as well as sales, budgetary considerations of marketing decisions are discussed. (WCore: SC)			
MUSC	420	Senior Recital	2 Credits
This is the capstone project for music performance minors, a 30-45-minute solo recital to be given on campus in the recital hall during the final semester of private lessons or a semester following the final semester of lessons. This credit hour will be earned in the same manner as that of private lessons, but with the specific goal of a performance determining the nature and intensity of training. (WCore: SC)			
MUSC	421	Senior Project	2 Credits
This is the capstone course for music majors who are completing the Bachelor of Arts degree without a performance emphasis. This project can address any number of subjects—musical or connected to music in at least one major way—and it may take any number of different forms, though both subject and form must be worked out and agreed upon by the student and at least one music faculty member. (WCore: SC)			
NEURO	409	Advanced Topics in Neuroscience	2 Credits
This course explores current topics in neuroscience across a variety of levels of analysis from molecular/cellular through behavioral. Students read current literature and propose research experiments incorporating multiple levels of analysis. (WCore: SC)			

NURS	410	Nursing Leadership Capstone RN to BS	6 Credits
<p>In this course the RN student will have an opportunity to demonstrate competency skills, and knowledge gained through previous course work and service learning. An important aspect of this course, and a central concept throughout this program, is nursing leadership. The student will have three opportunities to demonstrate their new knowledge of expanded nursing leadership. First, using discussion format students will provide peers with content on assigned topics such as problem solving, change, conflict, organizational assessment, and legal and ethical aspects of practice. Overall the quality of health care practices will be examined. Secondly, students will continue with a service learning activity that they developed in NURS 385 (Teaching, Mentoring, and Health Promotion). Finally, the student will complete a capstone and management experience at an agency or organization that is different from where they currently practice in order to diversify their nursing background. (WCORE: SC)</p>			
NURS	431	Capstone Synthesis	2 Credits
<p>Weekly seminar provides an opportunity for the analysis, synthesis, refinement and integration of nursing knowledge. This course provides activities and discussion that facilitate the student's transition to professional nursing practice. The student will build clinical reasoning and develop beginning proficiency in patient management and evaluation through assignments in a variety of patient care settings. Working closely with staff and faculty, the student will gain the confidence and the skills needed to function as a novice nurse who is a designer, manager and coordinator of care. (WCORE: SC)</p>			
OEL	410	Seminar in Outdoor Education and Leadership	4 Credits
<p>In this capstone course students will integrate their experiences, research, goals, and practical application of outdoor education and leadership. The course will focus on contemporary issues and trends in the field with topics including social justice, public land management (federal, state, and local), ethics (environmental and virtue-based), practical application of research, options for further education in the field, and career opportunities. During the course, students will identify their individual context within outdoor education and leadership, and complete a comprehensive capstone project. The project requires students to research their area of interest, write a literature review, present their personal professional philosophy, and how they plan to contribute to the field based on their career goals and education. (WCORE: SC)</p>			
PHIL	390	Thesis Research Preseminar in Philosophy	4 Credits
<p>A required seminar for senior philosophy majors, focusing on research, analysis, and writing techniques aimed at a particular topic or question in philosophy, in preparation for the production of a senior thesis in PHIL 490. Majors and minors should take this class during the fall semester of their senior year. PHIL 390 results in a thesis paper of 25–30 pages for Philosophy minors only. (WCORE: SC)</p>			
PHIL	490	Research Seminar in Philosophy	4 Credits
<p>A required seminar for Philosophy majors, continuing the work begun in PHIL 390. Students produce a substantial piece of original scholarship in Philosophy. Philosophy majors should take this class during the spring semester of their senior year. (WCORE: SC)</p>			
PLSC	490	Senior Capstone	4 Credits
<p>A required course for all senior political studies majors. Students select, research, analyze, and discuss a topic or problem. The results of each student's project will be written as a senior thesis and presented for a discussion in a seminar setting. Required for all majors in their senior year. (WCORE: SC)</p>			
PSYC	400K	The Science of Psychotherapy	4 Credits
<p>Perceived by some as a nonscientific practice, there are thousands of controlled research studies that demonstrate the efficacy of psychotherapy as a systematic practice informed by psychological principles. Students will learn pertinent research designs, key research findings, and debates in the field as to why psychotherapy is effective. This course is ideal for students who want to attend graduate school in a helping profession. Prerequisites: PSYC 252, 390, junior or senior status, or consent of instructor. (WCORE: SC)</p>			
PUBH	490	Public Health Capstone Project	4 Credits
<p>The course will provide students with an opportunity to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will, with the guidance of a faculty mentor, choose a research topic, and by attending periodic workshops and lectures and by submitting intermediate assignments during the duration of the research project, generate a submission-quality research paper and present the results in a seminar. The course will culminate in a presentation of the research project by the student at a seminar, and the potential submission of a publication-quality research paper or poster. (WCORE: SC)</p>			
SOC	330	Sports and Society	4 Credits
<p>This course explores sports as a significant cultural, political, and economic force in American society. Focusing on both established and</p>			

alternative sports, the course incorporates a sociological perspective to critically examine how sports are organized, played, experienced, observed, perceived, and critiqued in the United States. (WCore: WCSBS, SC)

SOC	470	Senior Thesis	4 Credits
All sociology majors will produce a senior thesis that examines a sociological topic and/or phenomenon through original research, secondary analysis, and/or theoretical exploration. As part of their senior thesis, all sociology majors will participate in a senior thesis seminar (or a senior thesis directed study) in which they critically share their thesis work with their fellow students and/or thesis advisor. All majors signing up for the thesis must have completed SOC 390 (after having first completed MATH 150, DATA 150, or DATA 220 as a prerequisite). To take the thesis, all students must have senior standing, a declared major in sociology, and consent of the instructor. (WCore: SC)			
SPAN	470	Senior Thesis	2 Credits
A capstone opportunity to produce a well-researched, fully documented, comprehensive thesis on a literary or cultural topic under the support and guidance of a Spanish faculty member. (WCore: SC)			
THTR	485	Theatre Senior Seminar	2 Credits
This capstone serves as a final opportunity for graduating seniors to receive faculty evaluation of their portfolio, vitae, resume, and monologues. This course will provide an appraisal of a plan of action for success in graduate school and/or a student's chosen profession. It is a final opportunity for a student to undergo personal, professional, and programmatic assessment. (WCore: SC)			
WCSAM	400	Science Capstone	2 Credits
This capstone seminar provides students with an opportunity to extend their learning through designing and conducting an interdisciplinary science capstone project in small teams. Students will learn how to develop and complete collaborative STEM (science, technology, engineering, and mathematics) research projects, and present their work both on campus and in the local community. This course is designed to complement senior projects within students' majors. (WCore: SC)			