Westminster College
Graduate Academic Catalog
2011–2012
This academic catalog describes the regulations, policies, fees, and curriculum at the time of its publication. The Board of Trustees reserves the right to change tuition and fees, to make changes in curricular offerings, academic and other policies, activate or eliminate courses and/or programs at any time. Students who enroll at the college in actuality give their implied consent to abide by all the policies and regulations contained herein, in the Student Handbook, and in program bulletins. All statements herein are true and correct as of the time of publication. Westminster College reserves the right to make any changes, deletions, or revisions it deems necessary from time to time. Students and faculty will be so informed through normal channels. Substantive changes to this catalog are kept on file in the Registrar’s Office.
### 2011–2012 Academic Year

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### Important Deadlines for Students in 14 Week Programs

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Tuition Due</td>
<td>August 24</td>
<td>January 4</td>
</tr>
<tr>
<td>Last day to add classes</td>
<td>September 2</td>
<td>January 13</td>
</tr>
<tr>
<td>Last day to drop class without a <strong>W</strong></td>
<td>September 2</td>
<td>January 13</td>
</tr>
<tr>
<td>Last day for 100% tuition refund</td>
<td>September 2</td>
<td>January 13</td>
</tr>
<tr>
<td>Deadline to apply for December 2011 and May/August 2012 graduation</td>
<td>September 16</td>
<td></td>
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<tr>
<td>Deadline to remove incompletes from the previous semester</td>
<td>September 30</td>
<td>February 10</td>
</tr>
<tr>
<td>Last day to withdraw from class without <strong>WF</strong></td>
<td>November 11</td>
<td>March 23</td>
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2011–2012 Academic Calendar

Fall Semester 2011 (11/FA) 14-Week Programs

August

22 Monday  Faculty retreat
          Graduate student orientation 5:30 p.m.
24 Wednesday  Classes begin; tuition is due

September

02 Friday  Last day to register late, add classes, or change to an audit
          Last day to drop classes without a grade of “W”
05 Monday  Labor Day holiday (College is closed)
16 Friday  Deadline to apply for December 2011 and May and August 2012 graduation
30 Friday  Deadline for making up incomplete grades from Spring 2011

October

13–16 Thurs.–Sun. Fall break
24 Monday  Registration for Spring 2012 begins

November

11 Friday  Last day to withdraw from classes without a grade of “WF”
23–27 Wed.–Sun. Thanksgiving holiday (College is closed)

December

06 Tuesday  Academic Thursday—any classes that normally meet Thursdays meet this day
07 Wednesday  Academic Friday—any classes that normally meet Fridays meet this day
          Last day of classes
08 Thursday  Study day
09–15 Fri.–Thurs. Finals week
19 Monday  Final grades are due from faculty at noon
21 Wednesday  Final grades are available to students on the Web
23–02 Fri.–Mon. Winter break (College is closed)
Fall Semester 2011 (11/FA) 7-Week Programs

**August**

22 Monday Graduate student orientation 5:30 p.m.
24 Wednesday Block 1: Classes begin; tuition is due

**September**

05 Monday Labor Day holiday (College is closed)
16 Friday Deadline to apply for December 2011 and May and August 2012 graduation
30 Friday Deadline for making up incomplete grades from Spring 2011

**October**

11 Tuesday Block 1: Last day of classes (except Monday classes, which meet Oct. 24)
13–23 Thurs.–Sun. Semester break
24 Monday Registration for Spring 2012 begins
25 Tuesday Block 2: Classes begin; tuition is due

**November**

23–27 Wed.–Sun. Thanksgiving holiday (College is closed)

**December**

16 Friday Block 2: Last day of classes
19 Monday Final grades are due from faculty at noon
21 Wednesday Final grades are available to students on the Web
23–02 Fri.–Mon. Winter break (College is closed)

**Note:** the last day to drop 7-week courses without a grade of “W” is anytime before the second session of the class. The last day to drop 7-week courses without a grade of “WF” is anytime before the fourth session of the class.
# Spring Semester 2012 (12/SP) 14-Week Programs

## January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Dec. 23–02</td>
<td>Winter Break (College is closed)</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Wednesday</td>
<td>Classes begin; tuition is due</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Last day to register late, add classes, or change to an audit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to drop classes without a grade of “W”</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Day holiday (College is closed)</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Academic Monday—any classes that normally meet Mondays meet this day</td>
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</tbody>
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## February

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>10</td>
<td>Friday</td>
<td>Deadline for making up incomplete grades from Fall 2011</td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>Registration for Summer 2012 begins</td>
</tr>
<tr>
<td>20</td>
<td>Monday</td>
<td>Presidents’ Day holiday (College is closed)</td>
</tr>
<tr>
<td>27–29</td>
<td>Mon.–Wed.</td>
<td>Semester break</td>
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## March

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>01–03</td>
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<td>Semester break (College is closed Friday, March 2)</td>
</tr>
<tr>
<td>09</td>
<td>Friday</td>
<td>Deadline to apply for December 2012 graduation</td>
</tr>
<tr>
<td>23</td>
<td>Friday</td>
<td>Last day to withdraw from class without a grade of “WF”</td>
</tr>
<tr>
<td>26</td>
<td>Monday</td>
<td>Registration for Fall 2012 begins</td>
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## April

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<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>19</td>
<td></td>
<td>Last day of classes</td>
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<td></td>
<td></td>
<td>Academic Monday—any classes that normally meet Mondays meet this day</td>
</tr>
<tr>
<td>20</td>
<td>Friday</td>
<td>Study day</td>
</tr>
<tr>
<td>23–27</td>
<td>Mon.–Fri.</td>
<td>Finals week</td>
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## May

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<thead>
<tr>
<th>Date</th>
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<tr>
<td>01</td>
<td></td>
<td>Final grades are due from faculty at noon</td>
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<tr>
<td>03</td>
<td>Thursday</td>
<td>Final grades are available to students on the Web</td>
</tr>
</tbody>
</table>
Spring Semester 2012 (12/SP) 7-Week Programs

January
04  Wednesday  Block 1: Classes begin; tuition is due
16  Monday    Martin Luther King, Jr. Day holiday (College is closed)
18  Wednesday Academic Monday—Block 1 Monday classes meet

February
10  Friday    Deadline for making up incomplete grades from Fall 2011
13  Monday    Registration for Summer 2012 begins
20  Monday    Presidents’ Day holiday (College is closed)
27–29 Mon.–Wed. Semester break

March
01–03 Thurs.–Sat. Semester break (College is closed Friday, March 2)
05  Monday    Block 2: Classes begin; tuition is due
26  Monday    Registration for Fall 2012 begins

April
20  Thursday  Block 2: Last day of classes

May
01  Tuesday   Final grades are due from faculty at noon
03  Thursday  Final grades are available to students on the Web

Note: the last day to drop 7-week courses without a grade of “W” is anytime before the second session of the class. The last day to drop 7-week courses without a grade of “WF” is anytime before the fourth session of the class.
Graduate Summer Term 2012 (12/S1)

May
07 Monday Classes begin; tuition is due
14 Monday Last day to register late, add classes, or change to an audit
   Last day to drop classes without a grade of “W”
28 Monday Memorial Day holiday (College is closed)

June
02 Saturday Commencement 2012
08 Friday Last day to withdraw from 7-week classes without grade of “WF”
25 Monday Last day of classes for 7-week courses

July
03 Tuesday Last day to withdraw from 11-week classes without a grade of “WF”
04 Wednesday Independence Day holiday (College is closed)
24 Tuesday Pioneer Day holiday (College is closed)
25 Wednesday Last day of classes for 11-week courses
30 Monday Final grades are due from the faculty at noon

August
01 Wednesday Final grades are available to students on the Web
About Westminster

Core Values

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

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

Mission

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

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

Vision

We will be nationally recognized as an exemplary community of learners, distinguished by our distinctive educational programs, our record of preparing graduates for success in a rapidly changing world, and our commitment to continuous improvement, effectiveness, and value.
Educational Goals

To distinguish the College by preparing “Graduates of Westminster College”: graduates who have developed skills and attributes crucial for success.

“Graduates of Westminster College” will achieve the following college-wide learning goals:

- Critical, analytical, and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
- Global consciousness, social responsibility, and ethical awareness

The Campus

The Westminster College campus is situated on 27 acres in a residential area of Salt Lake City within the shadows of the Wasatch Mountains. Students residing in the coeducational residence halls or nearby local housing are just 10 minutes from downtown, 15 minutes from nearby canyons, and only 30 minutes from spectacular ski slopes. Many cultural events, including symphony, ballet, and opera; as well as professional sports, are available to students year-round.

The campus has nineteen major buildings, including a performing arts center; student union; gymnasium; and residence halls, three of which have been built since 1998. The Bill and Vieve Gore School of Business building was completed in 1988 and expanded with a 32,000 square foot addition in Fall 2002. The flagship building of the campus, Converse Hall, was built in 1907 and renovated in 1989. It features classrooms and art studios, and houses a carillon. Foster Hall, renovated 1993–94, houses Arts and Sciences faculty and classrooms. Converse Hall and Foster Hall, together with the Jewett Center for the Performing Arts, compose the Jewett Center for the Arts and Humanities. The student union—the Shaw Center—was remodeled in 2001. In addition, there is a science laboratory building, computer labs, a flight simulator lab, a print shop, a theater, and a nursing laboratory. Classes in wheel-thrown and hand-built pottery are held in the Eccles Ceramics Center. Stately old trees, flowering shrubs, a mountain stream, and a towering water fountain in the center of the campus plaza enhance the overall beauty of Westminster’s campus.

The Giovale Library, completed in 1997, is a 50,000-square-foot state-of-the-art library and information services center. The collection presently includes 127,000 books and 310 current journal subscriptions (with over 100 of these available electronically). Local access to other formats, including videos, DVDs, maps, microforms, and music CDs is available. Additionally, students have full-text access to over 28,500 electronic journals and more than 54,000 electronic books via some 90 online electronic databases (most of which are available from off-campus via a
proxy server). The Giovale Library has seating capacity for 290 people, group study areas, a multimedia classroom, media viewing areas, a computer lab, an information commons area where multiple students can work together, and individual study carrels, all with wireless internet access. The library staff is well-trained to assist students, staff and faculty in formal classes or on an individual basis in accessing various databases and locating materials and information. The library also includes the Writing Center and an Assistive Technology Lab. The Giovale Library is a member of the Utah Academic Library Consortium.

The dedication of the library marked the first in a series of master-planned campus improvements, which include a tiered parking structure on the northwest end of campus behind the Jewett Center as well as an apartment-style residence which were both opened for Fall Semester 1998. A second apartment-style residence was opened for Fall Semester 1999, and a third was opened for Fall Semester 2001. The 35,000-square-foot expansion to the Gore Business Building was completed in Fall 2002. In the administration building, Bamberger Hall, the Registrar’s, Financial Aid, and President’s Offices were renovated in Summer 2002. Future building projects include a Science building and additional parking.

The Bill and Vieve Gore Center for Business, Aviation, and Entrepreneurship is one of the most technologically advanced facilities for business education in the nation. Interactive classrooms facilitate discussion and case analysis; the Entrepreneurship Center provides opportunities for students to mentor and consult with early-stage companies; the Center for Financial Analysis enables students to bridge the theoretical and practical components of finance; the Behavioral Simulation and Team Learning Lab simulates group, teamwork, and interpersonal relationships;
mentor-team rooms provide space for students working on company-specific projects; and, in the Aviation Simulation Center, students practice their flying, instrument, and procedural skills.

The Emma Eccles Jones Conservatory, completed in Fall of 2004, adjoins the Jewett Center for the Performing Arts and helps meet the growing needs of our students in the performing arts. Some of the highlights of the new conservatory include a new concert hall with seating for 285, a rehearsal facility, seven practice rooms, a black box student theatre and a larger foyer to allow for public receptions and art exhibits.

The Dolores Doré Eccles Health, Wellness, and Athletic Center was completed in February of 2006. This 84,500-square-foot, three-story building houses a fitness complex featuring a gymnasium, climbing wall, swimming pool, fitness and training center, and lockers and training space. The third floor of the new facility is home to the college’s growing Center for Nursing Education, which provides classrooms, offices, and a Skills Center that includes a state-of-the-art simulation laboratory to support experiential learning for students at all levels of nursing education.

Dunke Field and parking structure, originally Dane Hansen Memorial Stadium, was completed in Fall 2006. This underground parking structure and elevated field houses Westminster’s soccer and lacrosse teams, as well as other intramural and club sports.

The Meldrum Science Center, completed in Fall 2010, is a four-story, 60,000-square-foot facility featuring 14 high-tech classrooms with integrated laboratories and five dedicated research labs. The new building provides 10 times the current space for undergraduate research, an important aspect of our faculty’s inquiry-based curriculum and a significant factor in the success of our graduates. The building is designed to support active, hands-on learning, which prepares our students to be critical thinkers and problem solvers. The building’s layout clusters faculty offices and student workspaces to promote interaction and cross-disciplinary learning.

A LEED® Gold certified building; the Meldrum Science Center is the college’s newest and most visible example to the community of sustainability in action. Among its many energy-saving features are the 20kW solar panel system on its roof, use of ambient light and recycled water, and locally sourced building materials.

The Faculty

There are approximately 140 full-time faculty and 150 adjunct instructors who teach at Westminster College. Of the full-time faculty, more than 89% hold a Ph.D. or professional terminal degree. Among the members of the faculty are published writers, active scholars, and many who left successful professional careers in order to teach. The Genevieve W. Gore Distinguished Residents Program and the Weldon J. Taylor/American Express Executive Lecture Series bring noteworthy faculty, scholars, and business leaders to campus every year. The Anne Newman Sutton Weeks poetry series brings distinguished poets from around the world. The
Tanner-McMurrin Lecture Series attracts an outstanding scholar in the history and philosophy of religion each spring, the Diversity Lecture Series helps focus the College’s commitment to diversity and respect for differences, and the Kim T. Adamson Chair and annual lecture helps bring international perspectives to disciplines and majors throughout the college. The Westminster Concert Series features Westminster music faculty and other superb local and out-of-state musicians—many of them nationally or internationally respected—in the Vieve Gore Concert Hall.

The Students

A combination of approximately 2,565 full-time and part-time students representing 29 states and 24 foreign countries are enrolled in the college’s daytime, evening, and weekend classes. Seventy-six percent are undergraduate students, 24% are graduate students.

About 89% of undergraduate students attend full time (12 hours per semester or more), and 11% attend school part-time. About 46% of graduate students attend part-time. Approximately 93% percent of undergraduate students receive some form of financial assistance with an average financial aid award for full-time undergraduates of over $14,000.

Students are offered a choice of 49 undergraduate programs and majors or minors, as well as graduate degrees in business administration, technology management, education, teaching, community leadership, professional communication, professional counseling, nursing, anesthesia, and public health. Westminster students publish a weekly newspaper and a nationally recognized literary magazine, are active in student government and college committees, and are members of both special interest and honorary clubs.
Student Life and Services

Detailed information on student life and services can be found in the Student Handbook, which is available for download or viewing on the Student Life web page each fall. The handbook contains information on:

- **Student Resources**
  - Alcohol and Drug Abuse Prevention Program
  - Campus Ministry
  - Career Resources
  - Counseling
  - Internships
  - Residential Life
  - Testing
  - Tutoring
  - START Center for New Student Advising and Orientation
  - Veterans Services

- **Sports/Intramural Programs**
- **Campus Crime and Safety**
- **Campus Organizations**
- **Policies and Procedures**
  - Academic Honesty
  - Computer Ethics and Use Policy
  - Sexual Harassment Policy
  - Smoking Policy
  - Student Disciplinary Code
  - Substance and Alcohol Abuse and Weapons Policy
- **Federal Laws Affecting Students’ Rights**
- **Volunteer Service Learning**

Accreditation and Affiliation

Westminster College is accredited by the Northwest Commission on Colleges and Universities; the Bill and Vieve Gore School of Business by the Association of Collegiate Business Schools and Programs; the Teacher Education Programs by the Teacher Education Accreditation Council; and the Nursing Program is accredited by the Commission on Collegiate Nursing Education and is approved by the Utah State Board of Nursing. Programs at Westminster College are approved for veterans benefits, and the College is authorized under Federal law to enroll non-immigrant students.

In addition, the college is a member of the National Association of Independent Colleges and Universities, American Association of Colleges, American Council on Education, Western Interstate Commission on Higher Education, Council for Independent Colleges, Council for Adult and Experiential Learning, Association of Collegiate Business Schools and Programs, National Collegiate Honors Council, Council for the Advancement and Support of Education, American Association of Colleges of Nursing, and the Western Institute of Nursing. Westminster is an independent, freestanding, nonsectarian, self-governing college.
History

Westminster College has played a pivotal role in the educational heritage of the intermountain area. Founded in 1875 as the Salt Lake Collegiate Institute, a preparatory school under the auspices of the First Presbyterian Church of Salt Lake City, Westminster first offered college classes in 1897 as Sheldon Jackson College. Named in honor of its primary benefactor, Sheldon Jackson, a Presbyterian clergyman and supervisor of public education in Alaska, the college operated for many years on the Collegiate Institute campus in downtown Salt Lake City. Gradually the institute became identified as the college preparatory department, and high school classes continued to be an integral part of the curriculum until 1945.

In 1902 college trustees adopted a new name to reflect a more generic Protestant orientation than its former title afforded. The name Westminster derives from The Westminster Confession of Faith, a comprehensive exposition of Presbyterian theology produced by English Puritans and Scottish Presbyterians at Westminster, a borough of London, in the seventeenth century.

Moving to its present location in 1911, Westminster became the first accredited two-year junior college in the intermountain area. In 1935 Westminster modified its curriculum to qualify as a four-year junior college and in 1949 became a four-year liberal arts institution offering baccalaureate degrees in the arts and sciences. In the years since, the college has added a number of professional programs.

Founded by Presbyterians but always interdenominational in outlook and governance, Westminster had legal ties to the Presbyterian Church in the United States of America administered through the regional Synod of Utah. By mutual consent of church and college, Westminster ended its official covenantal relationship in 1974. Today Westminster exists as a fully independent, privately funded, nondenominational, comprehensive liberal arts institution of higher learning with selected graduate programs, meeting the West’s educational needs as it has since 1875.

Inquiries

Address letters of inquiry concerning the college to:

Office of Admissions
Westminster College
1840 South 1300 East, Salt Lake City, Utah 84105
Phone: 801.832.2200 (local) or 1.800.748.4753  Fax: 801.832.3101
Programs of Instruction

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

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

The college’s instructional programs are organized and administered through four schools: the School of Arts and Sciences; the Bill and Vieve Gore School of Business; the School of Education; and the School of Nursing and Health Sciences. Close working relationships among the faculty in all four schools are of utmost importance to the college in assisting its students.

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

Westminster’s graduate academic calendar is divided into Fall, Spring, and Summer semesters.

The instructional programs and faculty of Westminster’s four schools are listed and described on the following pages. Courses listed are subject to change following normal academic procedures that call for action by each school and by the entire college faculty. Additions, deletions, or changes effected since the publication of this academic catalog are on file in the Office of the Registrar.
School of Arts and Sciences

Mary Jane Chase, Dean
Carolyn Connell, Associate Dean

Graduate Programs of the School of Arts and Sciences

Master of Professional Communication
The Westminster Master of Professional Communication (MPC) program is designed to help individuals enhance their communication skills and develop expertise in a specialized communication field.

The Master of Professional Communication (MPC) program and the related Communication certificates are designed to prepare writers and communication experts for positions in business, industry, government, or any other organization where communication skills are essential. MPC classes are held during evenings and on weekends, and students may enroll in as many or as few courses as scheduling allows.

Westminster is accredited by the Northwest Association of Schools and Colleges.

Master of Science in Professional Counseling
The Master of Science in Professional Counseling is a graduate program that prepares students for clinical practice and potential licensure as a Licensed Professional Counselor (L.P.C.). This 3 year program requires 60 hours of graduate work, following guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (i.e., specializations in Mental Health Counseling or Marital, Couple, and Family Counseling) and the Utah Division of Occupational and Professional Licensing. Broad in scope, its focus and course work support a range of theoretical perspectives and potential practice with diverse treatment populations.

Westminster is accredited by the Northwest Association of Schools and Colleges.

Faculty

Deyanira Ariza-Velasco, Assistant Professor (Spanish)
Brian Avery, Associate Professor (Biology)
David Baddley, Associate Professor (Art)
Richard Badenhausen, Professor (Honors), Kim Adamson Chair
Michael Bassis, President; Professor (Sociology)
Bonnie Baxter, Professor (Biology)
Laura Bennett Murphy, Professor (Psychology)
Frank Black, Assistant Professor (Chemistry)
Karlyn Bond, Associate Professor (Music)
Bradford (Bill) Bynum, Associate Professor (Mathematics)
Dan Byrne, Associate Professor (Computer Science)
Mary Jane Chase, Associate Professor (History)
Christine Clay, Assistant Professor (Environmental Biology)
Christopher Cline, Associate Professor (Physics)
Carolyn Connell, Professor (Mathematics)
Peter Conwell, Associate Professor, (Physics)
Susan Cottler, Professor (History)
Jonas D’Andrea, Assistant Professor (Mathematics)
Alan Davison, Professor (Spanish)
Gary Daynes, Associate Provost; Associate Professor (History)
Sean Desilets, Assistant Professor (English, Film Studies)
William Deutschman, Associate Professor (Chemistry)
Georgiana Donavin, Professor (English)
Lesa Ellis, Associate Professor (Psychology)
Katherine Evans, Assistant Professor (English)
Fred Fogo, Professor (Communication)
Gregory Gagne, Associate Professor (Computer Science)
Peter Goldman, Associate Professor (English)
David Goldsmith, Associate Professor (Geology)
Scott Gust, Associate Professor (Speech)
Elree Harris, Professor (English)
Stephen Haslam, Assistant Professor (French)
James Hedges, Assistant Professor (Speech/Communication)
Elizabeth Herrick, Assistant Professor (Mathematics)
Angela Hicks, Associate Professor (Psychology)
Helen Hodgson, Professor (Communication)
Paul Hooker, Associate Professor (Chemistry)
Helen Hu, Associate Professor, (Computer Science)
Robyn Hyde, Associate Professor (Chemistry)
Betsy Kleba, Assistant Professor (Biology)
Catherine Kuzminki, Professor (Art)
Christopher LeCluyse, Associate Professor (English)
Jeffrey McCarthy, Professor (English)
Nicholas More, Associate Professor (Philosophy)
Fatima Mujcinovic, Associate Professor (English)
Bridget Newell, Associate Provost; Professor (Philosophy)
Lance Newman, Professor (English)
Jeffrey Nichols, Associate Professor (History)
Kristjane Nordmeyer, Assistant Professor (Sociology)
Giancarlo Panagia, Assistant Professor (Justice Studies)
Michael Popich, Professor (Philosophy)
Cathleen Power, Associate Professor (Psychology)
Luís Ignacio Prádanos-Garcia (Iñaki), Assistant Professor (Spanish)
Paul Presson, Associate Provost; Associate Professor (Psychology)
Christopher Quinn, Professor (Music)
Sean Raleigh, Assistant Professor (Mathematics)
Jennifer Ritter, Associate Professor (English as a Second Language)
Judith Rogers, Professor (Biology)
Mark Rubinfeld, Professor (Sociology)
Natasha Sajé, Director Anne Newman Sutton Weeks Poetry Series; Professor (English)
Colleen Sandor, Associate Professor (Psychology)
Christine Seifert, Associate Professor (Communication)
Tricia Shepherd, Associate Professor (Physics/Chemistry)
Gretchen Siegler, Professor (Anthropology/Sociology)
Jennifer Simonds, Associate Professor (Psychology)
Barbara Smith, Director of Learning Communities; Professor (Psychology)
Christine Stracey, Assistant Professor (Biology)
Charles Tripp, Professor (Political Science and Psychology)
Michael Vought, Professor (Theatre)
Nina Vought, Assistant Professor (Theatre)
Janine Wanlass, Professor (Psychology)
Richard Wellman, Associate Professor (Mathematics)
Janine Wittwer, Associate Professor (Mathematics)
Rulon Wood, Assistant Professor (Communication)
Joy Woolf, Assistant Professor (Spanish)
Kimberly Zarkin, Associate Professor (Communication)
Michael Zarkin, Associate Professor (Political Science)

The Bill and Vieve Gore School of Business

Jin Wang, Dean

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

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

Master of Accountancy
The Master of Accountancy is designed to meet the needs of students interested in a professional career in accounting. This program is unique in the sense that it recognizes the highly integrated relationship between the disciplines of accounting and information systems which has evolved in the recent past. Students completing this program will be well prepared to sit for the CPA exam and positioned to accept high-level leadership roles in either public accounting or corporate environments.

Master of Business Administration
The Master of Business Administration is a professional program that prepares students for executive decision making in dynamic business environments. It will teach students how to achieve their career goals by building professional and personal skill sets. Students can customize the program to strengthen career-specific abilities. The program emphasizes the practical and applied aspects of business.

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

Accelerated Master of Business Administration for Westminster Undergraduate Students
Students who have completed an undergraduate business program within the last five years at Westminster College (Accounting, Aviation Management, Business, Economics, Information Resource Management, or International Business) may have the option, based on admission to the MBA program, of completing an accelerated Master of Business Administration degree. A minimum of 36 graduate semester hours are required to complete the program to earn the Master of Business Administration degree. Individuals who graduated with any of the above-listed degrees five years ago or longer may be required to complete foundational preparation in addition to completing the 36 semester hours of graduate core and elective coursework.

Project-Based Master of Business Administration
The Project-Based Master of Business Administration (PMBA) Program at Westminster College is a project-based degree completion program. Students complete a series of practical business projects to demonstrate mastery of a specific set of business skills and competencies. Students apply skills achieved through professional experiences and additional self-paced learning in project sequences. As students complete projects, their work is evaluated by faculty coaches using
detailed learning measurement rubrics. Upon satisfactory completion of the full set of projects, students have demonstrated mastery of the full set of learning goals and competencies and are awarded a PMBA degree.

**Graduate Business Certificates**
Certificates allow students to update their graduate degrees or pursue a specific field of study with a focused curriculum. The certificates offered are:

- Accounting
- Business Economics
- Entrepreneurship
- Finance
- Financial Planning
- International Business
- Marketing

**Faculty**

**Shannon Bellamy**, Associate Professor (Management)
**Gaylen Bunker**, Associate Professor (Accounting and Finance)
**Richard Chapman**, Professor (Economics)
**Richard Collins**, Professor (Economics and Finance)
**Gerald R. Fairbairn**, Professor (Aviation)
**Michael J. Glauser**, Associate Professor (Management)
**John D. Groesbeck**, Professor (Economics and Finance)
**Jennifer Harrison**, Assistant Professor, (Accounting)
**Robert J. Haworth**, Instructor (Management)
**Richard T. Henage**, Associate Professor (Accounting)
**Dara A. Hoffa**, Associate Professor (Accounting)
**Stephen S. Hurlbut**, Assistant Professor (Management)
**Brian Jorgensen**, Associate Professor (Marketing)
**Michael A. Keene**, Assistant Professor (Technology Management)
**Melissa M. Koerner**, Associate Professor (Management)
**Michael Kraus**, Associate Professor (Aviation)
**Aric W. Krause**, Dean, Division of New Learning; Associate Professor (Economics)
**Lauren Lo Re**, Assistant Professor (Finance)
**Michael Mamo**, Assistant Professor (Economics)
**Ronald M. Mano**, Professor (Accounting)
**Kenneth Meland**, Professor (Management)
**Alyssie Morton**, Professor (Management)
**Linda Muir**, Associate Director of the Institute for New Enterprise; Instructor
**William Ogilvie**, Instructor (Aviation)
**Richard Parsons**, Instructor (Accounting, Finance)
**Robert Patterson**, Associate Professor (Finance)
**Alan Rogers**, Professor (Accounting)
**Donald R. Saxon**, Assistant Professor (Accounting and Financial Services)
**Nancy Panos Schmitt**, Associate Professor (Marketing)
**James E. Seidelman**, Provost & Vice President for Academic Affairs; Professor (Economics)
**Michael JD Sutton**, Associate Professor (Management)
**Christopher S.P. Tong**, Professor (Economics)
Jerry Van Os, Professor (Accounting)
Jin Wang, Dean, Bill and Vieve Gore School of Business; Professor (Economics)
John P. Watkins, Professor (Economics)
Joel Watson, Assistant Professor (Marketing)
Vicki R. Whiting, Associate Professor (Management)
Maria Wrotniak, Professor (Economics)

School of Education
Robert Shaw, Dean

Graduate Programs of the School of Education

Master of Education
The Master of Education Program has an instructional focus and is offered for licensed teachers in a public or private school or those who teach adults. Students may earn an endorsement in Reading (Basic or Advanced), English as a Second Language, or Special Education, or an Adult Learning Certificate. Students may also prepare to apply for National Board for Professional Teaching Standards Certification.

Master of Arts in Community Leadership
The Master of Arts in Community Leadership program is designed to prepare students for leadership roles in non-profit and community organizations. The program prepares graduates in three key areas: management and leadership, community organizing and advocacy, and communications.

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

Endorsement Programs
The college offers programs that lead to a state endorsement in Basic Reading and Advanced Reading which can be enrolled in as part of the Master of Education or Master of Arts in Teaching programs. Endorsements in Special Education of students with mild to moderate disabilities, Special Education of students with severe disabilities, and English as a Second Language instruction are offered as an endorsement-only undergraduate minor or as part of the Master of Education or Master of Arts in Teaching programs.
Faculty
Margaret (Peggy) Cain, Associate Professor; Director of MED and MACL Programs
Timothy Carr, Assistant Professor
Marilee Coles-Ritchie, Associate Professor
Janet Dynak, Professor
Peter Ingle, Associate Professor
Kristi Jones, Associate Professor
Barbara Marsh, Assistant Professor
Shamby Polychronis, Assistant Professor; Director of MAT and undergraduate programs
Lorel Preston, Professor
Robert Shaw, Associate Professor
Joyce Sibbett, Associate Professor
David Stokes, Associate Professor
Heidi Van Ert, Associate Professor

School of Nursing and Health Sciences
Sheryl Steadman, Dean

The Westminster School of Nursing and Health Sciences offers programs leading to Baccalaureate and Master’s degrees in nursing, public health, and nurse anesthesia.

The Family Nurse Practitioner and Nursing Education programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Master of Science in Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia programs (COA). The Public Health program is working toward accreditation from the Council of Education for Public Health (CEPH). All nursing programs are approved by the Utah State Board of Nursing.

Graduate Programs
Master of Science in Nursing, Family Nurse Practitioner/Family Nurse Practitioner Certificate Option
The Family Nurse Practitioner Program offers working professional nurses the opportunity to become licensed and certified as Advanced Practice Registered Nurses with prescriptive privileges. To accommodate working nurses, classes are scheduled one day per week. Clinical assignments are one to two days per week based on the availability of the assigned preceptor and individual class requirements. Graduates of the program are eligible to take the American Nurse Credential Center (ANCC) or the American Academy of Nurse Practitioners (AAPN) certification exam and apply for Utah licensure as Advanced Practice Registered Nurses (APRN).
Master of Science in Nursing Education/Nurse Educator Certificate

Upon completion of the certificate/master in nursing education, practicing nurses are prepared to teach professional nursing or function in a staff development position. This curriculum-based program prepares nurses to be more effective nurse educators in a clinical, college or university setting within the teaching-coaching domains of practice.

Master of Science in Nurse Anesthesia

The Nurse Anesthesia Program provides an academic environment which offers the highest level of didactic, anesthesia simulation and clinical site experiences. The MSNA program allows nurse anesthesia students to master the intellectual and technical skills required to become competent in the safe administration of anesthesia. Graduates are prepared to sit for the NBCRNA examination.

Master of Public Health/Certificate in Public Health

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

Faculty

Julie Balk, Associate Professor
Diane Forster-Burke, Professor
John Contreras, Assistant Professor
Carol Jeffer, Associate Professor
Han Kim, Assistant Professor
Ronda Lucey, Associate Professor
Gail Nelson, Assistant Professor
Robert Nicholes, Associate Professor
Cordelia Schaffer, Assistant Professor
James Stimpson, Assistant Professor
Jennifer Stock, Associate Professor
Christina Sullivan, Assistant Professor
Sheri Tesseyman, Associate Professor
Christopher Torman, Assistant Professor
Julie Valentine, Assistant Professor
Diane Van Os, Professor
George L. White Jr., Professor
Stephanie Zimmer, Assistant Professor
Admission to the College

Contact Details

Thank you for your interest in Westminster’s unique environment for learning. All graduate application materials and inquiries can be directed to:

Westminster Graduate Admissions
1840 South 1300 East
Salt Lake City, UT 84105
Tel: 801.832.2200 or 800.748.4753
Fax: 801.832.3101
Email: gradadmissions@westminstercollege.edu

Westminster’s graduate application can be found online at www.westminstercollege.edu/graduate.

Admission Criteria

Westminster’s graduate programs welcome applications from prospective students who are committed to active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, college-wide excellence, and high ethical standards. Program faculty and the Graduate Admission Committees carefully consider applications using a holistic approach to its review. When evaluating an application file, factors such as prior academic experience, writing ability, references, interpersonal skills, maturity and professional fitness are considered. Individuals are admitted without discrimination to race, color, nationality, creed, sex, physical handicaps, or veteran status.
Admission Process

Prospective students who wish to enter a degree, certificate, or endorsement program at Westminster College are required to submit a completed application for admission. Applicants must hold a baccalaureate degree earned from a regionally accredited college or university in the United States or the foreign equivalent. Please see required application materials by graduate program listed below. Details of graduate application requirements can also be found at www.westminstercollege.edu/graduate.

For important application dates and events scheduled for prospective graduate students at Westminster, please contact Graduate Admissions at 801.832.2200 or 800.748.4753 or visit www.westminstercollege.edu/graduate for details. Send e-mail inquiries to gradadmissions@westminstercollege.edu.

Readmission of Former Students

Students who wish to register at the college after an absence of three or more academic semesters (including Summer semester) must apply for readmission through the Office of Graduate Admissions.

Re-entering students are subject to the academic requirements in effect at the time of their re-entry. Westminster College makes every effort to honor coursework taken in previous years; however, due to curriculum changes, this cannot be guaranteed. Previous coursework in question must be reviewed by individual academic departments with a final agreement submitted in writing to the Registrar’s Office.

Students readmitted after three or more semesters will be expected to meet program requirements for the catalog in effect at the time of readmission. This includes program cost of tuition and fees at the time of readmission.

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

International Students

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

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

1. Complete Westminster College Graduate Admissions Application and $50 application fee

2. Official transcripts, academic records, diplomas, national examination results, certificates or degrees received from accredited post-secondary institution, university and/or professional schools and any necessary translations. These transcripts should be submitted directly to an approved professional evaluation service (www.wes.org or other Westminster approved service).

3. Evidence of adequate financial support to cover the total cost of attendance for two semesters. This most commonly comes in the form of a certified bank statement or bank letter as well as a Statement of Financial Responsibility as issued by Westminster College.

4. Evidence of advanced-level proficiency in English as shown by the Test of English as a Foreign Language (TOEFL) exam or the International English Language Testing System (IELTS).

A TOEFL score of at least 100 (Internet-based) or 600 (paper-based) is required for admission to any of Westminster’s graduate programs. A score of at least 7.0 on the IELTS may also be presented as evidence of English language proficiency.

Students with a TOEFL score of 92–99 (Internet-based) or 575–599 (paper-based) or an IELTS score of 6.5–6.9 may apply for provisional admission to Westminster College. Students admitted with these scores must successfully complete the WESLI program to fulfill the Westminster English proficiency admissions requirement.

Applicants whose post-secondary education took place in Australia, Canada, Great Britain, Ireland, New Zealand, or the U.S. or graduated from a university whose language of instruction is English may be exempt from the TOEFL requirement. Students who were born in any of these countries but educated elsewhere, however, will be required to satisfy the English proficiency requirement.

5. Any other requirements including exams, recommendations, and additional supporting documents required by the individual graduate programs.

Once all required documentation has been received and the student has been accepted for admission, a Form I–20 will be sent to the student.

All materials submitted to the Graduate Admissions Office become the property of the college and cannot be returned to the student or sent to another school. If the student’s school or ministry of education issues only one copy of post-secondary school grades or examination scores, the Office of Graduate Admissions will make a certified copy and return the original to the student; however, in all cases copies must be made from originals. Duplicated copies will not be accepted.
Application Requirements by Program

Master of Accountancy (MAcc)

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

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing candidate’s interest in graduate study in accounting and information systems
- Two professional recommendations from current and previous supervisors and/or professors. Recommendations from supervisors preferred. Please use forms provided by the Office of Graduate Admissions and include a written statement on company letterhead submitted by recommender.
- Professional résumé detailing job titles, areas of responsibility, professional training, and other related activities
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.
- Employer letter of support form
- GMAT score

When an individual’s application file is complete with required documents and according to application dates, the application materials are evaluated by the MAcc Admissions Committee. Once accepted to the program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Arts in Community Leadership (MACL)

Admission to the graduate and certificate programs in community leadership is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Fall, Spring or Summer semesters.

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. What do you hope to learn from the Master of Arts in Community Leadership degree program and how will you use what you learn?
  2. What is your approach to community work and/or social change?
  3. What are the most important skills, experiences, and personal characteristics you bring to the Westminster learning community?
- Two professional recommendations from current or previous supervisors and/or professors using forms provided by the Office of Graduate Admissions
- Professional résumé detailing all job titles, areas of responsibility and related activities
- Official college or university transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.

When an individual’s application file is complete with required documents and according to application dates, the application materials are evaluated by the MACL Admissions Committee. Once accepted into the program, the applicant must submit a $250 tuition deposit within 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Arts in Teaching (MAT)

Admission to the MAT program is based on an evaluation of undergraduate work, professional experience, and potential to succeed in a teaching environment. Students may enter the program at the beginning of the Fall, Spring, or Summer semester; however, a Summer or Fall start is recommended.

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. What you would like to teach;
  2. Why you would like to teach;
  3. What you believe you can bring to the field of teaching.
- Two professional recommendations from current or previous supervisors using forms provided by the Office of Graduate Admissions
- A personal résumé detailing professional work experience to include relevant job titles, work experiences, responsibilities, and related activities
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.

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

Note: Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon completion of MAT degree requirements. Therefore, a teaching license will not be recommended without full completion of the MAT and the MAT will not be awarded without recommendation for a teaching license.
Master of Business Administration and Master of Business Administration in Technology Management (MBA, MBATM)

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

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. Why are you pursuing a graduate business degree at this time in your life?
  2. How will your professional experiences contribute to the learning environment?
  3. What personal characteristics make you an ideal graduate business candidate?
- Two professional recommendations from current and previous supervisors and/or professors. Recommendations from supervisors preferred. Please use forms provided by the Office of Graduate Admissions and include a written statement on company letterhead submitted by recommender.
- Professional résumé detailing job titles, areas of responsibility, professional training, and other related activities
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.
- Employer letter of support form
- GMAT score (waived in select cases)

When an individual’s application file is complete with required documents and according to application dates, the application materials are evaluated by the MBA/MBATM Admissions Committee. Once accepted to either program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Education (MED)

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

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. Why do you want to pursue the Master of Education degree?
  2. What goals do you have for your learning in the program?
  3. What are the most important skills, experiences, and personal characteristics you bring to the program?
- Two professional recommendations from current or previous supervisors using forms provided by the Office of Graduate Admissions
- Professional résumé detailing education work and other related activities
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.
- Licensed K–12 teachers also submit a copy of their current teaching license

When an individual’s application file is complete with required documents according to application dates, the application materials are evaluated by the MED Admissions Committee. Once accepted to the program, the applicant must submit a $250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Professional Communication (MPC)

Successful MPC applicants will have a well-rounded application, including competitive grades in their undergraduate courses, especially in communication and composition and a professional-quality writing sample. Admission to the MPC graduate and certificate programs is based on an evaluation of undergraduate work, professional experience, and potential to succeed in communication-related fields. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

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

• Completed application form
• $40 application fee
• Graduate applicant survey form
• Statement of intent describing why you are pursuing a graduate degree in communication
• Two professional recommendations from current or previous supervisors and/or professors using forms provided by the Office of Graduate Admissions
• Professional résumé detailing all job titles, work experience, areas of responsibility, and related activities
• Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.
• Sample of professional writing. The writing sample should be a comprehensive five- to ten-page document which demonstrates that the applicant can explore and develop an idea in a coherent, logical fashion. Submissions can include academic papers, proposals, reports, manuals, or other business documents. Creative or fiction writing samples are not accepted. Applicants to Westminster’s MPC program may opt to submit the MPC Writing Test available at www.westminstercollege.edu/mpc.

When an individual’s application file is complete with required documents and according to application dates, the application materials are evaluated by the MPC Admissions Committee. Once accepted to the MPC program, the applicant must submit a $250 tuition deposit within 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Public Health (MPH)

Admission to the certificate and graduate programs is based on an evaluation of demonstrated academic ability and professional experience. Students may enter the program during the Fall or Spring semesters.

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing your professional experience and future goals
- Three professional recommendations from individuals who can describe your work experience
- A personal résumé detailing professional work experience, to include relevant job titles, work experience, responsibilities and related activities
- Evidence of a completed baccalaureate degree from a regionally accredited college, university, or recognized international college or university.
- Official GRE score taken within the last 5 years (waived with previous master’s degree or higher earned).

Upon completion of the application file with all required documentation according to application dates, the individual’s application materials are submitted to the MPH Admissions Committee for review. A personal interview with public health faculty will be arranged by the School of Nursing & Health Sciences. Once accepted to the Public Health Program, applicants must submit a $250 tuition deposit within 30 days, which guarantees a place in the entering class for the entry term of interest. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Science in Nursing (MSN)

Family Nurse Practitioner (FNP)

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

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. Career goals encompassing the Family Nurse Practitioner (FNP) role;
  2. Statement of perceived differences between the RN and FNP role;
  3. The strengths the applicant brings to the FNP role.
- Three professional recommendations
- Personal résumé or vita (including current position) detailing professional and educational history. A minimum of 2 years RN experience is required.
- Official transcripts from all colleges and universities attended showing proof of a BS earned from an accredited school of nursing, as well as a regionally accredited institution, with a cumulative GPA of 3.0 or higher
- Copy of current unrestricted Utah license in good standing to practice professional nursing
- Proof of current immunizations
- Applicants to the FNP 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 and Chair of the Admission and Progression Committee of the FNP nursing program. Both state and federal background checks must be free of criminal arrest history. If there is a criminal arrest history expungement must be completed prior to submission of the application. Drug test results must be negative.
- Official GRE score taken within the last 5 years (waived with previous master’s degree or higher earned)

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

**Master of Science in Nursing Education (MSNED)**

Admission to the certificate and graduate programs is based on an evaluation of demonstrated academic ability and professional experience. Students enter the program at the beginning of Fall semester only and may complete the 15 credit requirement for the Nurse Educator Certificate within three semesters, including one Summer semester.

Requirements for admission are (1) an unrestricted RN license (2) position as an instructor in staff development or other practice that support entry into an advanced degree program focused on instruction. Individuals with a master’s degree are qualified to enroll in the Nurse Educator Certificate component of the MSNED program.

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. Career goals encompassing the Nurse Educator role;
  2. Statement of perceived differences between the RN and Nurse Educator roles;
  3. Strengths the applicant brings to the Nurse Educator role.
- Three professional recommendations from colleagues who can describe your nursing/clinical/teaching and practice goals
- A personal résumé detailing professional work experience, to include relevant job titles, work experience, responsibilities and related activities
- Official transcripts from all colleges and universities attended showing proof of a BS in nursing earned from an accredited school of nursing, as well as a regionally accredited institution, with a cumulative GPA of 3.0 or higher
- A copy of your current unrestricted license to practice professional nursing in Utah (must be in good standing).
- Proof of current immunizations
- Applicants to the MSNEd 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 and Chair of the Admission and Progression Committee of the MSNEd nursing program. Both state and federal background checks must be free
of criminal arrest history. If there is a criminal arrest history expungement
must be completed prior to submission of the application. Drug test
results must be negative.

Upon completion of the application file with all required documentation according
to application dates, the individual’s application materials are submitted to the
MSNED Admissions Committee for review. A personal interview with nursing
faculty will be arranged by the School of Nursing & Health Sciences. Once accepted
to the MSNED Program, applicants must submit a $250 tuition deposit within 30
days, which guarantees a place in the entering class for the Fall term. Westminster
operates rolling admissions, so it is best to apply as soon as possible. To preserve
the faculty to student ratio, space availability in each class is limited. Westminster
College reserves the right to close the class earlier than dates specified if enrollment
goals are met before those dates. See important application dates at www.
westminstercollege.edu/graduate.

Master of Science in Nurse Anesthesia (MSNA)

Admission to the program is based on an evaluation of demonstrated academic
ability and professional experience. The application deadline is October 31, 2011.
This class will begin the didactic portion August 2012. A minimum of one year
of critical care (ICU, CCU, NICU, SICU, MICU preferred) as an RN is required.
Applicants with experience in ER or with less than 1 year of critical experience may
apply and are considered at the MSNA Director’s discretion. Critical care experience
within the last 3 years is preferred; OR and PACU do not count as critical care. Late
applications may be considered on the basis of space availability.

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

- Completed application form
- $40 application fee
- Graduate applicant survey form
- Statement of intent describing:
  1. Your philosophy on advanced practice nursing;
  2. Your goals as an advanced practice nurse.
- Three professional recommendations
- Personal résumé or vita (including current position) detailing professional
  and educational history.
- Copy of current unrestricted Utah license in good standing to practice
  professional nursing
- Copy of current BLS, ACLS, and PALS certifications
- Proof of current immunizations
- Applicants to the MSNA 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 and Chair of the Admission and Progression Committee of the MSNA nursing program. Both state and federal background checks must be free of criminal arrest history. If there is a criminal arrest history expungement must be completed prior to submission of the application. Drug test results must be negative.

- Official transcripts from all colleges and universities attended showing proof of a nursing degree earned from an accredited school of nursing, as well as a regionally accredited institution, with a cumulative GPA of 3.0 or higher.
- Official GRE score taken within the last 5 years
- Physical and mental health certificate

Upon completion of the application file with all required documentation according to application dates, the individual’s application materials are submitted to the MSNA Admissions Committee for review. A personal interview with nursing faculty will be arranged by the School of Nursing & Health Sciences. Once accepted to the MSNA Program, applicants must submit a $1,000 tuition deposit within 30 days, which guarantees a place in the entering class for the Fall term. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster College reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates. See important application dates at www.westminstercollege.edu/graduate.
Master of Science in Professional Counseling (MSPC)

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

To apply, candidates must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- $40 application fee
- Graduate applicant survey form
- A personal statement which addresses the candidate’s career goals, reasons for selecting Westminster for graduate study, and practice/research interests.
- Three letters of recommendation from a current or previous supervisor of professor who can address the candidate’s academic and interpersonal skills relevant to the practice of a professional counselor.
- Official GRE score taken within the last 5 years
- Proof of clear state and federal background checks at the time of admission
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.

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

Federal Stafford Student Loan Program

Degree-seeking graduate students are eligible to apply for Federal Stafford Student Loan funds. Graduate students may borrow up to $8,500 per academic year in a Federal Subsidized Stafford Loan and up to $12,000 in a Federal Unsubsidized Stafford Loan for a total of $20,500 per year. The aggregate maximum borrowing limit for graduate students is $138,500 of which no more than $65,500 can be subsidized.

Students must be enrolled at least half-time each semester in order to borrow Stafford loan funds for that semester. Half-time is defined as four to six credit hours and full-time is defined as seven or more credit hours per semester.

Applicants must apply for need-based financial aid using the Free Application for Federal Student Aid (FAFSA). The Office of Financial Aid will then determine the amount of a loan that the student may qualify for and certify the student’s loan according to the amounts accepted on the student’s Financial Aid Award Notice.

Federal PLUS Loan

This loan is available to graduate students who have no adverse credit history. Students may borrow up to the cost of education (budget costs minus any financial aid received) and must use the loan funds solely to pay educational costs. The PLUS is a fixed-rate loan (for loans disbursed after June 30, 2006) that is currently capped at 9%. Students can choose to make monthly principal and or interest payments while in school or can choose to defer payments. The loan may be obtained through a participating lender (banks, credit unions, and savings and loan associations). For further information concerning this program, contact the Financial Aid Office.
Student Budgets

Graduate student budgets vary based on the graduate program in which the student is accepted. They also vary based on the number of credit hours for which a student enrolls and can include other expenses incurred by the student as a result of enrollment in that graduate program. The allowance for books and supplies is only applicable to programs where books are not included in the cost of tuition. The other budget figures listed below are for 9 months (Fall and Spring semesters) and will be updated for students who attend during the Summer semester.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>Variable</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>500</td>
</tr>
<tr>
<td>Room and Board</td>
<td>6,700</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,320</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>1,750</td>
</tr>
</tbody>
</table>

Determination of Need

To determine the financial need of a student, calculate College Costs (Student Budget) and apply Family Contribution against them. If the Family Contribution is less than the College Costs, financial need is established. The Family Contribution is determined by completing the Free Application for Federal Student Aid (FAFSA), including information about income, assets, and non-taxable income.

Satisfactory Progress Requirements For Receipt of Student Financial Aid

Graduate students must maintain satisfactory progress in their academic studies in order to receive Title IV (Federal) student financial aid funds and institutionally funded financial aid. Title IV (Federal) student financial aid includes the following programs:

- Federal Perkins Loan
- Federal Stafford Loan
- Federal PLUS Loan
- Federal TEACH Grant

Students Receiving Student Financial Aid Funds

The Financial Aid Office will utilize the College’s Academic Standing Policy. In addition, full-time and part-time students must complete at least 70 percent of the semester credit hours for which they enrolled to be making satisfactory progress. Any class that appears on the academic transcript as “graded” will be counted toward total credit hours enrolled. Transcript grades include the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B-</td>
<td>Above Average</td>
</tr>
<tr>
<td>C+, C-</td>
<td>Average</td>
</tr>
<tr>
<td>D+, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>T</td>
<td>Temporary</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn failing</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial withdrawal</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>X</td>
<td>Repeat</td>
</tr>
<tr>
<td>R</td>
<td>Repeated</td>
</tr>
<tr>
<td>AU</td>
<td>Audit [no credit]</td>
</tr>
</tbody>
</table>
The student must also maintain a cumulative grade point average of 2.0.

If satisfactory progress requirements are not met, the student will be determined ineligible to receive Title IV student financial aid funds.

**Timetable For Review**

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

Students enrolled in the **Professional Master of Business Administration (PMBA) Program** will be reviewed for compliance with the Satisfactory Progress Policy using grade equivalencies. Grades of “EX” (Exceeds Project Standards) are regarded as equivalent to “A” level work; grades of “M” (Meets Project Standards) are regarded as equivalent to “B” or “C” level work; grades of “DN” (Does Not Meet Project Standards) are regarded as equivalent to “D” or “F” level work. Grades of “EX” and “M” will be counted as credit hours completed while grades of “DN” will not be counted as credit hours completed.

**Grade Reports Special Note**

The following will not be counted as credit hours completed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>X</td>
<td>Repeat</td>
</tr>
<tr>
<td>T</td>
<td>Temporary</td>
</tr>
</tbody>
</table>

**Total Semesters Student Financial Aid Funds**

Graduate students are eligible to receive eight semesters of aid while in full-time status, with each Summer counting as one-half semester. Part-time students’ eligibility will be extended proportionately.

**Reinstatement**

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

The Financial Aid Office will notify by letter any student receiving financial assistance who does not meet the satisfactory progress requirement and has been determined to be ineligible for financial aid. The notice will be addressed to the student’s most current local address on file at the college. It is the student’s responsibility to inform the Registrar’s Office of a correct mailing address at all times.

Right to Appeal and Appeal Process

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

- The student appealing the satisfactory progress decision will submit a written appeal to the Associate Director of Financial Aid to discuss the circumstances which caused the student not to be able to meet the satisfactory progress requirements and provide documentation of those circumstances when possible and as requested. The associate director of Financial Aid will give a decision in writing, within five working days of receipt of the appeal.

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

Withdrawal and Its Effect on Financial Aid

Federal regulations govern the return of Title IV (federal) financial aid funds that have been disbursed for a student who completely withdraws from college during a term, payment period, or period of enrollment. The Title IV programs included under these regulations for graduate students are: TEACH Grants, Stafford Loans, and Graduate PLUS loans. The regulations operate under the principle that a student “earns” his/her financial aid based on the period of time he/she remained enrolled.

During the first 60% of the enrollment period, a student “earns” Title IV federal financial aid funds in direct proportion to the length of time he/she remains enrolled (that is, the percentage of time during the enrollment period that the student remained enrolled is the percentage of disbursable aid for that period that the student earned). A student who withdraws from college beyond the 60% point has “earned” all Title IV federal financial aid for the period.

Unearned Title IV funds must be returned to the federal financial aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula.

The responsibility to repay unearned Title IV aid is shared by the institution and the student in proportion to the aid each is assumed to possess.
The institution’s share is the lesser of:

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

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

Students withdrawing after the end of the college’s refund period are liable for all of their college charges even when their financial aid is decreased. Students considering withdrawal should call or visit the Financial Aid Office to determine the specific implications. Official withdrawal notification should be provided to the Registrar’s Office.

In addition, students who do not successfully complete any coursework during a semester will be reviewed to determine whether or not they may have unofficially withdrawn during the course of the semester. If the Financial Aid Office cannot document a student’s attendance through 60% or more of the semester, a student is considered to have unofficially withdrawn and the student’s federal financial aid will be subject to the Return of Title IV Aid calculation described above. A student found to have unofficially withdrawn will have the calculation performed using the 50% point in the semester unless a last date of attendance can be documented.

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

**Institutional Refund Policy**

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

**Miscellaneous Information**

*Notification of Award*—Students submitting applications and other supporting documentation are notified by mail whether they will receive aid.

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

The college makes every effort to assist its students in securing the financial aid they need to be successful in their studies and career goals, if funds are available.
**Employer Reimbursement**—Students receiving reimbursement from their employers who apply for need-based financial aid through the Free Application for Federal Student Aid (FAFSA) are required to notify the Financial Aid Office and submit documentation of the amounts to be received.

**Withdrawal from College**—If a student receiving merit-based aid should withdraw from the college or be suspended before the end of the semester, the student’s financial aid award is canceled and all unpaid tuition resulting from the cancellation of the merit-based aid for that semester is due and must be paid immediately.

Incoming students are encouraged to apply for financial aid at the time they apply for admission to the college. Continuing students are reminded to reapply for financial aid each academic year. Financial Aid awards are made on a first-come, first-served basis until all funds are depleted; therefore, it is in each student’s best interest to submit application materials as soon as possible after January 1. Regulations and policies for many of the Federal Financial Aid Programs change periodically. For additional information about any type of financial aid, contact the Office of Financial Aid.
Expenses

As a private institution of higher learning, Westminster receives very limited financial support from public taxes. Each student registering at the college is charged tuition at a rate that covers approximately 70 percent of the cost of his/her educational program. The balance of the cost must be met by income received from gifts and endowments from trustees, alumni, faculty, churches, and other friends of the college who help to underwrite the education that Westminster provides. The Board of Trustees of Westminster College reserves the right to change tuition and fees at any time.

Tuition (2011–2012)

<table>
<thead>
<tr>
<th>Program</th>
<th>per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Accountancy</td>
<td>$1,124</td>
</tr>
<tr>
<td>(includes tuition, books, and all other fees)</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Community Leadership</td>
<td>$620</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>$620</td>
</tr>
<tr>
<td>Master of Education</td>
<td>$620</td>
</tr>
<tr>
<td>Master of Professional Communication</td>
<td>$915</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>$915</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>$915</td>
</tr>
<tr>
<td>Master of Science in Nursing Education</td>
<td>$620</td>
</tr>
<tr>
<td>Master of Science in Nurse Anesthesia</td>
<td>$1,025</td>
</tr>
<tr>
<td>Master of Science in Professional Counseling</td>
<td>$915</td>
</tr>
<tr>
<td>Business Certificates</td>
<td>$1,124</td>
</tr>
</tbody>
</table>

Master of Business Administration &
Master of Business Administration in Technology Management Program
Students enrolling in the MBA and MBATM programs during the 2011–2012 academic year will pay $1,230 per credit hour. (A total of 39 credit hours are required to complete the program.) Tuition includes all programs costs including books, access to all program functions, and a required international trip. The tuition price will remain fixed for three years, as long as he/she progresses satisfactorily (i.e., by taking no more than one semester off).

MBA Foundational Literacy Requirements
The 500-level foundation literacy workshops are offered as zero-credit-hours, pass/fail. While these workshops are zero credits and have no tuition cost, they are assessed a fee of $275 each. Students who fail the literacy test at the conclusion of the workshop will be allowed to repeat the workshop at no charge. Students may obtain a full refund if the class is dropped prior to the first session. After the start of the first session, students will not receive a refund.
Project-Based Master of Business Administration (PMBA): The tuition charge per credit hour is $1,230

PMBA Refund Schedule
100% On or before the Westminster College add/drop deadline
0% After the Westminster College add/drop deadline

Tuition Refund Schedule
Please refer to the Student Accounts Services web page for information on tuition refunds. http://www.westminstercollege.edu/accounts_receivable/

General Fees (2011–2012)

Graduate Fee
A $12 per credit hour fee is charged to all graduate students, with the exception of students enrolled in the MBA or MAT program. The graduate fee covers the following items: student activity fee, technology fee and student publication fee.

Health, Wellness and Athletic Center Membership Fee
Full-time graduate students (7 or more hours) $11.25/Month

Membership fee for part-time undergraduate and graduate students is optional and would be paid directly to the Dolores Doré Eccles Health, Wellness and Athletic Center.

Auditing Fees

Alumni Audit $125 plus $50 technology fee
Master of Accountancy $522
Master of Arts in Community Leadership $310
Master of Arts in Teaching $310
Master of Business Administration One-half regular tuition rate
Master of Education $310
Master of Professional Communication $458
Master of Public Health $458
Master of Science in Nursing $458
Master of Science in Nursing Education $310
Master of Science in Nurse Anesthesia $513
Master of Science in Professional Counseling $458
Business Certificates $562

The technology fee will apply to classes being audited, but no student activity fees or publication fees are assessed. Only students accepted to Masters degree programs may audit graduate classes. Some programs require students to be a graduate of the program in order to alumni audit a class. Please see page 54 for more information on alumni audits, or contact the Alumni Office for details.
Other Fees
Student I.D. replacement fee $10

Certain courses require additional fees, which are listed in the course schedules and the Academic Catalog.

Payment of Tuition and Fees

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

Tuition Reviews

Students may appeal full or partial charges of tuition and fees by submitting a letter of petition and appropriate documentation. The petition can be submitted to any member of the Review Committee from the following offices: Student Account Services, Registrar’s Office, Financial Aid, and the Dean of Students.

All petitions must be submitted within six weeks after the end of the semester in question. Approved petitions will be made retroactive only to the last date of attendance, and tuition charges are adjusted accordingly.

Changes in registered hours may change any financial aid disbursed to an account (see also Financial Aid Miscellaneous Information, Withdrawal from College, Medical Withdrawal). For example, if a student receiving merit-based aid should withdraw from the college, the student’s financial aid award is canceled and all unpaid tuition resulting from the cancellation of the merit-based aid for that semester is due and must be paid immediately.
Health and Accident Insurance

Students are encouraged to carry health and accident insurance, which can be obtained through the American College Student Association and brokered through Northwestern Mutual Financial Network. Northwestern Mutual can also quote other insurance carriers that may be more cost effective or offer better coverage. There are different options and rates available to students. Coverage is also available for family members.

A premium rate example for a student 24 years of age or under is:

Low Option Plan $675 per year
High Option Plan $1,149 per year

For more information, please visit ACSA.com, or contact Nathan White at Northwestern Mutual Financial Network, 801.433.1686 to discuss all options that are available in the state of Utah.
Degree Requirements

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

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

Residence Requirement
All graduate programs at Westminster expect students to complete their programs in-residence at Westminster College. Students who have extenuating circumstances arise during their programs should consult individually with their program director.

Graduation

Applying for Graduation
Candidates for graduation should apply to the Registrar’s Office approximately two regular semesters prior to planned completion of graduation requirements.

Applications for December graduation are due in September, and applications for May and August graduation are due in October. Exact application deadlines are posted in the Academic Calendar in the Fall semester.

To apply for graduation, students must obtain degree audits for all academic programs and graduate certificates. Graduation applications are available in the Registrar’s Office. Students are expected to meet with their academic advisors to review and sign all required paperwork. Paperwork that is unsigned or incomplete will not be accepted. Candidates are notified of remaining degree requirements and their status within four to eight weeks after applying for graduation.

Graduation Requirements
To be eligible for a master’s degree or graduate certificate, students must satisfy the conditions outlined in each program.

The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual.
Graduating with Honors
Honors are not awarded to graduate students.

Academic Rank
Westminster College does not rank its students.
Commencement
The commencement ceremony is held in late May or early June. All students who complete requirements for graduation and are entitled to receive degrees are required to be present at the commencement exercises. Students who, due to extenuating circumstances, are unable to attend must request that they be excused. Requests must be made in writing to the Registrar’s Office.

December and April graduates will receive their diplomas following the ceremony. Students attending May term will receive diplomas mid-June. August graduates completing their degree requirements during the Summer semester may attend the preceding spring ceremony but will not receive diplomas until mid-August.

Transfer Credit

Criteria for the Acceptance of Transfer Credit
Westminster College awards transfer credit for coursework that meets the following criteria:

- The transfer institution must be regionally accredited; some programs require professional accreditation in addition to regional accreditation;
- Only graduate-level course work can be applied to a graduate program
- In most cases, transfer credit is approved upon Admission

It may not be possible to transfer credit into some graduate programs. Consult with your individual program advisor for questions related to previously completed course work. Program directors must notify the Registrar in writing of any approved credit.

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

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

Quarter Hours and Westminster Hour Requirements
To be accepted as meeting Westminster College requirements, courses must not only have equivalent academic content, they must also equal at least two-thirds of the Westminster required hours, e.g., a language class must be 2.68 credit hours or more.
Academic Policies and Procedures

Registration

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

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

Registration Sessions
Registrations are accepted via the college’s web system (WebAdvisor) or in person. Students are notified of their dates to register in advance by email and postcard. Currently enrolled students are given priority registration rights.

Registration for Summer Terms occurs in February.
Registration for Fall Semester occurs in March.
Registration for Spring Semester occurs in October.

Late Registration
Students may register until the end of the first full week of classes, or for classes that start later in the semester, up until the day before the second day of classes. Specific dates are listed in the Academic Calendar. Beginning with the first day of classes, students must obtain instructor permission to enroll in any classes by obtaining the instructor’s signature on an Add Card.

Confirmations of Class Schedules
Students can check their schedule and print a confirmation at any time using WebAdvisor, or they may come to the Registrar’s Office during office hours to receive a copy. Students are expected to check these confirmations carefully and report discrepancies to the Registrar’s Office. The computerized confirmation reflects the courses for which the student is actually registered.
**Wait Lists**

Once a class has closed, a student has the option of being put on a wait list for that class. As space becomes available, students are added in the class automatically by the Registrar’s Office during the pre-registration period. Once classes begin, a student must turn in an Add Card with the instructor’s signature in order to be officially enrolled in the class. Although many students get into their classes from the wait list, students are encouraged to choose alternate courses whenever possible.

**Withdrawing from Courses**

For full-semester courses, students may withdraw from classes without penalty before the second full week of classes. For classes that meet in 7-week blocks, students may withdraw without penalty before the second class session. Please refer to the Student Accounts Services web page for the tuition refund schedule.

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

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

Students who fail to withdraw from courses they have not attended are liable for all tuition and interest charged to their accounts. Grades of F are assigned at the end of the semester for any classes that students fail to drop. See page 46 for information on tuition reviews.
Medical Withdrawals

Students who are unable to complete a semester due to serious health problems and who are not eligible for grades of incomplete may request a medical withdrawal. Students seeking a medical withdrawal should contact the Dean of Students. Written verification from a physician or licensed mental health professional will be required. A medical withdrawal usually constitutes withdrawal from all courses for the semester, and withdrawals are made retroactive only to the last date of attendance. Requests for medical withdrawals must be submitted within six weeks after the end of the semester in question. If a medical withdrawal is granted, reevaluation by the student’s physician or counselor may be required prior to re-registration.

In order to appeal for a medical withdrawal, students must submit, in writing, to the Dean of Students Office:

1. A detailed letter (usually 1–3 pages in length) describing why the student is unable to complete his or her academic work during the semester. Because the petition is based on this written document, it is essential that the student include as many details as possible. In addition, the student should specifically state what he or she is requesting of the College regarding grades, scholarships, account, etc.

2. A written note from a medical professional (M.D., LCSW, FNP, counselor, etc.) detailing the following:
   a) Medical professional’s name, title, phone number and address.
   b) A clear summary of the diagnosis and how/why this condition is affecting the student’s academic pursuits.
   c) A detailed account of when the medical professional saw the student

Meetings to examine petitions are held approximately once per month. A medical withdrawal usually constitutes withdrawal from ALL courses for the semester (as it is difficult to be medically unfit in one class but medically fit for another). Approved petitions will be made retroactive only to the last date of attendance and tuition charges are adjusted according to Westminster College’s posted refund schedule found on the Student Account Services’ webpage. If a medical withdrawal is granted, re-evaluation by the student’s medical professional will be required prior to re-registration.

Please forward all information via email, fax, or mail to Mark Ferne, Dean of Students.

Holds

The college may place administrative holds for students with outstanding financial obligations, overdue library books, library fines, bad checks, or other obligations to the college. Once a hold has been placed, students may be prevented from registering or obtaining diplomas or official transcripts until the obligation is met. Unofficial informational transcripts are available in the Registrar’s Office and on the campus web site (WebAdvisor).
Class Attendance
Students are expected to attend all sessions of each class. Specific attendance requirements are established by each instructor, and such requirements are enforced by the college. Students are responsible for making sure they have dropped courses that they do not plan to attend.

Academic Load

- Full time: 7 or more
- Half time: 4–6
- Less than half time: 3 or fewer

Directed Studies
A completed Application for Permission to take a Directed Studies Course form, signed by the instructor and School Dean, must be submitted to the Registrar’s Office. Course numbers for graduate program directed studies are listed in the Academic Catalog.

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

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

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

Alumni Audit
Students who graduated from Westminster and who are not currently pursuing a degree may register for an Alumni Audit ($125 per class, plus a $50 technology fee for Fall or Spring semesters) according to the following guidelines:

1. Students must register through the Alumni Relations Office. Registrations accepted by the Alumni Office will be verified the first day of class and are subject to space availability. Alumni will not be added to waitlists when a course is considered full.
2. Alumni Audit applications must be received within two business days before the first day of the semester.
3. Students wishing to participate in the Alumni Audit program are required to adhere to all college deadlines for withdrawal and payment of tuition and fees. Students who fail to withdraw will be charged accordingly.

4. Students currently pursuing a graduate degree may not participate in the Alumni Audit program for an undergraduate course while taking classes at the graduate level.

5. **Not all classes are eligible for Alumni Audits.** For example, it is not possible to take music lessons or independent art courses at the Alumni Audit rate due to the costs of hiring instructors. Please contact the Alumni Office for eligible courses.

6. It may be possible for students to audit graduate level courses. Please contact the Alumni Office to inquire about eligibility and availability.

**Academic Advising**

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

- Share knowledge about the institution and the curriculum
- Link students to college and community resources
- Provide accessible advising
- Demonstrate sensitivity to differences among diverse student communities

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

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

**General Information**

**Final Exams**

During Fall and Spring semesters, final exams take place during the final week of the semester for 14 week courses. A schedule listing the dates and times of exams can be found on the Registrar’s Office website at http://www.westminstercollege.edu/registrar/. Students are responsible for knowing the correct day and time a final exam will be offered. Students with conflicting exams are also responsible for talking to their instructors to create an alternate schedule. Graduate programs offered in the 7 week block format do not adhere to the exam schedule.
Web Services

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

ANGEL is Westminster’s online learning management system. It includes online tools such as syllabi, discussion boards, electronic reserves and more. Students and faculty are automatically loaded into their ANGEL courses at the start of a semester; however, as students add and drop, this may not be reflected in ANGEL. The ANGEL database is not connected to the official main college data base directly. Students dropped from ANGEL are not considered dropped from courses officially and are still responsible for all tuition charges.

GroupWise E-mail Accounts

Each student is provided with a GroupWise e-mail account when they are accepted as a student. This campus e-mail system provides the e-mail address of all the students, staff, and faculty at Westminster. Students are required to check their campus e-mail frequently because important information is sent to students via e-mail, such as registration deadlines, campus events and activities, or general school announcements. Instructors also use GroupWise to contact students with specific class information. For instructions on how to check student e-mail or, linking college email to an off-campus email address, please contact the Help Desk in the garden level of the Giovale Library or call the IS Support Phone at 832–2023.

ID Cards

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

Parking Stickers & Bus Passes

Please visit the campus patrol web page for information on parking passes: http://www.westminstercollege.edu/campus_patrol/

Westminster offers annual bus passes, good for all UTA buses except ski and paratransit buses, for free. Visit the Health and Wellness Center (HWAC) for more details about this year’s current costs as well as how to obtain a new “swipe card” to serve as a pass. In some cases, you may be asked to show your college I.D. card to use the pass.
Grading and Academic Standards

Grading Information

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

- A, A- ............... Excellent
- B+, B, B- .............. Above Average
- C+, C, C- .............. Average
- D+, D, D- .............. Poor
- F ......................... Failure
- CR ........................ Credit
- NC  ......................... No Credit
- W ........................ Withdrawn
- WF  ......................... Withdrawn Failing
- UW  ......................... Unofficial Withdrawal
- AU  ......................... Audit
- I  .......................... Incomplete
- T  .......................... Temporary

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

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

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

Grade Changes

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

Grade Reports

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

Incompletes

The grade of Incomplete (I) is a temporary mark given for coursework of acceptable quality which students, through no fault of their own, are unable to complete; it is not given for neglected work. A grade of Incomplete also indicates that more than 75 percent of the work of the course has been completed. Coursework must be completed within six weeks of the start of the following Fall or Spring semester (see deadlines posted in the Academic Calendar). Under certain circumstances, students may petition instructors to have completion deadlines extended to, at the latest, the end of the semester in which incomplete grades are due. If the work is not completed by the end of the period specified, the temporary mark is changed to the grade
indicated by the instructor, or if no grade has been indicated the mark is changed to an F. When coursework in which a student has received an Incomplete has been made up, the final grade is entered with I and the letter grade (for example, IA).

**Ordering Official Transcripts**

Upon written request, official transcripts are available in the Registrar’s Office to students who have no outstanding obligations to the college. (Unofficial informational transcripts for current students are available in the Registrar’s Office and using WebAdvisor regardless of outstanding obligations.)

**Auditing Courses**

Students may elect to audit courses at Westminster according to the guidelines listed in the Academic Policies and Procedures section of this catalog. Courses that are entered on students’ permanent records as audited (AU) earn no credit and fulfill no requirements. See page 53–54 for more information.

**Repeated Courses**

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

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

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

**Academic Standing**

**Academic Probation and Suspension Policy**

Students in all graduate programs are expected to maintain a cumulative grade point average of at least 3.0. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students placed on academic probation must earn a semester grade point average of at least 3.0 the next semester in which they enroll. Students who are on academic probation may take no more than 4 credit hours each semester. Probationary students who fail to earn a semester grade point average of at least 3.0 that semester will be suspended from their graduate program.

Probationary students whose semester grade point average is 3.0 or higher but whose cumulative grade point average still remains below 3.0 will continue on academic probation. Probationary students whose cumulative grade point average reaches 3.0 or higher will be returned to good academic standing.

Probationary students are required to meet with the program director prior to enrolling for the upcoming semester.
Appeals for Readmission

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

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

Appeals Procedure for Readmission

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

Academic Grievance Procedure

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

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

If the decision of the faculty committee is not acceptable to the student, the student may file a written appeal with the Academic Grievance Committee within five school days of notification of the faculty decision. The Academic Grievance Committee is made up of the Academic Vice President, the Dean of Students, and the Academic Deans, except the one whose school is involved in the appeal. All materials included in the faculty’s deliberations, including the student’s written appeal and the proceedings of the faculty hearing, are made available to the
Academic Grievance Committee and become part of the proceedings. The hearing before the Academic Grievance Committee will be held within fifteen school days of receiving the written appeal. The student may be present at the appeal hearing. The student and faculty representatives may call members of the college as supporting witnesses. The decision of the Academic Grievance Committee is reported to the student within five school days of the date of the hearing.

Decisions of the Academic Grievance Committee are final.

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

Academic Honesty

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student’s own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on examinations includes, but is not restricted to, copying from another student’s exam paper, using unauthorized notes during an exam, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to an exam.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one’s first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or may demand the work be repeated, or may give a failing grade for the assignment or exam in question, or may give a failing grade in the entire course. In each case, a short report of the incident will be filed with the appropriate academic dean.

In the case of repeated or more serious violations, the faculty member may recommend to the dean that the student be put on probation, suspended, or expelled from the college. The dean’s recommendation will then be sent to the Dean of Students.

Students may appeal such decisions to the Academic Grievance Committee. In the case of an appeal, the student has the right to be present at the hearing and refute the charges. A written copy of the decision will be distributed to all involved parties within 72 hours of the hearing.
School of Arts and Sciences
Program Listing

Master of Professional Communication (MPC) ........................................ 63
Master of Science in Professional Counseling (MSPC) .......................... 71
Master of Professional Communication (MPC)

Faculty: Fred Fogo, Scott Gust, James Hedges, Helen Hodgson (Program Director), Christine Seifert, Rulon Wood, Kim Zarkin

Program Goals

- To enhance skills in specific areas of communication.
- To develop an understanding of the use and application of technology essential in the communication field.
- To develop a broader understanding of the ethical and social responsibilities of professional communicators.
- To improve oral and written communication skills.
- To develop a deeper appreciation for effective visual design, and to enhance abilities to apply design principles to communication pieces.

Objectives

The Master of Professional Communication (MPC) degree program is designed to prepare students as writers and communication experts for positions in business, industry, government, nonprofits, and other organizations where communication skills are essential. Program participants have an opportunity to enhance their professional communication skills without interrupting their careers. People with undergraduate degrees in a variety of areas can develop important communication skills that can be applied to their current career path or that can prepare them for new careers. Some students will decide to pursue doctoral degrees after completing the MPC program.

Building upon a core that provides a conceptual and historical framework in communication ethics, visual communication, rhetoric, traditional and online writing, editing, web design, and oral presentation, the MPC program offers 11 two-course sequences that focus on particular aspects of communication. These sequences are grouped into four specialty areas—professional writing, communication and culture, multimedia and management, and strategic communication—and students may elect four courses in one specialty area or two courses from two areas.

Admission to the Program

See page 31 in the Admission to the College section for admission requirements.
Program Requirements for the MPC Degree

Students are required to take a total of 40 credit hours. A grade of C is the lowest passing grade for all courses taken in the MPC program. All courses must be taken for a letter grade, and students are required to earn a cumulative grade point average of 3.0 in order to graduate. A minimum of 31 hours must be taken at Westminster College. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

Academic Probation and Suspension Policy

See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Appeals for Readmission

See page 60 in Grading and Academic Standards for information on appeals for readmission.

Graduation Requirements

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

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

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

Note: Only graduate-level coursework may be applied toward degree or certificate requirements.

The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual.
MPC Course Overview

Because of the program’s orientation toward the practical, most courses incorporate some kind of field experience or contact with outside professionals. This might take the form of papers or projects based on existing situations in businesses, or it might involve working with clients in the community. Another possibility is the participation of speakers and communication practitioners from the local community in classroom situations.

Master of Professional Communication Courses

MPC 600 Communication Ethics and the Mass Media (3)
MPC 601 Visual Communication (3)
MPC 602 Rhetorical Theory and Practice (3)
MPC 603 Advanced Rhetorical Theory and Practice (3)
MPC 605 Communication Theory (3)
MPC 609 Basic Editing Principles (3)
MPC 610 Professional and Technical Writing (3)
MPC 615 Advanced Professional and Technical Writing (3)
MPC 616 Writing for Popular Publications (3)
MPC 617 Writing for Peer-Reviewed Journals (3)
MPC 618 Advanced Professional Editing (3)
MPC 619 Grant Research and Writing (3)
MPC 620 Organizational Communication (3)
MPC 621 Leadership Communication (3)
MPC 622 Intercultural Communication (3)
MPC 623 International Communication (3)
MPC 633 Writing for New Media (3)
MPC 635 Design Principles and Desktop Publishing (3)
MPC 636 Multimedia Systems (1)
MPC 637 Web Design and Production (3)
MPC 638 Digital Image Editing (3)
MPC 639 Advanced Website Design (3)
MPC 640 Communication Measurement and Evaluation (3)
MPC 642 Project Planning and Management (3)
MPC 643 Public Relations Writing and Planning (3)
MPC 644 Integrated Marketing Communication (3)
MPC 645 International Public Relations (3)
MPC 646 Health Communication (3)
MPC 652 Effective Presentations (3)
MPC 656 Communication Law (3)
MPC 660 Publication Design (1)
MPC 661 Introduction to 2D Computer Illustration (1)
MPC 662 Introduction to Web Multimedia Production (1)
MPC 664 Field Project Proposal Writing (1)
MPC 665 Public Relations Writing for Broadcast (1)
MPC 666 Business Aspects of Freelance Writing and Editing (1)
MPC 668 Directed Studies (1–4)
MPC 670 Managing Issues and Crises in the Organization (1)
MPC 674 Electronic Information Retrieval (1)
MPC 675 Writing Public Science (1)
MPC 680 Special Topics in Professional Writing (1–3)
MPC 681 Special Topics in Communication and Culture (1–3)
MPC 682 Special Topics in Multimedia and Management (1–3)
MPC 683 Special Topics in Strategic Communication (1–3)
MPC 690 Field Project (3)
MPC 699 Continuing Registration (0)

**Approved MBA Elective Courses**

MBA 510E International Marketing (3)
MBA 610C Data Analysis for Decision Making (2)
MBA 645C Value Creation and Delivery (2)
MBA 650C Leading Dynamic Organizations (2)
MBA 659E Special Topics in Management Information Systems (3)
MBA 664E Organizational Development and Change (3)
MBA 665E Strategic Marketing (2)
MBA 670E Training and Development (3)
MBA 672E Marketing Research (3)
MBA 673E Marketing Mistakes and Strategic Successes (2)
MBA 674E Special Topics in Marketing (3)
MBA 674EG Marketing of Innovative Products (2)
MBA 677E Development and Future of Management Thought (3)
MTECH 631 Industry and Market Dynamics in Technology (2)
MTECH 641 Organizations, Technology, and Society (2)
## Degree Requirements

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Required Courses</strong></td>
<td>25</td>
</tr>
<tr>
<td>MPC 600 Communication Ethics and the Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>MPC 601 Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>MPC 602 Rhetorical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPC 609 Basic Editing Principles</td>
<td>3</td>
</tr>
<tr>
<td>MPC 610 Professional and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MPC 637 Web Design and Production</td>
<td>3</td>
</tr>
<tr>
<td>MPC 652 Effective Presentations</td>
<td>3</td>
</tr>
<tr>
<td>MPC 664 Field Project Proposal Writing</td>
<td>1</td>
</tr>
<tr>
<td>MPC 690 Field Project</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th><strong>II. Sequences</strong></th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose four courses from one of the following sequences or two courses from two of the following sequences:</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Writing Sequence

#### Technical Writing

MPC 615 Advanced Professional and Technical Writing (3)
MPC 618 Advanced Professional Editing (3)

#### Writing

MPC 616 Writing for Popular Publications (3)
MPC 617 Writing for Peer-Reviewed Journals (3)

#### Specialized Writing

MPC 619 Grant Research and Writing (3)
MPC 680 Special Topics in Professional Writing (3)

### Communication and Culture Sequence

#### Persuasion and Argumentation

MPC 603 Advanced Rhetorical Theory and Practice (3)
MPC 605 Communication Theory (3)

#### Organizational Communication

MPC 620 Organizational Communication (3)
MPC 621 Leadership Communication (3)

#### Diversity Communication

MPC 622 Intercultural Communication (3)
MPC 623 International Communication (3)
<table>
<thead>
<tr>
<th>Multimedia and Management Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graphic Design</strong></td>
</tr>
<tr>
<td>MPC 635 Design Principles and Desktop Publishing (3)</td>
</tr>
<tr>
<td>MPC 638 Digital Image Editing (3)</td>
</tr>
<tr>
<td><strong>New Media</strong></td>
</tr>
<tr>
<td>MPC 633 Writing for New Media (3)</td>
</tr>
<tr>
<td>MPC 639 Advanced Website Design (3)</td>
</tr>
<tr>
<td><strong>Project Management</strong></td>
</tr>
<tr>
<td>MPC 640 Communication Measurement and Evaluation (3)</td>
</tr>
<tr>
<td>MPC 642 Project Planning and Management (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Communication Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Relations</strong></td>
</tr>
<tr>
<td>MPC 643 Public Relations Writing and Planning (3)</td>
</tr>
<tr>
<td>MPC 644 Integrated Marketing Communication (3)</td>
</tr>
<tr>
<td><strong>Specialized Public Relations</strong></td>
</tr>
<tr>
<td>MPC 645 International Public Relations (3)</td>
</tr>
<tr>
<td>MPC 646 Health Communication (3)</td>
</tr>
<tr>
<td><strong>Project Management</strong></td>
</tr>
<tr>
<td>MPC 640 Communication Measurement and Evaluation (3)</td>
</tr>
<tr>
<td>MPC 642 Project Planning and Management (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional approved courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL HOURS FOR THE MPC DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

**Graduate Communication Certificates**

Graduate certificates are provided as an alternative program of graduate communication study for individuals who meet the following criteria:

- Currently possess a bachelor’s degree and wish to pursue graduate certification in a specialized area of communication with or without the completion of an MPC degree.
- Have earned an MPC degree but wish to update or enhance skills in a particular area.
- Are enrolled in the MPC program but desire an additional specialization.
### Certificate in Professional Writing

**Requirement Description**

<table>
<thead>
<tr>
<th>I. Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPC 615 Advanced Professional and Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MPC 616 Writing for Popular Publications</td>
<td>3</td>
</tr>
<tr>
<td>MPC 617 Writing for Peer-Reviewed Journals</td>
<td>3</td>
</tr>
<tr>
<td>MPC 618 Advanced Professional Editing</td>
<td>3</td>
</tr>
<tr>
<td>MPC 619 Grant Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MPC 680 Special Topics in Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE CERTIFICATE IN PROFESSIONAL WRITING**

18

Plus relevant prerequisite coursework

### Certificate in Communication and Culture

**Requirement Description**

<table>
<thead>
<tr>
<th>I. Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPC 603 Advanced Rhetorical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPC 605 Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>MPC 620 Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>MPC 621 Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>MPC 622 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>MPC 623 International Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE CERTIFICATE IN COMMUNICATION AND CULTURE**

18

Plus relevant prerequisite coursework

### Certificate in Multimedia and Management

**Requirement Description**

<table>
<thead>
<tr>
<th>I. Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPC 633 Writing for New Media</td>
<td>3</td>
</tr>
<tr>
<td>MPC 635 Design Principles and Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>MPC 638 Digital Image Editing</td>
<td>3</td>
</tr>
<tr>
<td>MPC 639 Advanced Website Design</td>
<td>3</td>
</tr>
<tr>
<td>MPC 640 Communication Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPC 642 Project Planning and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE CERTIFICATE IN MULTIMEDIA AND MANAGEMENT**

18
Certificate in Strategic Communication

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Required Courses</strong></td>
<td>18</td>
</tr>
<tr>
<td>MPC 640</td>
<td>3</td>
</tr>
<tr>
<td>MPC 642</td>
<td>3</td>
</tr>
<tr>
<td>MPC 643</td>
<td>3</td>
</tr>
<tr>
<td>MPC 644</td>
<td>3</td>
</tr>
<tr>
<td>MPC 645</td>
<td>3</td>
</tr>
<tr>
<td>MPC 646</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE CERTIFICATE IN STRATEGIC COMMUNICATION**

18
Master of Science in Professional Counseling (MSPC)

Core Faculty: Janine Wanlass, Laura Bennett-Murphy, Colleen Sandor

Associate Faculty: Barbara Smith, Angela Hicks, Jennifer Simonds, Cathleen Power, Lesa Ellis

Program Mission

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

Program Goals

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

- Practice in the field of psychology with a comprehensive understanding of ethical and professional behavior.
- Establish a professional identity in a career as a professional counselor within a local community.
- Articulate a fundamental knowledge of research, theory, and practice in the field of psychology from a broad range of clinical perspectives.
- Engage in critical thinking skills and develop a heightened self-awareness.
- Appreciate and practice counseling skills with an acute sensitivity to issues of diversity.
- Seek professional consultation with colleagues and supervisors, facilitating engagement in a life long learning process.
- Assess individuals, families, and groups using appropriate theory and skills and derive appropriate intervention strategies to help these clients resolve their problems of living.
Admission to the Program
See page 37 in the Admission to the College section for admission requirements.

Retention in the Program
The student must:

1. Design and file an acceptable program plan with the Director of the Masters in Professional Counseling program.

2. Maintain a grade point average of 3.0. If the student receives a grade of C+ or lower in any course, the credit hours for this course do not count toward graduation requirements.

3. Pass comprehensive exams at an acceptable level prior to starting an internship placement.

4. Complete the program within 5 years.

5. Comply with ethical standards for counselors and all policies for practicum students, interns, or employees at community clinical placements. Failure to do so may result in suspension or dismissal from the program.

Academic Probation Policy
See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Appeals for Readmission
See page 60 in Grading and Academic Standards for information on appeals for readmission.

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

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

**Graduation Requirements**

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

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

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

**Note:** Only graduate-level coursework may be applied toward degree or certificate requirements.

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

Students must complete at least 60 hours of graduate course work drawn from the following:

<table>
<thead>
<tr>
<th>MSPC Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Required Courses</strong></td>
<td><strong>60</strong></td>
</tr>
<tr>
<td>MSPC 610 Counseling Ethics and Professional Roles</td>
<td>4</td>
</tr>
<tr>
<td>MSPC 612 Statistics and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 614 Psychopathology and the DSM</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 618 Individual Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 620 Infant and Child Development</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 622 Lifespan and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 625 Test and Measurement Theory</td>
<td>2</td>
</tr>
<tr>
<td>MSPC 628 Couple, Family, and Group Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 631 Applications of Cognitive Behavioral Theory</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 633 Child Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 636 Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 639 Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 640 Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 642 Substance Abuse Treatment</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 644 Applications of Psychodynamic Theory</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 650* Special Topics Seminars</td>
<td>1–3</td>
</tr>
<tr>
<td>MSPC 652 Advanced Psychodynamic Theory</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 660 Internship I</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 661 Internship II</td>
<td>3</td>
</tr>
<tr>
<td>MSPC 670* Thesis Research</td>
<td>1–6</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE MSPC DEGREE** 60

*All numbered courses are required; however, students may choose either 6 hours of special topics seminars or 6 hours of thesis research. Students are required to take and pass comprehensive exams prior to their internship year. (Students should be aware that completion of this program is partial preparation for licensure as an L.P.C., since additional clinical practice hours are needed to meet the licensure requirements. Utah requires 4,000 supervised clinical hours prior to licensure.)
The Bill and Vieve Gore School of Business Program Listing

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The Accelerated MBA Program for Westminster
Undergraduate Students ......................................................... 94
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Graduate Business Programs

Master of Accountancy

Master of Business Administration

Master of Business Administration in Technology Management

Accelerated Master of Business Administration Program for Westminster Undergraduate Students

Graduate Business Certificates

- Accounting
- Business Economics
- Entrepreneurship
- Finance
- Financial Planning
- International Business
- Marketing

Admission to Graduate Business Programs

See pages 26, 29 in the Graduate Admission to the College section for admission requirements.

Graduate Policies

Fulfilling Program Requirements

Students must complete all required courses as determined by their program. On occasion, and only with the approval of the Graduate Faculty Chair, a student may take a higher-level course within a specific subject area based on professional experience and prior business education.
Electives should be used by students to gain experience in areas specific to the student’s long-term career goals. Graduate business students may take electives in either the MBA program (courses designated as MBA), or in the MBA in Technology Management program (courses designated as MTECH).

**Academic Progress**

Students are assigned the catalog year in which they are accepted into the program. Students can complete the requirements of the program at a self-determined pace; however, the program must be completed within six years. Students who do not complete their program requirements within the six year time frame, but continue to make satisfactory progress, are moved up to the next catalog year.

Students who do not take classes for two consecutive semesters are deactivated. Students in this situation must apply for readmission and reenter the program under the current catalog year in which they are readmitted.

**Academic Probation and Suspension Policy**

See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

**Appeals for Readmission**

See page 60 in Grading and Academic Standards for information on appeals for readmission.

**Graduation Requirements**

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

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

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

**Note:** A grade of C is the lowest passing grade for all graduate courses. Students must take all graduate coursework for letter grades.

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

**Academic Standards**

The faculty of the Bill and Vieve Gore School of Business has developed the following academic standards to support its mission and goals. They are presented here to help the student understand his/her responsibilities as a student in the program.

1. Assignments are due at the date and time set by the instructor. Alternative arrangements for examinations and assignments are allowed only when arrangements have been made with the instructor prior to the scheduled date and time. Students facing unforeseen circumstances that may interfere with timely submission of assignments or taking of exams bear the full responsibility for contacting the instructor and making arrangements.

2. Attendance is crucial to the successful completion of a course. Missing scheduled class time may result in a reduction of the student’s grade. ANY anticipated absence should be communicated to the instructor prior to the missed date. Students are responsible for making all arrangements to make up for missed classes.

3. Given the compacted nature of courses meeting in the weekend format, missing even one session greatly impairs the student’s ability to successfully complete the course. Students should attempt to anticipate whether or not they are able to attend all weekend sessions before registering for a weekend course.

4. Students are expected to contribute to discussions and case studies in the classroom. To maximize contributions, students should always come to class prepared and ready to discuss relevant material.

5. The grade received in a course is based on the criteria set in the syllabus and the student’s contributions in terms of course criteria. Students should always be familiar with course requirements and assignment/test due dates to avoid problems.

6. According to the Westminster College Academic Catalog, the grade of incomplete is a “temporary mark given for coursework of acceptable quality which students, through no fault of their own, are unable to complete; it is not given for unacceptable work.” Grades of incomplete are not given for any other reason.

7. According to the Westminster College Academic Catalog, grade changes “are only made in the case of instructor error.” To avoid grade problems, students should be familiar with all assignment expectations.

8. Students should be careful in writing assignments to ensure originality. Writing and analysis must always be original for each course. If there are ever questions, the instructor should be consulted.

9. Students should always be respectful of instructors and classmates.
10. The program should most importantly be fun, intellectually challenging, and enjoyable. Students should push themselves, using every opportunity to participate and learn, and get the most from the Westminster experience.

11. Plagiarism is a serious offense in academic and business settings. Plagiarism is a violation of the college’s academic policy. For further information on Academic Honesty, please see page 61 of the academic catalog.
Master of Accountancy (MAcc)

Dean: Jin Wang

MAcc Program Faculty Chair: Richard Henage

Graduate Business Programs Coordinator: Baptiste Prevot

Graduate Business Programs Assistant Coordinator: Diana Dani

Faculty: Gaylen Bunker, Rich Collins, Gregory Gagne, John Groesbeck, Jennifer Harrison, Richard Henage, Dara Hoffa, Lauren Lo Re, Richard Parsons, Rob Patterson, Alan Rogers, Don Saxon, Michael Sutton, Jerry Van Os

The Master of Accountancy is designed to meet the needs of students interested in a professional career in accounting. This program is unique in the sense that it recognizes the highly integrated relationship between the disciplines of accounting and information systems which has evolved in the recent past. Students completing this program will be well prepared to sit for the CPA exam and positioned to accept high-level leadership roles in either public accounting or corporate environments.

Program Goals

The modern profession of accounting requires professionals to assure and preserve the integrity of business processes which have become increasingly dependent on information systems. In order to effectively work in the modern accounting environment, it is critical that professionals understand the design, implementation and use of these information systems. The Master of Accountancy acknowledges this reality explicitly and insures that students are always among the best prepared professionals.

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

• Demonstrate competence and skills in financial accounting, accounting information systems, federal income taxes, managerial and cost accounting, auditing, and related business areas.
• Articulate the global implications of divergent financial statements and accounting information systems.
• Critically analyze financial reports, system methodologies, and the application of standards, rules, laws and principles.
• Demonstrate the ability to communicate relevant financial information in written, formatted, and oral disclosures.
• Demonstrate the ability to work effectively through collaboration, integration, and teamwork.
• Demonstrate the highest degree of ethical awareness and integrity.
• Demonstrate the ability to design, implement and analyze secure information systems that provide effective management information to the organization.
Program Requirements

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

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses (for students without a Bachelor’s Degree in Accounting)*</td>
<td>20</td>
</tr>
<tr>
<td>ACCT 213 Accounting Principles</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 350 Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 360 Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 454 Auditing</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 467 Accounting Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>II. Required Courses</td>
<td>25</td>
</tr>
<tr>
<td>MBA 542E Special Topics in Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>MBA 543E Special Topics in Managerial &amp; Cost Accounting</td>
<td>2</td>
</tr>
<tr>
<td>MBA 544E Business Combinations</td>
<td>2</td>
</tr>
<tr>
<td>MBA 545E Government and Not-for-Profit Accounting</td>
<td>2</td>
</tr>
<tr>
<td>MBA 625C Financial Reporting and Control</td>
<td>2</td>
</tr>
<tr>
<td>MBA 630C Financial Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MBA 635C Executive Financial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MBA 667E Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MBA 666E Special Topics in Accounting and Taxation</td>
<td>1, 1</td>
</tr>
<tr>
<td>(two required—1 credit each)</td>
<td></td>
</tr>
<tr>
<td>MBA 694E Business Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>MBA 695E Information Systems Planning and Policy</td>
<td>3</td>
</tr>
<tr>
<td>III. Elective Courses</td>
<td>5</td>
</tr>
<tr>
<td>Choose one of:</td>
<td></td>
</tr>
<tr>
<td>MBA 641E Individual Income Taxation (3)</td>
<td></td>
</tr>
<tr>
<td>MBA 642E Estate and Tax Planning Strategy (3)</td>
<td></td>
</tr>
<tr>
<td>MBA 643E Corporate Income Taxation (3)</td>
<td></td>
</tr>
<tr>
<td>Choose one of:</td>
<td></td>
</tr>
<tr>
<td>Any MBA course not required for degree completion above or CIS Graduate Elective (2)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR MASTER OF ACCOUNTANCY 30–50

*Students entering with a bachelor’s degree in Accounting from an AACSB or ACBSP accredited institution will not be required to take prerequisites. Students without a bachelors degree so specified will be notified which prerequisite classes will be required based upon a review of transcripts by the Bill and Vieve Gore School of Business. For an initial assessment please contact the Graduate Programs Coordinator of the School. Prerequisite courses are charged at the normal undergraduate rate.
Master of Business Administration (MBA) Program

Dean: Jin Wang

Graduate Faculty Chair: Michael Keene

Graduate Business Programs Coordinator: Baptiste Prevot

Graduate Business Programs Assistant Coordinator: Diana Dani

Graduate Faculty: Shannon Bellamy, Gaylen Bunker, Richard Collins, Michael Glauser, John Groesbeck, Michael Keene, Melissa Koerner, Aric Krause, Michael Mamo, Ron Mano, Ken Meland, Alysse Morton, Linda Muir, Rob Patterson, Jerry Van Os, Joel Watson, Vicki Whiting, Maria Wrotniak

The MBA program prepares students for executive decision making in dynamic business environments. The MBA program is designed with a high degree of flexibility so that graduate students can use electives to prepare themselves to meet their specific career goals and aspirations. Graduate students have an opportunity to broaden personal perspectives and sharpen management skills without interrupting their professional careers. Core requirements of the MBA program are not directed at specialization in one area of business; instead, they develop cross-functional frameworks that stress balance in using managerial skills to achieve effective leadership.

Program Goals

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

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

- Strategic Thinking
- Global Consciousness
- Critical & Analytical Thinking
- Communication
- Collaboration and Teamwork
- Business Ethics
- Leadership
Program Requirements

The program requires 39 credit hours for completion. There are five program requirements: foundations, three modules, and an elective block. All core courses are delivered in a blended format, meaning that courses use a combination of classroom, online, project-based and experiential components. In the classroom, courses may use a combination of learning methods, such as: lecture, case study, or in-class projects.

**Module 1** contains courses that should be taken at the beginning of the MBA program; courses in this module introduce the model of the entire program. While taking module 1 courses, students and their advisors will work together to complete a program of study and to plan out elective courses and/or graduate certificates to meet the student’s individual career goals.

**Module 2** and elective courses may be taken as early as desired upon completion of prerequisites. **Module 3** should only be taken upon completion of all core required courses as it serves as the capstone for the core program.

**MBA/MBATM International Context Tour Policy.** The MBA/MBATM International Context Tour is required for graduation, and can be taken after the student has completed at least 25 credit hours. Trip participants are required to adhere to the policies and procedures outlined in the MBA/MBATM International Context Tour Handbook.

A maximum of 9 approved graduate hours may be transferred toward the MBA Program from other professionally accredited institutions (AACSB or ACBSP) upon the written permission of the program director. Courses eligible for transfer are only those that contribute to, or build upon, the program goals. Courses completed at other graduate institutions must be awarded a minimum grade of B to be eligible for credit.

A grade of C is the lowest passing grade for all MBA and graduate certificate courses.

**Foundational Literacy Requirement**

Students who have not studied business at the undergraduate level, or who completed their undergraduate studies more than five years ago, may be required to complete foundational literacy courses. Upon meeting with MBA program advisors, the student’s educational and professional backgrounds are reviewed to determine what foundational literacy courses may be required. Students without sufficient academic preparation in one or more of these foundation literacy subject areas will be required to complete 500-level short courses and pass a literacy test in the needed subject areas. Students will be notified at the time of admission which of the literacy short courses will be required of them, based upon the review of their transcripts. All of these short courses are typically completed during the first semester of study in addition to selected regular MBA classes.

For course prerequisites please refer to the course description.
## Requirement Description

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Credit Hours</th>
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<td>MBA 501</td>
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<td>MBA 502</td>
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<td>MBA 506</td>
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<td>MBA 508</td>
<td>Finance Foundational Literacy (0)</td>
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</tr>
</tbody>
</table>

*See page 83 for information about foundational literacy courses.*

| **II. Module I Courses** | | 8 |
| MBA 600C | The Language of Strategy | 2 |
| MBA 605C | Executive Development | 2 |
| MBA 610C | Data Analysis for Decision Making | 2 |
| MBA 615C | The Ethical Leader | 2 |

| **III. Module II Courses** | | 16 |
| MBA 620C | Understanding Market Dynamics | 2 |
| MBA 625C | Financial Reporting and Control | 2 |
| MBA 630C | Financial Design and Analysis | 2 |
| MBA 635C | Executive Financial Decision Making | 2 |
| MBA 640C | Managing Processes | 2 |
| MBA 645C | Value Creation and Delivery | 2 |
| MBA 650C | Leading Dynamic Organizations | 2 |
| MBA 655C | Global Environment of the Firm | 2 |

| **IV. Module III Courses** | | 3 |
| MBA 699C | International Context Trip* | 1 |
| MBA 670C | Achieving Competitive Advantage Through Applied Strategy** | 2 |

*The international trip is required and can be taken after the student has completed at least 25 credit hours. See program coordinator for details.

**All courses in modules I and II must be completed before taking this course.

| **V. Elective Courses** | | 12 |

Elective courses are chosen with the student's advisor to meet individual career goals. Students wishing to complete a graduate certificate may use electives to complete the requirements for the graduate certificate.

**TOTAL HOURS FOR MBA PROGRAM** | 39
## Recommended Plan of Study for MBA

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MBA 600C</td>
<td>MBA 620C</td>
<td>MBA 635C</td>
</tr>
<tr>
<td></td>
<td>MBA 605C</td>
<td>MBA 625C</td>
<td>Elective (2 credits)</td>
</tr>
<tr>
<td></td>
<td>MBA 610C</td>
<td>MBA 630C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA 615C</td>
<td>MBA 645C</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>MBA 640C</td>
<td>MBA 650C</td>
<td>MBA 670C</td>
</tr>
<tr>
<td></td>
<td>Elective (2 credits)</td>
<td>Elective (2 credits)</td>
<td>Elective (2 credits)</td>
</tr>
<tr>
<td></td>
<td>MBA 655C</td>
<td>Elective (2 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective (2 credits)</td>
<td>MBA 699C (1 credit)</td>
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</tr>
</tbody>
</table>


Master of Business Administration in Technology Management (MBATM)

Dean: Jin Wang

Graduate Faculty Chair: Michael Keene

Graduate Business Programs Coordinator: Baptiste Prevot

Graduate Business Programs Assistant Coordinator: Diana Dani

Graduate Faculty: Shannon Bellamy, Gaylen Bunker, Richard Collins, John Groesbeck, Michael Glauser, Michael Keene, Melissa Koerner, Aric Krause, Michael Mamo, Ken Meland, Alysse Morton, Rob Patterson, Jerry Van Os, Michael Sutton, Joel Watson, Vicki Whiting, Maria Wrotniak

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

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

**Program Goals**

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

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

- Strategic Thinking
- Global Consciousness
- Critical & Analytical Thinking
- Communication
- Collaboration and Teamwork
- Business Ethics
- Leadership

**Program Requirements**

The program requires 39 credit hours for completion. There are six program requirements: foundations, four modules, and an elective block. All core courses are delivered in a blended format, meaning that courses use a combination of classroom, online, project-based and experiential components. In the classroom, courses may use a combination of learning methods, such as: lecture, case study, or in-class projects.

**Module 1** contains courses that should be taken at the beginning of the MBATM program; courses in this module introduce the model of the entire program. While taking module 1 courses, students and their advisor work together to complete a program of study, planning out elective courses and/or graduate certificates to meet the student’s individual career goals.

**Module 2** and elective courses may be taken as early as desired upon completion of prerequisites. **Module 3** courses should be taken as early as possible upon completion of module 1. The final courses in **Module 4** serve as a capstone to the program.

**MBA/MBATM International Context Tour Policy.** The MBA/MBATM International Context Tour is required for graduation and can be taken after the student has completed at least 25 credit hours. Trip participants are required to adhere to the policies and procedures outlined in the MBA/MBATM International Context Tour Handbook.

A maximum of 9 approved graduate hours may be transferred toward the MBATM Program from other professionally accredited institutions (AACSB or ACBSP) upon

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Master of Business Administration in Technology Management 87
the written permission of the program director. Courses eligible for transfer are only those that contribute to, or build upon, the program goals. Courses completed at other graduate institutions must be awarded a minimum grade of B to be eligible for credit.

A grade of C is the lowest passing grade for all MBATM and graduate certificate courses. Students must take all coursework for letter grades. Please see course descriptions at the end of this catalog for details concerning course requirements and prerequisites.

Foundational Literacy Requirement

Students who have not studied business at the undergraduate level, or who completed their undergraduate studies more than five years ago, may be required to complete foundational literacy courses. Upon meeting with MBA program advisors, the student’s educational and professional backgrounds are reviewed to determine what foundational literacy courses may be required. Students without sufficient academic preparation in one or more of these foundation literacy subject areas will be required to complete 500-level short courses and pass a literacy test in the needed subject areas. Students will be notified at the time of admission which of the literacy short courses will be required of them, based upon the review of their transcripts. All of these short courses are typically completed during the first semester of study in addition to selected regular MBA classes.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>I. Foundational Literacy Requirements</strong></td>
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<tr>
<td>MBA 501 Economics Foundational Literacy (0)</td>
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<tr>
<td>MBA 502 Accounting Foundational Literacy (0)</td>
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<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 508 Finance Foundational Literacy (0)</td>
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</tbody>
</table>

See page 83 for information about foundational literacy courses.

<table>
<thead>
<tr>
<th>II. Module I Courses</th>
<th>12</th>
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<tbody>
<tr>
<td>MBA 600C The Language of Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MBA 605C Executive Development</td>
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</tr>
<tr>
<td>MBA 615C The Ethical Leader</td>
<td>2</td>
</tr>
<tr>
<td>MTECH 631 Industry and Market Dynamics in Technology</td>
<td>2</td>
</tr>
<tr>
<td>MTECH 641 Organizations, Technology and Society</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must take one of the following: 2

| MBA 610C Data Analysis for Decision Making (2)            |              |
| MBA 623E Simulation Modeling (2)                          |              |
| MBA 661E Econometrics (3)                                 |              |

<table>
<thead>
<tr>
<th>III. Module II Courses</th>
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</thead>
<tbody>
<tr>
<td>MBA 625C Financial Reporting and Control</td>
<td>2</td>
</tr>
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<td>MBA 630C Financial Design and Analysis</td>
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<td>MBA 635C Executive Financial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MBA 640C Managing Processes</td>
<td>2</td>
</tr>
<tr>
<td>MBA 645C Value Creation and Delivery</td>
<td>2</td>
</tr>
<tr>
<td>MBA 650C Leading Dynamic Organizations</td>
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### IV. Module III Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MTECH 644</td>
<td>Intellectual Property Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MTECH 647</td>
<td>Marketing of Innovative Products</td>
<td>2</td>
</tr>
<tr>
<td>MTECH 651</td>
<td>New Product Development</td>
<td>2</td>
</tr>
<tr>
<td>MTECH 654</td>
<td>Financing New Ventures</td>
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### V. Module IV Courses

<table>
<thead>
<tr>
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<td>MTECH 660</td>
<td>Technology Commercialization and Implementation</td>
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<tr>
<td>MTECH 699</td>
<td>International Context Trip*</td>
<td>1</td>
</tr>
</tbody>
</table>

* The International Trip is required and can be taken after the student has completed at least 25 credit hours. See program coordinator for details.

### VI. Elective Courses

Elective courses are chosen with the student’s advisor to meet individual career goals. Students wishing to complete a graduate certificate may use electives to complete the requirements for the graduate certificate.

| TOTAL HOURS FOR MBATM PROGRAM | 39 |

### Recommended Plan of Study for MBATM

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Block 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td></td>
<td>MTECH 644</td>
<td>MBA 600C</td>
<td>MTECH 641</td>
<td>MBA 615C</td>
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<td>MBA 625C</td>
<td>MBA 645C</td>
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<td>Elective</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Block 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td></td>
<td>MTECH 651</td>
<td>Elective</td>
<td>MBA 635C</td>
<td>MBA 650C</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Block 2</th>
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<th>Summer Semester</th>
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<tr>
<td></td>
<td>MTECH 647</td>
<td>MBA 699C</td>
<td>MTECH 654</td>
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<th>Year 2</th>
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<tr>
<td></td>
<td>MBA 640C</td>
<td>MTECH 660</td>
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</tr>
</tbody>
</table>
Project-Based Master of Business Administration Program (PMBA)

Dean: Jin Wang

Program Chair: Aric Krause

Faculty: Michael Glauser, Michael Sutton, Jerry Van Os, Joel Watson

The project-based MBA program is specifically designed for students desiring greater flexibility in program design, and offers demonstrated learning through real-world business application projects. Students use learning resources provided by Westminster College faculty, and are individually coached by faculty members. The program is:

- **Project-Based**: a student completes a total of 5 project sequences designed and sequenced specifically to measure student learning and accomplishment.

- **Individual and Team-Based**: students complete most projects individually to demonstrate mastery of associated business and professional competencies. Some projects are organized by team to assist students in mastering leadership competencies, such as managing projects, leading and working in teams, and coaching.

- **Low-Residency**: a student uses learning experiences and resources delivered via the Internet to master program competencies. A student attends two-day on-campus residencies once during each of the 5 project sequences.

- **Faculty Mentored**: faculty members work with students on an individual basis to provide mentorship, project guidance, and feedback. Faculty members also evaluate completed student projects to determine whether or not project learning is sufficiently demonstrated.

Students completing all program and college requirements earn a Master of Business Administration degree from Westminster College.

**Degree Requirements**

**The Projects**

The program consists of five project sequences, contextualized to applied business projects, all of which must be completed with Westminster College. Each of the project sequences consists of several sub-projects and an integrative project. The projects are to be completed in the order specified. A student completes all projects to demonstrate mastery of the program learning goals and competencies. Each project has a set of rubrics, which explain precisely 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 Interaction
To help students in the program, there are dedicated faculty members specifically assigned to assist in learning, in learning assessment, and for career mentorship. Students and faculty interact regularly to effect learning. 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 program assistants 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 mentor for evaluation according to the established project rubrics. A student is given one of three assessments for each of the competencies related to the sub-project and for the overall project: Exceeds project standards, Meets project standards, or Does Not Meet project standards. In all cases, the student is given substantial feedback on project performance. In the case that an assessment of “Does Not Meet project standards” is given, the student is allowed to use additional learning experiences and resubmit the work for additional evaluation. A student can submit their work a maximum of three times for evaluation.

Residencies
Each project sequence includes a required two-day on-campus residency period. The residency consists of workshops, seminars, and simulations specifically designed to offer learning opportunities related to each project sequence. Residencies are scheduled on a monthly basis. Please consult the program website for specific information on residency schedules.

Learning Experiences
Learning experiences are provided to help the student master the knowledge related to specific competencies and learning goals as they relate to specific projects. All of the learning experiences can be accessed from the program website. A student is not required to complete any specific set of learning experiences. Learning experiences 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 experiences are most useful, given the student’s background and experience. All learning experiences can be accessed by all students—even if a student is completing a later project, that student can refer back to learning experiences from other projects to help recall specific techniques and knowledge.
Program Policies

Academic Progress
A student can complete the requirements of the program within five semesters. A student who, for whatever reason, does not enroll for two consecutive terms must request reinstatement in the program, and will be subject to the tuition charges currently in effect. A student must complete a project sequence within a semester. If, at the end of the semester, the project sequence is not completed, the student may be required to reapply to the program. Staying in constant contact with the program assistant and project coach helps avoid problems.

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

A student who is suspended from the program may reapply for admission after two terms. 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 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 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 this program. The goals are presented here to help the student understand responsibilities as a student throughout the program.

• A student should always be familiar with project requirements and assignment guidelines to avoid problems. The student should take every opportunity to consult with his or her coach and mentors to receive clarification when needed.

• All work on all projects should be the original work of the student.

• A student should always be respectful of faculty, staff, and other students in the program.

• The program should most importantly be fun, intellectually challenging, and enjoyable. Students should push themselves, using every opportunity to participate and learn and get the most from the Westminster experience.
• Plagiarism is a serious offense in academic and business settings. Plagiarism is a violation of the college’s academic policy. For further information on Academic Honesty, please see page 61 of the academic catalog. A student who violates the academic honesty policy may be suspended from the program.

Graduation Requirements

A candidate for graduation must consult their program assistant at the beginning of Project 5. The program assistant will assist the student in completing the application for graduation for the next graduation period in the following December, May, or August, depending on the actual date of application. To be eligible for graduation, a student must satisfy the following conditions:

• Complete each project sequence successfully with a minimum evaluation of “Meets project standards”
• Maintain an e-portfolio and receive a minimum evaluation of “Meets project standards”

A student should consult either the assigned coach or the program assistant at any point when questions arise about graduation requirements.
The Accelerated MBA Program for Westminster Undergraduate Students

Dean: Jin Wang

Graduate Faculty Chair: Michael Keene

Graduate Business Programs Coordinator: Baptiste Prevot

Graduate Business Programs Assistant Coordinator: Diana Dani

Graduate Faculty: Shannon Bellamy, Gaylen Bunker, Richard Collins, John Groesbeck, Michael Glauser, Michael Keene, Melissa Koerner, Aric Krause, Michael Mamo, Ken Meland, Alysse Morton, Linda Muir, Rob Patterson, Michael Sutton, Jerry Van Os, Joel Watson, Vicki Whiting, Maria Wrotniak

Students who have completed an undergraduate business program within five years at Westminster College (Accounting, Aviation Management, Business, Economics, Finance, Financial Services, Information Resource Management, International Business, Management or Marketing) may have the option, based on admission to the MBA program, of completing an accelerated Master of Business Administration degree. A minimum of 36 graduate semester hours are required to complete the program to earn the Accelerated Master of Business Administration degree. Individuals who graduated with any of the above-listed degrees five or more years ago may be required to complete foundational preparation in addition to completing the 36 semester hours of graduate core and elective coursework.

Program Goals

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

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

- Strategic Thinking
- Global Consciousness
- Critical & Analytical Thinking
- Communication
- Collaboration and Teamwork
- Business Ethics
- Leadership
Program Requirements

The program requires 36 credit hours for completion. There are four program requirements: three modules and an elective block. All core courses are delivered in a blended format, meaning that courses use a combination of classroom, online, project-based and experiential components. In the classroom, courses may use a combination of learning methods, such as lecture, case study, or in-class projects.

**Module 1** contains courses that should be taken at the beginning of the MBA program; courses in this module introduce the model of the entire program. While taking module 1 courses, students and their advisors will work together to complete a program of study and to plan out elective courses and/or graduate certificates to meet the student’s individual career goals.

**Module 2** and elective courses may be taken as early as desired upon completion of prerequisites. **Module 3** can only be taken upon completion of all core required courses as it serves as the capstone for the core program.

A maximum of 9 approved graduate hours may be transferred toward the MBA Program from other professionally accredited institutions (AACSB or ACBSP) upon the written permission of the program director. Courses eligible for transfer are only those that contribute to, or build upon, the program goals. Courses completed at other graduate institutions must be awarded a minimum grade of B to be eligible for credit.

A grade of C is the lowest passing grade for all MBA and graduate certificate courses.

**For course prerequisites please refer to the course description.**
# Requirement Description

<table>
<thead>
<tr>
<th>I. Module I Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600C The Language of Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MBA 605C Executive Development</td>
<td>2</td>
</tr>
<tr>
<td>MBA 610C Data Analysis for Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MBA 615C The Ethical Leader</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Module II Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 620C Understanding Market Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>MBA 625C Financial Reporting and Control</td>
<td>2</td>
</tr>
<tr>
<td>MBA 630C Financial Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MBA 635C Executive Financial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MBA 640C Managing Processes</td>
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<td>MBA 645C Value Creation and Delivery</td>
<td>2</td>
</tr>
<tr>
<td>MBA 650C Leading Dynamic Organizations</td>
<td>2</td>
</tr>
<tr>
<td>MBA 655C Global Environment of the Firm</td>
<td>2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>III. Module III Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 699C International Context Trip*</td>
<td>1</td>
</tr>
<tr>
<td>MBA 670C Achieving Competitive Advantage Through Applied Strategy**</td>
<td>2</td>
</tr>
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</table>

*The international trip is required and can be taken after the student has completed at least 25 credit hours. See program coordinator for details.

**All courses in modules I and II must be completed before taking this course.

<table>
<thead>
<tr>
<th>IV. Elective Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses are chosen with the student's advisor to meet individual career goals. Students wishing to complete a graduate certificate may use electives to complete the requirements for the graduate certificate.</td>
<td>9</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE ACCELERATED MBA PROGRAM**

Westminster undergraduate students planning to apply for the accelerated MBA program should consider completing their admissions application, including GMAT score, in the last semester of their senior year to ensure full consideration for admission.
Graduate Business Certificates

Dean: Jin Wang

Graduate Faculty Chair: Michael Keene

Graduate Business Programs Coordinator: Baptiste Prevot

Graduate Business Programs Assistant Coordinator: Diana Dani

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

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

Between 15 and 24 graduate semester hours are required to complete a Graduate Certificate. A minimum of 12 of these semester hours must be taken at Westminster, unless the certificate is done in conjunction with the Master of Business Administration Degree. Students who desire to complete more than one graduate certificate may apply required course and/or elective credits to only one certificate. Individuals without prior undergraduate coursework in business, or who graduated with a business degree five or more years ago must complete prerequisite courses as identified in the respective certificate requirements. Students must declare their certificate program with the MBA Graduate Coordinator prior to applying for graduation.

Graduate Certificate in Professional Accounting

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td>ACCT 350 Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 360 Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 454 Auditing</td>
<td>4</td>
</tr>
<tr>
<td>If applicable, completion of:</td>
<td></td>
</tr>
<tr>
<td>MBA 502 Accounting Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>II. Required MBA Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>MBA 625C Financial Reporting and Control</td>
<td>2</td>
</tr>
<tr>
<td>MBA 630C Financial Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MBA 635C Executive Financial Decision Making</td>
<td>2</td>
</tr>
</tbody>
</table>
### III. Required Certificate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 542E Special Topics in Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>MBA 543E Special Topics in Managerial and Cost Accounting</td>
<td>2</td>
</tr>
<tr>
<td>MBA 544E Business Combinations</td>
<td>2</td>
</tr>
<tr>
<td>MBA 545E Government &amp; Not-for-Profit Accounting</td>
<td>2</td>
</tr>
<tr>
<td>MBA 666E Special Topics in Accounting &amp; Taxation</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 641E Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 642E Estate and Tax Planning Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 643E Corporate Income Taxation</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN ACCOUNTING** 18

* ACCT 454; and ACCT 474 or ACCT 484 may be required for students who wish to sit for the CPA exam.

---

### Graduate Certificate in Business Economics

#### Requirement Description

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td><em>If applicable, completion of:</em></td>
<td></td>
</tr>
<tr>
<td>MBA 501 Economics Foundational Literacy</td>
<td>0</td>
</tr>
<tr>
<td>MBA 502 Accounting Foundational Literacy</td>
<td>0</td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy</td>
<td>0</td>
</tr>
<tr>
<td>MBA 508 Finance Foundational Literacy</td>
<td>0</td>
</tr>
<tr>
<td>II. Required MBA Core Courses</td>
<td>2</td>
</tr>
<tr>
<td>MBA 620C Understanding Market Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>III. Elective Courses</td>
<td>15</td>
</tr>
<tr>
<td>MBA 530E International Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 535E Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>MBA 661E Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 672E Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MBA 693E Business Forecasting</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN BUSINESS ECONOMICS** 17

* Plus relevant prerequisite coursework*
# Graduate Certificate in Entrepreneurship

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td>If applicable, completion of:</td>
<td></td>
</tr>
<tr>
<td>MBA 501 Economics Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 502 Accounting Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 508 Finance Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>II. Required MBA Core Courses</td>
<td>12</td>
</tr>
<tr>
<td>MBA 620C Understanding Market Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>MBA 625C Financial Reporting and Control</td>
<td>2</td>
</tr>
<tr>
<td>MBA 630C Financial Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MBA 635C Executive Financial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>MBA 640C Managing Processes</td>
<td>2</td>
</tr>
<tr>
<td>MBA 645C Value Creation and Delivery</td>
<td>2</td>
</tr>
<tr>
<td>III. Required Certificate Courses</td>
<td>6</td>
</tr>
<tr>
<td>MBA 560E Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>MBA 624E Financing New Ventures</td>
<td>2</td>
</tr>
<tr>
<td>MBA 634E Business Plan Development</td>
<td>2</td>
</tr>
<tr>
<td>IV. Elective Certificate Courses</td>
<td>6</td>
</tr>
<tr>
<td>Six credit hours chosen from electives below, or approval from advisor</td>
<td></td>
</tr>
<tr>
<td>MBA 611E New Product Development (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 626E Lectures in Entrepreneurship (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 627E Social Entrepreneurship (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 628E Marketing New Ventures (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 631E Business Valuation (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 632E Mergers and Acquisitions (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 651E The Nonprofit Organization (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 653E Internship in Entrepreneurship (1–3)</td>
<td></td>
</tr>
<tr>
<td>MBA 658E Communication and Interpersonal Skills (2)</td>
<td></td>
</tr>
<tr>
<td>MBA 668E Directed Studies in Entrepreneurship (1–3)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN ENTREPRENEURSHIP** 24

Plus relevant prerequisite coursework
## Graduate Certificate in Finance

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
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</tr>
<tr>
<td><em>If applicable, completion of:</em></td>
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</tr>
<tr>
<td>MBA 501 Economics Foundational Literacy (0)</td>
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</tr>
<tr>
<td>MBA 502 Accounting Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 508 Finance Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>II. Required MBA Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>MBA 625C Financial Reporting and Control</td>
<td>2</td>
</tr>
<tr>
<td>MBA 630C Financial Design and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MBA 635C Executive Financial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>III. Required Certificate Courses</td>
<td>12</td>
</tr>
<tr>
<td>MBA 535E Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>MBA 550E International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 562E Investments and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 693E Business Forecasting</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN FINANCE** 18

Plus relevant prerequisite coursework

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## Graduate Certificate in Financial Planning

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td><em>If applicable, completion of:</em></td>
<td></td>
</tr>
<tr>
<td>MBA 501 Economics Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 508 Finance Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>II. Required Certificate Courses</td>
<td>15</td>
</tr>
<tr>
<td>MBA 562E Investments and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 615E Personal Financial Planning &amp; Insurance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 616E Retirement Planning &amp; Employee Benefits</td>
<td>3</td>
</tr>
<tr>
<td>MBA 641E Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 642E Estate and Tax Planning Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN FINANCIAL PLANNING** 15

Plus relevant prerequisite coursework

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**Graduate Certificate in International Business**

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
<td></td>
</tr>
<tr>
<td><em>If applicable, completion of:</em></td>
<td></td>
</tr>
<tr>
<td>MBA 501 Economics Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 508 Finance Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>II. Required MBA Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>MBA 600C The Language of Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MBA 620C Understanding Market Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>MBA 655C Global Environment of the Firm</td>
<td>2</td>
</tr>
<tr>
<td>III. Required Certificate Courses</td>
<td>12</td>
</tr>
<tr>
<td>MBA 510E International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 520E International Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 530E International Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 550E International Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS**

18

Plus relevant prerequisite coursework
## Graduate Certificate in Marketing

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Prerequisite Courses</strong></td>
<td></td>
</tr>
<tr>
<td><em>If applicable, completion of:</em></td>
<td></td>
</tr>
<tr>
<td>MBA 501 Economics Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td>MBA 506 Quantitative Methods Foundational Literacy (0)</td>
<td></td>
</tr>
<tr>
<td><strong>II. Required MBA Core Courses</strong></td>
<td>4</td>
</tr>
<tr>
<td>MBA 620C Understanding Market Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>MBA 645C Value Creation and Delivery</td>
<td>2</td>
</tr>
<tr>
<td><strong>III. Required Certificate Courses</strong></td>
<td>2</td>
</tr>
<tr>
<td>MBA 665E Strategic Marketing</td>
<td>2</td>
</tr>
<tr>
<td><strong>IV. Elective Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>Choose three courses from:</td>
<td>9</td>
</tr>
<tr>
<td>MBA 510E International Marketing (3)</td>
<td></td>
</tr>
<tr>
<td>MBA 672E Marketing Research (3)</td>
<td></td>
</tr>
<tr>
<td>MBA 674E Special Topics in Marketing (offerings vary) (3)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CORE AND ELECTIVE HOURS FOR THE GRADUATE CERTIFICATE IN MARKETING**  
15  
Plus relevant prerequisite coursework
School of Education Program Listing

Master of Education (MED) ........................................ 104
Master of Arts in Community Leadership (MACL) .............. 119
Master of Arts in Teaching (MAT) .............................. 124
Master of Education (MED)

Program Director: Peggy Cain

The college offers a graduate education program leading to a Masters Degree in Education (M.Ed.). Individuals must be interested in pursuing an advanced degree that is progressive and experiential in its perspective and which has an instructional focus. Commitment to professional growth is a prerequisite.

Philosophy Statement

The Master of Education (M.Ed.) degree program at Westminster College is committed to improving education through meaningful inquiry and innovative exploration of the connections between teaching practice, beliefs and reflectivity. We emphasize the joining of theory and practice as a means to the personal transformation of teacher and training professionals and the institutions they represent.

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

**Pedagogy:** Students will engage in activities that help to bridge theory and practice by applying theoretical knowledge to field practices; they will acquire and enhance skills in communication, subject area content, and instructional methodologies and technologies.

**Critical reflection:** Students will grapple with the social, political, and moral implications of educational practices through dialogue, written formats, technological productions, and a variety of presentations.

**Scholarly writing:** Students will articulate thoughts in a clear, succinct, and organized manner; they will apply appropriate conventions of grammar and punctuation.

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

**Collaboration:** Students will work collaboratively with peers on activities associated with each aspect of their program.

The program is part of a college community distinguished for commitment to student growth and the exploration of scholastic development.
Program Description

Licensed teachers may earn a Basic Reading Endorsement, an Advanced Reading Endorsement, an English as a Second Language Endorsement, or a Special Education Endorsement. Teachers who have been teaching for at least two years may also earn the above endorsements and the M.Ed. while taking classes to prepare them for applying for National Board for Professional Teaching Standards Certification.

Taking the preparation courses for National Board Certification does not guarantee successful completion of the Certification process (national pass rates are about 50% on the first try). Students who successfully complete required coursework for the M.Ed. will receive the M.Ed. degree regardless of whether they successfully complete the Certification process.

Those teaching adults or administering educational programs for adults may earn an Adult Learning Certificate.

Coursework for all endorsements and certificates counts toward an M.Ed.

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

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

Admission to the Program

See page 30 in the Admission to the College section for admission requirements.

Program Requirements

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

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

*Certain Master of Professional Communication or Master of Business Administration courses may meet graduate education program requirements. Students should consult with their education advisors for specific information and refer to the MPC and MBA sections of this catalog for course descriptions.
Retention in the Program
The student must:

1. Design and file an acceptable program plan with the Director of the Master of Education program.
2. Maintain a grade point average of 3.00. Courses in which a grade of B- or lower is awarded do not count toward graduation requirements.
3. Complete the program within six years, or begin to lose credit for courses older than six years.

Academic Probation and Suspension Policy
See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Appeals for Readmission
See page 60 in Grading and Academic Standards for information on appeals for readmission.

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

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

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

Note: Only graduate-level coursework may be applied toward degree or certificate requirements.

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

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

Traditional M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Core Course</strong></td>
<td></td>
</tr>
<tr>
<td>MED 606 Theoretical Perspectives in Education (3)</td>
<td>3</td>
</tr>
<tr>
<td>or MED 614 Historical &amp; Philosophical Foundations of Education (3)</td>
<td></td>
</tr>
<tr>
<td><strong>II. Elective Courses</strong></td>
<td>21</td>
</tr>
<tr>
<td>Students may choose classes from the following:</td>
<td></td>
</tr>
<tr>
<td>MED 602 Teaching and Learning Theory (3)</td>
<td></td>
</tr>
<tr>
<td>MED 605 Contemporary Issues in Education (3)</td>
<td></td>
</tr>
<tr>
<td>MED 610 Sociocultural Contexts for Learning (3)</td>
<td></td>
</tr>
<tr>
<td>MED 613 Theories of Adult Learning and Development (3)</td>
<td></td>
</tr>
<tr>
<td>MED 615 Education, Schools and Politics (3)</td>
<td></td>
</tr>
<tr>
<td>MED 622 Language Acquisition and Development (3)</td>
<td></td>
</tr>
<tr>
<td>MED 634 Teaching Adults (3)</td>
<td></td>
</tr>
<tr>
<td>MED 651 Learner-Centered Environments (3)</td>
<td></td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area (3)</td>
<td></td>
</tr>
<tr>
<td>MED 660 Directed Studies (1–3)</td>
<td></td>
</tr>
<tr>
<td>MED 672 Instructional Technology (3)</td>
<td></td>
</tr>
<tr>
<td><strong>III. Project</strong></td>
<td></td>
</tr>
<tr>
<td>MED 650 Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 679 Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MED 680 Research Project</td>
<td>3</td>
</tr>
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</table>

**TOTAL HOURS FOR TRADITIONAL M.Ed.** 32
Basic Reading Endorsement followed by completion of M.Ed.

### Requirement Description

<table>
<thead>
<tr>
<th>I.</th>
<th>Basic Reading Endorsement (RDG)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This program is designed for students who already hold a teaching license and a bachelor’s degree and are seeking to become qualified to be a reading teacher at the elementary or secondary level. Students must be admitted to the M.Ed. program.</td>
<td>21</td>
</tr>
</tbody>
</table>

| MED 612 | Models and Processes of Literacy | 3 |
| MED 630 | Children’s/Adolescent Literature | 3 |
| MED 631 | Writing in the Classroom | 3 |
| MED 632 | Assessment & Intervention of Reading Processes | 3 |
| MED 633 | Advanced Reading Comprehension | 3 |
| MED 636 | Early Literacy Instruction | 3 |
| MED 658 | Reading and Writing in the Content Area | 3 |

<table>
<thead>
<tr>
<th>II.</th>
<th>Core Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 606</td>
<td>Theoretical Perspectives in Education (3)</td>
<td>3</td>
</tr>
<tr>
<td>or MED 614</td>
<td>Historical &amp; Philosophical Foundations of Education (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III.</th>
<th>Project</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 650</td>
<td>Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 679</td>
<td>Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MED 680</td>
<td>Research Project</td>
<td>3</td>
</tr>
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</table>

**TOTAL HOURS FOR RDG ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed.**

32

### Recommended Plan of Study for MED with Basic Reading Endorsement

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>MED 612</td>
<td>MED 630</td>
</tr>
<tr>
<td></td>
<td>MED 630</td>
<td>MED 631</td>
</tr>
<tr>
<td>Year 2</td>
<td>MED 632</td>
<td>MED 633</td>
</tr>
<tr>
<td></td>
<td>MED 636</td>
<td>MED 650</td>
</tr>
<tr>
<td>Year 3</td>
<td>MED 679</td>
<td>MED 680</td>
</tr>
<tr>
<td></td>
<td>MED 680</td>
<td>MED 606</td>
</tr>
</tbody>
</table>
Advanced Reading Endorsement followed by completion of M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Basic Reading Endorsement (RDG)</td>
<td>21</td>
</tr>
<tr>
<td>The Advanced Reading Endorsement requires completion of the Basic Reading Endorsement:</td>
<td></td>
</tr>
<tr>
<td>MED 612 Models and Processes of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MED 630 Children’s/Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>MED 631 Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MED 632 Assessment &amp; Intervention of Reading Processes</td>
<td>3</td>
</tr>
<tr>
<td>MED 633 Advanced Reading Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>MED 636 Early Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>II. Advanced Reading Endorsement (RDGA)</td>
<td>11</td>
</tr>
<tr>
<td>This program is designed for students who already hold a teaching license and have completed the Basic Reading Endorsement at Westminster College or a regionally accredited institution.</td>
<td></td>
</tr>
<tr>
<td>MED 608C Supervision and Staff Development in Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 608D Advanced Reading Research</td>
<td>2</td>
</tr>
<tr>
<td>MED 679 Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MED 680 Research Project</td>
<td>3</td>
</tr>
<tr>
<td>III. Core Course</td>
<td>3</td>
</tr>
<tr>
<td>MED 606 Theoretical Perspectives in Education (3)</td>
<td></td>
</tr>
<tr>
<td>or MED 614 Historical &amp; Philosophical Foundations of Education (3)</td>
<td></td>
</tr>
<tr>
<td>IV. Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 650 Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL HOURS FOR RDGA ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed.</strong></td>
<td>37</td>
</tr>
</tbody>
</table>

Recommended Plan of Study for MED with Advanced Reading Endorsement

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td>MED 612</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MED 630</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MED 631</td>
</tr>
<tr>
<td>Year 2</td>
<td>MED 632</td>
<td>MED 633</td>
<td>MED 650</td>
</tr>
<tr>
<td></td>
<td>MED 636</td>
<td>MED 658</td>
<td>MED 608C</td>
</tr>
<tr>
<td>Year 3</td>
<td>MED 679</td>
<td>MED 680</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 608D</td>
<td>MED 606</td>
<td></td>
</tr>
<tr>
<td>Requirement Description</td>
<td>Credit Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I.</strong> English as a Second Language Endorsement (ESL)</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program is designed for students who already hold a teaching license and a bachelor’s degree, and are seeking to become qualified to be an ESL teacher at the elementary or secondary level. Students must be admitted to the M.Ed. program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 620 English Learners, Family and Community</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 621 Foundations of ESOL Instruction</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 622 Language Acquisition and Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 623 Instructional Methods for English Learners</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 624 Content Area Instruction for English Learners</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 625 Assessment for English Learners</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.</strong> Core Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 606 Theoretical Perspectives in Education (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 614 Historical &amp; Philosophical Foundations of Education (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III.</strong> Elective Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students may choose classes from the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 602 Teaching and Learning Theory (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 605 Contemporary Issues in Education (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 610 Sociocultural Contexts for Learning (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 613 Theories of Adult Learning and Development (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 615 Education, Schools and Politics (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 634 Teaching Adults (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 651 Learner-Centered Environments (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 660 Directed Studies (1–3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 672 Instructional Technology (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV.</strong> Project</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 650 Introduction to Research Methods</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 679 Research Methodologies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 680 Research Project</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL HOURS FOR ESL ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed.</strong></td>
<td><strong>32</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Recommended Plan of Study for MED with ESL Endorsement

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MED 620</td>
<td>MED 623</td>
<td>(May be taken in the Spring or Summer)</td>
</tr>
<tr>
<td>Year 2</td>
<td>MED 621</td>
<td>MED 624</td>
<td>MED 650</td>
</tr>
<tr>
<td></td>
<td>MED 622</td>
<td>MED 625</td>
<td>Elective</td>
</tr>
<tr>
<td>Year 3</td>
<td>MED 679</td>
<td>MED 680</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Special Education Endorsement followed by completion of M.Ed.

#### Requirement Description | Credit Hours
---|---
**I. Special Education Endorsement (SPED)** | 22

Students who select this area of specialization must hold a teaching license and complete the full Special Education Endorsement program. Students may choose to complete the endorsement in either Mild/Moderate or Severe Special Education. Graduates will be licensed to teach K–12 students with severe or mild to moderate disabilities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 503</td>
<td>Roles of the Special Educator 3</td>
</tr>
<tr>
<td>SPED 508</td>
<td>Principles and Application of Special Education Assessment 3</td>
</tr>
<tr>
<td>SPED 577</td>
<td>Facilitating Services Across Disciplines 3</td>
</tr>
<tr>
<td>SPED 585</td>
<td>Behavioral Supports in Special Education 3</td>
</tr>
<tr>
<td>SPED 590</td>
<td>Student Teaching in Special Education 4</td>
</tr>
</tbody>
</table>

**Students preparing for Mild/Moderate Special Education take:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 535</td>
<td>Methods of Instruction and Curriculum for K–6 Mild/Moderate Special Education I 3</td>
</tr>
<tr>
<td>SPED 540</td>
<td>Methods of Instruction and Curriculum for 7–12 Mild/Moderate Special Education II 3</td>
</tr>
</tbody>
</table>

**Students preparing for Severe Special Education take:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 536</td>
<td>Methods of Instruction and Curriculum for K–6 Severe Special Education I 3</td>
</tr>
<tr>
<td>SPED 541</td>
<td>Methods of Instruction and Curriculum for 7–12 Severe Special Education II 3</td>
</tr>
</tbody>
</table>

#### II. Course Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 606</td>
<td>Theoretical Perspectives in Education (3)</td>
</tr>
<tr>
<td>or MED 614</td>
<td>Historical and Philosophical Foundations of Education (3)</td>
</tr>
</tbody>
</table>

#### III. Project

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 650</td>
<td>Introduction to Research Methods 2</td>
</tr>
<tr>
<td>MED 679</td>
<td>Research Methodologies 3</td>
</tr>
<tr>
<td>MED 680</td>
<td>Research Project 3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR SPED ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed.** | 33
Recommended Plan of Study for MED with Special Education Endorsement

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPED 503</td>
<td>SPED 508</td>
<td>MED 606</td>
</tr>
<tr>
<td></td>
<td>SPED 577</td>
<td>SPED 535 or 536</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>SPED 585</td>
<td>SPED 590</td>
<td>MED 650</td>
</tr>
<tr>
<td></td>
<td>SPED 540 or 541</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>MED 679</td>
<td>MED 680</td>
<td></td>
</tr>
</tbody>
</table>

Adult Learning Certificate followed by completion of M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Adult Learning Certificate (ALC)</td>
<td>15</td>
</tr>
<tr>
<td>This program is designed for students who already hold a</td>
<td></td>
</tr>
<tr>
<td>bachelor’s degree, and are seeking to become qualified as</td>
<td></td>
</tr>
<tr>
<td>specialists with a broad knowledge of adult learning. This</td>
<td></td>
</tr>
<tr>
<td>is particularly suited to those in educational or training</td>
<td></td>
</tr>
<tr>
<td>positions who work directly with adults. Students must</td>
<td></td>
</tr>
<tr>
<td>be admitted to the M.Ed. program.</td>
<td></td>
</tr>
<tr>
<td>MED 670 Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>MED 613 Theories of Adult Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>MED 634 Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>MED 635 Adult Education Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MED 672 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>Some students may complete the Adult Learning Certificate at</td>
<td></td>
</tr>
<tr>
<td>the undergraduate level by taking the following courses.</td>
<td></td>
</tr>
<tr>
<td>These courses are general elective credit and do not count</td>
<td></td>
</tr>
<tr>
<td>towards graduate credit.</td>
<td></td>
</tr>
<tr>
<td>EDUC 370 Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 313 Theories of Adult Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 334 Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 335 Adult Education Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 372 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>II. Elective Courses</td>
<td>9</td>
</tr>
<tr>
<td>Students may choose classes from the following:</td>
<td></td>
</tr>
<tr>
<td>MED 602 Teaching and Learning Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 605 Contemporary Issues in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 608 Special Topics</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 610 Sociocultural Contexts for Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 615 Education, Schools and Politics</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 622 Language Acquisition and Development</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 651 Learner-Centered Environments</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area</td>
<td>(3)</td>
</tr>
<tr>
<td>MED 660 Directed Studies</td>
<td>(1–3)</td>
</tr>
</tbody>
</table>
### Recommended Plan of Study for MED with Adult Learning Certificate

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 672</td>
<td>MED 634</td>
<td>MED 613</td>
</tr>
<tr>
<td>MED 634</td>
<td>MED 670</td>
<td>MED 650</td>
</tr>
<tr>
<td>MED 670</td>
<td>1 elective</td>
<td>1 elective</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 679</td>
<td>MED 680</td>
<td></td>
</tr>
<tr>
<td>1 elective</td>
<td>1 elective</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR ALC FOLLOWED BY COMPLETION OF M.Ed.** 32

### Traditional M.Ed. with Preparation for National Board Certification

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Core Course</strong></td>
<td>3</td>
</tr>
<tr>
<td>MED 606 Theoretical Perspectives in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. Preparation for National Board Certification</strong></td>
<td>16</td>
</tr>
<tr>
<td>MED 640 Introduction to NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td>MED 642 Communities, Schools &amp; Families in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>MED 644 Cutting-edge Content Knowledge: Guided Study</td>
<td>3</td>
</tr>
<tr>
<td>MED 646 Cutting-edge Pedagogies: Guided Study</td>
<td>3</td>
</tr>
<tr>
<td>MED 672 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>MED 678 Action Research for NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td><strong>III. Elective Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>Students may choose classes from the following:</td>
<td></td>
</tr>
<tr>
<td>MED 605 Contemporary Issues in Education (3)</td>
<td></td>
</tr>
<tr>
<td>MED 612 Models and Processes of Literacy (3)</td>
<td></td>
</tr>
<tr>
<td>MED 615 Education, Schools and Politics (3)</td>
<td></td>
</tr>
<tr>
<td>MED 622 Language Acquisition and Assessment (3)</td>
<td></td>
</tr>
<tr>
<td>MED 630 Children’s/Adolescent Literature (3)</td>
<td></td>
</tr>
<tr>
<td>MED 631 Writing in the Classroom (3)</td>
<td></td>
</tr>
<tr>
<td>MED 632 Assessment &amp; Intervention of Reading Processes (3)</td>
<td></td>
</tr>
<tr>
<td>MED 633 Advanced Reading Comprehension (3)</td>
<td></td>
</tr>
<tr>
<td>MED 636 Early Literacy Instruction (3)</td>
<td></td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area (3)</td>
<td></td>
</tr>
<tr>
<td>MED 660 Directed Studies (1–3)</td>
<td></td>
</tr>
</tbody>
</table>
### Basic Reading Endorsement followed by completion of M.Ed. with Preparation for National Board Certification

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Basic Reading Endorsement (RDG)</strong></td>
<td>21</td>
</tr>
<tr>
<td>This program is designed for students who already hold a teaching license and a bachelor’s degree and are seeking to become qualified to be a reading teacher at the elementary or secondary level. Students must be admitted to the M.Ed. program.</td>
<td></td>
</tr>
<tr>
<td>MED 612 Models and Processes of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MED 630 Children’s/Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>MED 631 Writing in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MED 632 Assessment &amp; Intervention of Reading Processes</td>
<td>3</td>
</tr>
<tr>
<td>MED 633 Advanced Reading Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>MED 636 Early Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. Preparation for National Board Certification</strong></td>
<td>10</td>
</tr>
<tr>
<td>MED 640 Introduction to NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td>MED 642 Communities, Schools &amp; Families in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>MED 672 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>MED 678 Action Research for NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td><strong>III. Project</strong></td>
<td>8</td>
</tr>
<tr>
<td>MED 650 Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 679 Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MED 680 Research Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL HOURS FOR RDG ENDORSEMENT FOLLOWED BY COMPLETION OF M.ED. WITH NATIONAL BOARD PREPARATION</strong></td>
<td>39</td>
</tr>
</tbody>
</table>
Recommended Plan of Study for M.Ed. with Basic Reading Endorsement and National Board Preparation

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>MED 640</td>
<td>MED 612</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 642</td>
<td>MED 630</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 650</td>
<td>MED 650</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>MED 636</td>
<td>MED 632</td>
<td>MED 631</td>
</tr>
<tr>
<td></td>
<td>MED 679</td>
<td>MED 658</td>
<td>MED 672</td>
</tr>
<tr>
<td>Year 3</td>
<td>MED 633</td>
<td>MED 680</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 678</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advanced Reading Endorsement followed by completion of M.Ed. with Preparation for National Board Certification

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Basic Reading Endorsement (RDG)</td>
<td>21</td>
</tr>
<tr>
<td>The Advanced Reading Endorsement requires completion of the Basic Reading Endorsement.</td>
<td></td>
</tr>
<tr>
<td>MED 612 Models and Processes of Literacy 3</td>
<td></td>
</tr>
<tr>
<td>MED 630 Children’s/Adolescent Literature 3</td>
<td></td>
</tr>
<tr>
<td>MED 631 Writing in the Classroom 3</td>
<td></td>
</tr>
<tr>
<td>MED 632 Assessment &amp; Intervention of Reading Processes 3</td>
<td></td>
</tr>
<tr>
<td>MED 633 Advanced Reading Comprehension 3</td>
<td></td>
</tr>
<tr>
<td>MED 636 Early Literacy Instruction 3</td>
<td></td>
</tr>
<tr>
<td>MED 638 Reading and Writing in the Content Area 3</td>
<td></td>
</tr>
<tr>
<td>II. Preparation for National Board Certification</td>
<td>10</td>
</tr>
<tr>
<td>MED 640 Introduction to NBPTS Certification 2</td>
<td></td>
</tr>
<tr>
<td>MED 642 Communities, Schools &amp; Families in a Diverse Society 3</td>
<td></td>
</tr>
<tr>
<td>MED 672 Instructional Technology 3</td>
<td></td>
</tr>
<tr>
<td>MED 678 Action Research for NBPTS Certification 2</td>
<td></td>
</tr>
<tr>
<td>III. Advanced Reading Endorsement (RDGA)</td>
<td>13</td>
</tr>
<tr>
<td>This program is designed for students who already hold a teaching license and have completed the Basic Reading Endorsement at Westminster College or a regionally accredited institution.</td>
<td></td>
</tr>
<tr>
<td>MED 608C Supervision and Staff Development in Reading Instruction 3</td>
<td></td>
</tr>
<tr>
<td>MED 608D Advanced Reading Research 2</td>
<td></td>
</tr>
<tr>
<td>MED 650 Introduction to Research Methods 2</td>
<td></td>
</tr>
<tr>
<td>MED 679 Research Methodologies 3</td>
<td></td>
</tr>
<tr>
<td>MED 680 Research Project 3</td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS FOR RDGA ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed. with National Board Preparation</td>
<td>44</td>
</tr>
</tbody>
</table>
Recommended Plan of Study for M.Ed. with Advanced Reading Endorsement and National Board Preparation

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 640</td>
<td>MED 642</td>
<td>MED 612</td>
<td>MED 630</td>
</tr>
<tr>
<td>MED 642</td>
<td>MED 650</td>
<td></td>
<td>MED 650</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>MED 636</td>
<td>MED 632</td>
<td>MED 672</td>
</tr>
<tr>
<td>MED 679</td>
<td>MED 658</td>
<td>MED 631</td>
<td>MED 608D</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>MED 678</td>
<td>MED 680</td>
<td>MED 608C</td>
</tr>
<tr>
<td>MED 633</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English as a Second Language Endorsement followed by completion of M.Ed. with Preparation for National Board Certification**

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. English as a Second Language Endorsement (ESL)</strong></td>
<td>18</td>
</tr>
<tr>
<td>This program is designed for students who already hold a teaching license and a bachelor’s degree, and are seeking to become qualified to be an ESL teacher at the elementary or secondary level. Students must be admitted to the M.Ed. program.</td>
<td></td>
</tr>
<tr>
<td>MED 621 Foundations of ESOL Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 622 Language Acquisition and Development</td>
<td>3</td>
</tr>
<tr>
<td>MED 623 Instructional Methods for English Learners</td>
<td>3</td>
</tr>
<tr>
<td>MED 624 Content Area Instruction for English Learners</td>
<td>3</td>
</tr>
<tr>
<td>MED 625 Assessment for English Learners</td>
<td>3</td>
</tr>
<tr>
<td>MED 642 Communities, Schools &amp; Families in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. Preparation for National Board Certification</strong></td>
<td>7</td>
</tr>
<tr>
<td>MED 640 Introduction to NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td>MED 672 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>MED 678 Action Research for NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td><strong>IV. Project</strong></td>
<td>8</td>
</tr>
<tr>
<td>MED 650 Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED 679 Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MED 680 Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR ESL ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed. with National Board Preparation** 33
# Recommended Plan of Study for M.Ed. with ESL Endorsement and National Board Preparation

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 640</td>
<td>MED 621</td>
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<tr>
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<td>MED 642</td>
<td>MED 622</td>
</tr>
<tr>
<td></td>
<td>MED 650</td>
<td>MED 622</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>MED 623</td>
<td>MED 624</td>
</tr>
<tr>
<td></td>
<td>MED 679</td>
<td>MED 625</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>MED 678</td>
<td>MED 680</td>
</tr>
</tbody>
</table>

## Special Education Endorsement followed by completion of M.Ed. with Preparation for National Board Certification

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Special Education Endorsement (SPED)</strong></td>
<td>24</td>
</tr>
<tr>
<td>Students who select this area of specialization must hold a teaching license and complete the full Special Education Endorsement program. Graduates will be licensed to teach K–12 students with mild to moderate disabilities or severe disabilities.</td>
<td></td>
</tr>
<tr>
<td>SPED 503 Roles of the Special Educator</td>
<td>3</td>
</tr>
<tr>
<td>SPED 508 Principles and Application of Special Education Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 577 Facilitating Services Across Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>SPED 585 Behavioral Supports in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590 Student Teaching in Special Education</td>
<td>4</td>
</tr>
<tr>
<td>Students preparing for Mild/Moderate Special Education take:</td>
<td></td>
</tr>
<tr>
<td>SPED 535 Methods of Instruction and Curriculum for K–6 Mild/Moderate Special Education I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540 Methods of Instruction and Curriculum for 7–12 Mild/Moderate Special Education II</td>
<td>3</td>
</tr>
<tr>
<td>Students preparing for Severe Special Education take:</td>
<td></td>
</tr>
<tr>
<td>SPED 536 Methods of Instruction and Curriculum for K–6 Severe Special Education I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 541 Methods of Instruction and Curriculum for 7–12 Severe Special Education II</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. Preparation for National Board Certification</strong></td>
<td>10</td>
</tr>
<tr>
<td>MED 640 Introduction to NBPTS Certification</td>
<td>2</td>
</tr>
<tr>
<td>MED 642 Communities, Schools &amp; Families in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>MED 672 Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>MED 678 Action Research for NBPTS Certification</td>
<td>2</td>
</tr>
</tbody>
</table>
### III. Project

<table>
<thead>
<tr>
<th></th>
<th>Project</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED</td>
<td>650 Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MED</td>
<td>679 Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MED</td>
<td>680 Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR SPED ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed. with National Board Preparation**

42

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**Recommended Plan of Study for MED with Special Education Endorsement and National Board Preparation**

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>SPED 503</td>
<td>MED 640</td>
<td>MED 650</td>
</tr>
<tr>
<td></td>
<td>SPED 577</td>
<td>SPED 508</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>MED 679</td>
<td>MED 642</td>
<td>MED 672</td>
</tr>
<tr>
<td></td>
<td>SPED 585</td>
<td>SPED 535 or 536</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>MED 678</td>
<td>MED 680</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 540 or 541</td>
<td>SPED 590</td>
<td></td>
</tr>
</tbody>
</table>
Master of Arts in Community Leadership (MACL)

Program Director, Peggy Cain

This program prepares graduates for leadership positions in a variety of community organizations and settings. It prepares them to develop deeper relationships with community members, organize grassroots efforts and dialogue, lead and manage non-profit organizations, social service and community outreach programs, advocate in public policy arenas, and communicate with and teach relevant audiences.

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

Philosophy Statement

Democracy is strongest when informed citizens participate actively in decision-making in their communities. This program aims to strengthen and improve the work of many types of community groups working to help people meet their basic needs, inform citizens on issues, and involve people in decision-making through advocacy efforts and community organizing.

The program structure models the collaborative philosophy that undergirds the program. The program is cross-disciplinary, incorporating faculty from the School of Education, the Gore School of Business, the School of Arts and Sciences, and the School of Nursing and Health Sciences, as well as the Center for Civic Engagement, the Center for the Environment, and the Center for Diversity. The program also integrates the expertise of members of the community through an advisory board, class placements with community organizations, guest speakers, and team teaching with local experts.

Classes in the program build on the life and work experience that students bring to the program. Classes are highly experiential and active. Class assignments are often project-based, incorporating real-life tasks similar to those students encounter in their jobs and community settings. Some class projects will serve specific community organizations. The Capstone Project will integrate students’ learning from the entire program and provide an opportunity to design an in-depth project tailored to the students’ interests and professional goals that serves the needs of a particular organization or group in the community.

Graduates of the program will be equipped with specific skills and knowledge to serve the community today, as well as the ability to learn, reflect, and adapt to the rapidly-changing contexts in which they will be working.
The program content is organized within the following program standards:

**Leadership and Management:** Students will demonstrate skills in leading and managing non-profit and other types of organizations and community efforts.

**Community Organizing and Advocacy:** Students will demonstrate skills in conducting research in communities, and use those skills to effectively and creatively organize communities and advocate in public-policy arenas.

**Communication Skills:** Students will communicate effectively orally, in writing, and through various media.

**Critical, Analytical, and Integrative Thinking:** Students will demonstrate critical, analytical, and integrative thinking.

**Critical Reflection:** Students will reflect critically on ethical issues, their role as leaders in the community, and their role as global citizens.

**Collaboration:** Students will work collaboratively with peers, faculty members, and community members throughout the program.

**Program Description**
Program content is organized into core classes, elective classes, and a capstone project or internship. The core has three parts: community organizing and advocacy, leadership and management, and communications. Students may complete the 20–21-hour core and receive a Certificate in Community Leadership. For those wishing to pursue the Master of Arts, elective options enable students to specialize in one of three areas or to choose a mixture of courses. The capstone experience integrates knowledge and skills students have learned throughout the program and enables students to apply that knowledge and skill in an individualized way to serve a community organization.

**Admission to the Program**
See page 27 in the Admission to the College section for admission requirements.

**Program Requirements**
Students must complete the 20–21-hour core to receive the Certificate in Community Leadership. A minimum of 35 credit hours is required for graduation with the Master of Arts degree. A maximum of nine credit hours of graduate-level transcripted credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster’s Graduate Programs. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

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

The student must:

1. Design and file an acceptable program plan with the Director of the Master of Arts in Community Leadership program.

2. Maintain a grade point average of 3.0. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. All courses must be taken for a letter grade.

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

Academic Probation and Suspension Policy

See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Appeals for Readmission

See page 60 in Grading and Academic Standards for information on appeals for readmission.

Graduation Requirements

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

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

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

Note: Only graduate-level coursework may be applied toward degree or certificate requirements.

The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.
## Certificate in Community Leadership

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Core Courses</td>
<td>20–21</td>
</tr>
<tr>
<td>MACL 601 Exploring Communities</td>
<td>3</td>
</tr>
<tr>
<td>MACL 602 Public Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>MACL 603 Social Change and Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 548E Budgeting &amp; Finance for Community Organizations</td>
<td>2</td>
</tr>
<tr>
<td>MBA 651E The Nonprofit Organization</td>
<td>2</td>
</tr>
<tr>
<td>MBA 605C Executive Development</td>
<td>2</td>
</tr>
<tr>
<td>MPC 602 Rhetorical Theory &amp; Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

And one of the following courses:

- MPC 609 Basic Editing Principles (3)
- MPC 637 Web Design and Production (3)
- MPC 643 Public Relations Writing & Planning (3)
- MPC 644 Integrated Marketing Communications (3)
- MBA 658E Communication and Interpersonal Skills (2)

TOTAL HOURS FOR CERTIFICATE IN COMMUNITY LEADERSHIP 20–21

## Master of Arts in Community Leadership

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Core Courses</td>
<td>20–21</td>
</tr>
<tr>
<td>MACL 601 Exploring Communities</td>
<td>3</td>
</tr>
<tr>
<td>MACL 602 Public Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>MACL 603 Social Change and Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 548E Budgeting &amp; Finance for Community Organizations</td>
<td>2</td>
</tr>
<tr>
<td>MBA 651E The Nonprofit Organization</td>
<td>2</td>
</tr>
<tr>
<td>MBA 605C Executive Development</td>
<td>2</td>
</tr>
<tr>
<td>MPC 602 Rhetorical Theory &amp; Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

And one of the following courses:

- MPC 609 Basic Editing Principles (3)
- MPC 637 Web Design and Production (3)
- MPC 643 Public Relations Writing & Planning (3)
- MPC 644 Integrated Marketing Communications (3)
- MBA 658E Communication and Interpersonal Skills (2)
### Elective Courses

Students pursuing the Master of Arts may choose classes from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACL 608</td>
<td>Special Topics (1–3)</td>
</tr>
<tr>
<td>MACL 620</td>
<td>Advanced Community Organizing (3)</td>
</tr>
<tr>
<td>MACL 668</td>
<td>Directed Study (1–3)</td>
</tr>
<tr>
<td>MED 613</td>
<td>Theories of Adult Learning &amp; Development (3)</td>
</tr>
<tr>
<td>MED 634</td>
<td>Teaching Adults (3)</td>
</tr>
<tr>
<td>MED 635</td>
<td>Adult Ed Program Planning &amp; Eval (3)</td>
</tr>
<tr>
<td>MPC 609</td>
<td>Basic Editing Principles (3)</td>
</tr>
<tr>
<td>MPC 610</td>
<td>Professional and Technical Writing (3)</td>
</tr>
<tr>
<td>MPC 619</td>
<td>Grant Research and Writing (3)</td>
</tr>
<tr>
<td>MPC 620</td>
<td>Organizational Communication (3)</td>
</tr>
<tr>
<td>MPC 621</td>
<td>Leadership Communication (3)</td>
</tr>
<tr>
<td>MPC 633</td>
<td>Writing for New Media (3)</td>
</tr>
<tr>
<td>MPC 637</td>
<td>Web Design and Production (3)</td>
</tr>
<tr>
<td>MPC 643</td>
<td>Public Relations Writing &amp; Planning (3)</td>
</tr>
<tr>
<td>MPC 644</td>
<td>Integrated Marketing Communications (3)</td>
</tr>
<tr>
<td>MPC 646</td>
<td>Health Communication (3)</td>
</tr>
<tr>
<td>MPC 660</td>
<td>Publication Design (1)</td>
</tr>
<tr>
<td>MPC 665</td>
<td>Public Relations Writing for Broadcast (1)</td>
</tr>
<tr>
<td>MPC 670</td>
<td>Managing Issues and Crises in the Organization (1)</td>
</tr>
<tr>
<td>MPC 675</td>
<td>Writing Public Science (1)</td>
</tr>
<tr>
<td>MED 613</td>
<td>Theories of Adult Learning &amp; Development (3)</td>
</tr>
<tr>
<td>MED 634</td>
<td>Teaching Adults (3)</td>
</tr>
<tr>
<td>MED 635</td>
<td>Adult Ed Program Planning &amp; Eval (3)</td>
</tr>
<tr>
<td>MPC 609</td>
<td>Basic Editing Principles (3)</td>
</tr>
<tr>
<td>MPC 610</td>
<td>Professional and Technical Writing (3)</td>
</tr>
<tr>
<td>MPC 619</td>
<td>Grant Research and Writing (3)</td>
</tr>
<tr>
<td>MPC 620</td>
<td>Organizational Communication (3)</td>
</tr>
<tr>
<td>MPC 621</td>
<td>Leadership Communication (3)</td>
</tr>
<tr>
<td>MPC 633</td>
<td>Writing for New Media (3)</td>
</tr>
<tr>
<td>MPC 637</td>
<td>Web Design and Production (3)</td>
</tr>
<tr>
<td>MPC 643</td>
<td>Public Relations Writing &amp; Planning (3)</td>
</tr>
<tr>
<td>MPC 644</td>
<td>Integrated Marketing Communications (3)</td>
</tr>
<tr>
<td>MPC 646</td>
<td>Health Communication (3)</td>
</tr>
<tr>
<td>MPC 660</td>
<td>Publication Design (1)</td>
</tr>
<tr>
<td>MPC 665</td>
<td>Public Relations Writing for Broadcast (1)</td>
</tr>
<tr>
<td>MPC 670</td>
<td>Managing Issues and Crises in the Organization (1)</td>
</tr>
<tr>
<td>MPC 675</td>
<td>Writing Public Science (1)</td>
</tr>
</tbody>
</table>

Students may choose one of the following electives in the MBA program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600C</td>
<td>The Language of Strategy (2)</td>
</tr>
<tr>
<td>MBA 627E</td>
<td>Social Entrepreneurship (2)</td>
</tr>
<tr>
<td>MBA 650C</td>
<td>Leading Dynamic Organizations (2)</td>
</tr>
<tr>
<td>MBA 658E</td>
<td>Communication and Interpersonal Skills (2)</td>
</tr>
</tbody>
</table>

Students may choose electives from the Master of Public Health program offerings in consultation with the directors of the MPH and MACL programs.

### Project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACL 679</td>
<td>Capstone Project Development</td>
</tr>
<tr>
<td>MACL 680</td>
<td>Capstone Project</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR MASTER OF ARTS IN COMMUNITY LEADERSHIP**

8–9 | 6 | 35
Master of Arts in Teaching (MAT)

Program Director: Shamby Polychronis

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

Students in the program will study:

• Learners and their Development
• Subject Matter and Curriculum Goals
• Teaching
• Culture and Society

A unique focus of the program prepares graduates to teach all students using effective, differentiated teaching strategies. Graduates will know how to design curriculum that connects to the knowledge and skills of students and their families. A travel seminar further strengthens graduates’ understanding of another culture and graduates’ skills at learning about new cultures.

Program Options

• Elementary Education: licensure to teach grades K–6
• Secondary Education: licensure to teach grades 6–12
• Special Education: grades K–12
• Students who complete an Elementary or Secondary license may add a Special Education endorsement by taking additional courses.
• Students may also add an endorsement in reading, advanced reading, or English as second language to any of these licenses by taking additional courses.

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

Admission to the Program
See page 28 in the Admission to the College section for admission requirements.
Note: Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon completion of the MAT degree requirements. Therefore, a teaching license will not be recommended without full completion of the MAT, and the MAT will not be awarded without recommendation for a teaching license.

**Student Teaching**

Students must successfully complete all courses in the MAT before they are eligible to student teach. Student teaching is a full-time, 10-week experience.

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

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

**Retention in the Program**

The student must:

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

**Academic Probation and Suspension Policy**

See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

**Appeals for Readmission**

See page 60 in Grading and Academic Standards for information on appeals for readmission.
Graduation Requirements

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

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

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

Note: Only graduate-level coursework may be applied toward degree requirements.

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

Elementary Program Requirements (MATELED, Grades K–6)

Students who are seeking their MAT must satisfactorily complete all the requirements of the program. Elementary Education candidates must have a major or minor in their baccalaureate degree from the list below. If they do not have such a major or minor they may consult the MAT Program Director for guidance.

<table>
<thead>
<tr>
<th>Art</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>English</td>
<td>Social Science</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Spanish</td>
</tr>
<tr>
<td>French</td>
<td>Special Education</td>
</tr>
<tr>
<td>History</td>
<td>Speech</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Theatre</td>
</tr>
</tbody>
</table>
MAT in Elementary Education (MATELED)

**MAT in Elementary Education Requirements**

<table>
<thead>
<tr>
<th>I. Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600 Culture, Family and Community 3</td>
<td></td>
</tr>
<tr>
<td>MAT 601 Technology and Teaching 2</td>
<td></td>
</tr>
<tr>
<td>MAT 602 Introduction to Education 3</td>
<td></td>
</tr>
<tr>
<td>MAT 604 Learning Theory 2</td>
<td></td>
</tr>
<tr>
<td>MAT 605 Diversity and Learning 3</td>
<td></td>
</tr>
<tr>
<td>MAT 606 Travel Seminar 2</td>
<td></td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar 1</td>
<td></td>
</tr>
<tr>
<td>MAT 630 ELED Methods &amp; Management 2</td>
<td></td>
</tr>
<tr>
<td>MAT 631 Math for ELED Teachers 2</td>
<td></td>
</tr>
<tr>
<td>MAT 639 Elementary Student Teaching 6</td>
<td></td>
</tr>
<tr>
<td>MAT 640 ELED Methods Seminar 1</td>
<td></td>
</tr>
<tr>
<td>MAT 663 Literacy Foundations, Assessment and Instruction 4</td>
<td></td>
</tr>
<tr>
<td>MAT 664 Teaching Methods: Reading and Language Arts 4</td>
<td></td>
</tr>
<tr>
<td>MAT 665 Teaching Methods: Creative Arts &amp; Social Studies 5</td>
<td></td>
</tr>
<tr>
<td>MAT 667 Teaching Methods: Mathematics and Science 5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE MATELED**

Requires completion of the requisite Praxis Test before candidate is recommended for licensure.

45

**Recommended Plan of Study for MATELED**

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

<table>
<thead>
<tr>
<th>First Semester (Summer or Fall)</th>
<th>Second Semester (Fall or Spring)</th>
<th>Third Semester (Spring or Second Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600</td>
<td>MAT 640</td>
<td>MAT 606</td>
</tr>
<tr>
<td>MAT 601</td>
<td>MAT 663</td>
<td>MAT 607</td>
</tr>
<tr>
<td>MAT 602</td>
<td>MAT 664</td>
<td>MAT 639</td>
</tr>
<tr>
<td>MAT 604</td>
<td>MAT 665</td>
<td></td>
</tr>
<tr>
<td>MAT 605</td>
<td>MAT 667</td>
<td></td>
</tr>
<tr>
<td>MAT 630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 631</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.
Combined MAT in Early Childhood Education (MATECE) and in Elementary Education (MATELED) after completion of either MATECE or MATELED

This option is available for students who completed the earlier K-3 (ECE) or 1-8 (ELED) licenses and now wish to add the other license.

<table>
<thead>
<tr>
<th>MATECE OR MATELED</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Prerequisite Courses</td>
<td>45</td>
</tr>
<tr>
<td>Completion of MATECE or MATELED</td>
<td></td>
</tr>
<tr>
<td>II. Required Courses</td>
<td>7</td>
</tr>
<tr>
<td>For MATECE candidates who have completed their MATELED:</td>
<td></td>
</tr>
<tr>
<td>MED 636 Early Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MAT 638 ECE Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>For MATELED candidates who have completed their MATECE:</td>
<td></td>
</tr>
<tr>
<td>MED 658 Reading &amp; Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>MAT 639 Elementary Student Teaching</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE COMBINED MATECE AND MATELED**

Requires completion of the requisite Praxis Test before candidate is recommended for licensure.

52

Secondary Education Program Requirements (MATSED, Grades 6–12)

Students who are seeking their MAT must satisfactorily complete all the requirements of the program. Secondary Education candidates must have a major or minor in their baccalaureate degree from the list below. If they do not have such a major or minor they may consult the MAT Program Director for guidance.

- Art
- Mathematics
- Biology
- Physical Science
- Business
- Physics
- Chemistry
- Social Science
- Computer Science
- Spanish
- English
- Special Education
- French
- Theatre
- History
Completion of the MAT in Secondary Education (MATSED) requires admission to the program, and the following coursework.

<table>
<thead>
<tr>
<th>MATSED</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Core Courses</td>
<td>36</td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 601 Technology and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 604 Learning Theory</td>
<td>2</td>
</tr>
<tr>
<td>MAT 605 Diversity and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 610 Managing the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MAT 611 Curriculum Design &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>MAT 612 Secondary Methods Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 613 Secondary General Methods &amp; Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MAT 614 Reading, Language &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 615 Secondary Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

II. Content Methods Courses 3–6

Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.

| MAT 616 Methods of Teaching Secondary School History/Social Science (3) |
| MAT 617 Methods of Teaching Secondary School Science (3) |
| MAT 619 Methods of Teaching Secondary School English (3) |
| MAT 621 Methods of Teaching Secondary School Art (3) |
| MAT 622 Methods of Teaching Secondary School Mathematics (3) |
| MAT 624 Methods of Teaching Secondary School Foreign Languages (3) |
| MAT 625 Methods of Teaching Secondary School Theatre (3) |

TOTAL HOURS FOR THE MATSED PROGRAM Requires completion of the requisite Praxis Test in the student’s major; or major and minor, before candidate is recommended for licensure. 39–42
Recommended Plan of Study for MATSED

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

<table>
<thead>
<tr>
<th>First Semester (Summer or Fall)</th>
<th>Second Semester (Fall or Spring)</th>
<th>Third Semester (Spring or Second Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600</td>
<td>MAT 610</td>
<td>MAT 606</td>
</tr>
<tr>
<td>MAT 601</td>
<td>MAT 612</td>
<td>MAT 607</td>
</tr>
<tr>
<td>MAT 602</td>
<td>MAT 613</td>
<td>MAT 615</td>
</tr>
<tr>
<td>MAT 604</td>
<td>Subject Methods</td>
<td>(MAT 616-625)</td>
</tr>
<tr>
<td>MAT 605</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 611</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Accelerated MAT Secondary Education (Grades 6–12)

Program Requirements

The Accelerated MAT Secondary program is open only to graduates of Westminster College who have completed a teaching major and/or teaching minor in a content area and have also completed the following courses as part of their undergraduate studies:

- EDUC 303 Teaching with Technology
- EDUC 311 English Learners in All Classrooms
- EDUC 312 Specialized Education Services
- EDUC 315 Learning Theory

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.

Completion of the Accelerated MAT in Secondary Education requires admission to the program, and the following coursework.
### Accelerated MATSED

<table>
<thead>
<tr>
<th>I. Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 610 Managing the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MAT 611 Curriculum Design &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>MAT 612 Secondary Methods Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 613 Secondary General Methods &amp; Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MAT 614 Reading, Language &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 615 Secondary Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Content Methods Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.</td>
<td></td>
</tr>
<tr>
<td>MAT 616 Methods of Teaching Secondary School History/Social Science (3)</td>
<td>3–6</td>
</tr>
<tr>
<td>MAT 617 Methods of Teaching Secondary School Science (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 619 Methods of Teaching Secondary School English (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 621 Methods of Teaching Secondary School Art (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 622 Methods of Teaching Secondary School Mathematics (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 625 Methods of Teaching Secondary School Theatre (3)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE ACCELERATED MAT PROGRAM**

Requires completion of the requisite Praxis Test before candidate is recommended for licensure.

**32–35**
Recommended Plan of Study for Accelerated MATSED

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

<table>
<thead>
<tr>
<th>Undergraduate Years</th>
<th>First Semester (Summer or Fall)</th>
<th>Second Semester (Fall or Spring)</th>
<th>Third Semester (Spring or Second Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAT 600</td>
<td>MAT 602</td>
<td>MAT 611</td>
</tr>
<tr>
<td></td>
<td>MAT 602</td>
<td>MAT 611</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 611</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Special Education Program Requirements (MATSPED, Grades K–12, Mild/Moderate or Severe)

Students who are seeking their MAT in Special Education must satisfactorily complete all the requirements of the program. Students have the option of preparing for a license in Mild/Moderate Special Education or Severe Special Education. The difference in the two programs is the methods courses that students take.
# MAT in Special Education (MATSPED)

<table>
<thead>
<tr>
<th>I.</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600</td>
<td>Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 601</td>
<td>Technology and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MAT 602</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 604</td>
<td>Learning Theory</td>
<td>2</td>
</tr>
<tr>
<td>MAT 605</td>
<td>Diversity and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606</td>
<td>Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607</td>
<td>Teaching and Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 630</td>
<td>Elementary Methods &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td>MAT 640</td>
<td>Elementary Methods Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 663</td>
<td>Literacy Foundations, Assessment and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>MAT 667</td>
<td>Teaching Methods: Mathematics and Science</td>
<td>5</td>
</tr>
<tr>
<td>MAT 673</td>
<td>Principles &amp; Application of Special Education Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MAT 674</td>
<td>Behavioral Supports in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 676</td>
<td>Special Education Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>MAT 677</td>
<td>Facilitating Services Across Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.</th>
<th>Methods Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students preparing for Mild/Moderate Special Education take:</strong>&lt;br&gt;MAT 671</td>
<td>Methods for K–6 Mild/Moderate Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 672</td>
<td>Methods for 7–12 Mild/Moderate Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Students preparing for Severe Special Education take:</strong>&lt;br&gt;MAT 681</td>
<td>Methods for K–6 Severe Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 682</td>
<td>Methods for 7–12 Severe Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE MATSPED PROGRAM**

Requires completion of the requisite Praxis Test before candidate is recommended for licensure.

49

The following class is recommended but not required:

MAT 631 Math for Elementary Teachers (2)
Recommended Plan of Study for MATSPED

Full-time MAT students may begin the program in the Summer or Fall semesters.

<table>
<thead>
<tr>
<th>First Semester (Summer or Fall)</th>
<th>Second and Third Semesters</th>
<th>Third Semester (Fall or Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600</td>
<td>MAT 640</td>
<td>MAT 606</td>
</tr>
<tr>
<td>MAT 601</td>
<td>MAT 663</td>
<td>MAT 607</td>
</tr>
<tr>
<td>MAT 602</td>
<td>MAT 667</td>
<td>MAT 607</td>
</tr>
<tr>
<td>MAT 604</td>
<td>MAT 671 or 681</td>
<td>MAT 606</td>
</tr>
<tr>
<td>MAT 605</td>
<td>MAT 672 or 682</td>
<td>MAT 676</td>
</tr>
<tr>
<td>MAT 630</td>
<td>MAT 673</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 674</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 677</td>
<td></td>
</tr>
</tbody>
</table>

MAT in Elementary Education (MATELED) with licensure in Special Education (SPED)

<table>
<thead>
<tr>
<th>MATELED with SPED</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses</td>
<td>45</td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 601 Technology and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 604 Learning Theory</td>
<td>2</td>
</tr>
<tr>
<td>MAT 605 Diversity and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 630 ELED Methods &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td>MAT 631 Math for ELED Teachers</td>
<td>2</td>
</tr>
<tr>
<td>MAT 639 Elementary Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>MAT 640 ELED Methods Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 663 Literacy Foundations, Assessment and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>MAT 664 Teaching Methods: Reading and Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>MAT 665 Teaching Methods: Creative Arts &amp; Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>MAT 667 Teaching Methods: Mathematics &amp; Science</td>
<td>5</td>
</tr>
</tbody>
</table>

| II. Special Education Core Courses | 13 |
| MAT 673 Special Education Assessment | 3 |
| MAT 674 Special Education Behavioral Supports | 3 |
| MAT 676 Special Education Student Teaching | 4 |
| MAT 677 Facilitating Special Services | 3 |
III. Special Education Methods Courses

<table>
<thead>
<tr>
<th>Students preparing for Mild/Moderate Special Education take:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 671 Methods for K–6 Mild/Moderate Special Education 3</td>
<td></td>
</tr>
<tr>
<td>MAT 672 Methods for 7–12 Mild/Moderate SPED 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students preparing for Severe Special Education take:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 681 Methods for K–6 Severe Special Education 3</td>
<td></td>
</tr>
<tr>
<td>MAT 682 Methods for 7–12 Severe Special Education 3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE MATELED WITH SPED ENDORSEMENT**

Requires completion of the requisite Praxis Test(s) before candidate is recommended for licensure. See Program Director for current requirements.

64

---

**Recommended Plan of Study for MATELED with SPED**

Full-time MAT students may begin the program in the Summer or Fall semester.

<table>
<thead>
<tr>
<th>First Semester (Summer or Fall)</th>
<th>Second and Third Semesters</th>
<th>Fourth Semester (Second Fall or Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600</td>
<td>MAT 640</td>
<td>MAT 606</td>
</tr>
<tr>
<td>MAT 601</td>
<td>MAT 660</td>
<td>MAT 607</td>
</tr>
<tr>
<td>MAT 602</td>
<td>MAT 663</td>
<td>MAT 639</td>
</tr>
<tr>
<td>MAT 604</td>
<td>MAT 664</td>
<td>MAT 676</td>
</tr>
<tr>
<td>MAT 605</td>
<td>MAT 665</td>
<td></td>
</tr>
<tr>
<td>MAT 630</td>
<td>MAT 667</td>
<td></td>
</tr>
<tr>
<td>MAT 631</td>
<td>MAT 677</td>
<td></td>
</tr>
</tbody>
</table>

Students will take half these courses in one semester and half in the next; based on a plan developed in consultation with their advisor.

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.
# MAT in Secondary Education (MATSED) with licensure in Special Education (SPED)

<table>
<thead>
<tr>
<th>MATSED with SPED</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Required Courses</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 601 Technology and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 604 Learning Theory</td>
<td>2</td>
</tr>
<tr>
<td>MAT 605 Diversity and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 610 Managing the Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MAT 611 Curriculum Design &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>MAT 612 Secondary Methods Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 613 Secondary General Methods &amp; Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MAT 614 Reading, Language &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 615 Secondary Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

| **II. Content Methods Courses** | **3–6** |

Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.

| MAT 616 Methods of Teaching Secondary School History/Social Science | 3 |
| MAT 617 Methods of Teaching Secondary School Science | 3 |
| MAT 619 Methods of Teaching Secondary School English | 3 |
| MAT 621 Methods of Teaching Secondary School Art | 3 |
| MAT 622 Methods of Teaching Secondary School Mathematics | 3 |
| MAT 624 Methods of Teaching Secondary School Foreign Languages | 3 |
| MAT 625 Methods of Teaching Secondary School Theatre | 3 |

| **III. Special Education Core Courses** | **13** |
| MAT 673 Special Education Assessment | 3 |
| MAT 674 Special Education Behavioral Supports | 3 |
| MAT 676 Special Education Student Teaching | 4 |
| MAT 677 Facilitating Special Services | 3 |
### IV. Special Education Methods Courses

<table>
<thead>
<tr>
<th>Students preparing for Mild/Moderate Special Education take:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 671 Methods for K–6 Mild/Moderate Special Education 3</td>
<td></td>
</tr>
<tr>
<td>MAT 672 Methods for 7–12 Mild/Moderate SPED 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students preparing for Severe Special Education take:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 681 Methods for K–6 Severe Special Education 3</td>
<td></td>
</tr>
<tr>
<td>MAT 682 Methods for 7–12 Severe Special Education 3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE MATSED WITH SPED ENDORSEMENT**

58–61

Requires completion of the requisite Praxis Test(s) before candidate is recommended for licensure. See Program Director for current requirements.

---

### Recommended Plan of Study for MATSED with SPED

Full-time MAT students may begin the program in the Summer or Fall semester.

<table>
<thead>
<tr>
<th>First Semester (Summer or Fall)</th>
<th>Second and Third Semesters</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 600</td>
<td>MAT 610</td>
<td>MAT 606</td>
</tr>
<tr>
<td>MAT 601</td>
<td>MAT 612</td>
<td>MAT 607</td>
</tr>
<tr>
<td>MAT 602</td>
<td>MAT 613</td>
<td>MAT 615</td>
</tr>
<tr>
<td>MAT 604</td>
<td>MAT 614</td>
<td>MAT 676</td>
</tr>
<tr>
<td>MAT 605</td>
<td>Subject Methods (MAT 616–625)</td>
<td></td>
</tr>
<tr>
<td>MAT 611</td>
<td>Students will take half these courses in one semester and half in the next; based on a plan developed in consultation with their advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.
MAT Followed by MED Degree Program

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

Admission to the Program

The requirement for admission is completion of Westminster College’s Master of Arts in Teaching degree with a cumulative GPA of 3.0.

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

1. A completed Application for Graduate Admission form with a $40 application fee.
2. Westminster transcript showing successful completion of the Westminster College Master of Arts in Teaching degree with an overall GPA of 3.0.

Upon completion of these steps, the individual’s application materials are submitted to the Graduate Education Admissions Committee.

MAT followed by Traditional M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. MAT Required Courses</td>
<td>9</td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>II. Elective Courses</td>
<td>21</td>
</tr>
<tr>
<td>Students may choose classes from the following:</td>
<td></td>
</tr>
<tr>
<td>MED 602 Teaching and Learning Theory (3)</td>
<td></td>
</tr>
<tr>
<td>MED 605 Contemporary Issues in Education (3)</td>
<td></td>
</tr>
<tr>
<td>MED 610 Diversity in Education (3)</td>
<td></td>
</tr>
<tr>
<td>MED 613 Theories of Adult Learning and Development (3)</td>
<td></td>
</tr>
<tr>
<td>MED 615 Education, Schools and Politics (3)</td>
<td></td>
</tr>
<tr>
<td>MED 621 Foundations of ESOL Instruction (3)</td>
<td></td>
</tr>
<tr>
<td>MED 622 Language Acquisition and Development (3)</td>
<td></td>
</tr>
<tr>
<td>MED 634 Teaching Adults (3)</td>
<td></td>
</tr>
<tr>
<td>MED 635 Adult Ed Program Planning &amp; Evaluation (3)</td>
<td></td>
</tr>
<tr>
<td>MED 651 Learner-Centered Environments (3)</td>
<td></td>
</tr>
<tr>
<td>MED 658 Reading and Writing in the Content Area (3)</td>
<td></td>
</tr>
<tr>
<td>MED 660 Directed Studies (1–3)</td>
<td></td>
</tr>
<tr>
<td>III. Capstone Course</td>
<td>2</td>
</tr>
<tr>
<td>All students must take MED 608 Special Topics.</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR TRADITIONAL M.Ed. 32
MAT followed by Basic Reading Endorsement and completion of M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. MAT Required Courses</strong></td>
<td>11–12</td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 614 Reading, Language &amp; Literature (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 663 Literacy Foundations (4)</td>
<td>3–4</td>
</tr>
</tbody>
</table>

| II. Basic Reading Endorsement (RDG)           | 18           |
| This program is designed for students who     |              |
| already hold a teaching license and are      |              |
| seeking to become qualified to be a reading  |              |
| teacher at the elementary or secondary level. |              |
| Students must be admitted to the M.Ed. program. |              |
| MED 612 Models and Processes of Literacy (3)  |              |
| MED 630 Children’s/Adolescent Literature (3) |              |
| MED 631 Writing in the Classroom (3)         |              |
| MED 632 Assessment of Reading Processes (3)   |              |
| MED 633 Diagnostic Teaching for Reading       |              |
| Comprehension (3)                             |              |
| MED 636 Early Literacy Instruction (3)        |              |
| MED 658 Reading and Writing in the Content    |              |
| Area (3)                                      |              |

| III. Capstone Course                          | 2            |
| All students must take MED 608 Special Topics. |              |

**TOTAL HOURS FOR RDG ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed.** 31–32
## MAT followed by ESL Endorsement and completion of M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. MAT Required Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 605 Diversity and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MAT 607 Teaching and Research Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

| **II. English as a Second Language Endorsement (ESL)** | 15 |
| MED 621 Foundations of ESOL Instruction | 3 |
| MED 622 Language Acquisition and Development | 3 |
| MED 623 Instructional Methods for English Learners | 3 |
| MED 624 Content Area Instruction for English Learners | 3 |
| MED 625 Assessment for English Learners | 3 |

| **III. Elective Courses** | 3 |
| Students are encouraged to take | |
| MED 615 Education, Schools and Politics | 3 |
| but may choose an elective class from the following: | |
| MED 602 Teaching and Learning Theory | 3 |
| MED 605 Contemporary Issues in Education | 3 |
| MED 613 Theories of Adult Learning and Development | 3 |
| MED 634 Teaching Adults | 3 |
| MED 651 Learner-Centered Environments | 3 |
| MED 658 Reading and Writing in the Content Area | 3 |

| **IV. Capstone Course** | 2 |
| All students must take MED 608 Special Topics. | |

**TOTAL HOURS FOR ESL ENDORSEMENT FOLLOWED BY COMPLETION OF M.Ed.** 32
Dual MAT (ELED or SED with SPED) followed by completion of M.Ed.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. MAT Required Courses</td>
<td>11</td>
</tr>
<tr>
<td>MAT 600 Culture, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>MAT 602 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 605 Diversity and Learning</td>
<td>3</td>
</tr>
<tr>
<td>MAT 606 Travel Seminar</td>
<td>2</td>
</tr>
<tr>
<td>II. Special Education Core Courses</td>
<td>13</td>
</tr>
<tr>
<td>MAT 673 Special Education Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MAT 674 Special Education Behavioral Supports</td>
<td>3</td>
</tr>
<tr>
<td>MAT 676 Special Education Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>MAT 677 Facilitating Special Services</td>
<td>3</td>
</tr>
<tr>
<td>III. Special Education Methods Courses</td>
<td>6</td>
</tr>
<tr>
<td>Students preparing for Mild/Moderate Special Education take:</td>
<td></td>
</tr>
<tr>
<td>MAT 671 Methods for K–6 Mild/Moderate Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 672 Methods for 7–12 Mild/Moderate SPED</td>
<td>3</td>
</tr>
<tr>
<td>Students preparing for Severe Special Education take:</td>
<td></td>
</tr>
<tr>
<td>MAT 681 Methods for K–6 Severe Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MAT 682 Methods for 7–12 Severe Special Education</td>
<td>3</td>
</tr>
<tr>
<td>IV. Capstone Course</td>
<td>2</td>
</tr>
<tr>
<td>All students must take MED 608 Special Topics.</td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS FOR DUAL MAT FOLLOWED BY COMPLETION OF M.Ed.</td>
<td>32</td>
</tr>
</tbody>
</table>
School of Nursing and Health Sciences Program Listing

Division of Nursing ......................................................... 143
Master of Science in Nursing, Family Nurse Practitioner (FNP) . . 144
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Division of Health Sciences .............................................. 154
Master of Science in Nurse Anesthesia (MSNA) ..................... 155
Master of Public Health (MPH) and Certificate in Public Health (Cert PH) ................................. 160
School of Nursing and Health Sciences – Division of Nursing

The faculty at Westminster College School of Nursing function under a philosophy that provides learning opportunities for individuals preparing to engage in the art and science of nursing. We have programs at multiple levels of practice including the BS in Nursing professional level and the MSN advanced level for family nurse practitioner and nurse educator. We are committed to excellence in teaching through 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 competent nurses in a variety of environmental settings.

We are seeking to help students prepare to become critical thinkers through critical examination of alternatives. We integrate liberal education, theory, research and practice through collaborative learning methods. We encourage teamwork. We enhance self-confidence through positive reinforcement of well-performed clinical skills. We foster leadership development and strive to develop learners with an increased sense of social responsibility and a global consciousness. We continually assess and evaluate student performance and achievement of program and college-wide goals and objectives.

We have adopted Patricia Benner’s model of “Novice to Expert” as the conceptual framework for our nursing programs at Westminster College. Within this framework, we define the themes of nursing: person, health and environment. This model, with its domains of practice and proficiency progression, is woven throughout the fiber of the nursing courses.
Master of Science in Nursing, Family Nurse Practitioner (FNP)

Dean: Sheryl Steadman

Program Director: Robert Nicholes

The Master of Science in Nursing, Family Nurse Practitioner (FNP) program builds on a baccalaureate nursing degree to prepare advanced practice nurses in the areas of primary health care. FNP students will be prepared to provide holistic care with a health-promotion focus and address concerns in today’s dynamic and complex health care environment.

After graduation, FNP students are eligible to take the American Nurse Credential Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam and apply for Utah licensure as Advanced Practice Registered Nurses (APRN) with prescriptive authority.

Mission

The Master of Science in Nursing FNP program at Westminster College offers an education to prepare nursing professionals for the advanced practice role of family nurse practitioner (FNP). The FNP is grounded in a philosophy that identifies an excellent practitioner as one who thinks critically, communicates effectively, understands personal values, respects the values of others, and incorporates ethical principles into practice. The program enhances students’ understanding of theoretical, empirical, and practical knowledge related to advanced practice nursing.

Program Goals

The graduate of the FNP program will be prepared to:

1. Establish therapeutic nurse/client relationships while providing primary care.
2. Use a holistic approach to assess, diagnose, prescribe therapies, and consider ethical issues in managing the client’s health over a period of time.
3. Provide culturally sensitive care through the synthesis of a baccalaureate nursing education with advanced practice nursing knowledge.
4. Articulate, integrate, evaluate and promote the advanced nurse practitioner role in the changing health care system.
5. Collaborate on research projects and provide clinical expertise for research and theory development.
6. Apply critical thinking skills in personal and professional transitional situations.
7. Apply teaching skills in the area of health promotion and disease or injury prevention when in the teaching/coaching domains of practice.
Admission to the FNP Program
See page 33 in the Admission to the College section for admission requirements.

Progression in the FNP Program
The student must:

1. Maintain a minimum cumulative grade point average of 3.0.
2. Receive a grade of B or higher in all courses.
3. Cumulative test/quiz scores must average 80% or higher in all courses, or the student will not be able to progress. If a student does not achieve 80% or higher, the course grade will reflect only the average test/quiz scores achieved by the end of the course.
4. Complete the program in 4 years from time of admission.
5. Maintain current Utah RN license in good standing.
6. Complete all scholarly paper requirements according to identified time schedules.
7. Maintain no history of arrest and a negative drug screen.

Academic Probation and Suspension Policy
See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Program Probation and Dismissal Policy
A student may receive a practicum/classroom warning of program 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 program probation will be formally evaluated at the end of that course. Program probation will be removed if the student is able to successfully meet the objectives by the end of the course. Students must be removed from program probation to progress to the next course. However, any program 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 policies.
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 during the clinical experience.

6. A grade of B- or below in a second nursing course OR a repeated nursing course during the entire program.

7. Failure to notify the School of Nursing and Health Sciences of changes in a criminal arrest history.

**Appeals for Readmission**

See page 60 in Grading and Academic Standards for information on appeals for readmission.

**Graduation Requirements**

Applications for December graduation are due in September and applications for May and August graduation are due in October. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation.

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

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

**Note:** Only graduate-level coursework may be applied toward degree or certificate requirements.

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

A minimum of 42 semester hours is required for graduation. The acceptance of transfer credit, up to 9 hours, is individually evaluated. The minimum number of clinical practice hours for the program are 504 hours.

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses</td>
<td>42</td>
</tr>
<tr>
<td>MSN 500 Advanced Health Assessment and Diagnostic Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>MSN 501 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 532 Pharmacology for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 540 Theoretical Found. of Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>MSN 550 Health Care and Health Promotion of Adults And Older Adults/Clinical Seminar</td>
<td>4</td>
</tr>
<tr>
<td>MSN 570 Research in the Practice Setting</td>
<td>2</td>
</tr>
<tr>
<td>MSN 581 Health Care and Health Promotion of Young Adults/Clinical Seminar</td>
<td>4</td>
</tr>
<tr>
<td>MSN 582 Health Care and Health Promotion of Infants through Adolescents/Clinical Seminar</td>
<td>4</td>
</tr>
<tr>
<td>MSN 584 Ambulatory Care Procedures</td>
<td>3</td>
</tr>
<tr>
<td>MSN 601 Role and Leadership in Advanced Practice Nursing</td>
<td>2</td>
</tr>
<tr>
<td>MSN 610 Masters Project</td>
<td>3</td>
</tr>
<tr>
<td>MSN 639 Advanced Nursing Practicum/Clinical Seminar</td>
<td>5</td>
</tr>
<tr>
<td>MSN 670 Synthesis: Practice in Context</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL MINIMUM HOURS REQUIRED FOR THE PROGRAM 42

MSNFNP Program Plan of Study

A full-time student may complete the program within 5 semesters, including one summer. A part-time plan of study may be available on request, with the exception of the first semester.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 500 (3/1)</td>
<td>MSN 532 (3/0)</td>
<td>MSN 584 (3/0)</td>
<td></td>
</tr>
<tr>
<td>MSN 501 (3/0)</td>
<td>MSN 550 (2/2)</td>
<td>MSN 581 (2/2)</td>
<td></td>
</tr>
<tr>
<td>MSN 540 (3/0)</td>
<td>MSN 570 (2/0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN 582 (2/2)</td>
<td>MSN 670 (2/0)</td>
<td>MSN 650 (0) [if needed]</td>
<td></td>
</tr>
<tr>
<td>MSN 601 (2/0)</td>
<td>MSN 639 (0/5)</td>
<td>MSN 699 (0) [if needed]</td>
<td></td>
</tr>
<tr>
<td>MSN 610 (3/0)</td>
<td>MSN 699 (0) [if needed]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***Note: one clinical hour equals a minimum of 42 hours in a clinical setting.
Family Nurse Practitioner Certificate Option

An FNP certificate is available to individuals with a Master of Science degree in nursing who are nationally certified as nurse practitioners. The focus of this certificate fulfills requirements to be able to become nationally certified as a family nurse practitioner.

Permission to complete an FNP certificate may be granted after evaluation of the previous course of study and development of a current educational plan. An individualized plan of study is developed based on previous advanced practice preparation. All certificate students are required to take MSN 639 (Advanced Nursing Practicum/Clinical Seminar) and MSN 670 (Synthesis; Practice in Context). In addition, other courses may be identified to insure competency in a family nurse practitioner focus.

The program director grants permission to complete an FNP certificate after evaluation of the previous course of study. An individualized plan of study is developed based on the evaluation of previous advanced practice preparation. All certificate students are required to take MSN 639 (Advanced Nursing Practicum/Clinical Seminar) and MSN 670 (Synthesis; Practice in Context).
Master of Science in Nursing Education (MSNEd)

Dean: Sheryl Steadman

Program Director: Robert Nicholes

Program Coordinator: Carol Jeffers

Westminster College School of Nursing and Health Sciences offers a master’s degree in Nursing Education for nurses interested in a faculty appointment in higher education. The program also offers the opportunity for a joint faculty appointment between a school of nursing and a nursing service organization, or a staff development position in a health care facility.

A Nurse Educator Certificate is awarded at the completion of the first three semesters. Students will complete fifteen of the seventeen credits, excluding MSN 570, Research in the Practice Setting. The MSNEd may be completed in two additional semesters, and those students wishing to pursue the MSNEd must complete MSN 570 during the first year. Upon admission to the graduate nursing program, the first seventeen credits may be applied towards the MSNEd.

The NLN’s Competency Model and Patricia Benner’s Novice to Expert Nursing Model are the frameworks used for this two-phase program. These models provide the basic competency parameters for nurse educators to be prepared at a level 1 (novice nurse educator) or level 2 (experienced nurse educator). This approach enables the School of Nursing and Health Sciences to provide a two-track program which levels the curriculum and credentials of its graduates. A student may focus on either staff development or teaching nursing students in a collegiate setting.

Mission

The Master of Science in Nursing Education (MSNEd) at Westminster College educates practicing nurses to teach professional nursing. This curriculum-based program prepares nurses to be effective nurse educators in a clinical, college or university setting within the teaching-coaching domains of practice. Nurse educators are expected to be content experts as well as competent to provide staff education to groups, including nursing students (graduate and undergraduates), peers, and interdisciplinary members of the health care team. The MSNEd program builds on the philosophy that excellent nursing educators think critically, communicate effectively, understand personal values, are sensitive to the values of others, and incorporate ethical principles into practice. The program enhances nursing educators’ understanding of theoretical, empirical, and practical knowledge related to the burgeoning amount of health care information and offers methods to navigate the information in a thoughtful, comprehensive and supportive manner within their educational pedagogy.
Program Goals
The goals of the program are accomplished through courses, seminars and research opportunities evolving within the School of Nursing and Health Sciences and the School of Education programs.

The graduate of the Master of Science in Nursing Education will be prepared to:

1. Assume leadership in curriculum, instruction and evaluation by:
   a. acquiring, updating and enhancing integration of theory and practice of instructional methodologies, adult learning theories, cognitive abilities, learning styles and motivation; and
   b. exploring the influence of diversity within assessment, planning, implementation and evaluation of nursing education.

2. Apply scholarly inquiry skills in the context of nursing education by participating in practice-based research.

3. Apply the knowledge and skills associated with collaboration to implement and enhance best practices in the teacher and the scholar roles by:
   a. contributing significantly to the development of the faculty-scholars who will assume leadership roles in teaching-coaching domain of practice and contribute to the ongoing development of the science of nursing education.

Admission to the Program
See page 34 in the Admission to the College section for admission requirements.

Progression in the Program
The student must:

1. Maintain a minimum cumulative grade point average of 3.0.
2. Receive a grade of B or higher in all courses.
3. Complete the certificate option in 2 years from time of admission.
4. Complete the master’s program in 4 years from time of admission.
5. Maintain current Utah RN license in good standing.
6. Complete all scholarly paper requirements according to identified time schedules.
7. Maintain no history of arrest and a negative drug screen.
Academic Probation and Suspension Policy
See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Program Probation and Dismissal Policy
A student may receive a practicum/classroom warning of probationary status at any time during a field 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 program probation will be formally evaluated at the end of that course. Program probation will be removed if the student is able to successfully meet the objectives by the end of the course. Students must be removed from program probation to progress to the next course. However, any program 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 policies.
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) of B or higher.
4. A documented pattern of unprofessional behavior in the classroom or clinical setting.
5. Unsafe practice during the field experience.
6. A grade of B- or below in a second nursing course OR a repeated nursing course during the entire program.
7. Failure to notify the School of Nursing and Health Sciences of changes in a criminal arrest history.

Appeals for Readmission
See page 60 in Grading and Academic Standards for information on appeals for readmission.

Graduation Requirements
Applications for December graduation are due in September and applications for May and August graduation are due in October. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation.
To be eligible for a master’s degree or graduate certificate, students must satisfy the following conditions:

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

**Note:** Only graduate-level coursework may be applied toward degree or certificate requirements.

The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with faculty advisor is suggested.

### Nurse Educator Certificate Program Requirements

The program is offered for academic credit. A Nurse Educator’s Certificate is awarded at the completion of all six courses over the three semesters. If the student desires to pursue an MSN, upon admission to the graduate nursing program, these credits may be applied toward the MSNEd degree. An MSN in Nursing Education may be completed in two (2) more semesters.

<table>
<thead>
<tr>
<th>Nurse Educator Certificate</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses</td>
<td>15</td>
</tr>
<tr>
<td>MED 613 Theories of Adult Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>MED 634 Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>MED 635 Adult Education Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MSN 611 The Influence of Diversity on Assessment in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>MSN 673 Practicum/Seminar for the Nurse Educator</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS REQUIRED FOR THE CERTIFICATE** 15

### Nurse Educator Certificate Plan of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MED 634 (3)</td>
<td>MED 635 (3)</td>
<td>MED 613 (3)</td>
</tr>
<tr>
<td></td>
<td>MSN 611 (3)</td>
<td>MSN 570 (2)</td>
<td>MSN 673 (1/2)</td>
</tr>
<tr>
<td></td>
<td>(for Master’s degree track only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Master of Science in Nursing Education Program Requirements

A minimum of 30 credit hours is required for graduation. Although a minimum of 30 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of the student in collaboration with his/her advisor.

<table>
<thead>
<tr>
<th>Master of Science in Nursing Education</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses</td>
<td>30</td>
</tr>
<tr>
<td>MED 613 Theories of Adult Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>MED 634 Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>MED 635 Adult Education Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MSN 570 Research in the Practice Setting</td>
<td>2</td>
</tr>
<tr>
<td>MSN 590 Evidence-Based Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MSN 610 Masters Project</td>
<td>3</td>
</tr>
<tr>
<td>MSN 611 The Influence of Diversity on Assessment in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>MSN 640 Teaching in Healthcare Learning Environments</td>
<td>8</td>
</tr>
<tr>
<td>MSN 673 Practicum/Seminar for the Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL HOURS REQUIRED FOR THE PROGRAM</td>
<td>30</td>
</tr>
</tbody>
</table>

Master of Science in Nursing Education Plan of Study

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>MED 634 (3)</td>
<td>MED 635 (3)</td>
<td>MED 613 (3)</td>
</tr>
<tr>
<td></td>
<td>MSN 611 (3)</td>
<td>MSN 570 (2)</td>
<td>MSN 673 (1/2)</td>
</tr>
<tr>
<td>Year 2</td>
<td>MSN 590 (2)</td>
<td>MSN 640 (2/6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN 610 (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School of Nursing and Health Sciences –
Division of Health Sciences

Philosophy Statement
The faculty in the division of Health Sciences function under a philosophy that provides learning opportunities for individuals preparing to engage in nurse anesthesia or public health. 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 competent health care providers in a variety of environmental settings.

We are seeking to help students prepare to become critical thinkers through critical examination of alternatives. We integrate theory, research and practice through collaborative learning methods. We encourage teamwork. We enhance self-confidence through positive reinforcement of well-performed clinical skills. We foster leadership development and strive to develop learners with an increased sense of social responsibility and a global consciousness. We continually assess and evaluate student performance and achievement of program and college-wide goals and objectives.
Master of Science in Nurse Anesthesia (MSNA)

Dean: Sheryl Steadman

Program Director: James Stimpson

Assistant Director: Christopher Torman

Mission

The mission of the Master of Science in Nurse Anesthesia (MSNA) program at Westminster College is to provide an academic environment, which allows nurse anesthesia students to master the intellectual and technical skills required to become competent in the safe administration of anesthesia. The program accomplishes this by admitting a select group of experienced, graduate level nurses and then providing them with the highest level of didactic, anesthesia simulation and clinical site experiences. Our nurse anesthesia graduates develop life-long critical thinking skills and the professionalism needed to become compassionate, patient-centered anesthesia providers in solo practice or within anesthesia care teams.

We are committed to upholding the standards set forth by the American Association of Nurse Anesthetists (AANA) and the Council on Accreditation (COA) to produce skilled nurse anesthetists who are qualified to sit for the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) Examination.

By this educational endeavor, it is the mission of the MSNA program at Westminster College to contribute to filling the urban and rural community needs for anesthesia providers.

Program Goals

A graduate of the MSNA program will be prepared to:

1. Demonstrate delivery of safe anesthetic with vigilant protection of patient and prevention of complications.
2. Deliver individualized perianesthetic care throughout anesthetic continuum to patients of all ages and physical conditions.
3. Possess skill and knowledge necessary to function as a resource person for airway and ventilator management of patients in a variety of settings.
4. Demonstrate critical thinking during decision making and apply sound principles and evidence-based research to practice.
5. Demonstrate mastery of anesthesia concepts and skills by passing the NBCRNA certification examination in accordance with CCNA policies and procedures.
6. Possess verbal, nonverbal, and written communication skills needed to effectively communicate with all individuals influencing patient care.

7. Demonstrate professional attributes necessary to accept responsibility and accountability of a new anesthesia practice.

8. Become politically active in the advancement of nurse anesthesia.

Admission to the MSNA Program

See page 35 in the Admission to the College section for admission requirements.

Progression in the MSNA Program

The student must:

1. Maintain a minimum grade point average of 3.0.
2. Receive a grade of 82% or higher in all courses.
3. Maintain current RN license in good standing.
4. Complete the program within three and a half years of admission date.
5. Complete all masters project proposal and defense work by the appropriate deadline date assigned by course faculty.
6. Maintain no history of arrest and a negative drug screen. Report any change of criminal background history change or malfeasance.
7. Stay in good standing at clinical sites.

Classroom Probation and Dismissal Policy

At the time a student demonstrates unsatisfactory achievement in a nurse anesthesia (MSNA) course, the faculty will confer with the student. A written academic warning does not constitute dismissal; however, it does require a change in behavior in order to maintain progression within the nurse anesthesia (MSNA) program. The written warning will outline what the student must do to meet the course requirements and change necessary behavior. Students will not be on probation more than 2 times during the program or they will be dismissed.

Criteria for Probation

A student may be considered on probation when he/she has:

1. Failed to meet objectives within a specified course as outlined in the course syllabus. Examples of this include excessive tardiness/late arrival to class or consistent late submission of written work; failure to notify the faculty of lateness; or an inability to master the technical skills necessary to the profession of nurse anesthesia. It is the philosophy of the faculty of the School of Nursing and Health Sciences that the student is responsible for his/her own actions, and must function within the philosophy and
objectives of the nurse anesthesia program, as well as the specified course. It is the responsibility of the faculty to document failure to meet objectives and rationale for placing a student on probation.

2. Failed to master course content, as demonstrated by low test scores and/or inability to incorporate knowledge into nurse anesthesia practice activities. It is the responsibility of the faculty to evaluate a student’s progression within a course relative to academic achievement. This is generally done midway through and at the end of the course. If at the mid-course evaluation the student is found to be deficient in course content knowledge, the faculty and student should identify a means to enable the student to gain such knowledge; however, it is the student’s responsibility to identify his/her own learning needs and pursue a course of action which will allow him/her to gain such knowledge and maintain progression in the nurse anesthesia program.

The faculty member and student may determine the amount of time that is necessary for a change in behavioral patterns. The time should not exceed the length of the current semester.

It is expected that both the student and faculty will identify methods to correct the behavior, but it is the responsibility of the student to maintain the accepted behavior. Failure to correct and/or maintain the behavioral change may result in dismissal from the program.

It is not the intent of the faculty to be punitive in giving a student an academic warning of probationary status, but to alert him/her to behaviors which may compromise the student’s practice of professional nurse anesthesia and to help the student to achieve his/her goals and reach his/her potential as a professional.

**Clinical Probation and Dismissal Policy**

A student may receive a clinical/classroom warning of probationary status at any time during a clinical experience if the faculty/preceptor determines that the student’s performance is unsatisfactory. Performance will be evaluated according to evaluation tools (Refer to Clinical Site Handbook for copies of MSNA Term Clinical Evaluation Tools). The written warning will outline what the student must do to meet the identified clinical requirements. Students who have been placed on probation will be formally evaluated at the end of the probationary period. Students must be removed from probation to progress in the MSNA program. However, any probationary status will be documented in the student record. Students will not be on probation more than 2 times during the program or they will be dismissed.

A student may be dismissed from the MSNA program for any of the following reasons:

1. Failed attempts at redirection as mentioned in classroom and clinical probation policies.
2. Violations of the academic honesty policies (refer to page 61).
3. 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.”

4. Failure to maintain a grade of 82% or higher in each MSNA class.

5. A documented pattern of unprofessional behavior in the classroom or clinical setting.

6. Failure to maintain an average clinical score greater than 2.5 on daily and term evaluations.

7. Unsafe practice or unsatisfactory performance in the clinical area.

8. Evidence of criminal arrest that impedes clinical site placement.

**Appeals for Readmission**

The student has the right to appeal this action. Please see the Program Director for the procedure.

**Graduation Requirements**

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

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

1. Meet all credit hour and other course requirements.

2. Maintain an overall grade point average of 3.0 or above.

3. Be enrolled at Westminster College during the semester in which they wish to graduate.

4. Maintain good academic standing and not be on probation.

5. Earn a grade of 82% or higher in all graduate courses.

6. Maintain an average clinical score greater than 2.5 on daily and term evaluations.

Note: Only graduate-level coursework may be applied toward degree requirements.

The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.
Program Requirements
A minimum of 64 credit hours is required for graduation. Clinical cases must include all minimum numbers as directed by the Council on Accreditation. Please see the Program Director for specifics.

<table>
<thead>
<tr>
<th>Master of Science in Nurse Anesthesia</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses</td>
<td>64</td>
</tr>
<tr>
<td>MSNA 500 Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>MSNA 501 Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>MSNA 510 Chemistry/Physics</td>
<td>3</td>
</tr>
<tr>
<td>MSNA 520 Pharmacology I</td>
<td>4</td>
</tr>
<tr>
<td>MSNA 521 Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>MSNA 530 Gross Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>MSNA 540 Anesthesia Principles I</td>
<td>3</td>
</tr>
<tr>
<td>MSNA 550 Anesthesia Principles II</td>
<td>5</td>
</tr>
<tr>
<td>MSNA 551 Anesthesia Principles III</td>
<td>2</td>
</tr>
<tr>
<td>MSNA 552 Anesthesia Principles IV</td>
<td>2</td>
</tr>
<tr>
<td>MSNA 553 Anesthesia Principles V</td>
<td>2</td>
</tr>
<tr>
<td>MSNA 554 Professional Aspects</td>
<td>1</td>
</tr>
<tr>
<td>MSNA 560 Simulator Lab</td>
<td>2</td>
</tr>
<tr>
<td>MSNA 570 Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>MSNA 571 Research Practicum</td>
<td>2</td>
</tr>
<tr>
<td>MSNA 580 Anesthesia Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>MSNA 581 Anesthesia Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>MSNA 582 Anesthesia Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>MSNA 601 Clinical Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>MSNA 602 Clinical Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>MSNA 603 Clinical Practicum III</td>
<td>4</td>
</tr>
<tr>
<td>MSNA 604 Clinical Practicum IV</td>
<td>3</td>
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<tr>
<td>MSNA 660 Advanced Health Assessment</td>
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</table>

TOTAL HOURS REQUIRED FOR THE PROGRAM 64

MSNA Program Plan of Study

<table>
<thead>
<tr>
<th>Year 1 (Terms 1–3)</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tr>
<td></td>
<td>MSNA 500 (5)</td>
<td>MSNA 501 (5)</td>
<td>MSNA 550 (5)</td>
</tr>
<tr>
<td></td>
<td>MSNA 510 (3)</td>
<td>MSNA 521 (3)</td>
<td>MSNA 560 (2)</td>
</tr>
<tr>
<td></td>
<td>MSNA 520 (4)</td>
<td>MSNA 540 (3)</td>
<td>MSNA 550 (5)</td>
</tr>
<tr>
<td></td>
<td>MSNA 530 (3)</td>
<td>MSNA 570 (2)</td>
<td>MSNA 660 (1)</td>
</tr>
</tbody>
</table>

Year 2 (Terms 4–6) | MSNA 551 (2) | MSNA 552 (2) | MSNA 553 (2) |
| MSNA 580 (1)    | MSNA 581 (1) | MSNA 582 (1) |
| MSNA 601 (4)   | MSNA 602 (4) | MSNA 603 (4) |

Year 3 (Term 7) | MSNA 554 (1) | MSNA 571 (2) | MSNA 604 (3) |
| MSNA 571 (2)   | MSNA 604 (3) |                |

Master of Science in Nurse Anesthesia 159
Master of Public Health (MPH) and Certificate in Public Health (Cert.PH)

Dean: Sheryl Steadman
Program Director: George L. White, Jr.
Assistant Director: Han Kim

The Westminster Public Health Program lays a solid foundation for public health practice in the twenty-first century. The Program focuses on developing knowledge and skills needed to be a competent public health professional. The Program prepares students to promote and protect public health and safety through education, service, and the application of evidence-based science. The program offers a Master of Public Health (MPH) degree and a Certificate in Public Health (Cert.PH) that are taught in a format adapted to working professionals, meaning core courses will be offered every two weeks on a Friday and Saturday during the semester. Additional courses may be offered in the evening. Some faculty designated courses are offered online. The MPH degree is recognized internationally for the public health professional.

The Certificate in Public Health (Cert.PH) is awarded at the completion of the six core courses (18 credits) in three semesters. The Cert.PH is designed to begin the process of formal and on-the-job training in public health. Because of the severe shortage of trained public health practitioners, public health organizations are pressed to hire many workers without formal public health training. The Certificate in Public Health (Cert.PH) provides a formal education program for those who have already started a public health career through on-the-job training as well as others wishing to enter the public health workforce. It also provides a training program for those students who wish to work in other professions but regularly interface with the health industry. Students who desire to continue their education in public health beyond the Certificate in Public Health (Cert.PH) will be permitted to apply certificate credits towards the Westminster Master of Public Health (MPH) degree.

The Master of Public Health (MPH) degree is designed for working healthcare professionals in the Intermountain West. The MPH attracts individuals with a commitment to acquire knowledge and skills that will help them advance to leadership positions. Students come from a variety of careers such as health departments, hospitals, integrated health delivery systems, HMOs, group practices, government agencies, and nongovernmental organizations. Students learn leadership and practical skills that help them apply their knowledge and expertise to situations that range from social issues to highly technical problems. The Capstone Research Project enables students to be innovative and analytical regarding a selected local, national, or global public health issue.

Mission

The Public Health Program at Westminster College prepares public health professionals with the knowledge and skills 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 to be most effective, public health practitioners should receive formal training in the core concepts of public health, which include; analytic and assessment skills, policy development and program planning skills, communication skills, cultural competency skills, community dimensions of practice skills, basic public health science skills, financial planning and management skills, and leadership and systems-thinking skills. We accomplish this while embracing the core values of Westminster College: impassioned teaching and active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, college-wide excellence, as well as high ethical standards. We also follow the standards set forth by the Council on Education for Public Health (CEPH) to assure excellence in public health education. This educational program prepares public health practitioners to meet the diverse challenges of public health locally, nationally, and globally.

**Program Goals**

The graduate of the Master of Public Health (MPH) Program will be prepared to:

1. Apply analytical and evidence-based methods to analyze data and monitor the health status of a community
2. Investigate and identify health problems and health hazards in the community
3. Inform, educate, and empower community members about health issues
4. Mobilize community partnerships to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Incorporate referral processes to assure the provision of health care when otherwise unavailable
8. Examine the aspects of a competent public health and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Apply research principles and processes in the exploration of innovative solutions to health problems

**Admission to the Program**

See page 32 in the Admission to the College section for admission requirements.
Progression in the Program
A student must:

1. Maintain a minimum cumulative grade point average of 3.0
2. Receive a grade of B or higher in all courses
3. Complete the Certificate in Public Health (CPH) option in 2 years from the time of admission
4. Complete the master’s degree in 4 years from the time of admission
5. Complete all masters project requirements according to the identified time schedules

Academic Probation and Suspension Policy
See page 59 in Grading and Academic Standards for graduate academic probation and suspension policies.

Program Probation and Dismissal Policy
A student may receive a practicum/classroom warning of probationary status at any time during the field 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 program probation will be formally evaluated at the end of that course. Program probation will be removed if the student is able to successfully meet the objectives by the end of the course. Students must be removed from program probation to progress to the next course. However, any program probationary status will be documented in the student record.

A student may be dismissed from the Public Health Program for any of the following reasons:

• Violations of the academic honesty policies
• Failure to maintain a grade point average (GPA) of 3.0 or higher
• A documented pattern of unprofessional behavior in the classroom or practicum setting
• A grade of B- or below in any of the courses

Appeals for Readmission
See page 60 in Grading and Academic Standards for information on appeals for readmission.
Graduation Requirements

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

To be eligible for a Master of Public Health (MPH) degree or Certificate in Public Health (Cert.PH), students must satisfy the following conditions:

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

The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

Certificate in Public Health Program Requirements

<table>
<thead>
<tr>
<th>Certificate in Public Health (Cert.PH)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Required Courses</td>
<td>18</td>
</tr>
<tr>
<td>*MPH 500 Principles of Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPH 510 Social and Behavioral Sciences in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 520 Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 530 Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 540 Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>MPH 630 Statistical Methods of Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS REQUIRED FOR THE CERTIFICATE IN PUBLIC HEALTH (Cert.PH) 18

* Students who have had full time employment as a public health professional for a minimum of three years may appeal to have MPH 500 waived.
Master of Public Health Program Requirements

Master of Public Health Degree (MPH) | Credit Hours
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I. Required Courses | 39

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 500</td>
<td>Principles of Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPH 510</td>
<td>Social and Behavioral Sciences in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 520</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 530</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 540</td>
<td>Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>MPH 600</td>
<td>Public Health Ethics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MPH 621</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>MPH 622</td>
<td>Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>MPH 630</td>
<td>Statistical Methods for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 635</td>
<td>Applied Epidemiology and Biostatistics in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 640</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPH 690</td>
<td>Capstone Research Project</td>
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</tr>
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</table>

II. Elective Courses | 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MPH 555</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 565</td>
<td>Principles of Health Policy and Management</td>
<td>3</td>
</tr>
<tr>
<td>MPH 575</td>
<td>Introduction to SAS Programming</td>
<td>3</td>
</tr>
<tr>
<td>MPH 645C</td>
<td>Public Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>MPH 655</td>
<td>Infectious Disease Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Other elective courses must be approved by the director

TOTAL HOURS REQUIRED FOR THE MASTER OF PUBLIC HEALTH (MPH) | 45

* Students who have had full time employment as a public health professional for a minimum of three years may appeal to have MPH 500 waived.

Recommended Plan of Study for Master of Public Health

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPH 500 (3)</td>
<td>MPH 530 (3)</td>
<td>MPH 520 (3)</td>
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<tr>
<td></td>
<td>MPH 510 (3)</td>
<td>MPH 540 (3)</td>
<td>MPH 621 (3)</td>
</tr>
<tr>
<td></td>
<td>MPH 630 (3)</td>
<td>Elective (3)</td>
<td>MPH 622 (3)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPH 600 (3)</td>
<td>MPH 690 (6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPH 635 (3)</td>
<td>Elective (3)</td>
<td></td>
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<tr>
<td></td>
<td>MPH 640 (3)</td>
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</tbody>
</table>
Course Descriptions

Master of Arts in Community Leadership Courses

MACL 601 Exploring Communities (3)
This course explores concepts of community, learning about communities, and contemporary social issues. Through course resources, class discussions, and research in the community, students will broaden their understanding of the role of grassroots organizations and non-profit agencies, explore a particular social issue, use theoretical frameworks for understanding social issues, and make connections between contemporary issues. Prerequisite: permission of instructor.

MACL 602 Public Policy and Advocacy (3)
In this course, students will gain the knowledge and skills to participate effectively in public policy making and advocacy. Through first-hand observation of political processes, study of historical social movements, and analysis of contemporary movements, students will deepen their understanding of how public policies are made and how citizens can be most effective in influencing those policies. Prerequisite: MACL 601.

MACL 603 Social Change and Community Organizing (3)
This course builds students’ understanding of social change processes and develops skills in working within communities and bringing groups together. Students will study and develop skills in community organizing strategies and apply those with a specific group. Students will build on their knowledge of a specific issue and the relevant actors from previous courses to develop a plan to bring together groups with competing interests and opposing views to facilitate dialogue and action. Prerequisites: MACL 602.

MACL 608 Special Topics (1-3)
A changing topics course.

MACL 608A Internship (1-4)
Prerequisites: Completion of the Career Resource Center Internship Workshop and consent of MACL Program Director and Career Center Internship Coordinator.

MACL 620 Advanced Community Organizing (3)
This course enables students to develop their skills in community organizing through study and practice with a community group. Students will assess their current skills and knowledge, develop a learning contract for the semester, participate in an organizing role with an existing community group, evaluate their effectiveness, and share their findings with classmates. Prerequisite: MACL 603.
MACL 668  Directed Studies  (1-3)
Consent of instructor required to pursue a special topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the program.

MACL 679  Capstone Project Development  (3)
Students will design a final research project, creative project, or internship which integrates the knowledge and skills learned throughout the program and which benefits a community organization or effort. Students will plan the project in consultation with a faculty member and an outside professional. Prerequisite: MACL 603.

MACL 680  Capstone Project  (3)
Students complete the capstone project designed in MACL 679 and present final results. Completion of program portfolio required. Prerequisite: MACL 679.

Master of Arts in Teaching Courses

MAT 600  Culture, Family and Community  (3)
As ethnic minority students from many different cultures enter the public school system in ever increasing numbers teachers are experiencing difficulty in developing practical skills and knowledge that will aid them in teaching these new students effectively. This in-depth intense field experience is designed to take students out of their cultural comfort zones and into the homes and culture of different socioeconomic and ethnic racial groups.

MAT 601  Technology and Teaching  (2)
This course introduces pre-service teachers to constructivist methods of teaching with technology and to a variety of technologies available for classroom integration. Students learn skills in developing instructional and learning strategies for classroom applications of the Internet, multimedia presentation software, web-based learning tools, digital and video cameras, and educational software and tools. Through readings and hands-on application of technology, students develop and teach lessons based on specific theories and learning outcomes.

MAT 602  Introduction to Education  (3)
An exploration of how schools have evolved, the political, economic, and social forces that shape those schools today, and the major issues facing public educators. The course helps students understand the differing belief systems that shape public education and gives students background for articulating their own beliefs about teaching and learning.
MAT 604 Learning Theory (2)
This course is designed to introduce students to basic theories (with an emphasis on social transformational theories) that provide frameworks for educational scholarship and practice. Students will examine, integrate, and apply various dynamics and principles of learning theories to practical classroom environments. Emphasis is placed upon the joining of learning theory and instructional practice, as a means to personal transformation of teacher professionals. Students should find this information directly applicable to classrooms today. The readings will guide students toward understanding a critical perspective on the sociology of schooling.

MAT 605 Diversity and Learning (3)
This class introduces multifaceted issues associated with educating children in American society. Students will learn about inclusive education—a movement that involves parents, educators, and community members who are seeking to promote a caring and accepting community environment within schools and other social settings. Students will develop heightened awareness of societal expectations for educators to educate all learners, supplying an appropriate and validating environment to facilitate the highest quality education.

MAT 606 Travel Seminar (2)
This course will provide students an opportunity to learn more about their discipline(s) by visiting cultural minority communities. Following preparation sessions on campus, the class will travel to a site or sites and visit with host groups working in the students’ disciplines. Students will conduct interviews, visit relevant sites, and attend cultural events. A major purpose of the seminar is for students to gather, organize, and share materials and resources which can be used in their teaching. Prerequisite: permission of instructor.

MAT 607 Teaching and Research Seminar (1)
This seminar provides a forum for teacher candidates to address concerns, share information and network with supportive peers and faculty members. It is also the forum for the final development of each student’s Portfolio. Students will also attend a Career Center Workshop. Prerequisite: permission of instructor.

MAT 610 Managing the Inclusive Classroom (3)
Students will examine, integrate, and apply various dynamics and principles of classroom management to practical classroom environments. This course will prepare prospective secondary teachers to create a personal classroom management plan for their classes. Discipline, interpersonal relationships, classroom climate, home and parent involvement, and inspiring students to become motivated learners will be addressed. Prerequisite: MAT 600.

MAT 611 Curriculum Design and Management (3)
This course covers the principles and practices of secondary school teaching. Included are instructional methodologies, management techniques, strategies, approaches, and philosophies that are workable in today’s middle and high schools.
MAT 612 Secondary Methods Seminar (1)
The seminar provides a forum for discussion on the linkages and curriculum threads between the Fall courses and provides opportunities for team presentations on their burgeoning teaching skills. Students work on their portfolios and complete preparations for doing the Teacher Work Sample during their student teaching semester. Prerequisite: MAT 600.

MAT 613 Secondary General Methods and Assessment (4)
This course provides educators with the opportunity to reflect on their classroom assessment beliefs and practices. Formal discussions focus on the selection, design, administration, and interpretation of a variety of assessment methods. It will examine the use of assessment results to make instructional decisions, plan instructional activities, and develop appropriate grading practices. Discussions are designed to stimulate thought and provide specific opportunities through which teachers can develop effective assessment practices. Prerequisite: MAT 611.

MAT 614 Reading, Language & Literacy (3)
This course provides students with a pedagogical and dynamic background in the field of literacy and applications in content areas. Students will encounter a definition of literacy that includes reading, writing, listening, and speaking. A framework for literacy will provide an overview of literacy and components. Theory, research, and practice as presented in current literature will serve as a foundation/resource for students in the course. Students will read texts for an examination of the relationship between research and practice. Effective research-based strategies are examined and applied. Students will also read supplementary material for content area information in specific areas. Prerequisite: MAT 600.

MAT 615 Secondary Student Teaching (3–6)
Provides mentored classroom experience under the supervision of a certified secondary teacher. Placement requires observation, participation in, and direct responsibility for classroom work and conferences with the mentor teacher and college supervisor. This course is offered on a credit/no credit basis. Prerequisite: permission of instructor.

MAT 616 Methods of Teaching Secondary School History/Social Science (3)
This course covers principles, methods, and materials, from both a theoretical and a practical perspective, for teaching secondary history and social science. Prerequisite: MAT 600.

MAT 617 Methods of Teaching Secondary School Science (3)
This course will prepare secondary teachers in the use and understanding of the scientific method and inquiry based learning. In addition students will learn curriculum planning, development, and assessment. Prerequisite: MAT 600.
MAT 619  Methods of Teaching Secondary School English  (3)
Preparation for secondary and elementary teaching majors and minors to each English in a culturally rich school setting. Includes methods of teaching language, grammar, composition and literature. Prerequisite: MAT 600.

MAT 621  Methods of Teaching Secondary School Art  (3)
This course is an overview of the methods of secondary art education. It explores the content areas of art education (studio art, art criticism, art history and aesthetics) as well as teaching approaches. This course is a hands-on methods course in which students are required to design and implement secondary level art lessons and experiences. Prerequisite: MAT 600.

MAT 622  Methods of Teaching Secondary School Mathematics  (3)
An overview of methods employed in teaching mathematics at the secondary level. Students develop understandings of what it means to be a Math teacher as they work with school mentors. Prerequisite: MAT 600.

MAT 624  Methods of Teaching Secondary School Foreign Languages  (3)
This course is designed to give students new ideas and approaches for teaching the four language skills and to establish and maintain effective classroom communities of foreign language learners. The course will emphasize learner differences, cognitive development, and learning styles along with the different modes of language assessment. Prerequisite: MAT 600.

MAT 625  Methods of Teaching Secondary School Theatre  (3)
This class explores the culture of what it means to be a teacher of theatre in a secondary school. The focus is primarily on the practical aspects of teaching theatre including exploring interconnections between the discipline and classroom management, assessment techniques, lesson planning, and the use of rubrics to assess teacher effectiveness and student learning. Prerequisite: MAT 600.

MAT 626  Special Topics  (3)
A changing topics course.

MAT 630  Elementary Methods & Management  (2)
Students will design integrated, thematic curriculum that is developmentally appropriate for all elementary school students (K–6). Family-to-school bridge building is addressed with emphasis on building multilingual and cross-cultural connections. Emphasis will be given to understanding the roles early childhood educators play in recognizing, addressing, and potentially referring students with special needs.
MAT 631 Math for Elementary Teachers (2)
This course is a concept-oriented exploration of selected mathematical topics from the main mathematical strands of early childhood and elementary education. The emphasis is on developing underlying conceptual and relational understandings of these topics and becoming familiar with models for teaching these concepts in the early childhood and elementary classrooms. Students will examine how concepts connect and grow across the K–6 grade levels.

MAT 639 Elementary Student Teaching (4–6)
Provides mentored classroom experience under the supervision of a certified elementary teacher. Placement requires observation, participation in, and direct responsibility for classroom work and conferences with the mentor teacher and college supervisor. This course is offered on a credit/no credit basis. Prerequisite: permission of instructor.

MAT 640 Elementary Methods Seminar (1)
The seminar provides a forum for discussion on the linkages and curriculum threads between the Fall courses and provides opportunities for team presentations on their burgeoning teaching skills. Students work on their portfolios and complete preparations for doing the Teacher Work Sample during their student teaching semester. Prerequisite: MAT 600.

MAT 660 Directed Studies (1–3)
Consent of instructor required to pursue a special topic of topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the MAT Program. Prerequisite: permission of course instructor and school dean.

MAT 663 Literacy Foundations, Assessment and Instruction (4)
An introduction to K–6 literacy development and literacy instruction. A range of relevant theories and research will be studied; sociocultural theory will be emphasized. Assessments for the purpose of driving differentiated instruction will be practiced. Prerequisite: MAT 630.

MAT 664 Teaching Methods: Reading and Language Arts (4)
Provides contact with lessons, materials, methods, research, and theory for the elementary teaching in language arts skills and strategies for application in the K–8 classroom. We examine various instructional strategies and adaptations in language arts for all learners through critical text readings, shared experiences, field placement, demonstrations, hands-on activities, and active student inquiry and participation. Prerequisite: MAT 630.
MAT 665 Teaching Methods: Creative Arts and Social Studies (5)
Introduces prospective elementary teachers to the value of incorporating the arts and social studies into the classroom. Methods, resources and materials in four areas of the arts (visual art, music, creative movement/dance, and drama) will be explored during the first six weeks and the following six weeks will address methods, philosophies, materials, politics, and educational approaches that influence the way teachers teach social studies. Prerequisite: MAT 630.

MAT 667 Teaching Methods: Mathematics and Science (5)
Examines content, methods and materials for teaching elementary school science and math. Guided by current directions in science and math education, this course is designed to stimulate thinking about a variety of best practices for teaching K–6 students. Prerequisites: MAT 630, 631.

MAT 671 Methods of Instruction and Curriculum for K–6 Mild/Moderate Special Education (3)
This course explores the current research on best practices regarding curriculum and instruction for students with mild to moderate disabilities in K–6 settings. Students learn to apply interventions that assist students with learning difficulties in reading, math, and written and oral expression. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisite: MAT 605; co-requisite: MAT 673.

MAT 672 Methods of Instruction and Curriculum for 7-12 Mild/Moderate Special Education (3)
This course explores the current research regarding methods to serve students with disabilities in the general education classroom. Students learn to apply learning strategies to reading, writing, mathematics, and study skills. Students also develop transition programs and learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisites: MAT 605, 671, 673; co-requisite: MAT 674.

MAT 673 Special Education Assessment (3)
This course emphasizes statistical procedures and processes for collecting and analyzing norm referenced assessment, observational information, curriculum based assessment, criterion referenced assessment and environmental assessment in special education evaluation and in development of special education programming for students with mild to severe learning and behavioral disabilities. Prerequisite: MAT 605; co-requisite: MAT 671.
MAT 674 Special Education Behavioral Supports (3)
This course is designed to explore theories and their application to create effective environments for students with behavioral challenges. Specifically, the course will focus on the integration of methods and techniques for addressing the behavioral, academic, and social development of students in special education. Prerequisites: MAT 605; co-requisite: MAT 672.

MAT 676 Special Education Student Teaching (4–6)
This course provides full time classroom teaching experience in a special education setting under the supervision of a certified teacher. Students complete their practice teaching while assessing their progress through self reflection and action research. Prerequisite: permission of instructor.

MAT 677 Facilitating Services Across Disciplines (3)
This course is designed to introduce students to the variety of management issues that are prevalent for special educators. Students will learn various approaches to co-teaching, scheduling services, working with service and support personnel, and utilizing assistive technology. Prerequisite: MAT 605.

MAT 681 Methods of Instruction and Curriculum for K–6 Severe Special Education (3)
Prepares special educators to deliver quality educational services to students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of discrimination task, motor task, and habit, rule or discrete behavior chain. Students will also learn how to determine instructional needs, develop IEPs, use prompting and fading strategies, implement differential reinforcement and error correction, and understand how to analyze the learning environment for the impact it has on students. Prerequisite: MAT 605; co-requisite: MAT 673.

MAT 682 Methods of Instruction and Curriculum for 7–12 Severe Special Education (3)
Prepares students with an understanding of the foundations of curriculum and instruction for secondary school students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of functional literacy, functional math, and personal leisure, management, or employment. Students will also learn about instructional grouping, distribution of instructional trials, and inclusion in the general education curriculum. A specific focus will also be on transition programming for students in secondary education programs. Prerequisite: MAT 605; co-requisite: MAT 674.
Master of Business Administration Courses

MBA 501  Economics Foundational Literacy  (0)
This foundational workshop provides an overview of economic theory in order to prepare entering MBA students for the economics literacy exam as required. Offered Fall, Spring, and Summer.

MBA 502  Accounting Foundational Literacy  (0)
This foundational workshop provides an overview of accounting procedures and reporting to prepare entering MBA students for the core accounting course. Offered Fall, Spring, and Summer.

MBA 506  Quantitative Methods/Statistics Foundational Literacy  (0)
This foundational workshop provides an overview of quantitative tools and computer based applications to prepare entering MBA students for the quantitative methods literacy exam as required. Offered Fall, Spring, and Summer.

MBA 508  Finance Foundational Literacy  (0)
This foundational workshop provides an overview of financial analysis methods to prepare entering MBA students for the finance literacy exam as required. Offered Fall, Spring, and Summer.

MBA 510E  International Marketing  (3)
Explores marketing strategies unique to international business. Focuses on modifications of marketing strategies and tactics occasioned by environmental differences. Prerequisite: MBA 645C. Offered Fall and Spring semesters.

MBA 520E  International Management  (3)
Explores and analyzes the practice of global management. The focus is on the entire spectrum of international management, including large multinational enterprises. Students study both the general internationalization process and the more comprehensive and complex management requirements of global business organizations. Offered Fall semester.

MBA 530E  International Economics  (3)
A survey course in international trade dealing with the economic basis for trade among nations, tariffs, customs unions, balance of payments, exchange rates, and public policy. Prerequisite: MBA 501, 620C, 655C. Offered Spring semester.

MBA 535E  Macroeconomic Theory  (3)
Intermediate study of income, employment, and output; also the role of fiscal and monetary policies. Prerequisite: MBA 501, 620C. Offered Fall semester.
MBA 542E  Special Topics in Financial Accounting  (2)  
This course provides in-depth coverage of financial accounting and reporting topics from both a theoretical and practical standpoint. Topics include: the international accounting environment, derivatives and related accounting issues, foreign currency transactions, interim reporting and disclosures about segments of an enterprise, and partnerships. Review of topics covered on the uniform CPA examination is addressed. Prerequisite: ACCT 360 or equivalent as determined by the graduate faculty chair.

MBA 543E  Special Topics in Managerial and Cost Accounting  (2)  
This course provides in-depth coverage of managerial and cost accounting topics from both a theoretical and practical standpoint. Topics include: job costing, process costing, activity-based costing and management, measuring and assigning support department costs, joint product and by-product costing, joint management of revenues and cost, and performance evaluation and compensation. Review of topics covered on the uniform CPA examination is addressed. Prerequisite: ACCT 374 or equivalent as determined by the graduate faculty chair.

MBA 544E  Business Combinations  (2)  
This course provides in-depth coverage of accounting for business combinations including acquisitions, equity and consolidation procedures, transactions subsequent to acquisition, intercompany transactions, and special issues in accounting for an investment in a subsidiary. Review of topics covered on the uniform CPA examination is addressed. Prerequisite: ACCT 360 or equivalent as determined by the graduate faculty chair.

MBA 545E  Government & Not-for-Profit Accounting  (2)  
This course provides coverage of accounting and reporting for government and not-for-profit entities. Topics include: governmental accounting, fund accounting and account groups, financial reporting issues, and accounting for private not-for-profit organizations. Review of topics covered on the uniform CPA examination is addressed. Prerequisite: ACCT 360 or equivalent as determined by the graduate faculty chair.

MBA 548E  Budgeting and Finance for Community Organizations  (2)  
This course provides basic economic, financial, and accounting tools for leaders in non-profit organizations, social service agencies, and other community organizations. Students will learn the economic and financial principles that guide policy-making, how to conduct economic and financial analyses of proposed projects and initiatives, and how to set up and manage a budget. Students will apply these concepts to projects from their work-place and community settings.

MBA 550E  International Finance  (3)  
Topics studied include financing of international transactions, balance of payments between nations, international financial institutions and foreign exchange markets. Prerequisites: MBA 506, 508, 620C, 635C. Offered Spring semester.
MBA 560E Entrepreneurship
This course explores the entire cycle of new venture creation from concept
development to cash flow, including idea generation, feasibility research, planning,
funding, building a team, executing the launch, finding customers and producing
profit. The course focuses on the skills and activities of successful entrepreneurs;
they know their industry, seize opportunities, work with passion and tenacity,
build powerful teams, get more from less, provide phenomenal customer service,
differentiate their products and services, and contribute to their communities. At
the conclusion of the course students will understand the challenges of starting a
business, the keys to success, and whether or not self-employment is right for them.
Prerequisites: MBA 501, 502, 506, 508. Offered Fall and Spring semesters.

MBA 562E Investments and Analysis
A survey of the organization and regulation of security markets, security analysis
and valuation, and principles of portfolio management from the perspective of the
individual investor. Offered Fall, Spring and Summer semesters.

MBA 600C The Language of Strategy
This course is designed to orient the new MBA student to the concepts and language
of business policy and strategy, and to prepare the student for more in-depth
discussion of strategic/organizational management principles in future coursework.
The student is introduced to the tools of strategic decision making, basic analysis of
competitive advantage, and strategy alternatives at various levels. In addition, the
student will learn and exercise creative thinking and problem solving skills. Offered
Fall, Spring and Summer semesters.

MBA 605C Executive Development
No matter the level or role an individual plays within an organization, to be
successful it is critical that each member: takes on an appropriate leadership role,
has the requisite skills to drive success, and knows how to work with and through
teams to achieve success. This three part course is designed as a distinctive approach
to executive development. The cornerstone component of this course is to immerse
students in situations that develop their leadership, their communication presentation
skills and their teambuilding abilities. Prerequisite: MBA 600C. Offered Fall, Spring
and Summer semesters.

MBA 610C Data Analysis for Decision Making
One of the sources of successful management is the ability to find the information
needed, to understand it, and to use it effectively. This course teaches how to seek
and analyze the data for managerial decision making. Topics include risk analysis
and predictions and forecasting, with applications in different areas of managerial
decisions. Students who did not take a Statistics class as an undergraduate
are responsible for attending the Quantitative Methods/Statistics (MBA 506)
Foundational Literacy Workshop prior to enrolling in this class. Offered Fall, Spring
and Summer semesters.
MBA 611E  New Product Development  
It is widely acknowledged that new products are critical to the growth and profitability of most industries today, and yet the majority of new products introduced each year fail to meet expectations. This course focuses on how to manage a new product development program and mitigate the risks involved by employing tools, such as the Stage-Gate™ process and Quality Function Deployment, that provide the discipline and structure needed in order to allocate resources and maximize the probability of success. Emphasis is placed on the development of products which are more than simple product line extensions, and particularly those that have high technology content and/or are destined for technology-oriented markets. Prerequisites: MBA 645C. Same as MTECH 651. Offered Block 1, Fall and Block 2, Spring semester.

MBA 612E  Qualitative Research  
The course will cover theoretical, practical, and specific examination of various paradigms for conducting qualitative work including strategies to study people in their natural setting. Techniques for collecting, analyzing, interpreting, and reporting findings will be examined and practiced. Qualitative is not synonymous with interpretive. Qualitative research may be interpretive based upon the philosophical assumptions of the researcher. Prerequisite: MBA 610C.

MBA 615C  The Ethical Leader  
Advances students’ understanding of ethics and ethics within the context of business. The objectives of this course are to help students recognize ethical situations when they appear, provide various perspectives upon both the normative and descriptive nature of ethics, explore reasons as to why one might come to hold certain views, and to provide some empirical data as to not only what this particular class believes but what ethical views people in general really do hold. Offered Fall, Spring and Summer semesters.

MBA 615E  Personal Financial Planning & Insurance  
This course is an introduction to the basics that will form the foundation of knowledge for the financial services professional. The financial planning process; the legal, ethical, and regulatory issues affecting financial planners; and time value of money concepts are covered. The course continues with a discussion of the principles of risk management and insurance, allowing the student to identify a client’s risk exposure and select appropriate risk management techniques. Prerequisite: MBA 501, 508. Offered Fall semester.

MBA 616E  Retirement Planning & Employee Benefits  
This course covers all the major retirement-related issues: retirement savings need analysis, qualified retirement plan design, Social Security, Medicare, and more. In addition, group life, health, and disability insurance; nonqualified deferred compensation; and other commonly provided employee benefits are examined. Offered Spring semester.
MBA 617E  Securities Regulations and Trading (3)
This course is an introduction to the Securities Industry. It focuses on the rules, regulations, and laws an individual must know to be prepared to function as a licensed professional dealing with securities. Offered Spring semester.

MBA 618E  Cases in Financial Planning (3)
This course integrates the concepts and theories students acquire in their educational experience at Westminster. The focus of this course is on utilizing this knowledge to develop solutions to complex and multi-faceted financial problems supported with rational justification of conclusions and recommendations. Prerequisites: MBA 615E, 616E, 641E, 642E, 690E. Offered Spring semester.

MBA 620C  Understanding Market Dynamics (2)
This course analyzes the multi-faceted environment in which the firm has to operate in today’s complex world. Economic, political and other forces influencing the firm’s position and its possible strategies are discussed, on all pertinent levels: global, national, as well as the level of firm’s own industry. Students who did not take an Economics class as an undergraduate are responsible for attending the Economics (MBA 501) Foundational Literacy Workshop prior to enrolling in this class. Offered Fall, Spring and Summer semesters.

MBA 623E  Simulation Modeling (2)
In today’s complex business environment, managers must be able to make increasingly complex decisions. By using simulation techniques within basic spreadsheets, managers can build powerful models for decision making. This course aims to introduce simulation software and discuss how a multitude of business decisions can be enhanced by simulation models. We will cover a range of applications from finance (e.g., valuation, cash management, real options), marketing (e.g., market share with advertising and promotions), operations (e.g., capacity planning, inventory management), and economics (e.g., competitive bidding). These applications allow us to introduce advanced simulation topics such as optimization of simulation models, as well as to provide the student with a broad range of simulation modeling experience and skills. Prerequisites: MBA 501, 502, 506, 508.

MBA 624E  Financing New Ventures (2)
This course analyzes the financing options available to new ventures and the financial viability of new ventures. Securities and Exchange Commission regulations, due diligence procedures, financing events, and tactical maneuvers necessary in financing stages are explored. The course includes financing start-ups, financial planning for the smaller enterprise, going public, selling out, and evaluating multiple capital sources. Prerequisites: MBA 635C. Offered Fall and Spring semesters. Same as MTECH 654.
MBA 625C  Financial Reporting and Control  (2)
The course explores the concepts and application of recording, analyzing and reporting business transactions and processes for financial reporting and analysis for financial decision-making. This course addresses reporting and control techniques for both internal and external users of financial information and the primary financial statements in which managerial decision-making and analysis are emphasized. Prerequisites: MBA 502, 508, 610C, 615C. Offered Fall, Spring and Summer semesters.

MBA 626E  Lectures in Entrepreneurship  (2)
This course brings successful entrepreneurs from the community into the classroom. Each entrepreneur will discuss critical issues relevant to his or her business: developing the idea, validating the concept, planning the venture, raising funds, building a team, launching the company, sales and marketing, customer service, growing the business, and the keys to success. Students will relate the key principles taught by each entrepreneur to research and theory they’ve learned in other courses, and then apply what they’ve learned to the creation of new ventures. Offered Spring semester.

MBA 627E  Social Entrepreneurship  (2)
In this course, students will learn innovative approaches to creating and leading enterprises designed to address community issues. The course prepares students to apply management and entrepreneurial skills creatively in for-profits, nonprofits, foundations, and advocacy groups, and helps them learn to apply business management principles to social problems and opportunities. Learning approaches include cases, films, readings, and guest speakers from a variety of organizations in the community. Offered Spring semester.

MBA 628E  Marketing New Ventures  (2)
This course brings together all the topics, concepts and skills relevant to marking new ventures. It addresses the unique issues and challenges entrepreneurs face when bringing new products and businesses to market. Students will study the marketing strategies and methods used by start-up, early-stage, and small-business enterprises. The course compares conventional marketing with entrepreneurial marketing through use of the case method. Offered Fall semester.

MBA 630C  Financial Design and Analysis  (2)
This course builds on the concepts and applications in Financial Reporting and Controls, focusing on three leadership decisions: (1) how to evaluate investment opportunities; (2) how financial policies affect firm liquidity; and (3) how integrated financing decisions affect firm value. The course will take a corporate perspective relative to growth, cash flow implications for valuation, liquidity and working capital, financial alternatives and their costs, capital structure and the impact of leverage, and income distribution models and dividends. Prerequisite: MBA 625C. Offered Fall, Spring and Summer semesters.

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MBA 631E Business Valuation (2)
This course focuses on the theory and, more importantly, the practice of determining the value of closely held businesses as well as start-ups. In addition to determining value, the class will focus on value creation, valuation as it applies to mergers & acquisitions and value management within organizations. This course will be of particular interest to students who are interested in pursuing careers in entrepreneurial settings such as starting a company, purchasing a business, working in business development, mergers & acquisitions and the practice of professional business valuation. Prerequisites: MBA 635C, 645C. Offered Fall semester.

MBA 632E Mergers & Acquisitions (2)
This course studies the theory, strategy and execution of mergers and acquisitions. M&A is among the most dynamic, and difficult, strategic activities that firms can undertake. While the market for M&A has been very cyclical, corporate strategists need to understand the application of M&A techniques, including due diligence, deal structure, valuation, financing, and post-merger integration issues. Prerequisites: MBA 620C, 635C, 645C. Offered Spring semester.

MBA 634E Business Plan Development (2)
Develops a framework for beginning an entrepreneurial firm with the focus on being and remaining innovative, starting with the business plan and continuing through the firm life cycle. Using case studies to develop successful business plans, the course specifically analyzes the market need, financing options, demand estimation, and financial forecasting. Through each phase of the planning, special emphasis is accorded to issues surrounding firm flexibility versus rigidity for maximum receptiveness to innovation. Models for the continued use of planning criteria for post start-up phases are developed and analyzed. Prerequisite: MBA 560E, 620C, 625C, 635C, 645C. Offered Spring semester.

MBA 635C Executive Financial Decision Making (2)
This course introduces techniques for high-level financial performance evaluation and decision-making. It requires students to utilize and synthesize finance and accounting concepts introduced in MBA 625C and 630C. Topics include valuation, cost of capital, investment decisions, and financial statement analysis. Prerequisites: MBA 625C. Offered Fall, Spring and Summer semesters.

MBA 636E Decision Making and Influence (2)
The purpose of this course is to strengthen students’ decision making and influence competence. The course focuses on theoretical decision making principles, decision making research, and behavioral skills useful in making effective decisions and influencing others. Throughout the course students will have many opportunities to practice skills, receive feedback from peers and the professor, analyze their current skills, and find ways to improve their expertise.
MBA 637E Negotiation and Persuasion (2)
In today’s complex business environment, effective negotiation skills are critical in order to build valuable alliances, adapt to unexpected developments, and overcome conflicts. This course will develop negotiation skills with a focus on analyzing the interests of other parties and using language to facilitate successful negotiations. Offered Spring and Summer semesters.

MBA 640C Managing Processes (2)
Upon the completion of this course, students will be able to explain and illustrate the purpose, importance and place of operations management in organizations; identify and discuss the key operational issues faced by operations managers; and select and apply appropriate tools and techniques to analyze complex operational issues, and use them to develop viable courses of action. Prerequisites: MBA 506, 610C. Offered Fall and Spring semesters.

MBA 641E Individual Income Taxation (3)
Designed for both accounting and non-accounting students. The course provides comprehensive coverage of the Federal income tax structure, tax research and application of tax principles to preparation of individual tax returns, and tax opinion letters. Offered Fall semester.

MBA 642E Estate and Tax Planning Strategy (3)
This course deals with the Federal tax statutes, regulations, rulings, and leading cases applicable to individual and other taxpayers with special emphasis placed upon estate planning. The probate process, federal gift taxes, estate taxes, trusts, valuation of assets, and estate planning techniques are areas covered in this course.

MBA 643E Corporate Income Taxation (3)
Provides comprehensive coverage of the Federal income tax structure and application of tax principles to specific problems. Encompasses partnerships, corporation, and other taxation areas; includes preparation of tax returns for corporations and pass-thru entities. Prerequisite: MBA 502. Offered Spring semester.

MBA 645C Value Creation and Delivery (2)
A quick survey today of organizational mission statements and strategies reveals that executives place emphasis on a market based focus while providing value to consumers through the satisfaction of consumer needs. Understanding the market and consumers and then interpreting this information into viable marketing strategies is the goal of marketing management. Marketing is not just a functional area; it is a way of conducting business in today’s competitive environment. Marketing must be understood by every member of the organization, not just tasks relegated to the marketing department. This course contains on-line and in class components. Lectures, presentations, cases, projects, and interaction with the business community compose the delivery methods. Offered Fall, Spring and Summer semesters.
**MBA 648E  Special Topics in International Business** (3)

Special topics in international business are offered periodically under this course number.

**MBA 650C  Leading Dynamic Organizations** (2)

The purpose of this course is to help students learn the social science tools needed to effectively lead and manage organizations and people. A variety of hands-on activities in real and hypothetical organizations are used to teach the principles governing human behavior at the individual, group and organizational levels. Learning activities are designed to maximize the personal relevance of each topic and illustrate how the concepts apply to actual organizations. Prerequisite: MBA 605C. Offered Fall, Spring and Summer semesters.

**MBA 651E  The Nonprofit Organization** (2)

The course provides an overview of the history, development, role, auspices, organization, and purposes of nonprofit agencies in the U.S. and the world. Emphasis is placed on structure, planning, program, policies, organizational management, governance and stewardship, resource development, community building, advocacy, volunteer services, and problems that face nonprofits. The course also addresses social, political, economic, cultural and ideological issues. Group and individual projects, research on nonprofit agencies, and oral presentations will be included. Class time will include lectures, discussions, case studies, team projects and guest speakers. Offered Fall semester.

**MBA 653E  Internship** (1–3)

Work experience in field of study or career. Prerequisite: completion of a minimum of 15 Westminster credit hours or permission of instructor, completion of the Career Center Internship workshop, and consent of Practice/Experience Coordinator and Career Center Internship Coordinator.

**MBA 655C  Global Environment of the Firm** (2)

In today’s global economy, the firm never operates locally. Even a regional U.S. firm is impacted daily by competition from around the world, since it has to face international forces affecting its product market, its factor markets and its related industries. This course provides a framework to develop strategies incorporating global influences for both the firm seeking to compete globally and the firm facing competitive pressures from abroad. Economic, social, financial, demographic and cultural aspects are considered. Prerequisites: MBA 620C, 635C, 645C. Offered Fall, Spring and Summer semesters.
MBA 658E Communication & Interpersonal Skills (2)
Communication effectiveness is crucial for leaders in today’s complex, volatile business climate. Research spanning several decades consistently has shown that leaders with strong communication skills are more likely to receive job offers and promotions, and they’re more successful when faced with a wide range of leadership challenges, including working in teams, coaching others, resolving conflicts, and negotiating. Communication is an essential leadership tool; leaders who communicate well are more credible and effective. The course focuses on four primary aspects of communication: interpersonal communication, discussion facilitation, oral presentations, and writing. Offered Spring semester.

MBA 659E Special Topics in Management Information Systems (3)
Special topics in management information systems are offered periodically under this course number.

MBA 660E Special Topics in Business (3)
Special topics in business are offered periodically under this course number.

MBA 661E Econometrics (3)
Introduction to simple and multiple regression analyses with applications to business and economics. Course is designed to provide more advanced statistical tools helpful in managerial decision-making. Prerequisites: MBA 501, 506. Offered Fall semester.

MBA 662E Special Topics in Economics (3)
Special topics in economics are offered periodically under this course number.

MBA 663E Special Topics in Finance (3)
Special topics in finance are offered periodically under this course number.

MBA 664E Organizational Development and Change (2)
Study of models, theories, and methods used in changing entire organizations or major organizational sub-units to achieve improved performance. Prerequisite: MBA 650C.

MBA 665E Strategic Marketing (2)
Explores marketing strategy and tactics necessary for effective managerial decision-making. Development of strategy and tactics is accomplished through case studies. Prerequisite: MBA 645C. Offered Fall semester.

MBA 666E Special Topics in Accounting (1–3)
Special topics in accounting are offered periodically under this course number.
MBA 667E Management Information Systems (3)
Investigates theories and principles of systems analysis and design from a macro perspective. Develops procedures for analyzing systems in general and the specific application to integrated management information systems.

MBA 668E Directed Studies (1–3)
Independent research/readings in areas not fully covered by core or elective courses. Prerequisites: all MBA Foundational Literacy examinations and consent of instructor and school dean.

MBA 669E Leadership (2)
This is an applied course in leadership from a practitioner’s perspective. Enhance your personal leadership by learning the power of integrity, purity of motive, trust, and respectful communication. Explore organizational behavior framework and leadership theories to create open and collaborative work environments that engage employees, develop commitment and increase satisfaction. Heighten awareness of your own personal leadership styles, strengths and weaknesses through real world business simulations and cases. Prerequisite: MBA 650C. Offered Fall semester.

MBA 670C Achieving Competitive Advantage through Applied Strategy (2)
This course is 100% case-based and is designed to integrate the learning from past coursework and experiences through applied analysis and problem solving. Students evaluate real-world business scenarios and create recommended strategies for organizations. Portions of the coursework are completed individually, but the lions-share of the work is designed to be team-based. Students are required to successfully complete a thorough (team-based) corporate analysis project (or similar). Prerequisite: Completion of all courses in Module 2. Offered Fall, Spring and Summer semesters.

MBA 670E Training and Development (3)
Examines the nature of adult learning, training, and development. Focuses on the process of identifying training needs, specifying training objectives and developing training programs. Prerequisite: MBA 605C.

MBA 671E Building Strong Brands (2)
The purpose of this seminar course is to analyze the process of branding and building strong brands. Cases will be utilized to illustrate and apply branding strategies to a variety of companies and industries. This seminar approach depends on class attendance and active participation by students to be successful. Offered Fall semester.
MBA 672E Marketing Research (3)
Covers the range of marketing research activities and methods, including problem
definition, sources of data, questionnaire design, sampling, and the analysis of
data with respect to marketing problems. Prerequisites: MBA 506, 645C. Offered
alternating Spring semesters.

MBA 673E Marketing Mistakes and Strategic Successes (2)
The purpose of this course is to examine classic marketing mistakes and strategic
successes to discover what can be learned and applied to other situations. This
course demonstrates that learning from marketing mistakes typically makes for
better decision making and also more effective strategies. A variety of firms,
industries, and mistakes and successes will be explored. Prerequisite: MBA 645C.
Offered Spring semester.

MBA 674E Special Topics in Marketing (3)
Special topics in marketing are offered periodically under this course number.
Prerequisite: MBA 645C.

MBA 674EG Marketing of Innovative Products (2)
The marketing of all innovative and “High Tech” products—which can be most
usefully defined in terms of common characteristics such as market uncertainty,
network externalities and competitive volatility, rather than a specific product
category such as computer software—involves unique challenges and requires
different strategies than traditional marketing, since it involves introducing products
that users do not yet understand, or that have new value propositions. This course
develops a strategic and tactical framework for understanding, developing, pursuing
and penetrating such markets. Same as MTECH 647. Prerequisite: MBA 645C.
Offered Block 2, Fall and Summer semesters.

MBA 679E Management Consulting (2)
Management Consulting is a graduate-level elective designed to help potential
consultants or users/buyers of consulting services learn the basics of the consulting
profession. In the course students will explore their interest in consulting as a
profession, learn the steps in building a consulting business, and learn how to manage
a consulting project, including pitfalls to avoid. The course focuses on both internal
and external consulting. Prerequisite: Completion of all courses in Module 2.

MBA 681E Lean: Value Creation (2)
This course begins with the history and development of the Toyota Production
System. On this foundation, the class then begins to explore the basic tools of lean,
e.g. JIT, value stream definition and mapping, kanban, flow, pull, unit processing,
waste reduction, process improvement, etc. Throughout the class, emphasis is placed
on organizational learning through problem solving and the use of lean tools to solve
problems and improve processes.
MBA 682E Lean: Perpetual Learning

Lean: Perpetual Learning is an extension of the course ‘Lean: Value Creation.’ The two pillars of the Toyota Production System are ‘Respect for People’ and ‘Continuous Improvement.’ This course focuses on the second of these two pillars—continuous improvement. Additional lean tools are introduced and the emphasis on organizational learning through problem solving is continued. In addition, the course introduces leadership practices from a Toyota perspective. This course also presents several discussions on the development of people in an organization including hiring and training practices with an emphasis on the lifetime development of each employee.

MBA 683E Lean: Culture Development

Lean: Culture Development is an exploration of the development, preservation and nurturing of Toyota’s culture. The two pillars of the Toyota Production System are ‘Respect for People’ and ‘Continuous Improvement.’ This course focuses on the first of these two pillars. The meaning of respect in Toyota’s context is different from what most people might first think. In the Toyota system, respect equates to a valuing of people and their growth to the point that leadership is measured on the development of those for whom they are responsible over business results. The philosophy is that a very focused effort on the proper development of people will lead to and bring the desired business results.

MBA 690E Investment and Portfolio Management

Introduction to various investment vehicles including stocks, bonds, and various contingent investments and their uses. Includes various investment strategies such as hedging and portfolio analysis.

MBA 691E Advanced Managerial Finance

Develops the theory of finance underlying all areas of finance and focuses on in-depth applications of investments, capital budgeting, capital structure and cost of capital, and merger and acquisition. Prerequisites: MBA 625C, 635C. Offered Fall and Spring semesters.

MBA 693E Business Forecasting

Designed to introduce students to advanced statistical forecasting procedures. Addresses the process of assessing the need for forecasting, choice of forecasting tools, evaluation of the forecast and how to present results to management. Topics include exploratory data analysis and graphing techniques, data transformations and smoothing, multivariate regression models, simultaneous system estimation, and time series analysis. Prerequisite: Quantitative Methods (MBA 506) Foundational Literacy; MBA 661E is recommended.

MBA 694E Business Systems Analysis and Design

The analysis and logical design of business data processing, management information, and management control systems, project management and cost-benefit analysis, and techniques for stating and analyzing information systems requirements.
MBA 695E  Information Systems Planning and Policy  (3)
Focuses on the relationship between information system planning and overall organizational strategy. The course covers planning and control, application development and maintenance, systems management and control, I/S strategy, social and legal perspectives, as well as other selected topics.

MBA 699C  International Context Trip  (1)
This course is designed to give context to the program in an international perspective. Students will travel to a region outside the U.S. for a ten day period, analyzing the social, cultural, political, and technological aspects of doing business in a global environment. MBA/MBATM International Context Tour Policy. The MBA/MBATM International Context Tour is required for graduation and can be taken after the student has completed at least 25 credit hours. Trip participants are required to adhere to the policies and procedures outlined in the MBA/MBATM International Context Tour Handbook. Prerequisite: Completion of at least 25 hours of the program and a valid passport. (A Visa may be required for certain countries and for all foreign students.) Offered Fall and Spring semesters. Prerequisite: MBA 655C.

Master of Business Administration Technology Management Courses

MTECH 631  Industry and Market Dynamics in Technology  (2)
This course explores those factors that are external to the technology firm, yet which serve to influence how technological decisions must be made. Factors such as macroeconomic conditions, technology cycles, local and international technology ecosystem factors, and market structure are analyzed. This course sets the foundational context for other courses within the technology commercialization curriculum. Offered Block 2, Fall semester.

MTECH 641  Organizations, Technology and Society  (2)
This course explores the role technology plays in determining, or directing, societal change. Technologists must understand the implications a particular technology may have after commercialization. Exploring technologies and their resulting changes in consumer behavior, laws, and societal mores, this course prepares the technologist to think about possible post-commercialization issues. Offered Block 1, Spring semester.
MTECH 644    Intellectual Property Strategy (2)
Intellectual property is a critical component of technology firm strategy. This course examines the types and limitations of intellectual property as well as the method in which intellectual property management can be integrated within the corporate and technology strategies of a company. The course builds specific skill sets around the development and execution of licensing agreements as well as the management of the technology transfer process. The relationship between intellectual property trading strategies and legal protection are also explored. Offered Block 1, Fall semester.

MTECH 647    Marketing of Innovative Products (2)
The marketing of all innovative and “High Tech” products—which can be most usefully defined in terms of common characteristics such as market uncertainty, network externalities and competitive volatility, rather than a specific product category such as computer software—involves unique challenges and requires different strategies than traditional marketing, since it involves introducing products that users do not yet understand, or that have new value propositions. This course develops a strategic and tactical framework for understanding, developing, pursuing and penetrating such markets. Same as MBA 674EG. Prerequisite: MBA 645C. Offered Block 2, Fall and some Summer semesters.

MTECH 651    New Product Development (2)
It is widely acknowledged that new products are critical to the growth and profitability of most industries today, and yet the majority of new products introduced each year fail to meet expectations. This course focuses on how to manage a new product development program and mitigate the risks involved by employing tools, such as the Stage-Gate™ process and Quality Function Deployment, that provide the discipline and structure needed in order to allocate resources and maximize the probability of success. Emphasis is placed on the development of products which are more than simple product line extensions, and particularly those that have high technology content and/or are destined for technology-oriented markets. Same as MBA 611E. Prerequisite: MBA 645C. Offered Block 1, Fall and Block 2 Spring semesters.

MTECH 654    Financing New Ventures (2)
This course analyzes the financing options available to new ventures and the financial viability of new ventures. Securities and Exchange Commission regulations, due diligence procedures, financing events, and tactical maneuvers necessary in financing stages are explored. The course includes financing start-ups, financial planning for the smaller enterprise, going public, selling out, and evaluating multiple capital sources. Same as MBA 624E. Prerequisites: MBA 635C. Offered Block 1 Fall; Block 2 Spring semesters.
MTECH 660  Technology Commercialization and Implementation (2)
This course is a capstone course for the technology commercialization curriculum, and is an opportunity to apply the foundational and formational skills built in the rest of the program. Students develop a technology commercialization strategy for an emerging technology in a hands-on environment and as part of a team. The project includes the development of market and financial analysis, intellectual property, due diligence, and strategic avenues for the firm. Prerequisites: MTECH 644, 651. Offered Fall and Spring semesters.

MTECH 699  International Context Trip (1)
This course is designed to give context to the program in an international perspective. Students will travel to a region outside the U.S. for a ten day period, analyzing the social, cultural, political, and technological aspects of doing business in a global environment. MBA/MBATM International Context Tour Policy. The MBA/MBATM International Context Tour is required for graduation and can be taken after the student has completed at least 25 credit hours. Trip participants are required to adhere to the policies and procedures outlined in the MBA/MBATM International Context Tour Handbook. Prerequisite: Completion of at least 25 hours and a valid passport. (A Visa may be required for certain countries and for all foreign students.) Prerequisite: MBA 655C. Offered Fall and Spring semesters.

Master of Education Courses

MED 601  Cognitive Development (3)
Students develop an understanding of how people “make up knowledge that makes sense to them.” Factors that influence development and the development process are investigated.

MED 602  Teaching and Learning Theory (3)
Investigation of different theories and assumptions explaining learning, as well as exploration of the teaching philosophies and societal problems affecting learning today.

MED 605  Contemporary Issues in Education (3)
A study of current educational reform initiatives that raise political, social, ethical, and/or moral issues. The implications of policy-making, budget processes, curriculum decision-making, emerging social phenomena, and economic trends are explored.

MED 606  Theoretical Perspectives in Education (3)
Emphasizes a broad understanding of the major paradigms of educational thought. Individual theorists are discussed within the context of each paradigm.
MED 607 Models of Curriculum (3)
Focuses on the theoretical rationale of why we teach the way we do. Views curricular models for social interaction, information processing, interpersonal development, and others.

MED 608 Special Topics (3)
A changing topics course.

MED 610 Sociocultural Contexts for Learning (3)
Explores the effects of sociocultural factors on learning at the individual, classroom, and structural levels. Students will study their own and their students’ social and cultural identities, and explore how sociocultural factors affect classroom dynamics, curricular materials, teaching pedagogies, and larger structural issues such as equal access to education. Students will develop plans to make their teaching or administrative settings more inclusive so that they can more effectively facilitate learning for all students.

MED 612 Models and Processes of Literacy (3)
Explores the four components of literacy research, including historical changes, the processes of reading and literacy, models of reading and literacy processes, and new paradigms of theory. In addition, strategies to support these components are presented.

MED 613 Theories of Adult Learning and Development (3)
Explores adult learning theory and research and their applications to learning situations. Includes discussion of social, institutional, and other contextual factors that affect learning, as well as individual characteristics of adults such as developmental phases, cognitive abilities, learning styles, motivations and emotions.

MED 614 Historical and Philosophical Foundations of Education (3)
Examines the major philosophies of education through the study of history. Students explore various historiographic interpretations of American education.

MED 615 Education, Schools and Politics (3)
Emphasizes the importance of understanding schools and other educational institutions as organizations that are embedded in a political system. Explores decisions that are made within schools and educational institutions, in state legislatures, and in the federal government, theoretical frameworks for understanding those decisions, and the processes for participation in decision-making.

MED 620 English Learners, Family and Community (3)
This course introduces students to concepts of cultural and linguistic diversity and ways to involve families and communities in education. Students will develop a deeper understanding of their own culture and linguistic identity. Through hands-on experiences, students will learn about communities in which they work and to involve families and communities in schooling.
MED 621 Foundations of ESOL Instruction (3)
This course introduces students to foundational theories that impact scholarship and practice of ESOL teachers and learners. The readings will guide students toward a critical perspective of how the teaching and learning process may marginalize students whose primary language is not English. Students will learn historical and legal approaches and policy involving formal schooling for English learners.

MED 622 Language Acquisition and Development (3)
This course examines how languages are learned. Students will discuss prominent language acquisition theories and how these apply in instructed settings, analyze learner language, and explore individual differences in second language learning. In addition, knowledge of phonology, morphology, syntax, and semantics will be applied to teaching English language learners.

MED 623 Instructional Methods for English Learners (3)
This course will connect second language acquisition theories to research based principles of instruction as they relate to English learners. Students will explore and apply methods and strategies to promote comprehensible interaction in reading, writing and language arts for early childhood, elementary, secondary and adult second language learners. Prerequisite: MED 621, 622.

MED 624 Content Area Instruction for English Learners (3)
Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas for early childhood, elementary, secondary and adult second language learners. The emphasis of the course is the design of standards-based differentiated lesson plans for English language learners in heterogeneous content area classes as well as sheltered content area courses for secondary students. Prerequisite: MED 623.

MED 625 Assessment for English Learners (3)
Students will apply content from the Methods and Content Area Instruction courses to develop a rationale for incorporating assessment as an intrinsic and ongoing aspect of the teaching/learning process. Students will learn ways to monitor student progress, place students appropriately, and design authentic assessment for elementary, secondary and adult English language learners. Students will also explore policies and practices of standardized assessments commonly used to assess English language proficiency and academic language development within the context of U.S. public schools. Prerequisite: MED 623.

MED 630 Children’s/Adolescent Literature (3)
Students will become familiar with a wide range of children’s and adolescent’s literature and explore their uses in the classroom. The course focus will be on instructional strategies for written and oral responses utilizing critical and analytical thinking skills. Literature selection and sharing will be presented, along with a study of genres and integration into content areas.
MED 631 Writing in the Classroom (3)
Students explore teaching writing in the K–12 classroom using theory, practice, and current research in a hands-on approach. Students will experience the writing process (including publishing, as well as scoring peer and student papers) in many genres, for many purposes.

MED 632 Assessment and Intervention of Reading Processes (3)
Students will explore factors involved in reading and writing difficulty and study effective assessment devices. The course will provide opportunities for students to learn to assess and intervene in reading and writing processes with K–12 students.

MED 633 Advanced Reading Comprehension (3)
Students will explore corrective reading and writing programs, including programs for students acquiring English, and older students. The course will provide opportunities for students to practice corrective strategies to improve comprehension with K–12 students who have difficulties in reading and/or writing. Prerequisite: MED 632.

MED 634 Teaching Adults (3)
Teaches a variety of instructional strategies for facilitating adult learning. The course covers setting learning goals and methods of instruction for teaching skills and content, for increasing understanding, and for construction and application of knowledge. The course addresses teaching in different settings and the implications of context on instruction. The course also teaches methods of assessing various types of learning.

MED 635 Adult Education, Program Planning and Evaluation (3)
This course focuses on the process of planning and evaluating adult education programs. Different models for program planning will be considered along with their appropriateness for differing settings. The course will include methods for evaluating adult education programs.

MED 636 Early Literacy Instruction (3)
Examines historical as well as current research regarding multiple perspectives on early literacy development. Literacy will be examined within the broad definition of literacy as a social practice embedded in, for example, family, socioeconomic conditions, culture, language and ethnicity. Within this broad framework, students will look closely at development in the following areas: oral language, writing, decoding, comprehending, spelling, handwriting, and listening. The course will focus on developmentally appropriate assessment tools and the design of comprehensive instruction within the zones of proximal development of all students.
MED 640  Introduction to NBPTS Certification  (2)
This course introduces the National Board for Professional Teaching Standards certification process. The course covers the development of the National Board Process, current research on certification, the five core propositions, and certificate appropriate standards. Students will practice writing skills needed in the certification process and develop a timeline.

MED 642  Communities, Schools and Families in a Diverse Society  (3)
This course teaches K–12 teachers a theoretical foundation and tools for building partnerships with families and communities. Students will learn how to discover the assets students and their families bring to the educational process and how to integrate those assets into curriculum. Students will also study factors such as socioeconomic status, race, religion, class, national origin, disability, gender, and immigration history and how these factors impact K–12 students and their learning.

MED 644  Cutting-edge Content Knowledge: Guided Study  (3)
This course enables teachers pursuing National Board for Professional Teaching Standards Certification to update their knowledge in the content area in which they seek certification. The guided study format provides a structure, content expertise from Westminster faculty members, and varied opportunities for teachers to learn cutting-edge content knowledge in their fields. Students will use the standards for their NBPTS certificate area as an additional guide for their study.

MED 646  Cutting-edge Pedagogies: Guided Study  (3)
This course enables teachers pursuing National Board for Professional Teaching Standards Certification to update their knowledge of pedagogies in the content area(s) in which they seek certification. The guided study format provides a structure, advising on cutting-edge pedagogies from faculty members, and varied opportunities for teachers to learn cutting-edge pedagogies in their fields. Students will use the standards for their NBPTS certificate area as an additional guide for their study. The course will review/teach the use of assessments to guide instruction and as evidence of student learning. The course will also review the concept of standards-based teaching.

MED 650  Introduction to Research Methods  (2)
Introduces students to fundamental principles, purposes, tools, and techniques of educational research. In a primarily on-line format students become familiar with educational databases, qualitative and quantitative methods, theoretical frameworks, and ethical issues. Students identify an area of focus, begin a literature review, and draft a research proposal for MED 679 and 680. Prerequisite: permission of course instructor.
MED 651 Learner-Centered Environments (3)
Exploration and development of affective and cognitive techniques and strategies for creating and sustaining learner-centered environments that maximize levels of individual self-motivation and self-esteem and build positive group dynamics for learners at all levels.

MED 656 Multicultural Curriculum Development (3)
Explores an understanding of cultural pluralism as a means to increase educational equity for gender groups, students from diverse ethnic and cultural groups, and for exceptional students. Discussions acquaint students with the cultures of diverse learners and ways to adapt curriculum, instruction, and management strategies to accommodate student learning preferences and needs.

MED 658 Reading and Writing in the Content Area (3)
Students explore reading and writing from theoretical, research, and practical perspectives to discover principles for teaching literacy skills in their content area.

MED 660 Directed Studies (1–3)
Consent of instructor required to pursue a special topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the MED Program. Prerequisite: permission of instructor.

MED 664 Assessment Models and Methods (3)
Explores various components of assessment principles that specifically relate to instruction; examines current research and new directions in assessment of learners; and provides practical and realistic strategies for selecting appropriate and authentic forms of assessment.

MED 670 Introduction to Adult Education (3)
This course introduces students to the breadth of the field of adult education and its historical, sociological, and philosophical foundations. Students will explore their own beliefs, values, and experiences and develop a working philosophy of education. They will deepen their understanding of the historical development of adult education in the US and the differing philosophies that shape contemporary educational policies. The tools of historical, sociological, political, and philosophical analysis will be used to understand current debates in the field.

MED 672 Instructional Technology (3)
Focuses on methods and techniques of instructional technology in the classroom. Includes software applications, web page construction, and instructional presentations.
MED 678  Action Research for NBPTS Certification  (2)
In MED 679, teachers seeking National Board for Professional Teaching Standards Certification outline a plan for action research and compilation of portfolio entries based on teaching in their own classrooms. In this course, students begin collecting evidence of student learning and make one video entry of their classroom practice, begin analysis of that evidence, and outline portfolio entries. They will also learn the specifics of NBPTS portfolio submission and practice writing and other skills needed for the on-line assessments and portfolio processes of certification.

MED 679  Research Methodologies  (3)
Through a review of the theoretical and practical aspects of qualitative research methodologies, this course moves to exploration of action research as a means to provide research skills compatible with the regular needs of teachers and other teaching professionals. Requires completion of an action research cycle and a related literature review. Prerequisite: MED 650.

MED 680  Research Project  (3)
Through engagement in critical reflectivity and scholarly writing, students complete their action research project begun in MED 679. Completion of portfolio required. Prerequisite: MED 679.

MED 699  Masters Project/Thesis Project, Continuing Registration  (0)
This course is for ongoing work on the Masters project or thesis. All fifth semester and beyond students need to register each semester until it is successfully completed. There is a fee of $250 for each semester in which the student is registered.

Master of Professional Communication Courses

MPC 600  Communication Ethics and the Mass Media  (3)
Provides theoretical and historical background for understanding present-day social, political, and ethical contexts of journalism, advertising, and public relations. An introductory unit on ethics leads to analysis of ethical considerations in these communication fields.

MPC 601  Visual Communication  (3)
Explores basic theories of visual perception as contexts for the study of visual messages. Students identify principles that underlie their understanding and analysis of visual media, as well as develop written analyses of how visual messages communicate. The class encompasses specific aspects of visual communication such as photographs, information graphics, and the use of color.
MPC 602 Rhetorical Theory and Practice (3)
Introduces students to the history of rhetoric and addresses critical analysis and practical application relevant to persuasive communication. Readings trace the evolution of rhetorical theory and outline strategies for producing effective rhetorical communication. Students develop skills in persuasion and critical thinking.

MPC 603 Advanced Rhetorical Theory and Practice (3)
Students do more in-depth exploration of major rhetorical movements and theories introduced in MPC 602. Student-directed assignments require the application of rhetorical principles to professional and personal communication. Prerequisite: MPC 602.

MPC 605 Communication Theory (3)
Surveys various communication theories and the practice of theory building. Learners engage selected theories representative of traditional, contemporary, and innovative communication theory while developing fluency in communicating the relationships between theories and worldviews.

MPC 609 Basic Editing Principles (3)
Provides an intensive review of the foundations of the English language, with particular focus on understanding English grammar, eliminating grammatical errors, punctuating correctly, and constructing effective sentences. Students are introduced to the rhetorical effects of the choices that they make.

MPC 610 Professional and Technical Writing (3)
Focuses on the principles of writing professionally and the application of those principles to specific writing projects. Students learn to plan and organize effectively, to write clearly, and to develop polished final products through revision. Prerequisite or co-requisite: MPC 609.

MPC 615 Advanced Professional and Technical Writing (3)
Focuses on developing advanced skills in project planning, analysis, and design, in addition to honing students’ abilities to write persuasive, responsible, and accurate professional and technical documents. The course draws on knowledge gained in MPC 610, but moves beyond it to explore theories of writing for the purpose of applying more advanced methods of research, audience analysis, and document construction. Genres of writing may include business plans, formal reports, training materials, communication audits, policies and procedures, and documentation. Prerequisite: MPC 610.

MPC 616 Writing for Popular Publications (3)
Introduces students to concepts particular to writing for lay readers. Students analyze pieces written for a variety of publications in preparation for writing query letters and various types of documents targeted for popular audiences. Prerequisite: MPC 610.
MPC 617 Writing for Peer-Reviewed Journals (3)
Focuses on the organizational models and journal requirements unique to peer-reviewed publications. Students work in areas of subject-matter expertise or collaborate with other professionals in the preparation of manuscripts suitable for publication in professional journals. Prerequisite: MPC 610.

MPC 618 Advanced Professional Editing (3)
Emphasizes substantive editing and applies editing principles to a number of editing projects, including a paper intended for a peer-reviewed journal. With a review of the microediting principles introduced in MPC 609 and a focus on rhetorical grammar, students apply knowledge of grammar, punctuation, organization, and design to a number of editing projects. Prerequisites: MPC 609, 610.

MPC 619 Grant Research and Writing (3)
Emphasizes the management and research processes involved in writing a successful grant proposal. Students use both Internet research and traditional research methods to identify appropriate funding agencies and gather data for writing grant proposals. Potential projects include reviewing and evaluating grants, writing a grant proposal, and presenting a grant proposal. Prerequisite: MPC 610.

MPC 620 Organizational Communication (3)
Takes an in-depth look into the theories and practices that govern the work world. The course covers various theories of organizational communication so students can better engage in and respond to organizational contingencies. Students will enhance their communication competency in areas such as interviews, teamwork, and business presentation. This course emphasizes self-reflexivity to better understand and build on students’ self-presentation in organizations.

MPC 621 Leadership Communication (3)
Emphasizes the discursive dimensions of leadership. Learners engage theory and practice in ways that foster a complex ethical understanding of how leadership communication functions in interpersonal, small-group, and organizational contexts.

MPC 622 Intercultural Communication (3)
Focuses on communication of identities in U.S. contexts. Learners engage issues of diversity and inclusivity in theory and practice while critically reflecting on personal responsibility, civic discourse, and the cultivation of sophisticated communication skills.

MPC 623 International Communication (3)
Focuses on communication of identities in international contexts. Learners engage issues of globalization, development, and worldviews in theory and practice while critically reflecting on personal responsibility, human rights, and the development of advanced communication skills.
MPC 633 Writing for New Media
Introduces students to theoretical and practical complexities and practicalities of working with new media. The class discusses different formulations of what “new media” might mean, while reading a variety of important and mind-opening works about media and putting new knowledge into practice through various projects.

MPC 635 Design Principles and Desktop Publishing
Provides an overview of basic layout and design principles and hands-on experience in professional desktop publishing software. Students apply their understanding of layout, design, and desktop publishing to the creation of a variety of publications. Typical projects might include the MPC newsletter, specialty advertising, corporate profiles, logo design, and packaging.

MPC 636 Multimedia Systems
Focuses on advanced multimedia technologies in communication, education, and training. Students analyze numerous delivery systems, such as CD-ROM, digital audio and video, a variety of web-based media, and DVD.

MPC 637 Web Design and Production
Introduces students to the Internet, the World Wide Web, and their associated technologies. Students learn design and organizational principles that apply to electronic media and the Web. They also receive hands-on experience in website development techniques. All students will create their own websites or work on group projects.

MPC 638 Digital Image Editing
Introduces students to digital imaging tools and techniques. Using appropriate software, students learn to create, modify, and combine digital images from a variety of sources, such as scanners, digital cameras, and stock photo services. Students also learn to integrate text and image material within the image editing software. Projects include design and production work for both print and electronic media.

MPC 639 Advanced Website Design
Develops skills in planning, producing, testing, promoting, evaluating, and maintaining a website for a business or other organization. Students learn to interact with clients from the perspective of a Web development team. Student teams plan, design, and produce websites for clients and develop deliverable items relevant to each phase of the development process. Prerequisite: MPC 637.

MPC 640 Communication Measurement and Evaluation
Covers a variety of methods by which the effectiveness of communication pieces can be measured. The class focuses on communication plans and strategies and on the use of survey instruments, usability tests, and focus groups in gathering information and evaluating communication effectiveness.
MPC 642 Project Planning and Management (3)
Explores the facets of managing a documentation project from research and planning to implementation. Students apply project management theories related to scheduling and budgeting, managing multiple development cycles and deliverables, facilitating collaborative work groups, and establishing meaningful evaluation metrics to comprehensive, strategic communication projects.

MPC 643 Public Relations Writing and Planning (3)
Helps students develop writing skills and produce public communication documents beyond the conventional press release. Students also study public communication models and theories and their application to an overall campaign in a professional setting.

MPC 644 Integrated Marketing Communication (3)
Analyzes audiences, types of messages, and delivery methods to determine how to most effectively distribute messages to target markets. The focus is on integration (or synthesis) of marketing communication with strategic marketing.

MPC 645 International Public Relations (3)
Introduces students to considerations faced when conducting public relations activities across political and cultural boundaries. The course examines trends in globalization, cultural and ethical issues, the dissemination of information in-country and internationally, international issues that can impact the organization, global branding, and the identification of information and PR resources.

MPC 646 Health Communication (3)
Focuses on media’s role in shaping health behaviors. Taking a traditional approach to the effects of mass media, students examine how media campaigns change health behaviors like smoking, drinking, drug use, safe sex behaviors, HIV prevention, breast cancer awareness, and more. The class focuses on designing, implementing, and evaluating health messages and a public health campaign.

MPC 652 Effective Presentations (3)
Presents a theoretical and practical approach to delivering effective presentations. This course emphasizes techniques of public presentation which include organizing, supporting, and clearly articulating arguments. Students are expected to be able to assess the speaking situation, research and organize ideas for presentation, and develop sophisticated presentation skills.

MPC 656 Communication Law (3)
Introduces students to the American legal system and how local, state, and federal laws and regulations impact the communication industries. The course covers the Constitutional underpinnings of freedom of speech, as well as the specific law in areas including copyright, access, and libel.
MPC 660 Publication Design (1)
Explores the idea of what makes an effective, appealing publication from a layout, design, and organizational perspective. Basic publication design principles are discussed, and students apply those principles to a small hands-on project.

MPC 661 Introduction to 2D Computer Illustration (1)
Focuses on appropriate uses for 2D illustration software and basic characteristics of 2D versus 3D illustrations, as well as bitmapped versus vector images. Students learn fundamental techniques for producing and modifying 2D illustrations using Adobe Illustrator software.

MPC 662 Introduction to Web Multimedia Production (1)
Presents basic-level techniques for Adobe Flash, examining examples of Flash usage and developing an understanding of what Flash can be used for in a Web or multimedia environment.

MPC 664 Field Project Proposal Writing (1)
Helps students rhetorically analyze their audiences and provides an overview of the format, style, and content of proposals. With attention to appropriate models, students write their field project proposal for MPC 690. This class should be taken one or two semesters before students plan to enroll in MPC 690. Prerequisite: MPC 610.

MPC 665 Public Relations Writing for Broadcast (1)
Briefly introduces broadcast writing in public relations, with a focus on the public service announcement or PSA. Students learn the concept of the PSA and gain experience in writing PSAs for radio.

MPC 666 Business Aspects of Freelance Writing and Editing (1)
Focuses on the personal attributes, skills, and qualifications needed by those who undertake freelance careers in writing and editing. Those who are serious about a freelance career create a marketing plan and design their marketing materials; other students explore the steps needed to establish successful careers within more conventional communication settings.

MPC 667 Professional Portfolios (1)
Focuses on assembly of a professional-quality portfolio that is appropriate for each student’s career goals. The portfolio may be either a traditional hard-copy version or an electronic version.

MPC 668 Directed Studies (1–4)
Allows students to undertake independent research and readings on special topics not fully covered in the MPC program. Prerequisites: consent of instructor and school dean.
MPC 670 Managing Issues and Crises in the Organization (1)
Focuses on raising awareness of how the management of public information impacts the origination and outcome of issues and crises. Students become acquainted with the nature of issues and crises, are introduced to some of the tools that can be used in managing information intended to advocate for or defend positions, and become more discerning observers/participants in the news.

MPC 674 Electronic Information Retrieval (1)
Covers strategies for electronic research. Students learn how to write a research question, design a search, and execute it on the Web, Deep Web, and a variety of electronic databases.

MPC 675 Writing Public Science (1)
Examines strategies for effectively communicating scientific information to lay audiences. Specifically, students analyze various works from scientists and science journalists in order to determine how to best communicate complex scientific information to public readers. The goal is to isolate specific strategies science writers can use to effectively help lay readers make key decisions about the science issues that affect their lives.

MPC 680 Special Topics in Professional Writing (1–3)
MPC 681 Special Topics in Communication and Culture (1–3)
MPC 682 Special Topics in Multimedia and Management (1–3)
MPC 683 Special Topics in Strategic Communication (1–3)
MPC 690 Field Project (3)
Serves as the culmination of the MPC program. The field project can be an internship in a local business or agency, an actual field study of some communication function in the work place, or a major project including significant amounts of professional-quality writing, editing, and/or design. Students must plan the project with a communication faculty member and an outside professional. Prerequisites: 29 hours of coursework and approval of field project proposal by MPC program faculty.

MPC 699 Continuing Registration (0)
Allows students to continue work on their field projects for two additional semesters. Students may enroll in MPC 699 for the two semesters following the semester in which they registered for MPC 690. If they have not completed the project by the end of the second semester of registration in MPC 699, they will receive a grade of NC for MPC 690. A fee of $250 is assessed each semester that students are registered in MPC 699.
Master of Public Health Courses

MPH 500 Principles of Public Health Practice (3)
This course will introduce and analyze the ten essential services of public health. The essential services include monitoring the health status of a community, diagnosing and investigating health problems and hazards, health education, community partnerships and bridge-building, health planning and policy, health and safety regulations and laws, health services particularly for the underserved, workforce training and regulation, health services evaluation, and health research. Students will also become familiar with the eight core competencies of public health practice through application and case studies. The course will be a combination of seminar, lecture and discussion. A final project will be required as well as a written paper and oral presentation. Students who have had full time employment as a public health professional for a minimum of three years and/or successfully passed the Environmental Health Scientist Certification Examination may appeal to have MPH 500 waived.

MPH 510 Social and Behavioral Sciences in Public Health (3)
The focus of this course is to study the relationship between cultural, social and behavioral factors and its role in both individual and population health. A general overview of social and behavioral sciences relevant to public health will be discussed. Emphasis will be placed on the complex interactions between health at the level of individuals and groups and how they are affected by cultural and social determinants. Extensive readings and case studies will reinforce the concepts introduced in class. The course will be a mix of in-class discussion and lectures.

MPH 520 Environmental Health (3)
This course is an overview of environmental factors, including physical, biological and chemical factors, and their impact on health at a population-level. Theories and concepts in environmental health will be introduced and reinforced with real-life case studies, particularly those from the state of Utah. Students will be required to participate in discussions and write and present a project paper during the course.

MPH 530 Principles of Epidemiology (3)
The course will be an overview of the epidemiologic tools necessary to understand the complex interactions between health outcomes and human populations. Upon completion of the course, students will be able to apply these tools to public health practice, critical evaluation of health research, analysis of data, and proper application of epidemiology in conducting health research. Topics covered include measures of disease frequency and risk, study design, screening, and understanding and controlling for confounding and bias in epidemiology. Concepts will be reinforced with historical and contemporary examples and case studies. The course will be a combination of lecture and discussion. Students will have successfully completed a college algebra course with a C or higher.
MPH 540  Healthcare Management  (3)
The focus of this course is to provide students the opportunity to understand various
different approaches to administration and management as they apply to administering public
health programs. The text approaches healthcare management from a population-
based management perspective. The class will examine the underlying elements
of healthcare management, the administrative processes and issues in carrying out
these elements, and then explore the strategies for managing population health
across selected functional areas and organizational boundaries. Lectures will also
explore leadership principles using preparedness as a theme. The class format will
be lectures, quizzes, discussions, some written assignments and class presentations.

MPH 555  Global Health  (3)
The focus of this course is an overview of public health on a global scale. Students
in this course will immerse themselves with a global outlook of public health,
and understand how disease and illness ignore national borders. The course will
begin with a broad overview of the global health situation, comparing the different
regions of the world. Students will then be exposed to specific topics in global
health, including infectious diseases, chronic diseases, women and children’s health,
nutrition, occupational and environmental diseases, mental health, culture/religion
and health, traditional and indigenous health, and health care systems. The course
will be a blend of lectures and discussion, along with guest lectures and multimedia
presentations. The capstone for the course will be a presentation and final paper on a
topic of the student’s choice.

MPH 565  Principles of Health Policy and Management  (3)
This course will review health policy and management at the local, state and federal
levels, and their overall effect on individual and public health. Students will become
familiar with government policies and economic characteristics affecting the U.S.
health care system, such as Medicaid/Medicare, the rise of HMOs, malpractice and
tort reform, the FDA, and universal health care. Particular emphasis will be placed
on the role of local, state and federal government policy versus private industry. The
course will reinforce concepts with reviews and critiques of contemporary health care
policy initiatives aimed at moderating health care costs and assuring universal access
to health care services. The class will consist of lectures, discussions, case studies,
and a final paper and presentation.
MPH 575 Introduction to SAS Programming (3)
The focus of this course is to learn to program in SAS. SAS is a powerful data management and statistical analysis software package, used extensively in health and medical research, in academic, government and private sectors. It is available on mainframe computers, as well as on microcomputers under the UNIX, Apple, LINUX and Windows operating systems. This introductory course will introduce the SAS programming software to students interested in conducting research in the health and medical fields. Students will learn how to create SAS databases from a variety of sources, manipulate and manage the data, conduct elementary statistical analysis, and output and present the data. This is an introductory course, designed for those who have little or no programming experience in SAS or any other programming language. However, even those who have some SAS programming experience can benefit from this course.

MPH 600 Public Health Ethics and Leadership (3)
The purpose of the course is to teach students the principles of leadership and ethical professional practice. The course also presents leadership and ethical challenges relative to public health practice. Content areas will include leadership and ethical theory, personal leadership, leadership in organizations, leadership in communities and leadership in research. Emphasis will be placed on the application of these concepts to real life public health problems and issues. This course will prepare students to make reasoned ethical decisions when engaged in public health practice or public health research. Students will be required to read articles, case studies and be prepared to discuss and dissect them in class. Students will also be required to research and present a case study in bioethics to the class, and lead to a discussion on issues raised by this case study.

MPH 621 Practicum I (3)
The practicum experience is meant to give students direct, hands-on experience comparable to a career position suitable for someone with an advanced public health degree. This will not only supplement the student’s coursework and enrich their academic experience, but also prepare the student for employment after completion of their degree. A minimum of 90 contact hours is required for the three credit hours. Prerequisites: MPH 510, 530, 540, 630.

MPH 622 Practicum II (3)
The practicum experience is meant to give students direct, hands-on experience comparable to a career position suitable for someone with an advanced public health degree. This will not only supplement the student’s coursework and enrich their academic experience, but also prepare the student for employment after completion of their degree. A minimum of 90 contact hours is required for the three credit hours. Prerequisites: MPH 510, 530, 540, 630.
MPH 630  Statistical Methods for Public Health  (3)
This course is a graduate-level biostatistics course designed for the public health practitioner. It will cover the biostatistical tools necessary to critically analyze health data and conduct quantitative health research. Upon completion of the course, students will be able to apply these tools to public health practice, critical evaluation of health research, analysis of data, and proper application of biostatistics in conducting health research. Topics covered include concepts in probability, basic statistical theory, distributions, basic statistical measures of location, spread and shape, hypothesis testing, univariate, bivariate, and multivariate analysis of continuous and categorical data, and strategies in selecting the proper statistical analysis method for a given data set. Concepts will be reinforced with historical and contemporary examples and case studies. Commercially available statistical packages will be used for data analysis. The course will be a combination of lecture and discussion. Students will have successfully completed a college algebra course with a C or higher.

MPH 635  Advanced Epidemiology and Biostatistics in Public Health  (3)
The focus of this course is to advance and apply the epidemiologic and biostatistical knowledge from what is learned from Principles of Epidemiology and Statistical Methods for Public Health. The following concepts will be covered: measures of disease frequency and issues pertaining to screening, misclassification, effect modification and confounding, advanced study design, multivariate modeling, cluster analysis, meta-analysis, limitations of epidemiology, and strategies in choosing the proper study design. By the end of the course students will be expected to conduct epidemiologic research as well as understand and evaluate epidemiologic research by applying epidemiologic principles in public health practice and policy. Prerequisites: MPH 530, 630.

MPH 640  Program Planning and Evaluation in Public Health  (3)
This course presents methods for the identification of population-based needs for public health intervention, development of programs to meet those needs, and evaluation of the effectiveness of these public health interventions. The course integrates several knowledge and skill areas including: research methods, proposal writing, budget planning, project management, and program evaluation. Students will learn the process of public health programming including research methods, proposal writing, budget planning, assessment, design, planning, implementations, project management, and evaluation.

MPH 645  Special Topics  (1–3)
A changing topics course.
MPH 655 Infectious Disease Epidemiology (3)
Infectious Disease Epidemiology provides an overview of the foundations and methods used in assessing the phenomena of infectious disease from a public health perspective. The cause and treatment of common infectious diseases are explored as a foundation for the learning objectives.

MPH 668 Directed Studies (1–3)
Independent pursuit of topics/areas not covered by core or elective courses. Prerequisites: consent of instructor, director, and school dean.

MPH 690 Capstone Research Project (6)
This capstone course for the Master of Public Health degree provides students 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 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. Faculty mentors will provide guidance along each step, and lectures and workshops will provide information on topics such as hypothesis generation, conducting literature searches, choosing the proper study design, determining statistical power, preparing an Institutional Review Board application, preparing a formal study proposal, study management, data management and analysis, writing a submission-quality paper, the submission process, and presentation skills. The course will culminate in a presentation of the research project by the student at a seminar, and submission of a publication-quality research paper. Prerequisites: MPH 510, 520, 530, 540, 630.

Master of Science in Nursing Courses

MSN 500 Advanced Health Assessment and Diagnostic Reasoning (4)
Focuses on the development of advanced communication, assessment, and diagnostic reasoning skills. These skills are used to analyze health and alterations in health of individuals and families across the life span. Prerequisite: undergraduate health assessment course or equivalent; RN license.

MSN 501 Advanced Pathophysiology (3)
A system-focused pathophysiology course. Covers physiologic and pathologic mechanisms of disease. Undergraduate pathophysiology course or equivalent is strongly recommended; RN license required.

MSN 532 Pharmacology for Advanced Practice (3)
Designed to provide the required general knowledge for safe, effective prescriptive practice as defined by the State of Utah Nurse Practice Act. A variety of teaching/learning approaches assist the student to methodically analyze all aspects of the patient history and physical exam to appropriately prescribe for independent scripting practice. Prerequisite: MSN 500, 501; RN license.
MSN 540 Theoretical Foundations of Advanced Practice Nursing (3)
Designed to provide a theoretical basis for advanced nursing practice. Concepts and principles of nursing and family theories are analyzed and applied to practice and nursing education. Prerequisite: undergraduate nursing theory course or equivalent; RN license.

MSN 550 Health Care and Health Promotion of Adults and Older Adults/Clinical Seminar (4)
Emphasizes the diagnosis and management of common acute illnesses and stable chronic disease states in the adult and older adult client. Attention is given to early detection and treatment of chronic disease, occupational and environmental hazards, common psychosocial problems, and changes in function related to aging. Prerequisites: MSN 500, 501, 540; co-requisite: MSN 532; RN license.

MSN 570 Research in the Practice Setting (2)
Provides opportunities for advancing knowledge and skills in the research process, planning a research study, preparing a well-written research manuscript, and utilizing nursing research in the practice setting. Prerequisites: For MSNED students: undergraduate research, statistics courses or equivalent, MSN 611, and RN license.

MSN 581 Health Care and Health Promotion of Young Adults/ Clinical Seminar (4)
Emphasizes the recognition and management of uncomplicated pregnancy and the diagnosis and management of acute and stable chronic health problems in the male and female young adult patient. Special emphasis is placed on health promotion and prevention issues in the young adult population. The clinical seminars utilize case studies to evaluate clinical decision-making and to identify pharmacologic and non-pharmacologic therapy for the young adult. Prerequisites: MSN 500, 501, 532, 540, 550, 570.

MSN 582 Health Care and Health Promotion of Infants Through Adolescents/Clinical Seminar (4)
Emphasizes well child care, and the recognition and management of acute illnesses and stable chronic diseases common to the pediatric and adolescent client. Attention is given to infectious disease, anticipatory guidance, facilitation of individual growth and development, accident prevention, and family interactions. Appropriate pharmacologic and non-pharmacologic therapies for common health concerns are examined. Prerequisites: MSN 500, 501, 532, 540, 550, 570, 581.

MSN 584 Ambulatory Care Procedures (3)
This class focuses on the development of ambulatory procedures skills necessary to manage health and alterations of health of individuals and families across the lifespan. Prerequisite: MSN 500, 501, 532, 550.
MSN  590  Evidence-Based Teaching  (2)
Emphasizes exploration, analysis, and synthesis of literature in planning, implementing, and evaluating nursing education. Topics include a review of nursing theory used in framing research, research utilization for the development of teaching plans, and topics related to the core competencies for nurse educators as defined by the National League for Nursing (NLN). Students will lead seminars on topics of interest to them and develop an annotated bibliography during the course. Prerequisites: MSN 611, MSN 570, MSN 673.

MSN  601  Role and Leadership in Advanced Practice Nursing  (2)
Emphasizes exploration, analysis and evaluation of the role of the family nurse practitioner to ensure and monitor the quality of health care in the changing health care system. Provides macro to micro perspectives on effective leadership for the advanced practice nurse. National and local health policy, political activism, and economics are discussed. Development, maintenance, and evaluation of practice are examined. Prerequisite: 2nd-year standing.

MSN  610  Masters Project  (3)
Completion of a scholarly paper. Prerequisites: For FNP students: MSN 540, 570; for MSNED students: completion of the certificate portion of the program and MSN 570.

MSN  611  The Influence of Diversity on Assessment in Nursing Educations  (3)
This course explores roles of the nursing educator in the context of diversity and the role of assessment in the education process. The focus will be the influence of diversity on assessment, planning, implementation and evaluation in providing nursing education in various modalities. The course is designed to enhance competencies in the nurse educator in both the staff development and the academic role. Roles of the nursing educator such as teacher, scholar and collaborator will be discussed. The influence of parameters of diversity, such as gender, ethnicity, race, literacy, religion, and language will be explored. The expectation is that students will demonstrate skills of scholarly writing and planning teaching at the novice graduate level according to Benner’s Novice to Expert Framework.

MSN  639  Advanced Nursing Practicum/Clinical Seminar  (5)
A culminating course taught in the final semester with emphasis on providing primary health care to clients across the lifespan and prescribing appropriate pharmacologic and non-pharmacologic therapies of common, acute, and chronic health concerns. Special emphasis is placed on the assumption of the role and responsibilities of an advanced practice nurse. As this is a capstone program with 210 hours spent in the clinical setting, the student is given the opportunity to synthesize the knowledge from all prior graduate courses in ordering appropriate labs, x-rays, etc. to reach a correct medical diagnosis and evaluate the plan with the preceptor. Prerequisites: MSN 500, 501, 532, 540, 550, 570, 581, 582, 584, 601; co-requisite: MSN 670.
MSN 640 Teaching in Health Care Learning Environments (8)
This capstone field practicum is designed to assist students in the application of teaching skills needed to effectively transition to, or broaden, the role of nurse educator in staff development or higher education. Prerequisites: completion of certificate component of MSNED program, and MSN 570, 590.

MSN 650 Advanced Practice Nursing, Continuing Registration (0)
This course is for the ongoing completion of clinical practice hours. There is a registration fee of $250 per semester.

MSN 660 Special Topics (1–4)
Special topics are offered under this course number as opportunities for students to explore areas of interest. Prerequisites: consent of instructor, director and school dean.

MSN 668 Directed Studies (1–4)
Independent pursuit of topics/areas not covered by core or elective courses. Prerequisites: consent of instructor, director, and school dean.

MSN 670 Synthesis: Practice in Context (2)
Designed to assist students to develop skills needed to effectively transition to the role of Family Nurse Practitioner. Prerequisites: MSN 500, 501, 532, 540, 550, 570, 581, 582, 601; co-requisite: MSN 639.

MSN 673 Practicum/Seminar for the Nurse Educator (3)
Students will investigate, review, and apply multimedia formats and activity-based teaching strategies in the development of clinical teaching plans. Instructional design principles for the selection of media elements and teaching methodologies will be incorporated in the design and development of instructional products. Students will continue investigation of the primary literature for evidence to justify methodology and technology strategies. Students will begin building a professional portfolio. Prerequisites: completion of the certificate portion of the program, MSN 570.

MSN 699 Masters Project Continuing Registration (0)
This course is for the ongoing work on the clinical research component of the Masters Program. There is a registration fee of $250 per semester.

Master of Science in Nursing Anesthesia Courses

MSNA 500 Physiology I (5)
An in-depth study of human medical physiology. The Fall semester will include membrane transport, nerve and muscle physiology. It will also cover cardiac and body fluid dynamics.
MSNA 501  Physiology II  (5)
Second semester physiology will cover the remaining systems, particularly respiratory and kidney function, and will include digestive, endocrine and immunologic systems.

MSNA 510  Chemistry and Physics for Nurse Anesthetists  (3)
This course will provide the background knowledge that nurse anesthetists need to understand physical and molecular processes as they relate to the practice of anesthesia, as well as many of the concepts that underlie the pharmacology and physiology courses required for the MSNA program. Emphasis is placed on basic chemistry, biochemistry, and physics. Additional topics include a math review and an introduction to anesthesia equipment.

MSNA 520  Pharmacology I  (4)
The basic principles underlying the pharmacodynamics and pharmacokinetics of drugs including mechanism of action, absorption, distribution, metabolism, excretion and toxicity will be presented. This will be followed by general discussion of injected and inhaled anesthetics and then detailed examination of each of the commonly used anesthetic drugs. Pharmacogenetic and pharmacoeconomic principles will also be presented.

MSNA 521  Pharmacology II  (3)
In this continuation course, detailed presentations of other pharmacological agents encountered by nurse anesthetists will be presented. Descriptions of various classes of drugs including chemotherapeutic, antihypertensive and anti-inflammatory drugs will be given. Special emphasis will be placed on the interaction of these drugs with the anesthetics.

MSNA 530  Gross Anatomy  (3)
A review of the study of human anatomy in an integrated lecture/lab setting. The systems directly involved in anesthesia will be reviewed in-depth, particularly the nervous, cardiac and respiratory systems. Cadaver dissection will support the classroom experience.

MSNA 540  Anesthesia Principles I  (3)
This course is designed to present the student with an overview of introductory principles related to nurse anesthesia as well as professional aspects of nurse anesthesia practice. Emphasis is placed on the history of nurse anesthesia, preoperative and postoperative assessment, monitoring, documentation, airway, anesthesia machine, the business of anesthesia, reimbursement and payment, substance abuse, professional ethics, quality improvement, structure and function of the AANA, professional advocacy, and practice standards and regulation.
MSNA 550 Anesthesia Principles II (5)
A presentation of topics related to the clinical practice of anesthesia including: regional anesthesia, pediatrics, anesthesia and the respiratory system, thoracic anesthesia, vascular anesthesia, cardiac anesthesia, neuro anesthesia, obstetrics, anesthesia and the musculoskeletal system, ENT, orthopedics, laparoscopy and pharmacology review with emphasis on anesthetic drugs.

MSNA 551 Anesthesia Principles III (2)
This course continues the presentation of the advanced principles of anesthesia. In this block of instruction the following topics will be covered: anesthesia and obesity, anesthesia for the geriatric patient, hematology and immune function, respiratory disorder, endocrine system and anesthesia, high risk cardiovascular, and organ transplant.

MSNA 552 Anesthesia Principles IV (2)
This course continues the presentation of the advanced principles of nurse anesthesia. In this block of instruction the following topics will be covered in detail: anesthesia and the hepatic/GI system, burns and anesthesia, trauma anesthesia, anesthesia and the eye, high risk OB, data interpretation, and pharmacology review.

MSNA 553 Anesthesia Principles V (2)
This course continues the presentation of the advanced principles of nurse anesthesia. In this block of instruction, the following topics will be covered in detail: legal issues in anesthesia, allergic reaction, how to create curriculum vitae, anesthesia outside the operating room, as well as personal evaluation testing in preparation for the certification exam.

MSNA 554 Professional Aspects of Anesthesia (1)
This course is specifically designed to prepare students to pass the certification exam. This course included sections on study skills, study planning, priority planning, time management, test preparation, test taking skills, test anxiety, and a review of study materials supplied by the national board of certification of nurse anesthetists.

MSNA 560 Simulator Lab (2)
Hands on interaction with SimMan. This course is designed to take the student through the chronological steps of giving an anesthetic. The SimMan simulator can be intubated. Student actions have direct influence on mannequin vital signs and care giver actions will dictate how SimMan responds.

MSNA 570 Research Methods (2)
This course focuses on preparing students to critically analyze and develop research. Emphasis is placed on reading and interpreting published research in terms of applicability to the health care professional. Discussion groups, class presentations and lectures will use research articles to clarify and expand on key research concepts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSNA 571</td>
<td>Research Practicum</td>
<td>2</td>
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<tr>
<td></td>
<td>This course consists of independent study and the preparation and presentation of a capstone project.</td>
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<tr>
<td>MSNA 580</td>
<td>Anesthesia Seminar I</td>
<td>1</td>
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<tr>
<td></td>
<td>This course will focus on SimMan exercises, case scenarios, and standards of practice.</td>
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<tr>
<td>MSNA 581</td>
<td>Anesthesia Seminar II</td>
<td>1</td>
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<tr>
<td></td>
<td>This course will focus on advanced SimMan exercises, difficult case scenarios, and standards of practice.</td>
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<tr>
<td>MSNA 582</td>
<td>Anesthesia Seminar III</td>
<td>1</td>
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<tr>
<td></td>
<td>This course will expose the student to various topics such as the difficult airway and cultural differences that may impact the delivery of anesthesia care. Students will also have the opportunity to hone clinical and critical thinking skills by managing clinical case scenarios in the simulator laboratory.</td>
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<tr>
<td>MSNA 590</td>
<td>Special Topics in Anesthesia</td>
<td>2</td>
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<tr>
<td></td>
<td>A changing topics course.</td>
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<tr>
<td>MSNA 601</td>
<td>Clinical Practicum I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.</td>
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<tr>
<td>MSNA 602</td>
<td>Clinical Practicum II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.</td>
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<tr>
<td>MSNA 603</td>
<td>Clinical Practicum III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.</td>
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<tr>
<td>MSNA 604</td>
<td>Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.</td>
<td></td>
</tr>
</tbody>
</table>
MSNA 610 Nurse Anesthesia Issues in Diversity
Focuses on principles of diversity that are not covered in other MSNA courses. Students will be assigned readings from selected texts and journals and write papers in APA format. Specific requirements of MSNA 610 assignments will be listed in the course syllabus. Students will read one text and prepare a summary of their thoughts. This paper should be in APA format, no less than 5 pages not counting the title page. Student papers will conclude with what they have learned from reading this book, how the reading influenced them, and how it will benefit their anesthesia practice.

MSNA 611 Evidence-Based Practice
Focuses on evidence-based practice (EBP) and critical thinking principles that are not covered in other MSNA courses. Students will be assigned readings from selected texts and journals and write papers in APA format. Specific requirements of MSNA 611 assignments will be listed in the course syllabus.

MSNA 612 Advanced Respiratory Physiology and Pathophysiology
Focuses on professionalism and anesthesia awareness principles that are not covered in other MSNA courses. Students will be assigned readings from selected articles and write papers in APA format. Specific requirements of MSNA 612 assignments will be listed in the course syllabus.

MSNA 660 Advanced Health Assessment
This course introduces the theoretical and laboratory components of a comprehensive, holistic nurse anesthesia health assessment. Concepts and techniques necessary for gathering and analyzing data about the physical, psychosocial, cultural, and spiritual aspects of a client’s state of wellness and preparation for surgery are emphasized. Comprehensive health assessments will focus on clients from adolescence through late adulthood.

MSNA 668 Directed Studies
Independent pursuit of topics/areas not covered by core or core of elective courses. Prerequisites: consent of instructor, director, and school dean.

Master of Science in Professional Counseling

MSPC 610 Counseling Ethics and Professional Roles
This course is an introduction to the ethical issues involved in counseling. Topics such as confidentiality, informed consent, and therapist/client boundaries, to name a few, will be discussed. Students will explore the impact of their personal values on the therapeutic relationship. Students will also become familiar with the current law, rules and ethics guiding the licensed professional counselor in the state of Utah.
MSPC 612 Statistics and Research Methods (3)

This course will familiarize students with the basic statistical concepts and research methods used in the behavioral sciences. The course will focus on developing (1) an intuitive grasp of the conceptual underpinnings of basic statistical and research concepts, (2) a basic familiarity with specific statistical formulas and research methods, and (3) an ability to critically analyze which methods are applicable in actual research contexts. The course will focus on preparing the student to interpret and evaluate research as it is presented in behavioral science journals. Since it is only an introductory course, students will not be expected to become proficient in the mathematical underpinnings of research and statistics. Instead, the course will utilize numerous examples of actual behavioral research to help students learn how to read research reports, and to discriminate good research from bad.

MSPC 614 Psychopathology and the DSM (3)

This course will present an overview of adult psychopathology, including major psychological disorders, associated symptom clusters, etiological factors, accepted treatments, and relevant research findings. Empirical challenges to diagnostic accuracy and social/cultural factors affecting diagnosis and treatment will be addressed.

MSPC 618 Individual Psychotherapy (3)

As a result of this course, students will: (1) understand, contrast, and critically evaluate the various theoretical approaches; (2) learn to select from these approaches in developing their own style of therapy; and (3) develop an ability to utilize these theoretical approaches in case analyses.

MSPC 620 Infant and Child Development (3)

This course provides an overview of current developmental theory and research on infant and child development. Particular emphasis is placed on biological, physical, social, cognitive, and emotional aspects of the developing child in a cultural context. Students are expected to achieve the following competencies: (1) an understanding of current developmental theory and its relationship to counseling practice; (2) the development of observational skills, allowing the student to assess the developmental strengths, competencies, vulnerabilities, and needs of a child; (3) the capacity to think from a developmental perspective and to understand factors that may influence developmental outcomes; (4) a familiarity with mainstream developmental research, enabling the student to explore credible sources of information regarding issues in children’s development.

MSPC 622 Lifespan and Career Development (3)

As a result of this course, students will: (1) understand, contrast, and critically evaluate the various theoretical approaches to adult development and assessments to career counseling; (2) learn how to analyze specific assessments and value the strengths and weaknesses of these psychological assessments; and (3) relate theories adult development and assessment to practical applications for clients.
MSPC 625 Test and Measurement Theory (2)
The purpose of this course is to foster students’ understanding of the fundamentals of psychometric theory in behavioral measurement. The course will focus on developing (1) a substantial understanding of the fundamentals of the development of assessment instruments, (2) an ability to interpret data derived from those instruments, and (3) an ability to determine which instruments are appropriate for which situations. Course topics will cover: the construction of measurement instruments; methods of establishing the reliability and validity of tests; standardization and norming of tests; and item response theory.

MSPC 628 Couple, Family, and Group Psychotherapy (3)
This course provides an overview of current research and practice in couple, family, and group psychotherapy. Didactic and experiential methods will be used to teach the relevant concepts. Students are expected to achieve the following competencies at an introductory practitioner level: (1) understand a broad base of theory and treatment approaches for couple, family, and group psychotherapy, including the types of problems effectively treated in these modalities; (2) assess couple, family, and group dynamics and develop appropriate treatment strategies; and (3) increase awareness of the unique challenges and benefits of systemic treatment.

MSPC 631 Applications of Cognitive Behavioral Theory (3)
This course examines the major theoretical tenets of Cognitive Behavioral therapy. This is an experiential class, role plays and video demonstrations will be utilized to enhance the learning experience.

MSPC 633 Child Psychotherapy (3)
This course provides an overview of current research and practice in child psychotherapy. Students are expected to achieve the following competencies at an introductory practitioner level: (1) the ability to assess and diagnose a child client/patient between the ages of 3-14, considering relevant developmental, familial, and cultural contexts; (2) the ability to select and construct an appropriate treatment plan for the child; (3) an awareness of effective treatment approaches, including psychopharmacology, behavioral, cognitive-behavioral, ecological, and psychodynamic intervention strategies; and (4) knowledge of relevant research on treatment outcome and effectiveness for common childhood referral problems.

MSPC 636 Clinical Assessment (3)
This course will introduce the student to ethical and clinical issues in psychological assessment. Students will learn about selection, administration, scoring, and interpretation of assessment measures commonly used in counseling settings. They will critically evaluate examples of psychological assessment reports and understand how to use testing data to generate appropriate treatment recommendations. Typical challenges and problems in test administration and interpretation will be discussed. Students will be required to administer a number of psychological tests and submit written reports for review.
MSPC 639  Multicultural Counseling  (3)
An appreciation of diversity in meaning systems is relevant to all counseling and all counseling courses. The ability of the therapist to understand the other as other is a central issue in developing a strong therapeutic alliance. This course explores the complexities of culture and its influence on the client/therapist relationship. This course is designed: (1) to increase awareness of the effect of culture on the counseling relationship through reading and direct exposure to individuals from a different culture; (2) to increase awareness of how one’s cultural background, experiences, belief system, attitudes, values and biases influence the counseling process; (3) to develop a level of cultural sensitivity in working with culturally diverse clients; (4) to learn culturally responsive intervention strategies for culturally diverse clients; and (5) to become aware of resources that can extend one’s cultural competency beyond the introduction given in this course. The central focus for this course will be ethnic/racial diversity, although we will pay attention to gender, sexual preference, age, and class as they relate to issues of diversity.

MSPC 640  Counseling Practicum  (3)
This course fulfills the requirements of a practicum placement. Students will be placed in a practicum setting, where they will receive on site supervision. In addition, they will meet with fellow students and the course instructor for weekly group supervision. This course is designed to introduce students to the clinical and professional issues of mental health practice.

MSPC 642  Substance Abuse Treatment  (3)
This course examines various addictions from a biopsychosocial perspective. Several perspectives on the process and treatment of addictions will be considered with a special emphasis on an Object Relations approach and on process addictions. Focus will be placed on integrating substance abuse treatment with general mental health treatment and dual diagnoses.

MSPC 644  Applications of Psychodynamic Theory  (3)
The purpose of this course is to foster students’ understanding of the fundamentals of psychoanalytic, or psychodynamic, theory and therapy. The course will focus on developing (1) a substantial understanding of the fundamental concepts in psychodynamic theories of personality, personality development, the therapeutic relationship, and therapeutic techniques, (2) a familiarity with therapeutic techniques and other clinical considerations specific to psychodynamic theories, and (3) practical skill in the basic use of such therapeutic techniques. The course will provide students with opportunities to utilize role-play and other experiential techniques to develop their familiarity and skill with the actual mechanisms of psychodynamic psychotherapy.

MSPC 650  Special Topics Seminars  (1–3)
A special topics course highlights specific areas relevant to mental health practice such as Treating Domestic Violence, Psychopharmacology, Gender and Sexuality, Parent Child Interaction Therapy, etc. Prerequisites vary with course content.
MSPC 652 Advanced Psychodynamic Theory (3)
The purpose of this course is to foster students’ understanding of advanced concepts in psychoanalytic and psychodynamic theory and therapy. The course will focus on developing (1) a broad and substantial understanding of current psychodynamic concepts and controversies (including the concepts of intersubjectivity, countertransference disclosure, the meanings of negation, etc.), (2) familiarity with advanced psychodynamic techniques (such as the analysis of countertransference and the use of the therapist’s self), and (3) clinical skill in the use of such techniques in a variety of therapeutic contexts. Through the use of video conference technology, the course will provide students with access to presentations and case discussions by some of the leading psychodynamic theorists in the world today. In addition, since this course will take place during the students’ third year, while they are on their internships, we will utilize students’ actual clinical experiences as additional material for case discussion.

MSPC 660/661 Internship I and II (3–3)
This course fulfills part of the clinical internship requirement. Students will be placed in an internship setting, where they will be supervised on site. In addition, they will meet with fellow students and the course instructor for weekly group supervision. This course is designed to expand students’ applied clinical knowledge base and train students in the components of delivering mental health services.

MSPC 668 Directed Studies (1–4)
Allows students to undertake independent research and readings and readings on special topics not fully covered in the MSPC Program. Prerequisites: consent of instructor and school dean.

MSPC 670 Thesis Research (1–6)
Students design their own research project in a focused area of interest. Students will complete a comprehensive literature review, identify a research question, select appropriate research methodology, gather data, and discuss their findings. Once completed, students will present their research to their thesis committee.

Project-Based Master of Business Administration
Project Sequences

Project 1: Strategic Leadership (8)
A student will demonstrate competency in communication, ethical decision making skills, and critical thinking. Project 1 is designed to assist students in utilization of reflective capacities and address cultural diversity and social responsibility issues. Activities will include readings, videos, discussions, workshops, and meetings requiring a student to prepare and write a variety of different papers, make oral presentations, and create videos.
Project 2: Consumers in Markets  (8)
A student will select an industry to analyze. Using a variety of analytical techniques, the student will discuss elements of the industry based on marketing, economic, financial, and global perspectives. The student will compose a written analysis and then present the analysis to peers at an onsite event.

Project 3: Enterprise Performance  (8)
A student will be asked to select five companies within an industry and perform a detailed financial analysis of each of the firms. A student will then select the strongest and the weakest from a strictly financial perspective. The student will prepare a presentation of the analysis of the strongest firm to an audience of potential investors. The student will complete a series of tasks related to marketing, management, and operations in analysis of the strongest and weakest firms identified in the financial analysis. A student will then compare and contrast the two firms based on elements of marketing, management, and operations.

Project 4: Implementing Strategy  (8)
A student will participate as a member of a management team, in a business simulation project that will require students to develop a strategy, execute tactics, analyze competitors, and apply critical business concepts and program competencies addressed in previous components. At the conclusion of the business simulation, each student will complete a competency exam that will assess and measure understanding of the following topical areas: financial theory and analysis, operations management, implementation of corporate strategy, marketing theory and analysis, integration of business units, fiduciary responsibility by managers.

Project 5: Business Planning  (8)
A student prepares a business plan for any for-profit or not-for-profit enterprise of their choosing. The final business plan is presented to and evaluated by a committee of faculty members and business professionals.

Special Education Endorsement Courses

SPED 503 Roles of the Special Educator  (3)
Examines: a) professional roles and responsibilities of special educators in K–12 schools, b) collaborative and inclusive program models for special education, c) collaboration among various educators, family members, and community agencies in providing appropriate services and educational plans for special education students, and d) laws and State rules and regulations that govern the program. Field work is required.
SPED 508 Principles and Application of Special Education Assessment (3)

Students gain an understanding of statistical procedures and basic processes for collecting and analyzing observational information, criterion referenced and environmental assessment in diagnosis and special education development. Students administer, score, and interpret norm-referenced instruments, analyze results in combination with data from other assessment processes, determine eligibility, and develop educational programs. Field work is required. Prerequisite: SPED 503; co-requisite: SPED 535.

SPED 535 Methods of Instruction and Curriculum for K–6 Mild/Moderate Special Education (3)

This course explores the current research on best practices regarding curriculum and instruction for students with mild to moderate disabilities in K–6 settings. Students learn to apply interventions that assist students with learning difficulties in reading, math, and written and oral expression. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisite: SPED 503; co-requisite: SPED 508.

SPED 536 Methods of Instruction and Curriculum for K–6 Severe Special Education (3)

This course prepares special educators to deliver quality educational services to students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of discrimination task, motor task, and habit, rule, or discrete behavior chain. Students will also learn how to determine instructional needs, develop IEPs, use prompting and fading strategies, implement differential reinforcement and error correction, and understand how to analyze the learning environment for the impact it has on students. Prerequisite: SPED 503; co-requisite: SPED 508.

SPED 540 Methods of Instruction and Curriculum for 7–12 Mild/Moderate Special Education (3)

This course explores the current research regarding methods to serve students with disabilities in the general education classroom. Students learn to apply learning strategies to reading, writing, mathematics, and study skills. Students also develop transition programs to enhance student learning. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisites: SPED 503, 508, and 535; co-requisites: SPED 585.
SPED 541  Methods of Instruction and Curriculum for 7–12 Severe Special Education  
This course prepares students with an understanding of the foundations of curriculum and instruction for elementary and high school students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of functional literacy, functional math, and personal leisure, management, or employment. Students will also learn about instructional grouping, distribution of instructional trials, and inclusion in the general education curriculum. A specific focus will also be on transition programming for students in secondary education programs. Prerequisites: SPED 503, 508, 536; co-requisites: SPED 585.

SPED 577  Facilitating Services Across Disciplines  
This course introduces students to the variety of management issues that are prevalent for special educators. Students will learn various approaches to co-teaching, scheduling services, working with service and support personnel, and utilizing assistive technology.

SPED 585  Behavioral Supports in Special Education  
Students focus on the integration of methods and techniques for addressing the academic/social development of learners with special needs. Field work is required. Prerequisites: SPED 503, 508 and 535 or 536; co-requisites: SPED 540 or 541.

SPED 590  Student Teaching in Special Education  
Supervised teaching in selected special education programs in an elementary or secondary school. There is a $100 student teaching fee. This course is offered on a credit/no credit basis. Prerequisite: permission of instructor.
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Assistant Professor, Biology/Environmental Studies

Christopher Cline, 1994
B.S., 1979, University of Maryland; Ph.D., 1992, The Pennsylvania State University
Associate Professor, Physics

Marilee Coles-Ritchie, 2009
B.S., 1987, University of Utah; M.A., 1993, School for International Training;
Ph.D., 2006, University of Utah
Associate Professor, Education

Richard Collins, 2001
B.A., 1974; Bucknell University; Ph.D., 1987, University of Utah
Professor, Finance/Economics

Carolyn Connell, 1983
B.A., 1970, University of Texas at Austin; M.A., 1971, University of North Texas;
Ph.D., 1979, University of Utah
Professor, Mathematics; Associate Dean, School of Arts and Sciences

John Contreras, 2010
B.S., 1983, Arizona State University; M.S.P.H., 2000, and Ph.D., 2008, University of Utah
Assistant Professor, Public Health

Peter Conwell, 2003
B.S., 1976, Sonoma State University; Ph.D., 1986, University of Utah
Associate Professor, Physics

Susan Cottler, 1977
B.A., 1970, University of Vermont; M.A., 1975, Ph.D., 1982, University of Utah
Professor, History

Jonas D’Andrea, 2008
Ph.D., 2008, University of Colorado
Assistant Professor, Mathematics
Alan Davison, 1993
B.A., 1982, Universidad Interamericana, Puerto Rico; M.A., 1986; Ph.D., 1993, University of Utah
Professor; Spanish

Gary Daynes, 2006
B.A., 1998, Brigham Young University; M.A. and Ph.D., 1996, University of Delaware
Associate Professor; History; Associate Provost for Integrative Learning

Sean Desilets, 2008
Assistant Professor, English and Film Studies

William A. Deutschman, 2007
B.S., 1992, Lewis and Clark College; Ph.D., 2001, University of Oregon
Associate Professor; Biological Chemistry

Georgiana Donavin, 1992
B.A., 1983, M.A., 1985, California State University, Sacramento; Ph.D., 1992, University of Oregon
Professor; English

Janet Dynak, 1997
Professor; Education

Lesa Ellis, 2002
B.S., 1995, Westminster College; M.S., 1999, University of Oregon; Ph.D., 2002, University of Oregon
Associate Professor; Psychology

Katherine Evans, 2010
B.A., 2000, Dartmouth College; M.A., 2005, University of Texas at Austin; Ph.D., 2010, University of Texas at Austin
Assistant Professor; English

Gerald R. Fairbairn, 2007
B.S., 1967, San Jose State College; M.S., 1973, California State University; Ph.D., 1982, University of Santa Clara
Professor; Aviation

Fred Fogo, 1990
B.A., 1966, Wabash College; M.A., 1969, University of Nevada, Reno; Ph.D., 1989, University of Utah
Professor; Communication

Diane Forster-Burke, 1985
B.S.N., 1977; M.S.N., 1987, University of Utah
Professor; Nursing and Health Sciences
Gregory Gagne, 1990
B.S., 1986, Bentley College; M.S., 1990, University of Vermont
Associate Professor, Computer Science

Michael Glauser, 2006
B.A., 1977 and M.S., 1978 University of Utah; Ph.D., 1981, Purdue University
Associate Professor, Management

Peter Goldman, 2001
B.A., 1992, Sonoma State University; M.A., 1994 and Ph.D., 2000, University of California, Irvine
Associate Professor, English

David Goldsmith, 2001
B.A., 1994, Colgate University; Ph.D., 2001, Harvard University
Associate Professor, Geology

John D. Groesbeck, 2007
B.A., 1986, Boise State University; M.S.S., 1988 and Ph.D., 1993, Utah State University
Professor, Economics and Finance

Scott Gust, 2007
Associate Professor, Speech

Elree Harris, 1989
B.A., 1979, M.A., 1980, Northern Illinois University;
Ph.D., 1985, University of Utah
Professor, English

Jennifer Harrison, 2006
Assistant Professor, Accounting

Stephen Haslam, 1985
B.A., 1968; M.A., 1972, University of Utah
Assistant Professor, French

Robert J. Haworth, 2008
B.S., 1977, Virginia Polytechnic Institute and State University;
M.B.A., 1979, Texas Tech University
Instructor, Management

James Hedges, 2008
B.A., 2000, and M.A., 2003, California State University;
Ph.D., 2008, University of Utah
Assistant Professor, Speech
Richard T. Henage, 2009
B.S., 1978, and M.B.A., 1982, Utah State University;
Ph.D., 1995, University of Utah
Associate Professor, Accounting

Elizabeth Herrick, 1984
B.S., 1969, Northern Michigan University; M.S., 1984, Bemidji State University
Assistant Professor, Mathematics

Angela Hicks, 2006
B.A., 1993, Miami University; M.A., 1998, Northern Arizona University;
Ph.D., 2005, University of Utah
Associate Professor, Psychology

Helen Hodgson, 1992
A.B., 1966, University of Michigan; M.A., 1969, University of Denver;
Ph.D., 1973, University of Denver
Professor; Communication

Dara A. Hoffa, 1990
B.S., 1980, Brigham Young University; M.Acc., 1987, Utah State University; C.P.A
Associate Professor, Accounting

Sabrina Hom, 2009
Assistant Professor; Philosophy

Paul Hooker, 1999
B.Sc. Honors, 1986; Ph.D., University of Bristol
Associate Professor, Chemistry

Helen Hu, 2003
B.S.E., 1995, Princeton University; Ph.D., 2003, University of Utah
Associate Professor, Computer Science

Stephen D. Hurlbut, 1998
B.S., 1977, Lewis and Clark College; M.B.A., 1997, University of Utah
Assistant Professor; Accounting/Management; Practice/Experience Coordinator

Robyn Hyde, 2002
B.S., 1994, Northwest Nazarene University; Ph.D., 2001, University of Utah
Associate Professor, Chemistry

Peter Ingle, 1999
B.S., 1987, Worcester Polytechnic Institute; M.Ed., 1994, University of Utah;
Ph.D., 1999, University of Utah
Associate Professor, Education

Carol Jeffers, 2006
B.A., 1986, Antioch College; M.S., 2001, University of Oregon;
M.S.N., 2006, University of Utah
Associate Professor, Nursing and Health Sciences
Kristi Jones, 2001
B.S., 1982, University of Utah; M.A., 1987, California State University, Bakersfield;
Ph.D., 2000, University of Utah
Associate Professor, Education

Brian Jorgensen, 2001
B.A., 1981, MBA, 1982, University of Utah; J.D., 1985, Brigham Young University;
Ph.D., 1995, University of California Los Angeles
Associate Professor, Marketing

Michael A. Keene, 2005
B.A., 1977, Princeton University; Ph.D., 1984, Harvard University;
MBA, 1992, University of Iowa
Assistant Professor, Technology Management

Han Kim, 2008
B.S.E., 1991, University of Michigan; M.S.P.H., 1998, University of Utah;
Ph.D., 2002, University of Washington
Assistant Professor, Nursing and Health Sciences; Assistant Director, Public Health Program

Betsy Kleba, 2010
B.S., 1998, University of Utah; Ph.D., 2006, University of California, Berkeley
Assistant Professor, Biology

Melissa M. Koerner, 2004
B.A., 1976, M.S., 1979, Ph.D., 1996, University of Utah
Associate Professor, Management

Michael Kraus, 2001
B.A., 1974, Willamette University; M.Ed., 1992, Heritage College
Associate Professor, Aviation

Aric W. Krause, 1999
B.S., 1989, Illinois State University; M.A., 1993, DePaul University;
Ph.D., 1998, Colorado State University
Associate Professor, Economics; Dean, Division of New Learning

Matthew Kruback, 2009
Assistant Professor, Art

Catherine Kuzminski, 1974
Professor, Art

Christopher LeCluyse, 2006
B.A., 1995, Oberlin College; M.A., 1997, The University of Texas at Austin;
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Associate Professor, English

Lauren Lo Re, 2005
Assistant Professor, Finance
Ronda Lucey, 1998
B.S., 1990, University of Utah; M.S., 1997, University of Utah;
DNP, 2008, University of Utah
Associate Professor, Nursing and Health Sciences

Michael Mamo, 2002
B.A., 1983, Addis Ababa University (Ethiopia); M.A., 1994, Western Michigan University; Ph.D., 2000, Western Michigan University
Assistant Professor, Economics

Ronald M. Mano, 2010
B.S., 1968, and M.B.A., 1970, University of Utah; Ph.D., 1978, University of Nebraska-Lincoln
Professor, Accounting

Gary Marquardt, 2009
Assistant Professor, History

Barbara Marsh, 2008
Assistant Professor, Education (Temporary)

Jeffrey M. McCarthy, 1998
Professor, English

Kenneth D. Meland, 1985
Ph.D., 1996, University of Utah
Professor, Management

Nicholas D. More, 1995
B.A., 1987, University of Notre Dame; Ph.D., 1995, University of Texas at Austin
Associate Professor, Philosophy

Alysse Morton, 2002
B.S., 1990, Indiana University; Ph.D., 1997, Georgia Institute of Technology
Professor, Management

Fatima Mujcinovic, 2001
B.A., 1994 Bluffton College; M.A., 1996, Case Western University;
Ph.D., 2000, University of California, Santa Barbara
Associate Professor, English

Gail Nelson, 2006
B.S., 1980, Westminster College; M.S.N., 2002, University of Utah
Assistant Professor, Nursing and Health Sciences

Bridget Newell, 1996
B.A., 1984; M.A., 1987, Miami University; Ph.D., 1992, Temple University
Professor, Philosophy; Associate Provost for Diversity and Global Learning
Lance Newman, 2008  
Professor, English

Robert Nicholes, 2005  
B.S., 1983, University of Utah; M.S., 1988, University of Utah; D.N.P., 2009, University of Utah  
Associate Professor, Nursing and Health Sciences; Director, MSN Programs

Jeffrey Nichols, 1995  
B.A., 1982, State University of New York College at Geneseo; Ph.D. 1998, University of Utah  
Associate Professor, History

Kristjane Nordmeyer, 2008  
B.S., 1997, University of Utah; M.S., 2002 and 2005, University of Utah; Ph.D., 2008, University of Utah  
Assistant Professor, Sociology

William Ogilvie, 2006  
Instructor, Aviation

Giancarlo Panagia, 2010  
J.D. 1987, University of Florence; M.C.L., 1990, Penn State Dickinson School of Law; L.L.M., 1998, University of Utah College of Law; Ph.D., 2004, Arizona State University; S.J.D., 2010, Indiana University School of Law  
Assistant Professor, Justice Studies

Richard Parsons, 2009  
Instructor, Accounting/Finance

Robert Patterson, 2005  
B.A., 1979, University of Utah; M.B.A., 1982, Brigham Young University; C.F.A.  
Associate Professor, Finance

Shamby Polychronis, 2007  
B.S., 1999; M.Ed., 1997; and Ph.D., 2006, University of Utah  
Assistant Professor, Education

Michael A. Popich, 1981  
B.A., 1968, University of Scranton; M.A., 1970, University of Notre Dame; Ph.D., 1980, State University of New York at Binghamton  
Professor, Philosophy

Cathleen Power, 2006  
B.A., 1999, Colorado College; Ph.D., 2006, University of Michigan  
Assistant Professor, Psychology
**Luis Ignacio Prádanos-Garcia (Iñaki), 2010**  
*Assistant Professor, Spanish*

**Paul Presson, 1998**  
B.A., 1992, Chapman University; M.A., 1994;  
Ph.D., 1997, University of New Hampshire  
*Associate Professor, Psychology; Associate Provost for Institutional Research and Assessment*

**Lorel Preston, 1997**  
B.S., 1984, University of Wyoming; M.S., 1992;  
Ph.D., 2000, University of Utah  
*Professor, Education*

**Christopher Quinn, 1994**  
B.A., 1979, Westfield State; M.M., 1983, University of Connecticut;  
D.M.A., 1994, University of Colorado at Boulder  
*Professor, Music*

**Sean Raleigh, 2008**  
B.S., 2001, Vanderbilt University; M.A., 2003, University of California, San Diego;  
Ph.D., 2008, University of California, San Diego  
*Assistant Professor, Mathematics*

**Jennifer Ritter, 2009**  
B.A., 1995, University of Houston; M.A., 1997, West Virginia University; Ph.D., 2002, Indiana University of Pennsylvania  
*Associate Professor, English/WESLI*

**Alan R. Rogers, 1979**  
B.S., 1974; M.B.A., 1977, University of Utah; C.P.A  
*Professor, Accounting*

**Judith Rogers, 1990**  
B.S., 1969, State University of New York, Buffalo;  
M.S., 1985; D.V.M., 1989, Texas A & M University  
*Professor, Biology*

**Mark Rubinfeld, 2003**  
B.A., 1980, University of Hartford; M.S.W., 1982, University of Connecticut;  
M.A., 1993 and Ph.D., 1997, University of Massachusetts, Amherst  
*Professor, Sociology*

**Natasha Sajé, 1998**  
B.A., 1976, University of Virginia; M.A., 1980, Johns Hopkins University;  
Ph.D., 1995, University of Maryland  
*Professor, English; Director, Anne Newman Sutton Weeks Poetry Series*
Colleen Sandor, 2002
B.A., 1986, Canisius College; M.S., 1991 and Ph.D., 1996, University of Utah
Associate Professor, Psychology

Donald R. Saxon, 2005
B.A., 1966, San Francisco State University; J.D., 1972, California Western School of Law; LLM, 1977, George Washington University School of Law
Assistant Professor, Accounting/Financial Services

Cordelia Schaffer, 2008
B.S., 1985, University of Utah; M.S.N., 1991, Wichita State University
Assistant Professor, Nursing and Health Sciences

A. Nancy Panos Schmitt, 1980
B.S., 1974, University of Utah; M.S., 1976, Virginia Tech;
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Associate Professor, Marketing

James E. Seidelman, 1980
B.A., 1976, Eastern Illinois University; Ph.D., 1986, University of Utah
Professor, Economics; Provost and Vice President for Academic Affairs

Christine Seifert, 2005
B.S., 1997 and M.A., 2000, North Dakota State University;
Ph.D., 2005, Oklahoma State University
Associate Professor, Communication

Robert A. Shaw, 2007
A.B., 1969, Occidental College; M.A., 1975, University of Chicago;
Ph.D., 1977, University of Chicago
Associate Professor, Education; Dean, School of Education

Tricia Shepherd, 2002
B.S., 1994, University of Idaho; M.S., 1995, University of Idaho; Ph.D., 2002,
Georgia Institute of Technology
Associate Professor, Physics/Chemistry

Joyce Sibbett, 1998
B.A., 1976; M.S., 1980, Utah State University; Ph.D., 1997, University of Utah
Associate Professor, Education

Gretchen Siegler, 1994
B.A., 1975, University of New Hampshire; M.A., 1983;
Ph.D., 1992, University of Nevada, Reno
Professor, Anthropology/Sociology

Jennifer Simonds, 2006
B.A., 1989, Sarah Lawrence College; M.A., 1997, Seattle University; M.S., 2002,
University of Oregon; Ph.D., 2006, University of Oregon
Associate Professor, Psychology
Barbara Smith, 1996
B.S., 1974, University of Illinois; M.S., 1976, Southern Illinois University;
Ph.D., 1996, Texas A & M University
Professor; Psychology; Director of Learning Communities

Sheryl Steadman, 2003
B.S., 1972, Brigham Young University; M.S., 1983, University of Utah;
Ph.D., 2003, University of Utah
Associate Professor and Dean, School of Nursing and Health Sciences

James Stimpson, 2006
B.S. Nursing, 1995, Idaho State University; M.A.E., 2000, Gonzaga University
Assistant Professor, Nursing and Health Sciences; Director, MSNA Program

Jennifer Stock, 2005
Associate Professor, Nursing and Health Sciences

David K. Stokes, 1997
B.S., 1991; M.Ed., 1994; Ph.D., 1996, University of Utah
Associate Professor, Education

Christine Stracey, 2010
B.S., 2000, College of New Jersey; M.A., 2002, Columbia University;
Ph.D., 2010, University of Florida
Assistant Professor, Biology

Christina Sullivan, 2010
B.S., 1991, Mary Washington College; B.S., 1996, University of South Carolina;
M.S.N., 2000, University of Utah
Assistant Professor, Nursing

Michael JD Sutton, 2007
B.S., 1989, University of Waterloo; Ph.D., 2007, McGill University
Associate Professor, Management

Sheri Tesseyman, 2004
B.S., 1982, University of Utah; M.S.N., 1989, Brigham Young University
Associate Professor, Nursing and Health Sciences

Christopher S.P. Tong, 2001
B.S., 1986, Westminster College; Ph.D., 1991, University of Utah
Professor, Economics; Director, Center for China-America Business Studies

Christopher Torman, 2008
B.S.N., 1999, Weber State University; M.N.A., 2003, University of South Carolina
Assistant Professor, Nursing and Health Sciences; Assistant Director, MSNA Program

Charles Tripp, 1985
B.A., 1965, University of Wyoming; M.A., 1967, Colorado State University;
M.A., University of Northern Colorado, 1979; Ph.D., 1974, Wayne State University
Professor; Political Science and Psychology
Julie Valentine, 2010
B.S., University of Arizona-Tucson; M.S.N., University of Utah
Assistant Professor, Nursing

Heidi Van Ert, 1999
B.A., 1976, Colorado College; M.S., 1987; Ph.D., 1993, University of Utah
Associate Professor, Education

Diane Van Os, 1980
B.S., 1978, M.S.N., 1980, University of Utah
Professor, Nursing and Health Sciences; Director Baccalaureate Nursing Program

Jerry Van Os, 1988
Professor, Accounting

Michael Vought, 1996
B.A., 1986, University of Hawaii at Hilo; M.A., 1988, Wake Forest University; Ph.D., 1994, University of Utah
Professor, Theatre

Nina Vought, 2004
B.A., 1988, Wake Forest University; M.F.A., 1993, University of Utah
Assistant Professor, Theater

Jin Wang, 2011
B.A., 1982, Zhongshan University (China); M.A., 1984, Ohio University; Ph.D., 1989, Kansas State University
Professor, Economics; Dean, Bill and Vieve Gore School of Business

Janine Wanlass, 1990
B.S., 1978, Brigham Young University; M.S., 1984, Ph.D., 1991, University of Utah
Professor, Psychology

John P. Watkins, 1984
B.A., 1976, University of Florida; Ph.D., 1985, University of Utah
Professor, Economics

Joel Watson, 2008
B.S., 1985, University of Virginia; Ph.D., 2004, University of Utah
Assistant Professor, Marketing

Richard Wellman, 2000
B.S., M.S., 1988, Utah State University; Ph.D., 1995, Utah State University
Associate Professor, Mathematics

George L. White, Jr., 2008
B.S., 1978, University of Utah; M.S.P.H., 1981, University of Utah; Ph.D., 1987, University of Utah
Professor, Nursing and Health Sciences; Director, Public Health Program
Vicki R. Whiting, 1998
B.S., 1985, Colorado State University; M.B.A., 1991, Seattle University; Ph.D., 1997, University of Southern California
Professor, Management

Janine Wittwer, 2004
B.A., 1993, New York University; M.S., 1994, University of Chicago
Ph.D., 2000, University of Chicago
Associate Professor, Mathematics

Rulon M. Wood, 2008
B.S., 1992; M.S., 1997; Ed.S., 1999, Utah State University; M.F.A., 2003, University of Utah; Ph.D. candidate, University of Utah
Assistant Professor, Communication

Joy S. Woolf, 1984
B.A., 1969, M.A., 1975, University of Utah
Assistant Professor, Spanish

Maria K. Wrotniak, 1989
M.Sc., 1970, Ph.D., 1980, University of Lodz, Poland
Professor, Economics

Kimberly Zarkin, 2003
B.A., 1992, James Madison University; M.A., 1994, Emerson College;
Ph.D., 1998, University of Florida
Associate Professor, Communication

Michael Zarkin, 2003
B.A., 1994, University of Minnesota;
M.A., 1997 and Ph.D., 2000, University of Florida
Associate Professor, Political Science

Stephanie Zimmer, 2001
B.S.N., 1976, Ohio State University; M.S.N., 1988, University of Utah
Assistant Professor, Nursing
Faculty Emeriti

Professor Emeritus, English

Bruce M. Bemis, 1962–2000
Professor Emeritus, Mathematics

Don Doxey, 1961–1994
Professor Emeritus, Art

Professor Emeritus, Management

Professor Emerita, Nursing

Michael Gaschler, 1969–2002
Professor Emeritus, Sociology

A. Tyrone Harrison, 1988–2006
Professor Emeritus, Biology

Shirley Knox, 1969–1998
Professor Emerita, Nursing

Professor Emeritus, English/Communication

Barry G. Quinn, 1962–2001
Professor Emeritus, Biology

Professor Emeritus, English

Thomas E. Steinke, 1966–2000
Professor Emeritus, Physical Education

Professor Emeritus, Biology
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Non-Discrimination Policy

Employment Policy
Westminster College does not discriminate with regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, disability, or a person’s status as a veteran.

Education Policy
Westminster College administers all of its educational programs, related support services, and benefits in a manner which does not discriminate against students or prospective students with regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, disability, or a person’s status as a veteran.
We will be nationally recognized as an exemplary community of learners, distinguished by our distinctive educational programs, our record of preparing graduates for success in a rapidly changing world and our commitment to continuous improvement, effectiveness, and value.