



# CULVER --- STOCKTON COLLEGE

**2022-2023**  
**ACADEMIC CATALOG**

*Failure to read this catalog does not exclude students  
from the regulations and requirements described herein.*

2022-2023  
ACADEMIC CATALOG

# CULVER-STOCKTON COLLEGE



One College Hill  
Canton, MO 63435-1299  
Phone: 573-288-6000  
Admission: 800-537-1883  
[culver.edu](http://culver.edu)

# TABLE OF CONTENTS

Letter from the President.....	5	Arranged Courses.....	55
Campus Office Directory.....	6	Academic Divisions.....	55
Campus Map.....	7	Course Descriptions.....	56
Academic Calendar.....	8	Courses of Study.....	63
Culver-Stockton Mission and Vision.....	9	Accountancy.....	64
College History.....	9	Agribusiness Management.....	66
Academic Information.....	11	Art and Design.....	67
College Objectives.....	11	Arts Management.....	73
Statements of Compliance.....	11	Biology.....	75
Admission.....	15	Business Administration.....	81
GED.....	16	Chemistry.....	89
Home-Schooled.....	16	College Success.....	92
First-Year.....	16	Communication.....	92
Transfer and Re-Admit.....	16	Computer and Data Science.....	97
International Student.....	17	Criminal Justice/Law.....	99
Online Campus.....	17	Digital Marketing.....	104
Graduate.....	17	Education.....	106
Additional Information.....	19	English.....	114
Financial Information.....	21	Esports and Gaming Administration.....	117
Financial Aid.....	25	Finance.....	119
Nursing Students.....	26	First-Year Experience.....	121
Scholarships.....	32	Foreign Languages.....	122
Student Life.....	32	Geography.....	123
Academic Policies and Regulations.....	36	Health Science.....	123
Student Success.....	38	Healthcare Management.....	127
International Student Support.....	40	History.....	128
Career Services.....	41	Honors Scholars Program.....	131
Other Academic Services and Opportunities.....	42	Human Resource Management.....	132
4-Year Graduation Guarantee.....	42	Individualized.....	134
Library Resources.....	43	Interdisciplinary Studies.....	135
Travel Study Programs.....	43	International Studies.....	135
Transcripts.....	43	Legal Studies.....	137
Academic Honor Societies.....	44	Marketing.....	140
Graduation.....	44	Mathematics.....	143
Undergraduate Academic Programs.....	45	Music.....	146
Experiential Learning.....	45	Music Technology.....	148
General Requirements.....	46	Natural Science.....	155
Degrees.....	47	Nursing.....	156
Majors.....	47	*Respiratory Care.....	158
Course Regulations.....	49	*Radiologic Science.....	159
Academic Load.....	49	Physical Education.....	160
Grading.....	49	Political Science.....	164
Categories of Academic Standing.....	49	Professional Sales.....	166
Classification of Students.....	51	Psychology.....	167
Pass/No Pass Option.....	51	Religion and Philosophy.....	174
Incomplete.....	52	Sociology.....	176
Repeating Courses.....	52	Sport Management.....	178
No Grade.....	52	Supply Chain Management.....	180
Audit.....	52	Theatre.....	182
Final Examinations.....	52	Graduate Academic Policies and Regulations.....	187
Advanced Standing.....	52	Master of Arts in Counseling.....	189
Transfer Credit.....	53	Master of Athletic Training (MAT).....	194
Class Attendance.....	54	Master of Business Administration (MBA).....	199
Dropping and Adding Classes.....	54	Master of Education (MEd).....	205
Official Withdrawal.....	54	Faculty & Officers of the College.....	210
Leave of Absence.....	55	Board of Trustees.....	214
Independent Study.....	55	Index.....	215

Dear Student:

The mission and vision of Culver-Stockton College is to prepare students to become leaders in a dynamic world. Based on the values of the human spirit and faith, we also hope, therefore, that you will lead to serve others in your local and global communities. We believe that a Culver-Stockton education is transformative for our students, and we expect that you will then work to transform the lives of others as a student and eventually as a graduate of "the Hill."

Leadership means more than possessing technical and vocational abilities. It requires broader skills of intellectual curiosity, creativity, problem-solving, empathy, communications, intercultural competencies and the ability to be part of a team. At Culver-Stockton, our curriculum emphasizes experiential learning in which "real-world" applications of what you learn in the classroom help you to develop these transferable skills as well. Not only will these skills help you to lead with a spirit of compassion and service, they also happen to be the very skills most desired by employers across the economic spectrum.

Just as we hope that you will help to build strong communities after graduation, we also value a sense of community at Culver-Stockton. From the classroom, to the playing fields, to the residence halls, the studios and the performance halls, we celebrate the human spirit and what we bring to one another in a close-knit community of learners. As a member of the Culver-Stockton community, you not only join a community of faculty, staff, students and alumni of the present, but an 170 year old tradition of students coming to "the Hill" in the search for truth, knowledge, community, values and purpose.

I wish you success in all you do here at Culver-Stockton College and beyond and...Go Wildcats!

Warm regards,

A handwritten signature in black ink, reading "Douglas B. Palmer". The signature is fluid and cursive, with the first name "Douglas" and last name "Palmer" clearly legible.

Douglas B. Palmer, Ph.D.  
President

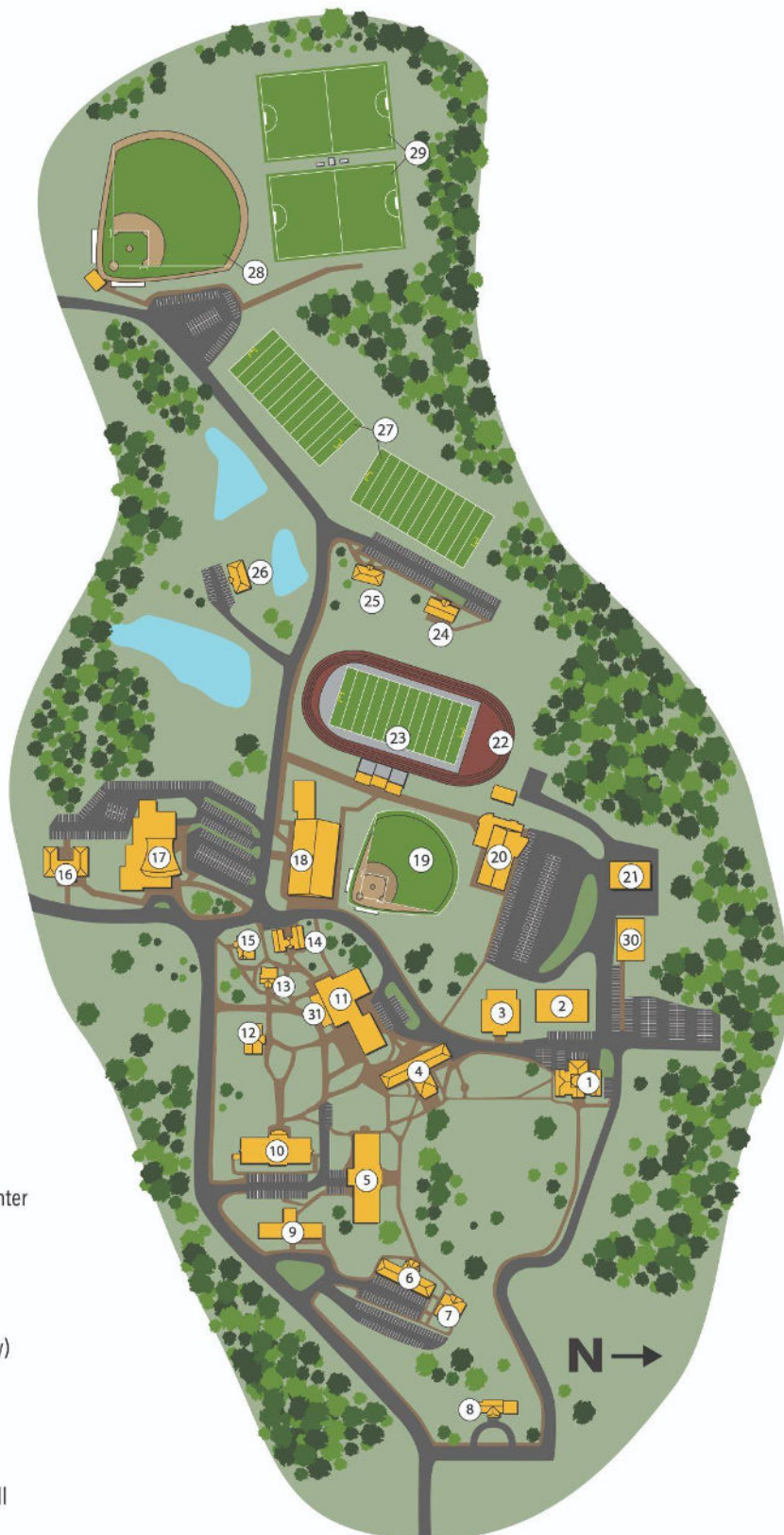
# CAMPUS OFFICE DIRECTORY

According to the nature of the inquiry, students may direct questions or requests for information to the appropriate office. For assistance, call 573-288-6000.

ADMISSION OFFICE.....	573-288-6000, ext. 6331
admission procedures, requests for applications, campus visits	
CAREER & INTERNSHIP SERVICES.....	573-288-6000, ext. 6536
career services, off-campus employment, internships	
ADVANCEMENT & ALUMNI OFFICE.....	800-755-2287
contributions, gifts or bequests, estate planning, alumni programs	
ACADEMIC AFFAIRS.....	573-288-6000, ext. 6325
educational programs, curriculum, faculty, general college policy	
FINANCIAL AID OFFICE.....	573-288-6000, ext. 6307
financial aid assistance, scholarships, Federal Work Study, on-campus employment	
LIBRARY.....	573-288-6000, ext. 6321
library information or assistance with online resources	
ADMINISTRATION & FINANCE OFFICE.....	573-288-6000, ext. 6328
payroll, accounts payable	
STUDENT ACCOUNTS.....	573-288-6000, ext. 6492
student accounts, veterans' affairs	
STUDENT LIFE OFFICE.....	573-288-6000, ext. 6334
student activities, campus life, housing,, fraternity and sorority life, mailroom, general assistance	
REGISTRAR'S OFFICE.....	573-288-6000, ext. 6330
transcripts, educational records, evaluation of transfer credits, student academic records	
STUDENT SUCCESS .....	573-288-6000, ext. 6709
academic advising, academic support, first-year experience, international student support	

# CULVER STOCKTON COLLEGE CAMPUS MAP

1. Henderson Hall
2. W.A. Herington Center
3. Herrick Foundation Center
  - Mabee Art Gallery
4. Johnson Residence Hall
5. Carl Johann Memorial Library
  - The Lab Café
6. Wood Residence Hall
7. Stone Residence Hall
8. The Pillars (President's Home)
9. Sperry Residence Hall
10. Science Center
11. Gladys Crown Student Center
  - Meaders Lounge
  - Dining Hall
  - Cat's Pause
  - Wildcat Warehouse
12. Clough Hall (Sigma Kappa Sorority)
13. Cason Hall (Chi Omega Fraternity)
14. McDonald Residence Hall
15. Turley Hall (Sigma Sigma Sigma Sorority)
16. Weldon Residence Hall
17. Robert W. Brown Performing Arts Center
  - Alexander Campbell Auditorium
  - Merrillat Chapel Recital Hall
  - Mabee Little Theatre (Black Box)
18. Charles Field House
19. Himsel Softball Field
20. J.E. & L.E. Mabee Recreation & Wellness Center
21. Physical Plant
22. Richeson Track
23. Ellison Poulton Stadium
24. Gerlach Hall (Lambda Chi Alpha Fraternity)
25. Helsabeck Hall (Alpha Tau Omega Fraternity)
26. Zenge Hall (Tau Kappa Epsilon Fraternity)
27. Football Practice Fields
28. Nichols Baseball Field
29. Ayers Soccer Complex
30. Carolyn L. & Robert W. Brown Residence Hall
31. The IDEA Center



# 2022-23 ACADEMIC CALENDAR

## FALL 2022 SEMESTER

August 22	Classes begin (12-week)	Monday
September 5	Labor Day (no classes)	Monday
September 30	Mid-term (classes in session)	Friday
October 3	Mid-term break (no classes)	Monday
November 14	Last day of classes (12-week)	Monday
November 15	Reading Day	Tuesday
November 16-18	Final Exams	Wednesday-Friday
November 19-27	Thanksgiving Break	Saturday-Sunday
November 28	Classes begin (3-week)	Monday
December 16	Last day of classes (3-week)	Friday
Dec. 17 - Jan. 8	Christmas Break	

## SPRING 2023 SEMESTER

January 9	Classes begin (12-week)	Monday
January 16	Martin Luther King Day (no classes)	Monday
February 17	Mid-term (classes in session)	Friday
March 4-12	Spring Break	Saturday-Sunday
April 6	Last day of classes (12-week)	Thursday
April 7-10	Easter Break (no classes)	Friday-Monday
April 11	Reading Day	Tuesday
April 12-14	Final Exams	Wednesday-Friday
April 17-18	Term Break (no classes)	Monday-Tuesday
April 19	Classes begin (3-week)	Wednesday
May 10	Last day of classes (3-week)	Wednesday
May 13	Graduation	Saturday

## SUMMER 2023 SEMESTER

1st 5-week session: May 22 to June 25  
2nd 5-week session: July 3 to August 6

# CULVER-STOCKTON MISSION AND VISION

## THE MISSION

The mission of Culver-Stockton College is to prepare students of promise for a dynamic world through our distinctive experiential curriculum within a supportive learning community founded upon the best values of faith and the human spirit.

## THE COMMUNITY

Culver-Stockton College accomplishes this mission as a learning-centered community committed to freedom of inquiry, excellence in teaching, and its heritage as a Midwestern college in covenant with the Christian Church (Disciples of Christ).

## THE VISION

The vision of Culver-Stockton College is to continue to be a premier institution of higher education recognized for our innovative experience-based curriculum, preparing students for leadership roles in an ever-changing world.



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## A BRIEF HISTORY

In 1853, the State of Missouri granted a charter to D. Pat Henderson and other Christian Church (Disciples of Christ) leaders for the establishment of an institution of higher learning. They dreamed of “having in our midst one of the best literary and scientific institutions in the Union.” They dubbed the school Christian University and began classes on “the Hill” in 1855.

In addition to the vision of excellent education, the founders chose to go against the norms of the day and make the mission to educate both men and women a part of its charter. Christian University proudly became the first institution of higher learning west of the Mississippi River to be chartered specifically for coeducation.

The early years of the College were challenging, most notably due to the Civil War. Through the fall and winter of 1861 and 1862, Union troops at various times occupied Old Main, then the only building on campus. Using the building as a hospital, prison, and barracks, the soldiers caused substantial damage and forced the school to cease operations until 1865. Christian University

reopened under the leadership of President Ben H. Smith, but did not see substantial growth until the early 20th century.

On March 23, 1903, Old Main burned down, but due to the leadership of President Carl Johann, was soon replaced by the new Henderson Hall. The early twentieth century also saw such additions as Culver-Stockton Hall (now Johnson Residence Hall), the L.L. Culver gymnasium (now the Herrick Foundation Center), and a new athletic field.

In 1914, the Board of Trustees unanimously voted to rename the school Culver-Stockton College in honor of Mary Culver and Robert Stockton, long-time dedicated donors. The new name took effect in 1917. In the years after the name change, the College would adopt the Wildcat mascot, earn accreditation by the Missouri College Union and North Central Association, construct the Wood Residence Hall, and survive the Great Depression.

Events of December 1941 forced students, faculty, and staff to contribute to the war effort. Hundreds of students, staff, and alumni would serve. The postwar years would see more growth and change as the institution constructed Ellison Poulton Stadium, dedicated the Carl Johann Memorial Library, and celebrated the College centennial in 1953 by welcoming former First Lady Eleanor Roosevelt to campus to speak in front of 1,500 people in the L.L. Culver gymnasium.

Rapid change would mark the next several decades on campus, including the construction of the Shannon (now Sperry), McDonald, and Ziegler (now Stone) residence halls, the completion of the Ada Wallace Roberts Wallace concourse, and the opening of the Alexander Campbell auditorium. In 1970 work began on a new student center to be named after donor Gladys Crown. The 1970s and 1980s, under the leadership of President Robert W. Brown, saw further growth with major Carol Johann Memorial Library, Johnson Residence Hall, and Herrick Foundation Center renovations, the dedication of Charles Field House, the entry of C-SC athletic teams into the Heart of America Athletic Conference, and an expansion of the student body to over 1,000.

In the summer of 1993, the Mississippi River suffered a disastrous 500-year flood that Canton's levee alone could not contain. College and community joined together to respond to the crisis. In the end, Canton won the fight, and the town's levee held. In July 2008, the scene of 1993 would repeat itself with another epic flood. Once again the town and the College joined together to battle and repel the floodwaters. A different disaster struck campus on May 9, 2003, when, just hours after commencement, a devastating tornado destroyed Charles Field House and Zenge Hall, ripped off the Henderson dome, and felled some 300 trees around campus. As before, the College would come back stronger than ever after substantial rebuilding efforts.

The 2000s brought significant academic changes to "the Hill" with the decision by the faculty to make experiential learning the foundation of the curriculum. In Fall 2008, the school adopted its current 12+3 academic calendar, making C-SC one of only two institutions in the nation to have such a format. The new calendar was designed to better enable a variety of forms of experiential learning, including travel study, service learning, leadership, research and innovation, simulations, professional experiences, and creative expression. Several new campus buildings were also added in the years since, including the J.E. & L.E. Mabee Recreation and Wellness Center, opened in February 2016, and the Carolyn L. & Robert W. Brown Residence Hall, opened in September 2017. Dr. Kelly M. Thompson was elected in 2014 as the College's first female president. Dr. Thompson retired from her position in June 2020, and the Board of Trustees elected Dr. Douglas Palmer to replace her as the College's 27th president. He began his duties on July 1, 2020.

# ACADEMIC INFORMATION

## COLLEGE OBJECTIVES

The objectives of Culver-Stockton College are as follows:

- To give each student opportunities for exploration of the knowledge, artistic expressions, and values of the liberal arts tradition.
- To ensure each student is skilled in critical thinking, effective communication, and creative problem solving.
- To prepare each student for a career or graduate study through programs that provide in depth knowledge, disciplinary methodologies, professional specialization, and experiential learning.
- To provide each student opportunities for social and leadership development through co-curricular activities and organizations.
- To help each student engage in global citizenship with knowledge of the American experience and Judeo-Christian heritage.
- To provide a supportive environment in which the college mission can be accomplished.

## RESOLUTION OF COMMITMENT TO INSTITUTIONAL EFFECTIVENESS

We, the faculty, administration, and staff of Culver-Stockton College, as an institution of higher education, have a continuing commitment to excellence in our educational programs and environment.

Therefore, we are committed to a comprehensive and ongoing strategy of assessing and improving the effectiveness of the institution in meeting its mission and purposes.

## STATEMENTS OF COMPLIANCE

### NON-DISCRIMINATION POLICY

Culver-Stockton College is an Equal Opportunity/Affirmative Action institution and does not discriminate on the basis of the person's race, color, national origin, age, religion, disability status, gender, sexual orientation, gender identity, genetic information, marital status, or any other classification protected by law in admission, employment, benefits, educational programs, or activities. Further, faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation of discrimination. Inquiries regarding non-discrimination policies may be directed to the Dean of Student Life for students or Executive Director of Human Resources for employees, Culver-Stockton College, One College Hill, Canton, MO 63435. Further inquiries regarding the institution's compliance may be made by contacting the Assistant Secretary for Civil Rights, US Department of Education.

### STUDENT RIGHT-TO-KNOW POLICY

As an enrolled student at Culver-Stockton College, you are entitled to the following information upon request and may obtain copies by contacting the offices referenced in this document. Information can be found in the About section of the website.

- Athletic participation and EADA report/data. Complete copies of the [EADA](#) (Equity in Athletics Disclosure Act) and [Athletic Graduation Rates](#) of intercollegiate sports offered at Culver-Stockton College are available in the Registrar's Office, Henderson Hall, Room 109, Culver-Stockton College, Canton, MO 63435.
- Campus Crime Statistics and Institutional Security Policies for Culver-Stockton College. The complete annual security report for Culver-Stockton College contains: 1) crime statistics, 2) current campus security policies, 3) current policies for reporting campus crimes, 4) policies for issuing security warnings to students/employees, 5) status of allowing confidential reports of crimes, 6) policies for addressing sexual assault and intimate partner violence and, 7) policies for addressing missing students. The report is available in Campus Safety, Culver-Stockton College, Gladys Crown Student Center, Canton, MO 63435, or it can also be accessed online at [culver.edu/campus-life/campus-safety/](http://culver.edu/campus-life/campus-safety/).



## EQUITY IN ATHLETICS DISCLOSURE ACT

The Equity in Athletics Disclosure Act provides prospective students, current students, and the public access to information concerning our intercollegiate athletic programs. The information provided in the report includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs. The report for the previous reporting year is available after October 15 in the Registrar's Office, Culver-Stockton College, 109 Henderson Hall, Canton, MO 63435 or may also be found in the About section of the website.

## TITLE II

In compliance with Title II, Sections 207 and 208 of the Higher Education Act, Culver-Stockton College publishes the Annual Institutional Report on Teacher Preparation. The most recent report is available in the Registrar's Office, Culver-Stockton College, 109 Henderson Hall, Canton, MO 63435 or may also be accessed online at [culver.edu/about/disclosures/](http://culver.edu/about/disclosures/).

## ACCESS TO STUDENT RECORDS

The Family Education Rights and Privacy Act of 1974, Title 20 of the United States Code, Section 1232g (FERPA), as amended, provides former and current students of Culver-Stockton College with specific rights related to their student records. A full description of students' rights under FERPA is available in the student handbook online or by talking to the Registrar. The rights below constitute a partial list:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place they may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes to be inaccurate. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to a school official with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the college can disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Culver-Stockton College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605.

In conjunction with FERPA legislation, Culver-Stockton College designates the following items as directory information: student name, student address (including local, home, and email), student local and home phone telephone number(s), student date and place of birth, academic field(s) of study, photograph(s), video(s), academic advisor, participation in officially recognized sports and activities, height and weight of athletes, dates of attendance, degrees, honors and awards received, most recent previous school attended, full-time/part-time status, and year in school.

Culver-Stockton College may disclose any designated directory information without prior written consent of the student in accordance with FERPA guidelines. Students do have the right to withhold any or all items designated as directory information from being released without prior written consent as long as the Registrar is notified in writing to the contrary by the end of the first week of the semester. However, please be advised that withholding certain designated directory information may hinder verification of educational information for employment opportunities.

Students have the right to allow parents of dependent students access to copies of any and all academic information. Students must complete a form in the Registrar's Office to allow mailing of grade reports to parents.

### ASSIGNMENT OF CREDIT HOURS

Culver-Stockton College's assignment and award of credit hours conforms to commonly accepted practices in higher education. Based upon the US Federal Credit Hour Definition, an hour of academic credit at Culver Stockton is equivalent to the amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

Culver-Stockton College has established the following procedures to ensure that the amount of contact time and outside of class work expectations of students are being met:

1. Faculty must include a statement in their syllabi indicating expected hours of work outside of the classroom.
2. Division chairs are responsible for reviewing syllabi annually to make sure that the requisite number of hours is being met.
3. The Curriculum Committee reviews the stated hours on syllabi as a part of the approval process for new courses.

### ACCREDITATION/MEMBERSHIPS

Culver-Stockton College is accredited by the Higher Learning Commission. The commission's website address is [hlcommission.org](http://hlcommission.org), and the telephone number is 312-263-0456.

Culver-Stockton College music program is accredited by the National Association of Schools of Music (NASM). The Culver-Stockton College athletic training program is recognized by the Commission on Accreditation of Athletic Training Education (CAATE) as an accredited program. The business programs (Accountancy, Business, Healthcare Management, Finance and Marketing) are accredited by the International Accreditation Council for Business Education (IACBE) as well as the MBA with specializations in Accounting, Accounting and Finance, Healthcare Management, Management and the MBA portion of the MBA/MSN dual degree. The Culver-Stockton College Teacher Certification Program is accredited by the Missouri Department of Elementary and Secondary Education. The Blessing-Rieman College of Nursing and Health Sciences and Culver-Stockton College Bachelor of Science degree in nursing program is accredited by the Commission on Collegiate Nursing Education. Blessing-Rieman College of Nursing and Health Sciences is accredited by the Higher Learning Commission. The nursing program is approved by the Illinois Department of Financial and Professional Regulation, State of Illinois Board of Higher

Education, and the Missouri State Board of Nursing, Illinois Department of Veterans' Affairs, Missouri Department of Elementary and Secondary Education, and Missouri Division of Professional Registration, Board of Nursing. For a complete list of BRCN's memberships, please go to [brcn.edu](http://brcn.edu).

Culver-Stockton College is approved by the Missouri State Approving Agency for educational assistance benefits to veterans and veterans' dependents. Culver-Stockton College is approved by the Immigration and Naturalization Service of the U.S. Department of Justice to enroll non-immigrant students.

The American Council of Education, American Association of Colleges for Teacher Education, Association of American Colleges, and the American Association of University Women include Culver-Stockton College on their lists of approved colleges. Culver-Stockton College is affiliated with the Christian Church (Disciples of Christ).

Culver-Stockton College is approved by the National Council on State Authorization Reciprocity Agreements (NC-SARA).

### **LOWER COST MODELS CONSORTIUM (LCMC)**

C-SC's participation in LCMC allows the College to offer degree programs through other accredited colleges and universities similar to C-SC. Currently C-SC offers majors in digital marketing, esports and gaming administration, human resource management, professional sales, and supply chain management through its collaboration with LCMC. Students will find descriptions of those majors within the body of the catalog. Majors offered in partnership with LCMC include up to 4 LCMC courses offered online through the consortium. All other courses are offered through C-SC.

Students pay their tuition to C-SC and, if successful in the course, will receive academic credit through C-SC. Students will be notified by LCMC what books and materials they need to purchase. There is no impact on financial aid because these courses pass through C-SC's Office of Financial Aid and the Registrar's Office. These courses are available with no additional fee, beyond the \$100 online course fee, to students who are majoring in digital marketing, esports and gaming administration, human resource management, professional sales, or supply chain management. Students who are not majoring in these majors who take an LCMC course will be charged a course fee of \$500 per LCMC course, in addition to the \$100 online course fee.

The LCMC courses are online, mainly in asynchronous modality and, in some cases, with the option to take a 90-minute class weekly in synchronous format. Students should note that the LCMC courses are typically 15 weeks in length and the learning management system may be different. Students interested in these majors should contact faculty in business or come to the Registrar's Office in Henderson Hall.

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## **ADMISSION**

Prospective students desiring admission to pursue Culver-Stockton College baccalaureate degree programs are typically expected to have completed a college preparatory course of study of 15 units at an accredited secondary school. A proper foundation to facilitate success in college studies includes four years of English, three years of mathematics (algebra I, algebra II, geometry), three years of social studies, and three years of science. Students desiring to major in scientific disciplines are encouraged to select additional high school courses in science and mathematics, and those interested in the humanities and social studies area typically take additional coursework in literature, foreign language, and social studies. Culver-Stockton College reserves the right to deny admission to any applicant judged to be unsuitable for college work, mission of the college, or living at Culver-Stockton College.

### **STATEMENT OF NONDISCRIMINATION**

Culver-Stockton College admits students, awards financial aid, and administers its academic programs and extracurricular programs without regard to race, color, creed or religion, gender, marital status, national origin, military status, disability, age, or any other characteristic protected by law.

## APPLYING TO CULVER-STOCKTON COLLEGE

Culver-Stockton College evaluates each candidate for first-year admission on an individual basis. The following materials are required for full admission to the college:

1. **Application for admission.** Submit a completed and electronically signed online application form to the Admission Office. The application is available at [culver.edu/apply](http://culver.edu/apply).
2. **High school transcript.** Submit a transcript from an accredited high school or equivalent. It is the student's responsibility to submit transcripts early in the application process for evaluation for acceptance as well as an official final transcript when the course work at the institution is completed. The transcript must include a cumulative grade point average (GPA). For a student to be considered for full acceptance to the college, a minimum cumulative grade point average without an official test score of 2.75 OR a 2.25 with an official test score (as noted in #3 below) must be submitted. If your GPA is lower than a 2.25, please see the Committee Admission section.
3. For those students with a GPA between 2.25 and 2.74, an ACT or SAT score showing a minimum 18 ACT or a minimum 960 SAT test score (critical reading and math scores only) must be submitted for full admission.

*Students who are unable to meet the GPA and test score criteria above, see Committee Admission section below.*

## HOME-SCHOOLED ADMISSION

1. **Application for admission.** Submit a completed and electronically signed online application form to the Admission Office. The application is available at [culver.edu/apply](http://culver.edu/apply).
2. **Transcript.** Submit a transcript signed by the parent of the applicant from an accredited high school or accredited home-schooling agency. It is the student's responsibility to submit transcripts early in the application process including an official final transcript when the course work is completed. The transcript must include a cumulative grade point average (GPA). For a student to be considered for full acceptance to the college, a minimum cumulative grade point average without an official test score of 2.75 OR a 2.25 with an official test score (as noted in #3 below) must be submitted. If your GPA is lower than a 2.25, please see the Committee Admission section.
3. For those students with a GPA between 2.25 and 2.74, an ACT or SAT score showing a minimum 18 ACT or a minimum of 960 SAT test score (critical reading and math scores only) must be submitted for full admission.

*Students who are unable to meet the GPA and test score criteria above, see Committee Admission section below.*

## GED / HiSET ADMISSION

Students who are not graduates of accredited high schools may submit a GED (General Education Development) with a score of 500 or higher OR a HiSET score-indicating a 15 or higher in each subcategory to meet the full admission standards. Students unable to submit the indicated scores should see the Committee Admission section below.

## SPECIAL ADMISSION CIRCUMSTANCES

Students that have been out of high school more than five years and have less than a 2.5 high school grade point average or do not meet the GED requirement will be reviewed for Committee Admission as noted below.

The College allows non-degree-seeking students the opportunity to enroll in an online or on-campus undergraduate course for personal development.

# STANDARDS OF ADMISSION

## FIRST-YEAR ADMISSION

### Full / Test-Optional Admission

- A cumulative GPA of 2.75 or higher with no official test (ACT or SAT) score submitted OR
- A cumulative GPA of 2.25 or higher with a minimum composite ACT of 18 (SAT CR+M combined 960) or above

### Committee Admission

- Students who do not meet the above criteria for admission may be referred to a faculty Committee for review.
- Additional documentation will be required and the student should work closely with their Admission Counselor to complete the process.
- Students admitted by committee will be enrolled in coursework to assist in their successful completion of the first semester

## TRANSFER AND RE-ADMIT ADMISSION

Students are considered transfer students if they can be classified in one of three ways:

1. Matriculated full-time at a previous higher education institution.
2. Have a minimum of 64 hours of college credit
3. Earned an associate degree while enrolled in high school
  - a. Students with a completed associate degree upon completion of high school are considered for admission based upon a final high school transcript, ACT/SAT score, (if applicable) and college GPA.

Admission for degree-seeking transfer and re-admit students is as follows:

- Full Admission
  - o Admission is recommended by the Registrar based on courses completed and grades sent via a transcript. In general, students are admitted with a cumulative 2.3 GPA determined by the Registrar after evaluation of courses accepted by the College.
  - o For students falling between a cumulative GPA of 2.00 to a 2.29 after courses have been evaluated by the registrar and accepted by the College, they may be reviewed by a faculty committee who will make a determination for acceptance or denial.
- Committee Admission
  - o Below a 2.0 cumulative grade point average OR
  - o An evaluation of previously taken credits at prior institutions warrants additional review.
  - o Students admitted by committee will be enrolled in CS 101 or CS 102 as noted in their acceptance letter.

## INTERNATIONAL STUDENT ADMISSION

International students, whether first-year, transfer, online, or graduate, have the same admission requirements as domestic students, but are required to be proficient in English.

International students must submit a test score showing a TOEFL score of 61-79, IELTS score of 6.0 or Duolingo score of 60-80.

OR

The TOEFL, IELTS or Duolingo can be waived if applicants meet any of the following:

- Prior to review for admission, the student was a resident of an English-speaking country.
- Have received a US high school diploma or graduated from an international high school in their home country (with all English instruction).
- Enrolled for at least one semester at a college or university in the United States
- Completed an English as a Second Language program (ESL or ELL).

Further requirements are reviewed on a case-by-case basis and could include an interview and writing sample.

International students who do not meet the English proficiency standards may be reviewed for admission or denial by a faculty committee. Students may be required to submit a writing sample/personal statement, recommendation from an educator and complete an interview as requested. If admitted by committee, the student will enroll in CS 101 or CS 102.

### **ONLINE CAMPUS ADMISSION**

#### **First-Year Admission for Online Undergraduate Programs**

For online campus, first-year students have the same admission requirements as on-campus students. Requirements are listed above under Standards of Admission.

### **TRANSFER STUDENTS FOR ONLINE UNDERGRADUATE PROGRAMS**

Transfer students for the online campus have the same admission requirements as on-campus students. Requirements are listed above under Standards of Admission. Students admitted by committee may have additional restrictions including maintaining satisfactory academic progress and a credit hour limitation.

### **GRADUATE ADMISSION**

All applicants seeking admission to graduate programs must have attended an accredited institution with a minimum cumulative GPA of 2.75 or 2.0 with a minimum of 5 years related work experience. Individual program admission may be more restrictive. Applicants should review requirements of individual programs. Applications received 12 weeks prior to entrance term will be granted priority admission. The regular admission deadline is 8 weeks prior to entrance term. Applications submitted within 8 weeks of entrance term will be considered as space permits.

Graduate applicants may be considered by the Graduate Committee per Program for admission if

- Applicants' credentials do not meet all of the requirements for graduate admission
- An evaluation of previously taken credits at prior institutions warrants additional review, regardless of cumulative GPA.

#### **Master of Athletic Training (MAT)**

The Master of Athletic Training (MAT) at C-SC is a professional degree program that will prepare students to become certified Athletic Trainers (ATs). ATs are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions to physically active athletes and patients. This innovative curriculum utilizes both online coursework and face-to-face laboratory, simulation, and clinical education to produce competent, skilled, and committed AT professionals.

Culver-Stockton College is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

#### **Master of Business Administration (MBA)**

Applicants for admission into the Master of Business Administration Program will be considered if they meet the following requirements:

- A bachelor's degree from an accredited institution
  - o Official transcripts from all colleges/universities attended, including the transcript with conferral of a bachelor's degree.
  - o Prerequisite courses in undergraduate programs completed with a minimum grade of a C or higher. Course prerequisites vary by program. Please refer to the graduate program of interest for a full list.
- Contact information for two professional or educational references.
- Acceptance into the MBA Program is based upon a combination of undergraduate GPA and years of professional work experience as follows:

Required GPA	Minimum Management Experience	Acceptance	GMAT Requirement
3.0 – 4.0 GPA	No requirement	Full Acceptance	None
2.75 – 2.99 GPA	Minimum 5 years	Full Acceptance	None
	Less than 5 years	Conditional (1)	Either completion of GMAT (2) or Submit Waiver (3)
2.0 – 2.74 GPA	Minimum 8 years	Conditional (1)	Either completion of GMAT (2) or Submit Waiver (4)
	Between 5-7 years	Conditional (1)	Either completion of GMAT (2) or Submit Waiver (5)
2.0 – 2.74 GPA	Less than 5 years	Conditional (1)	Completion of GMAT (2)

1. A conditional acceptance will allow a student to take one graduate course per term for the first two terms, in which the student must earn a grade of an A or B in each course to progress.
2. A minimum combination of 200 x GPA plus a GMAT score greater than or equal to 1025.
3. Waiver criteria will be based upon the quality of professional work (that is, candidate has managed people, budgets, or resources) and length of time since completion of undergraduate coursework.
4. Waiver criteria will be based upon the quality of professional work experiences (that is, candidate has managed people, budgets, or resources), length of time since completion of undergraduate coursework, and two letters of recommendation.
5. Waiver criteria will be based upon the quality of professional work experiences (that is, candidate has managed people, budgets, or resources), length of time since completion of undergraduate coursework, and two letters of recommendation. All undergraduate prerequisites must be completed prior to evaluation for acceptance.

#### Master of Business Administration 3+2 (MBA)

Culver-Stockton College students may apply for admission into the Master of Business Administration 3+2 Program during the junior year (students may apply prior to completion of the credit-hour requirement). Students must fulfill the following requirements for consideration:

- Complete 90 percent of all undergraduate major and general education requirements and complete a total of 90 credit hours
- Have a cumulative GPA of 3.2 or higher and a 3.5 cumulative GPA in the core and foundation coursework
- Provide contact information for one professional or educational reference
- Submit an essay and a resume for review by the MBA graduate committee

#### Master of Education (MEd)

Applicants for admission into Master of Education program will be considered if they meet the following requirements:

- A bachelor's degree from an accredited institution
  - o Official transcripts from all colleges/universities attended, including the transcript with conferral of a bachelor's degree
  - o Hold or qualified to hold current teaching certification in the state of Missouri or equivalent state; provide a copy of Praxis, MoCA, or equivalent test scores
- Provide contact information for two professional or education references (preferably an administrator)
- Provide a Philosophy of Education (in the application process)

#### ADDITIONAL ADMISSION INFORMATION

Advanced Standing: Recognition of credit for prior knowledge may be obtained through CLEP, Credit by Advanced Placement, Credit by Examination, Regents tests, transfer credit, correspondence, or dual credit. Select departments may award academic credit for equivalent work-related experience or training.

Students who have received dual credit through their high school with an accredited institution of higher education can transfer acceptable coursework with a grade of C or better. Students who have accumulated 64 or more college credits while in high school will be considered a transfer student for admission purposes. Students must submit official transcripts of college credits.

NOTE: Each applicant is responsible for making certain that all required documents are received in the Admission Office. Students are not fully accepted until all final documents are received

**Transfer:** Academic course credit earned at regionally accredited institutions prior to enrollment at Culver Stockton College (or earned thereafter in summer sessions) will be accepted if the work is relevant to the Culver Stockton College curriculum and does not repeat a course taken at Culver-Stockton College. Credits may be transferred if the grade is a C or higher and must apply toward the particular track of study the student has chosen to pursue. Concealment of previous attendance at another college or university is cause for cancellation of admission to the College and registration for classes. All candidates for a degree from Culver-Stockton College must earn at least 60 hours from a four-year college or institution. All candidates for a degree must earn at least 40 semester hours in upper-division courses (300- or 400-level courses) and at least 12 hours of upper-division courses in their major field. For students admitted in good standing, GPA from transfer plus the Culver-Stockton College average will be used to determine academic standing at the end of the first semester at Culver-Stockton College. Thereafter, the Culver-Stockton College cumulative average will be used to determine good standing.

**Readmission:** Students on suspension or otherwise not in attendance without a formal leave of absence must apply for readmission unless they have 12 or fewer credit hours remaining to complete their degree. Decisions on readmission after academic suspension is made by the Academic Standards Committee. Students who left the college on academic probation will return on academic probation. Students who are readmitted will change to the catalog requirements in effect at the time of readmission.

**Second Degree:** Students who enter Culver-Stockton College with a baccalaureate degree from another regionally accredited institution are expected to fulfill Culver-Stockton College's general education and major area requirements in order to earn a second baccalaureate degree from Culver-Stockton College.

**Military:** Active and retired U.S. military personnel find that Culver-Stockton College has and will make every consideration and provision to assist them in completing a degree at this college. Within guidelines, the college recognizes academic credit received through extension and/or correspondence, CLEP credit, and military experience credit to help the military person complete a bachelor's degree in a minimum period of time.

**Non-degree:** A non-degree student is one who is not a candidate for an academic degree. A candidate for part time non-degree seeking status must complete an application available through the Registrar's Office. A student who first enters under non-degree seeking status may later request degree-seeking status by following the regular admission guidelines.

**Undergraduate Admission Appeal Policy:** Applicants who are denied admission to Culver-Stockton College may be eligible to request further consideration by submitting an appeal. Prospective students are encouraged to submit an appeal only if:

1. Their academic credentials (standardized test scores and/or grades) have improved, and/or
2. Additional compelling information regarding special circumstances which may have impacted their academic credentials will be provided.

An appeal based on new information will be reviewed by a faculty committee. Any applicant who wishes to appeal the decision of the faculty committee may appeal to the Academic Leadership Council who will make a final decision.

**Review Process for Applicants with a Felony Conviction:**

1. Obtain a full statement from the applicant explaining the circumstances of the incident.
2. Forward the applicant statement to the Dean of Student Life and, in the case of an athlete, the Director of Athletics, to request recommendations.

3. Forward the applicant statement to the Director of Campus Safety and request a recommendation. The Director of Safety will investigate the charges and verify if there are any pending charges.
4. Request information from the Registrar and Student Life if the student has attended C-SC previously.
5. Request information from the VPAA/Provost regarding any other records if the student has attended C-SC previously.
6. Provide all information to the College President and VPAA/Provost.
7. Upon recommendation by the President and VPAA/Provost, ask for a review and enrollment decision by the Enrollment Management Committee. If the student is accepted, the student's ability to take on campus classes and/or reside on campus will be the decision of the Dean of Student Life in consultation with the VPAA/Provost and President.
8. All decisions based on this process are final and non-appealable.

## FINANCIAL INFORMATION

Culver-Stockton College is a nonprofit institution, which receives no support from taxes or public funds. Because of the generous support of many friends and alumni, the tuition and fees for attending the College remain moderate in comparison to those charged by many colleges of similar size and quality. The cost to educate a student at Culver-Stockton College is considerably more than that charged to each student. Often, scholarships and other financial aid are underwritten by endowment and gift income. Culver-Stockton College continues to keep the costs as low as possible, but the right to change fees, charges, or regulations listed in this catalog is reserved by the Board of Trustees should conditions make it necessary. General tuition and fees, as listed below, are for two semesters of study.

### GENERAL TUITION AND FEES 2022-23 (REFUNDABLE WITH RESTRICTIONS)\*

Tuition (12-18 hours and above) .....	\$28,700.00
Tuition, per hour (less than 12 hours).....	\$645.00
Tuition, per hour (more than 18 hours), exceptions may apply*.....	\$395.00
Tuition, high school dual credit, per semester hour.....	\$80.00
Audit fee, per semester hour.....	\$325.00
Confirmation fee, first time students only (refundable through April 30) .....	\$200.00
Room (Stone Hall-\$5,050, Brown Hall-\$4,550, other options may be available) .....	\$4,150.00
Single room additional charge, if available.....	\$2,075.00
Board (full board, other options available).....	\$5,120.00

#### Online Campus Tuition 2022-23 (refundable with restrictions)\*

Tuition, per hour .....	\$395.00
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#### Summer Session 2022-23 (refundable with restrictions)\*

Tuition, per hour .....	\$225.00
Audit fee, per semester hour.....	\$115.00
Room, per week.....	TBA

#### Graduate Tuition 2022-23 (refundable with restrictions)\*

MBA, tuition, per hour .....	\$500.00
MAT/M.Ed., tuition, per hour .....	\$400.00
Master of Arts in Counseling (MAC), tuition, per hour.....	\$525.00

#### Special Fees/Optional Charges (non-refundable)

New student orientation fee (undergraduate) .....	\$225.00
Unified student fee/semester (prorated for 6 through 11 hours) .....	\$247.50
Course fee, online, MAT and M.Ed., per course.....	\$100.00
Master of Athletic Training (MAT) annual fee.....	\$750.00
Master of Arts in Counseling (MAC), Summer Intensive fee.....	\$750.00

Course fees (some courses have fees for equipment and supplies).....	(varies by class taken)
Program fees.....	(varies by program)
Student teaching fee.....	(varies)
Internship fee .....	\$50.00-100.00
Nursing lab fee and/or testing fee, per semester .....	(as determined by Blessing Rieman)
Private music lessons (1/2 hour lesson weekly) .....	\$200.00
Graduation fee.....	\$150.00
Transcript (provided to current students without charge).....	\$10.00
Art supplies .....	(varies by class taken)
Sports medicine fee (annual charge to athletes only) .....	\$75.00
Late registration fee .....	\$150.00
Meal plan change - administrative fee .....	\$25.00
Parking permit .....	\$75.00
Student ID card replacement .....	\$10.00
Music ensemble fee .....	\$100.00
High school dual credit fee .....	\$25.00

\*Please refer to withdrawal policies for specific information on refunds.

### ATHLETIC INSURANCE

Intercollegiate athletes and students involved in intercollegiate athletics (for example, dance, cheerleaders, and team managers) must be covered by a health insurance policy in order to participate in these activities. Students may fulfill this requirement by demonstrating proof of insurance as a primary insured or as a dependent on another's policy.

### STUDENT HEALTH INSURANCE

Culver-Stockton College does not require student health insurance for any student attending the college, except those participating in intercollegiate athletics.

### CONFIRMATION FEE

A \$200 confirmation fee (for first-time domestic undergraduate students) is due after receipt of the acceptance letter. No class registration or room assignment in college housing will be made until this deposit is received.

Following matriculation, this fee will be applied as a general security deposit and, assuming no damages, will be refunded when the student graduates or leaves the College. The \$200 deposit must be maintained during a student's enrollment, and any deficiency resulting from damage/loss charges will be billed the next academic term.

A returning student residing in College housing should reserve that accommodation for the fall semester during the spring sign-up announced by the Student Life Office.

### PAYMENT POLICIES

At the time a student formally registers for classes, either by signing and submitting the appropriate registration forms to the Registrar's Office, or by registering online, the student agrees to:

- Assume financial responsibility for any charges and/or fees as posted to his/her student account.
- Abide by the official college policies regarding withdrawal from the College.
- Assume the responsibility for understanding the College's official policy concerning schedule changes and satisfactory academic progress which may result in additional charges or the loss of eligibility for certain types of financial aid. It is considered the student's responsibility to understand how these changes can affect his/her financial situation with regard to financial aid eligibility.
- Understand that refunds of credit balances resulting from application of financial aid or third party contracts will not be made until the College receives all funds.

### TUITION AND FEE PAYMENT

Tuition and fees are billed to the Student Account (Student Receivables) on a per semester/term basis:

- Fall semester tuition statements will be emailed to the student the first week of June, with payment due by August 5 (including online and graduate terms)
- Spring semester tuition statements will be emailed to the student the first week of December, with payment due in full by January 5 (including online and graduate terms)
- Charges for summer terms are due and payable in full by May 15
- Electronic statement notices are delivered to the student's email monthly.
- Student Account information is available 24/7 on MyCulver.com.
- Payment plans should be set up prior to the semester's payment due date.

## PAYMENT PLANS

Payment plans are available through the College and can be set up on MyCulver.com. If assistance is needed, please contact Student Billing: [studentbilling@culver.edu](mailto:studentbilling@culver.edu).

## ACCEPTABLE FORMS OF PAYMENT

The College accepts cash, check, Visa, MasterCard, or Discover credit/debit cards. (American Express is not accepted.)

The following options are available for students to make payments:

- Pay online via MyCulver.com
- Pay in Administration & Finance Office located in Henderson 208
- Pay via phone, Student Billing at 573-288-6492
- Mail check to:  
Culver-Stockton College  
Attn: Student Billing  
One College Hill  
Canton, MO 63435

## LATE PAYMENTS & DELINQUENT ACCOUNTS

Please note the following policies regarding late payments and delinquent accounts:

- All accounts not paid in full by the first day of each term are subject to monthly interest at a rate of 1.5 percent per month.
- The privilege of a student to charge his/her account to purchase food in the cafeteria may be suspended if the student has an account that is past due. During any such suspension, the student may purchase food in the cafeteria with cash.
- A student may be suspended for nonpayment of indebtedness to the college at any time after the midpoint of each term.
- All accounts must be paid in full in order for students to enroll in succeeding terms or to receive copies of transcripts, and diplomas may be held until all financial obligations are met.
- The College reserves the right to cancel the registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.
- Student account balances are available online at MyCulver.com. Failure to receive a bill does not relieve the student of the obligation for payment.
- Culver-Stockton College reserves the right to recover all costs involved with the collection and/or litigation of delinquent accounts.
- If an account must be sent to collection or litigation due to nonpayment of the outstanding balance, the College reserves the right to demand payment in full for subsequent terms of enrollment, prior to the beginning of each term to ensure enrollment.
- The college reserves the right to demand payment in the form of a certified check, money order, cash, or credit cards in the event that one or more checks have been returned unpaid for any reason.
- A returned check fee of \$35 will be applied to the student's account for any returned checks.
- Culver-Stockton College is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings.

## COMPLIANCE WITH VETERANS BENEFITS AND TRANSITION ACT OF 2018

Culver-Stockton College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Veterans Benefits Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

## BOOKS AND SUPPLIES

All textbooks are to be purchased online before the start of the academic term. Although many online book vendors may be used, Culver-Stockton College has contracted with MBS Direct as the official textbook vendor. Barnes and Noble College website can be accessed at: <https://bncvirtual.com/culver-stockton.htm>. Other supplies may be purchased on campus at the Wildcat Warehouse.

## TUITION FOR SENIOR CITIZENS

Senior citizens, age 65 and older, may attend Culver-Stockton College on campus courses at the reduced rate of \$100 per credit hour. This reduced rate is limited to a maximum of 6 credit hours per semester on a space available basis. Classes are for credit or audit, and documentation of age (driver's license, birth certificate, etc.) will be required at registration.

## WITHDRAWAL AND REFUND POLICY

Students wishing to withdraw should refer to the procedures given in the catalog section "Withdrawing from School/Leave of Absence."

## WITHDRAWAL BEFORE CLASSES HAVE STARTED

Students who withdraw prior to the first day of class shall receive a full adjustment for tuition/room and board. The \$200 confirmation fee (for first-time students) will not be refunded after April 30.

## VOLUNTARY OR INVOLUNTARY WITHDRAWAL FROM ALL CLASSES AFTER CLASSES HAVE STARTED

Class fees, parking fees, and book charges are not refundable after the first day of class. Tuition, room and board are pro-rated according to the following schedule.

## TUITION, ROOM AND BOARD

- Withdrawal on the first day of class – 100% refund
- Withdrawal during the first 10% of the enrollment period – 90% refund
- Withdrawal after the first 10% through the first 25% of the enrollment period – 50% refund
- Withdrawal after the first 25% through the first 50% of the enrollment period – 25% refund
- Withdrawal after the first 50% of the enrollment period – No refund

## REFUND AND REPAYMENT CALCULATION

Refund and repayment amounts for federal financial aid must be distributed according to a specific order of priority and percentage prescribed in federal law and regulations. Any federal aid required to be refunded to the federal government will be processed on students' behalf.

A federal refund will be calculated for students who have completed less than or equal to 60% of the semester. The percentage is calculated by comparing the official date of withdrawal or last date of attendance with the total number of days in the semester. The total number of days in a semester includes every calendar day of the semester starting with the first day of the semester through the last day of finals, not including breaks from class exceeding more than 5 days (including weekends). For example, if the student withdraws on day 33 of a semester, which has a total of 110 days, the student has completed 30% of the semester therefore 70% of his/her federal aid must be returned to the government.

Financial aid from College grants and scholarships will be applied to the withdrawing student's account based on the prorated percentages of charges resulting from the refund schedule. The same percentage will be applied to outside sources of aid other than federal unless other requirements for its receipt apply.

Students who officially withdraw, fail to complete the semester, and/or do not attend class will have an adjustment of aid, which will cause the student to owe money back to both the Department of Education and to the College.

## TUITION ADJUSTMENT FOR DROPPED COURSES

Tuition adjustments will be made for students dropping from full-time to part-time and part-time students dropping hours during the drop/add period within the first five class days of the semester; no adjustments to the tuition charge will be made for drops after the drop/add period has passed, including charges for overloads. The tuition adjustment period is prorated for academic terms less than one semester in length; contact Student Financial Services for information.

## APPEALS

If a student withdraws due to documented extenuating circumstances beyond the control of the student, the student may appeal to the Academic Standards Committee of the Faculty for any possible refund consideration. Appeals should be in writing and addressed to the Registrar, Culver-Stockton College, One College Hill, Canton, MO 63435.

## FINANCIAL AID

While the primary responsibility for financing a college education rests with the student and his/her family, Culver Stockton College has designed a financial assistance program for students who would be unable to attend without such aid. Awards are also made in recognition of academic achievements and the particular talents or ability of the student applicant. Financial aid programs and policies are established by the President of the College upon recommendation from the Director of Financial Aid. The Director of Financial Aid is responsible for coordination of the total program.

Financial aid funds are awarded to supplement the family's contribution when family funds are not sufficient to cover educational costs. The College attempts to meet a student's established financial need through a combination of gift aid (scholarships and grants) and self-help (loans and employment). For new students, funding preference is given to full-time students who complete the application process by February 1 prior to the award year. For returning students, the financial aid priority deadline is also February 1.

## DETERMINATION OF NEED-BASED FINANCIAL AID ELIGIBILITY

Culver-Stockton College utilizes the need analysis information from the Free Application for Federal Student Aid (FAFSA) to establish financial need. All students applying for financial aid based on need must complete the FAFSA need analysis form each year and designate Culver-Stockton College to receive the processed application. Need is determined by subtracting the expected family (student and parent) contribution (EFC) as calculated on the FAFSA from the cost of attendance.

The cost of attendance includes tuition, room and board, fees, and allowances for books, transportation, personal expenses, and loan fees. The student's need for assistance can be met with grants, scholarships, loans, or employment, either singly or in combination.

Final Grade Transcripts must be received from all high schools and colleges that a student has attended before any federal or state financial aid can be released. Failure to submit Final Grade Transcripts before the end of a semester will result in the cancellation of all federal and state financial aid.

## ELIGIBILITY FOR UNDERGRADUATE COLLEGE SCHOLARSHIPS AND GRANTS

The following assumptions apply to Culver-Stockton scholarship and grant awards:

1. College aid awards are available to full-time, degree-seeking, traditional undergraduate students only (enrolled in at least 12 credit hours per semester in on-campus classes) who are in good academic standing. Adjustments in institutional aid resulting from enrollment changes will not be made past the census date of each semester as set by the Registrar in conjunction with the College's policy of charge adjustments. If attendance in all classes cannot be verified by the College, then institutional aid may be removed.
2. Students who have earned a Bachelor's degree are not eligible for institutional aid.
3. Scholarships and grants are awarded on a yearly basis but are subject to review at the end of each year or semester for probation students.
4. Students enrolled in summer school have their renewal GPA computed following the summer session. Institutional scholarships can be renewed, but not lost because of

- summer school.
5. Students applying for renewal of either need or no-need college aid must reapply each year.
  6. College funds are available for full-time, degree-seeking, traditional undergraduate students for up to 10 semesters. Nursing, Radiologic Science, and Respiratory Care students will receive financial aid from Blessing-Rieman School of Nursing and Health Sciences during their junior and senior years and not from Culver-Stockton College.
  7. Students who have previously attended Culver-Stockton and return following a leave of absence will return with the previous institutional aid, subject to available funding. Students who were previously enrolled and are classified as a "Readmitted" student is classified as a transfer student for the purpose of scholarship eligibility. If the student has earned more than 12 hours since his/her last term of attendance at Culver Stockton College, he/she is classified as a transfer student for financial aid purposes. Students who have earned 12 or fewer hours since their last term of attendance reenter under the criteria of any academic scholarship that they previously received, subject to available funding.
  8. The maximum gift aid award from all resources per semester will not exceed the total of tuition (12 hours or more per semester), unified student fee, and room and board for students receiving financial assistance and residing on campus. For all other students, the maximum gift aid award will not exceed tuition (12 hours or more per semester) and unified student fee. Any institutional scholarships that are reduced in one semester due to reaching the semester gift aid maximum will not be applied to any future semesters. Any combination of college grants and scholarships will not exceed tuition. Federal, state, and other rules (such as athletic conference) may also apply.
  9. Students who are considered dependent upon their parents according to FAFSA guidelines must live on campus or commute from their parents' home address (within a 50-mile drive from campus) to receive college-funded grants and scholarships.
  10. The Financial Aid Office is the only office at Culver-Stockton College authorized to offer financial aid to students. Only awards originating from this office will constitute a commitment on behalf of the College. Recommendations for scholarships can be made by faculty or staff, and these recommendations are considered before the award is sent.

#### NURSING, RADIOLOGIC SCIENCE, AND RESPIRATORY CARE STUDENTS

Freshman and sophomore nursing students apply to and receive financial assistance from Culver-Stockton College. Culver-Stockton scholarships of any kind are not renewable for the junior and senior years. Junior, senior, LPN, RN, Radiologic Sciences, Respiratory Care and advanced placement students apply to and receive financial assistance from Blessing-Rieman College of Nursing and Health Sciences. More information is available in the Blessing-Rieman financial aid brochure. Continued involvement in talent areas is encouraged, but no financial assistance from Culver-Stockton College will be awarded.

#### COORDINATION OF FINANCIAL AID

Any financial aid awarded is subject to review in light of assistance received from outside organizations or agencies. Funds received subsequent to the aid award are usually used to replace loan and/or work funds first. College grant/scholarship funds may be lowered if outside scholarships are received after the student is awarded and financial need is met. Each case will be considered on its merits, and any adjustments will be made within College and program guidelines.

#### FINANCIAL AID FOR STUDY IN OFF-CAMPUS PROGRAMS

A student eligible to receive aid from Culver-Stockton College may continue to receive aid for approved off campus study, such as internships. The student must be enrolled for credit at Culver-Stockton in order to receive assistance. In no case will aid be greater than aid awarded for equivalent on-campus course credit.

#### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP) TO MAINTAIN FINANCIAL AID ELIGIBILITY

Students who are not achieving the required cumulative GPA or not successfully completing their education programs at the required pace will have a one-semester grace period to continue receiving Title IV and/or state financial aid.

## STANDARDS OF MEASURING SAP

### *Qualitative (GPA) Measurement*

A degree-seeking student at Culver-Stockton College is considered to be in good academic standing if he/she maintains the minimum cumulative GPA for good standing, as listed in the "Categories of Academic Standing" section of this catalog. Culver-Stockton College uses a graduated qualitative standard for both Undergraduate and Graduate students.

Undergraduate students entering Culver-Stockton College for the first time will be considered to be making SAP upon admission. However, if the student is admitted and his/her cumulative transfer GPA is below guidelines posted for Academic Standards, the Financial Aid Office reserves the right to place the student on an immediate warning status.

Students readmitted to Culver-Stockton College or returning from a leave of absence are subject to any academic or SAP requirements in force at the time of their last enrollment at the college.

Part-time and three-quarter-time students must have a 2.0 cumulative GPA at the end of their second academic year. If students change enrollment status between full-time and part-time, their GPA requirements will be determined individually by the Financial Aid Office. For undergraduate students, an academic year is considered to be 24 hours for full-time students, 18 hours for three-quarter time students, and 12 hours for part-time students.

Graduate students: These students will be considered to be making SAP upon admission. However, if the student is admitted and his/her cumulative transfer GPA or Admitted GPA is below the Academic Council posted standard GPA, the Financial Aid Office may place the student on an immediate Warning status. An academic year is considered 12 hours for full-time or 6 hours for part-time.

### *Quantitative Pace (hours) Measurement*

Pace defines the rate at which a student must progress to ensure education program completion within the maximum time frame (150% of the published length of the program). If pace falls below 67%, a student will be considered to not be making SAP. There are two components to pace: the proof of academic progress and maximum timeframe.

### *Proof of Academic Progress Requirement*

Full-time undergraduate students are required to be in good standing and earn a minimum of 48 credit hours by the end of their second academic year in order to retain eligibility for federal and state financial aid. Three quarter-time undergraduate students must complete 36 hours, and part-time undergraduate students must complete 24 hours. If a student changes enrollment status between full-time and part-time, his/her pace requirement will be determined individually by the Financial Aid Office. For undergraduate transfer students, hours accepted must be counted as both attempted and completed hours. It is possible for a student to make pace each semester individually, but not be making pace at the end of his/her second academic year. All classes dropped after the census date of a term show a W on the student's transcript and will be considered attempted hours. Pace is measured for each individual term and for cumulative hours.

Pace is calculated as follows: 
$$\frac{\text{cumulative number of successfully completed hours}}{\text{cumulative number of hours student attempted}}$$

For example, if a student enrolls in 15 hours for the semester and completes 12, his/her Pace for the term is determined to be 80%. The same student will have a cumulative pace requirement. With 47 hours attempted and 32 achieved, the cumulative pace is 68%.

### *Maximum Time Frame Requirement*

Undergraduates can receive federal financial aid for a period that is no longer than 150% of the published length of the educational program as measured in credit hours. For example, for a program that has a published length of 120 hours, a student cannot receive financial aid for more than 180 attempted hours. The 150% maximum timeframe can be appealed. Students enrolling in a certificate program will have their 150% maximum timeframe calculated individually by the Financial Aid Office.

### *Evaluation of Satisfactory Academic Progress*

Students that do not make the GPA or Pace requirements are determined to be on Satisfactory Academic Progress Warning; this means they are not making satisfactory progress toward their degree according to federal guidelines. Academic progress will be monitored at the conclusion of each term of enrollment.

Undergraduate students: For traditional on-campus enrollment, fall, spring, and summer are considered three separate periods of enrollment. (Summer Terms 40 and 50 are considered one period of enrollment.) Online Campus terms are T1/T2 for fall, T3/T4 for spring, and T5/T6 for summer. If a student is enrolled in a combination of traditional campus classes and Online Campus classes, that determination will be made individually by the Financial Aid Office.

Graduate students: Graduate terms are G1/G2 for fall, G3/G4 for spring, and G5/G6 for summer.

GPA and Pace requirements are affected as follows:

- The following are considered as hours attempted but not successfully completed: F grades, incomplete (I), withdrawals (W), audits (AU), and no pass (NP).
- Students who withdraw from all classes are automatically considered to be on Financial Aid Warning for Pace of 0% for the term. If undergraduates do not complete at least 12 hours and maintain the appropriate GPA for their class by the end of the next term, they will be considered to be on Financial Aid Suspension. If a student is on Financial Aid Warning and withdraws from all classes, he/she will be considered to be on Financial Aid Suspension immediately in the next term of enrollment (but could still file an appeal for Financial Aid Probation).
- In the case of repeated courses, the most recently earned grade and credit become the grade and credit of record and are included in the GPA calculation. Aid may be awarded to retake a class where a student obtained a grade of F. Aid may be awarded one time to retake a class where a student obtained a grade of other than F; additional retakes of the class are not covered by Title IV aid unless a higher grade is required by the student's major.
- Remedial, enrichment, and ESL courses will not be taken into consideration.
- Hours transferred in may be counted toward a student's GPA and Pace requirements to remove them from SAP. Transfer hours count as both accepted and completed hours.

### *Consequences of Failing to Meet SAP Requirements*

Students who fail to make SAP will be placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension. When a student fails to achieve SAP, the Director of Financial Aid will notify the student in writing by certified mail.

Financial Aid Warning: This is a status assigned by the College to a student who fails to make SAP at the end of a payment period. The student will continue to receive Title IV and state aid for one payment period. No appeal is necessary for this status. At the conclusion of the warning term, the student must meet SAP requirements.

Financial Aid Probation: This is a status assigned by the College to a student who fails to make SAP (after being on Financial Aid Warning for one semester), is granted an appeal, and has eligibility for Title IV aid reinstated. The College will set forth an academic plan the student must follow. At the conclusion of the probation period, the student must meet the terms of his/her academic plan or will be placed on Financial Aid Suspension.

Financial Aid Suspension: This is a status assigned to a student who fails to make SAP after being on Financial Aid Warning or Financial Aid Probation. It can also be a status for a student whose appeal is not granted. Once Title IV and state eligibility is terminated, the student must make up all deficiencies in both GPA and Pace before Title IV and state eligibility will be reinstated. Students keep eligibility for all institutional funding.

**SAP Appeal:** A process by which a student who is not meeting the school's SAP standards petitions the College for reconsideration of Title IV and state aid eligibility. The appeal must include two components: why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. Appeals without both components will not be considered. Students should include supporting documentation such as letters from outside sources. Appeals for lack of Pace can be considered for the death of a relative, student injury or illness, or other special circumstances. Other types of appeals will not be heard. Appeals for Maximum Time Frame Requirement will be heard for a change of major. Appeals should be submitted in writing to the Director of Financial Aid. Students may appeal a maximum of two times during their academic career at Culver-Stockton College. There is no deadline for appeals; they will be heard on a rolling basis. A student may not have two consecutive probation periods for the same reason.

**Appeal Approved:** The student is placed on Financial Aid Probation. The student must agree to follow the Personalized Academic Plan. The student's Title IV aid will be reinstated as outlined in the academic plan. If the student deviates from the academic plan, the student will no longer be eligible for Title IV aid until he/she is determined to be making SAP.

**Appeal Not Approved:** Student is not eligible for Title IV or state financial aid, but retains eligibility for institutional funding. Federal aid will be reinstated once the student makes up all deficiencies. All appeal decisions are final and rest within the Financial Aid Office; a student cannot appeal an appeal that is not approved.

The Appeal Committee consists of the Director of Financial Aid, the Director of Retention, and any other pertinent College faculty/staff.

**Personalized Academic Plan:** This plan is determined by the Appeal Committee. At a minimum, it will include the specified number of credit hours and cumulative GPA to be obtained at the end of each term. The student's compliance with the plan will be monitored by the Director of Retention together with the Financial Aid Office. The Director of Retention or the advisor will counsel the student.

## **PAYMENT OF AWARDS**

In most cases, one-half of the aid award is applied to the student's account for each semester; the billing statement from Student Accounts will reflect the student's charges and financial aid. Earnings from campus employment are not credited toward the balance due but are paid to the student as earned on a monthly basis.

## **TERMS AND CONDITIONS OF ON-CAMPUS EMPLOYMENT**

Culver-Stockton College makes all work assignments and assures the recipient that he/she will have a reasonable opportunity to earn the work award. The College also reserves the right to make or change work assignments to accommodate the changing needs of the College.

- Freshmen are limited to working 10 hours per week during their first semester.
- Students may work up to 8 hours per day, not to exceed 20 hours per week in any single campus job or combination of campus jobs.
- Students must take, within 5 hours of commencing work, a minimum 30-minute break. This break is unpaid.
- Students are not allowed to work during scheduled class hours. If a student's class is canceled or is out early and the student works during his/her scheduled class hours, the Supervisor is required to document this exception. Should federal auditors request documents to support this exception, the Supervisor is required to submit this documentation.
- The College reserves the right to limit the number of jobs per student per academic year.

Employment may be terminated by the College at any time for failing to perform duties satisfactorily or violating the College policies listed above. The College is released from its obligation to find replacement employment. Work assignments terminated for this reason will not be replaced with any other form of financial aid funds. Termination of employment may jeopardize future campus employment opportunities as the number of campus jobs available is limited.

## RENEWAL AND ADJUSTMENT OF AID

Financial aid is not automatically renewed each year. In addition to specific requirements of the financial aid programs, students are encouraged to file the Free Application for Federal Student Aid (FAFSA). The federal aid processor emails a renewal reminder to all prior-year applicants each year. The FAFSA should be submitted online as soon as possible after October 1. The priority deadline for first-year students is February 1. For the 2022-23 financial aid year, the FAFSA year will start on October 1, 2021, using 2020 tax information. Students must apply online at [fafsa.gov](https://fafsa.gov). (C-SC School Code is 002460.)

For returning students, the financial aid priority deadline is also February 1. Files completed by February 1 will receive maximum consideration for available renewal funding. A completed financial aid file consists of a valid FAFSA, expected family contribution, and all required verification documentation. Students who do not plan to file the FAFSA and wish to renew college scholarships only must make the Financial Aid Office aware of this request. In addition, the student must also be registered for classes.

Each student must be able to document the information submitted on the FAFSA need analysis with tax transcripts and/or other data required by the College or federal government prior to the receipt of Federal Title IV financial aid – TEACH Grant, Federal Pell Grant, FSEOG, Federal Work-Study, Federal Direct Loan, or Federal Plus Loan. Documentation requested must be provided to the Financial Aid Office prior to the end of the semester for which it is requested; any additional deadlines established by the US Department of Education shall also apply. Failure to complete verification will result in the withdrawal of all federal and state aid funds. Students whose application information must be corrected by the College will be notified of these changes by the Department of Education by receiving an updated student aid report from the federal processor.

Financial aid from any source is provided for only one academic year at a time but may be adjusted per semester based on outside resources received. Financial aid can be renewed each year provided the student remains in good academic standing, earns the required number of hours for his/her enrollment status by the end of each academic term, and shows financial need on the Free Application for Federal Student Aid (FAFSA) or demonstrates continued talent or academic achievement as stipulated in the original entering award.

Award adjustments may occur at any time during the year and result from such reasons as adjustment to the financial need calculations due to a change in the family's financial condition, errors by the family or College, additional funds available for award, or reduction in funds from outside sources. Award adjustments can also be made if a student does not attend a class in which he/she is enrolled. If a student or talent area chooses not to renew participation or scholarship, the student may write an appeal to the Director of Financial Aid regarding conversion opportunities.

The Financial Aid Office will review a student's expected family contribution if the student and/or family experience a significant change in financial circumstances. An increase in need will not necessarily result in an increase in the financial aid award. Such adjustments depend upon funds available at the time the request for review is made. Therefore, notification of changes in financial circumstances should be made as soon as they occur.

## RIGHT TO APPEAL

All students have the right to appeal or reject any aid awarded by the College. Appeal of the financial aid award must be submitted in writing to the Director of Financial Aid. The student will be informed by the Director of Financial Aid of the decision concerning the appeal within a reasonable time following its receipt.

## FEDERAL AND STATE AID PROGRAMS

Eligibility for the following programs is determined by filing the FAFSA need analysis on a yearly basis:

**Federal Pell Grant.** Awards may range up to \$6,895 based on need and federal funding.

**Federal Supplemental Educational Opportunity Grant.** Awards are given to students with exceptional financial need based on the availability of federal funding.

**Access Missouri Award.** Awards range from \$1,500-\$2850 and are given to Missouri residents based on need and state funding. Theology/Divinity majors are not eligible. FAFSA must be filed by April 1st for the 2022-23 school year.

**Teacher and Educator Assistance for College and Higher Education Grants (TEACH).** Awards up to \$4,000 per year are available to students completing coursework necessary to begin a career in teaching. Must teach a minimum of four years at a Title I school in a high-need field.

**Federal Work Study.** Campus employment opportunities are provided for many students who work approximately 5–20 hours per week and earn minimum wage; limited availability.

**Federal Direct Loan (Subsidized and Unsubsidized).** Maximum annual loan amounts may range from \$5,500 to \$7,500 for dependent undergraduates, based on class level. Independent undergraduates may receive maximums of \$9,500 to \$12,500 (at least \$6,000 must be unsubsidized for freshmen and sophomores, and \$7,000 unsubsidized for juniors and seniors). Graduate students may receive up to \$20,500 unsubsidized loan per academic year. The Federal Direct Subsidized Loan is based on need; the federal government pays interest on the loan until the student graduates or drops below part-time enrollment. The Federal Direct Unsubsidized Loan is not need-based; interest accrues from the time the loan is disbursed and can be paid or allowed to accumulate. An origination fee deducted proportionately from each disbursement is retained by the federal government for both subsidized and unsubsidized loans. Repayment of principal and any accrued interest begins six months after enrollment ceases. The interest rate is set each year on July 1.

**Federal Direct PLUS Loan.** These loans are available to parents with good credit histories for educational costs not met by other financial aid and are not need-based. An origination fee deducted proportionately from each disbursement is retained by the federal government. Repayment begins 60 days after the final disbursement. The interest rate is set each year on July 1.

## **COLLEGE AID PROGRAMS**

**Academic Scholarships.** Academic scholarships that vary in value are awarded on the basis of GPA and test scores. Culver-Stockton offers the prestigious Pillars for Excellence Scholarship to qualifying high school students who are invited to compete through essays and interviews each year. The scholarship is renewable annually if the student maintains a 3.2 cumulative GPA and participates in the college Honors Program. All other academic scholarships are renewable if the student remains in good academic standing. Once a student is accepted to the College and notified of their academic award, no further ACT or GPA scores will be accepted for an increase in scholarship.

**Talent Scholarships.** These are available in the areas of fine arts and athletics and are awarded based on auditions and recommendations from the sponsoring talent area.

**Veterans' Affairs Benefits.** Culver-Stockton College is approved by the Missouri State Approving Agency for educational assistance benefits to veterans and veterans' dependents. Students and dependents of veterans that are eligible to receive military educational benefits should contact the Student Accounts Office. The veteran student receives assistance in submitting the required veterans' affairs forms. In order for eligible students to receive veterans' educational benefits, they must be certified for each enrollment period, and the Student Accounts Office must be notified of any changes in enrollment.

**College Grants.** Grants that vary in value are available based on need and other specific criteria. Special grants awarded include those for members of the Christian Church (Disciples of Christ) denomination, direct descendants or siblings of Culver-Stockton College alumni, and financial need.

**College Employment.** In addition to Federal Work Study, Culver-Stockton College provides institutionally funded work opportunities on campus. Students in the campus employment program work approximately 5–20 hours per week and earn minimum wage; availability is limited.

**College Loans.** Need-based loans are available from college funds; award criteria and maximum amounts are set by the College. In addition, a short-term emergency loan program is available to students.

## ENDOWED SCHOLARSHIPS

The students, faculty and staff at Culver-Stockton College are grateful for the support of our many alumni and friends. Alumni and friends of Culver-Stockton have established scholarship funds to be awarded on the basis of academic achievement, need, or other criteria established by the donor. To view the full list of donors who have invested in our college, please view our annual honor roll of donors calendar at [culver.edu/give/honor-roll-of-donors](http://culver.edu/give/honor-roll-of-donors).

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## STUDENT LIFE

### STUDENT LIFE MISSION AND VISION

#### STUDENT LIFE MISSION STATEMENT:

The Division of Student Life comprises the following areas: Career and Internship Services, Counseling and Wellness, Fraternity and Sorority Life, New Student Orientation, Residence Life, Recreation and Intramural Sports, Spiritual Life, Student Activities, Student Government Association, and Student Organizations. The Division of Student Life is committed to *educating and empowering students of promise to build a welcoming and inclusive campus community*.

We firmly believe that students play an integral role in the development of an engaging and dynamic educational community; this is the key to its longevity and success. Working with students in a co-curricular manner is our profession and our passion.

#### STUDENT LIFE VISION STATEMENT:

The vision of Culver-Stockton College Student Life is to be known as a premier educational division engaging students of promise to be leaders of positive change.

### CAMPUS SAFETY

The mission of the C-SC Campus Safety Department is to assist all members of the community in the safe and secure pursuit of a superb education by providing an environment that promotes individual responsibility and protects human rights. Staffed by a director with more than 26 years in law enforcement and four full-time safety officers, the C-SC Campus Safety Department covers our campus 24 hours a day, seven days a week during the academic year. Each residence hall is locked at all times with only its residents having keys to the exterior doors. Maintaining a safe campus community requires the cooperation of all community members, which includes not propping doors, reporting suspicious persons or unsafe items, adhering to College policies, and openly communicating with Campus Safety staff. The Safety Office is located in the Gladys Crown Student Center. The Campus Safety phone number, 573-288-6000, diverts to the staff cell phone when the officers are patrolling the campus.

### COUNSELING AND WELLNESS SERVICES

The College recognizes that a student's emotional well-being has a profound impact on his/her ability to perform academically, adjust socially, and attain a high level of personal satisfaction in life. Students face many challenges that affect their ability to function optimally, including those related to adjustment to college, homesickness, study skills, time management, roommate conflicts, motivation, depression/thoughts of suicide, family, anxiety, alcohol or other drugs, eating disorders, relationships, and self-esteem. Students are also learning coping skills that are still being developed with life experience. Students desiring confidential assistance with these or related problems should contact the Director of Counseling and Wellness Services in the Gladys Crown Student Center 205 or at 573-288-6441.

### FRATERNITY AND SORORITY LIFE

The mission of Culver-Stockton College Fraternity and Sorority Life is to provide an active community that is dedicated to integrity, academic excellence, leadership development, character development, and service to our campus and community. Culver-Stockton College has three national sororities and six national fraternities, all with specific residence halls/houses located on campus. Involvement in Greek life is proven to enhance academic success, connection within the

collegiate community, and persistence to graduation. Our Coordinator of Student Engagement works in conjunction with the Interfraternity Council (IFC), Panhellenic Conference (NPC) and National Pan-Hellenic Council (NPHC) to provide oversight for the Greek community. In addition, the Coordinator of Student Engagement, a resident assistant, a faculty advisor, and an alumni advisor supervise each Greek house.

### Sororities

Chi Omega (Cason Hall)  
Sigma Kappa (Clough Hall)  
Sigma Sigma Sigma (Turley Hall)

### Fraternities

Alpha Phi Alpha (McDonald Hall)  
Alpha Tau Omega (Helsabeck Hall)  
Delta Upsilon (McDonald Hall)  
Kappa Alpha Psi (McDonald Hall)  
Lambda Chi Alpha (Gerlach Hall)  
Tau Kappa Epsilon (Zenge Hall)

## C-SC ATHLETIC BANDS

**"Thrill on the Hill" Marching Band and Pep Band, Ryan Christian '03, Director**

The mission of the C-SC athletic bands is to provide students of promise opportunities for creativity through artistic expression while encouraging a lifelong love for music and the arts through music performances that develop leadership and life skills. Participation in the C-SC athletic bands is open for students of all majors that want to play an instrument, build friendships and make memories through music that will bring our vision of creating an unforgettable college marching band and pep band experience to our campus! The athletic bands consist of a marching band in the fall and pep band in the spring that have performance opportunities at home football and basketball games along with various performances throughout the campus and community. Rehearsals are Wednesdays and Fridays from 4:15-5:45 p.m. Information can be found in the Campus Life section of the website.

## IMMUNIZATIONS

All students must confirm immunity to measles, German measles, mumps, tetanus/diphtheria, meningitis, and tuberculosis screening. To meet the requirement, each student must have two doses of the MMR vaccine and a tetanus/diphtheria booster within the past 10 years. Meningitis A must be after the age of 16. Questions related to this immunization policy should be directed to the Counseling and Wellness Office (Crown Center 205). Students that do not have the vaccinations required will not be eligible to register for classes for the next semester. In all cases, Residence Life will work with any student that communicates with the office.

The College recommends that all new students consider vaccination for COVID-19 and hepatitis B. If a TB screening is positive, the student's physician will recommend a treatment or screening protocol. Students and their families should consult with their family physician about these matters. All immunizations will be recorded with Med+Proctor, and the company will notify the Dean's Office when verification is complete. Students will scan/upload their immunization forms to Med+Proctor, not directly to the College.

If a student has a medical or religious reason for not wanting to be vaccinated for any of the abovementioned, he/she needs to provide that information in writing for consideration for exemption to the Dean of Student Life, Dr. Angie Royal.

## TUBERCULOSIS SCREENING POLICY

Culver-Stockton College requires all new international students to get a tuberculosis (TB) skin test upon arrival, regardless of their responses on the TB screening questionnaire that all new students must answer. A negative TB skin test will require no further action. A positive TB test will require a minimum of an additional blood test, plus possible further action and treatment, according to a physician. All TB tests and treatment are at the student's expense. Any student who has been out of the country within the past six months or has worked in a medical facility must also get a TB test prior to coming to campus.

## HEALTH SERVICES

Both Hannibal Regional Hospital and Quincy Medical Group have clinics and physicians located in Canton. Blessing Health Services provides a walk-in clinic inside of the County Market grocery store (also in Canton), including evening and weekend hours. Students are financially responsible for any health/medical services provided to them while enrolled as a student at Culver-Stockton College. The College strongly encourages students to have appropriate health/medical insurance coverage to meet their particular health/medical needs. Students are welcome to acquire health/medical insurance coverage through any provider of their choice. Students may contact the Counseling and Wellness Services Office to obtain other information about community medical services.

Culver-Stockton College partners with Blessing Health Services to provide healthcare at minimal cost. Students may enroll in the convenient care program at the beginning of each academic year. Students who begin school in the spring semester (January of an academic year) may also enroll at the start of their first semester. The cost for the program is \$75. This fee allows students to have unlimited access to basic care at the Blessing Health Services Convenient Care in Canton (located inside of County Market). Extensive testing, x-rays, prescriptions or other services are not covered, so students should check with their existing health/medical insurance for additional coverage.

## THE J.E. & L.E. MABEE RECREATION AND WELLNESS CENTER

The J.E. and L.E. Mabee Center is a 26,000-square-foot recreation and wellness facility with a plethora of equipment and opportunities. The Mabee Center is equipped with state-of-the-art equipment such as strength training machines, free weights, treadmills, Stairmasters, arc trainers and spinning bikes. It features a movement studio, a hospital and learning lab, and basketball, volleyball and tennis courts. A range of strength-building options is available for students, faculty, staff and alumni to build muscle and keep fit at Culver-Stockton College.

### REGULAR OPERATIONAL HOURS

The Mabee Center generally operates seven days a week per the academic calendar. Times may vary according to recognized holidays and breaks. Please see announcements in MyCulver for Mabee Center hours each semester and during breaks.

## RELIGIOUS/SPIRITUAL LIFE

Culver-Stockton College, related to the Christian Church (Disciples of Christ) and following in its rich tradition, encourages and nurtures growth in academia and faith. The College community provides varied opportunities for many expressions of faith under the supervision of the Chaplain's Office, including three spiritual venues available for ecumenical chapel services. The Chaplain is committed to fostering interfaith relationships and providing support for all students (whether religiously observant or not), coordinates religious groups on campus, offers pastoral care and spiritual guidance, serves as a liaison between the College and the larger church community, and coordinates community service efforts. The Chaplain also serves as a resource for the College community's attention to its religious and ethical commitments. The Chaplain's Office is located in the Gladys Crown Student Center..

## RESIDENCE LIFE

Culver-Stockton College is dedicated to the development of residential communities focused on open communication, respect for others, and a sense of shared responsibility. Community living enhances student learning and supports personal and academic success. The situations that occur in a group-living environment provide valuable opportunities for students to grow in their knowledge of themselves and others. Each member of our staff has a responsibility for maintaining the quality of the residential student experience at a high level, focusing particularly on identifying at-risk students. Our professional staff serve as educators, focusing their interactions with students toward the enhancement of academic and social learning. Because of this belief, residence hall living is required of all full-time students. Exceptions to this policy are students who have dependents, are married or living with their parents or a legal guardian. In addition, students aged 21 or older by September 1 of the academic year in question that do not receive institutional financial aid may choose to live off-campus. Students may also appeal to the Dean of Student Life for exemption from our residential living requirement. Contact the Coordinator of Residence Life and/or more information can found in the Campus Life section on the website. All students residing on campus are required to have a meal

plan. In addition, the majority of residence halls are equipped with some kitchen spaces, featuring microwave ovens, refrigerators, and stoves.

Each traditional residence hall is staffed with undergraduate resident assistants (RAs), and each Greek chapter house is also staffed with undergraduate RAs. Each works to build vibrant and engaged communities, to provide individual students with assistance/support, and to make referrals to professional staff as needed. These students receive extensive training in the areas of community building, helping skills, referral options, emergency procedures, school policies, and recognition of student distress. Resident Directors and other professional staff also reside in residence halls to provide oversight for both student staff and residents. These staff members serve as primary respondents to emergencies and incidents that occur after hours.

## STUDENT ENGAGEMENT & INTRAMURAL SPORTS

Student engagement at Culver-Stockton College is planned and implemented through various channels. The Coordinator of Student Engagement works with a variety of student leaders and student organizations to plan and coordinate events within the residence halls and campus-wide. Activities are designed to meet the educational, social, spiritual and recreational needs of students. Activities can be sponsored by the Student Life Office, Resident Assistants (RAs), Greek life or student organizations. The Campus Programming Council (CPC), a volunteer student organization energized by the opportunity to implement activities with broad student appeal, sponsors most activities. The mission of CPC is to maintain enthusiasm and spirit by providing an entertaining atmosphere throughout the campus community of Culver-Stockton College. For additional information, contact the Coordinator of Student Engagement in the Gladys Crown Student Center.

The Culver-Stockton College Intramural Sports program is designed to give students the opportunity to participate in athletic events in order to develop leadership skills, teamwork and sportsmanship. Other benefits of participation in intramurals include expanding opportunities to socialize through friendly competition, relieving stress through vigorous activity and maintaining health and physical fitness. For additional information, please contact the Coordinator of the Mabee Center.

## STUDENT CONDUCT

Living and studying in an educational community requires each of us to live within certain parameters and expectations. Students at Culver-Stockton College are expected to behave so as to bring honor and dignity to themselves and to their College by displaying the values of responsibility, civility, and accountability.

**Responsibility:** Students use good judgment in their decision-making.

**Civility:** Students are respectful and courteous to others at all times.

**Accountability:** Students accept personal responsibility for their actions, and they accept the consequences of their decisions.

Regulations concerning students' conduct are detailed in the Cat Tracker, the student handbook which contains the Code of Student Conduct. Students can access the Cat Tracker on Canvas, or information can be found in the Campus Life section of the website. Students found in violation of College policy may receive a written warning, community service requirement, probation, suspension, or other sanction as described in the student handbook. It is expected that each student be aware of all policies and procedures listed in the Cat Tracker. Questions regarding the Code of Student Conduct should be made to the Assistant Dean of Student Life, Tim Williams, at [twilliams@culver.edu](mailto:twilliams@culver.edu).

## STUDENT GOVERNMENT

Student Government Association (SGA) is responsible for voicing student concerns and working toward the betterment of student life. SGA serves as the major student governing body and acts as the central group on campus to move proposals and legislation to the Student Life Council. Through SGA, students are involved in the highest level of policy formulation by serving on College committees of the faculty and the Student Life Council and attending meetings of the Board of Trustees. Students are elected by their peers to serve as executive officers or senators. Elections happen every year in April. For additional information about SGA, email the Dean of Student Life, Dr. Angie Royal at [aroyal@culver.edu](mailto:aroyal@culver.edu).

## STUDENT ORGANIZATIONS

Membership in organizations provides students a meaningful way to learn, be involved in college life, gain leadership experience and communication skills, make friends, and have fun. Culver-Stockton College has a variety of student organizations related to academic discipline, academic and social honoraries, Greek-affiliated, religious and spiritual life, athletics, or special-interest groups. For a list of currently registered student organizations, please contact the Coordinator of Student Engagement in the Gladys Crown Student Center or go to Wildcats Connect in MyCulver under the Campus Life tab or by downloading the Wildcats Connect app from the Apple Store or Google Play Store.

## OTHER REGULATIONS

Trustees, administration, faculty, students, and regulatory agencies develop the regulations of Culver-Stockton College. The College expects and requires the cooperation of its students in fostering and maintaining high standards of conduct. Each student is subject to these policies and regulations. At the time of admission, the student indicates his/her willingness to be governed by these policies and acknowledges the right and responsibility of the College to take disciplinary action for failure to abide by them. A description of the rules, regulations, customs, and traditions of the College is contained in the Cat Tracker (the student handbook) or available online at [culver.edu/campus-life/student-handbook/](http://culver.edu/campus-life/student-handbook/).

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## ACADEMIC POLICY AND REGULATIONS

### ACADEMIC HONESTY

#### EXPECTATIONS OF STUDENTS AND FACULTY

Academic honesty is required in all circumstances, and students are expected to conduct themselves in such a way that their integrity is unquestioned. Cheating, plagiarism, and other forms of academic dishonesty are strictly forbidden and will not be tolerated. The instructor of any course has the right to challenge any student when questionable circumstances arise and to require the student to furnish any relevant material. Appropriate sanctions will be imposed when cheating, plagiarism, or another form of academic dishonesty occurs.

Faculty are required to uphold the College's Academic Honesty Policy, discuss it in their classes, and include a reference to it in their course syllabi. Faculty will treat all cases of academic dishonesty as opportunities to impart knowledge, teach skills, and promote the value of academic integrity. Faculty members will report all cases of student academic dishonesty to the Vice President for Academic Affairs and Provost.

#### DEFINITIONS

Cheating includes, but is not limited to, engaging in any of the following practices in regards to any class assignment (which includes papers, projects, homework, examinations, presentations, etc.): stealing an examination or any other material, copying or getting assistance from another student during an examination, collaborating on projects when not allowed by the instructor, submitting work that is not one's own, or assisting a student in any of the aforementioned activities. Due to the nature of certain classes and programs, individual instructors may also have additional academic honesty policies that students should be aware of when in any such classes or programs.

Plagiarism is defined as taking someone's ideas or words and passing them off as one's own. Examples include, but are not limited to, buying or otherwise securing a paper or assignment from someone and submitting it as one's own work, presenting the exact words of a source without citing the source and without putting those words in quotation marks, and using another person's ideas without acknowledging the source of those ideas.

Fabrication is defined as falsifying data, information, or citations in any academic work. Examples include representing a fictional occurrence as an actual event, citing interviews that never occurred, and inventing statistics that are not grounded in research data.

Deception is defined as providing false information to an instructor or other academic administrator about an academic activity, project, exam, or other type of academic matter; for example, giving a false excuse for missing a project deadline, claiming to have submitted coursework that one did not actually submit, and forging an advisor's or instructor's signature on an academic form.

## **SANCTIONS FOR DISHONESTY**

An instructor who finds a student to be guilty of cheating, plagiarism, or other form of academic dishonesty has the right and duty to impose an appropriate sanction. The instructor has wide latitude in this, however, and may choose such options as asking the student to redo an assignment (perhaps with a lowered grade); giving the student a zero (0) on a paper, examination or class assignment; or failing the student in the class. Students should also be aware that certain academic and co-curricular programs may have academic honesty policies of their own.

### **FIRST OFFENSE**

A first offense carries with it the sanctions imposed by the instructor and a mandatory meeting with the Vice President for Academic Affairs (VPAA) and Provost. The VPAA/Provost reserves the right to refer any instance of academic dishonesty to the Student Conduct Panel. A letter from the VPAA/Provost is also sent to the student and placed in the student's file. Upon graduation, the first report of a violation is removed from any student record.

### **SECOND OFFENSE**

A second offense carries with it the sanctions imposed by the instructor and a mandatory meeting with the Student Conduct Panel. The Student Conduct Panel may also impose additional sanctions on the student up to and including suspension. A letter from the VPAA/Provost is also placed in the student's file. Upon graduation, first and second reports of a violation are removed from any student record.

### **THIRD OFFENSE**

A third offense carries with it sanctions up to and including the possibility of suspension or expulsion from the College.

## **APPEALS**

Students may appeal any sanctions imposed for academic dishonesty to the VPAA/Provost. The VPAA/Provost will bring appeals to the Academic Standards Committee for a review and final decision.

## **STUDENT APPEALS/COMPLAINTS**

Culver-Stockton College students who wish to appeal to the Academic Standards Committee in matters of variance (substitution, waiver, exemption, etc.) from established policy may do so, in writing, through the Registrar's Office. Such petitions should show endorsement or acknowledgment by the student's academic advisor.

Enrolled students may file a formal complaint by submitting a written/signed complaint to one of the following institutional officers: the President, the Vice President for Academic Affairs/Provost, or the Dean of Student Life.

## **COURSE GRADE APPEALS**

Culver-Stockton College has established a procedure for the resolution of disputes over course grades. When a student wishes to dispute a final course grade received in a course, he/she must first try to resolve the disagreement with the course professor of record. If negotiations with the course professor do not resolve the disagreement, the student may contact the appropriate division chair or program supervisor for assistance in resolving the disagreement. Cases in which resolution has not been achieved by negotiations among the student, faculty member, division chair and/or program supervisor may be remanded by the VPAA/Provost to the Academic Standards Committee for review.

The Academic Standards Committee will consider each case, has the authority to make final recommendations, and will make every effort to preserve both the substance and the appearance

of impartiality and fairness. In the event that a member of the Academic Standards Committee is directly involved in the case, that member will not participate. If that member is the chair of the Committee, the Committee will elect a chair, pro tem.

The Committee may make a determination with or without a hearing. In either case, the results will be communicated to the VPAA/Provost. The VPAA/Provost will communicate the final decision to the student, the appropriate division chair or program supervisor, the Registrar, and the faculty member.

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine and assign grades according to any professionally acceptable method chosen by the faculty member, communicated to everyone in the class, and applied to all students equally.

An appeal must be made in writing to the faculty member who taught the course (copies to the appropriate academic division chair or program supervisor and VPAA/Provost) no later than the fifteenth calendar day of the next succeeding regular semester.

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## STUDENT SUCCESS

The Student Success Center is located in the west wing of Johann Memorial Library. The center helps students achieve academic success through advising, academic support, and assisting students who are transitioning to college. Depending on each student's individual needs, he/she is paired with the appropriate resources on campus including but not limited to an academic advisor, a student success specialist, and/or a tutor. Services in the Student Success Center include the following:

- Academic Advising

- Monitoring academic performance

- Tutoring and Academic Support Center (TASC)

- Writing lab
- Math lab
- Group study sessions
- One-on-one tutoring

- Transition programs

- First-Year Experience (FYE)
- Conditional Admission Program
- Academic Probation Program

- First Gen Program

- Diversity, Equity, and Inclusion

- International Student Support

- Disability Services

### ACADEMIC ADVISING

Upon arriving at Culver-Stockton College, each student is assigned an academic advisor. Academic advising is an educational process in which the faculty member engages the student in exploration of academic opportunities and planning for the desired career. The process, just as important as the degree completion outcome, is far more intensive and developmental than simply assisting students with course selection and registration. Meaningful academic advising requires active participation from both the student and faculty member and involves interpersonal dialogue, mentoring, teaching, empowerment, and mutual responsibility.

### MONITORING ACADEMIC PERFORMANCE

Early Alert: At the first sign a student is struggling in a course, faculty members can refer students to the early alert system. The academic advisor or Student Success Center staff will then meet with the student, and together they will create a plan to aid the student in completing the semester successfully.

3-week Academic Progress Reports: In order to effectively monitor student academic status, faculty submit an early indication of attendance and work completed by rating each student "satisfactory" or "unsatisfactory" for each category after the first 3 weeks of the semester. Academic advisors then meet with students to discuss their academic progress.

Mid-term grades: Faculty submit midterm grades just after the six-week point in the semester. This process allows students and their advisors to assess their academic progress and make course corrections, and celebrate successes.

### **TUTORING AND ACADEMIC SUPPORT CENTER (TASC)**

The Tutoring and Academic Support Center (TASC) is centrally located in the Student Success wing of Johann Library. TASC serves students from all majors and provides a range of assistance and support, a place for students to do homework and seek assistance in classes. TASC is fully equipped with a writing lab where students can acquire assistance writing papers at any stage in the writing process and a math lab where students can seek help with math and science classes. Peer-facilitated study groups also meet regularly to help students prepare for exams, learn content, and apply that knowledge efficiently and effectively. One-on-one tutoring is also available by appointment. Students can also use TASC to get tips on time management, study strategies, and notetaking. See the bulletin board in the TASC for information on tutors, courses, availability, and appointments on a limited basis.

### **FIRST-YEAR EXPERIENCE**

The mission of the First-Year Experience program is to promote academic and personal success, career exploration, a sense of community, civic-mindedness, and responsible behavior among first-year students. The success and retention of students depends greatly on their experiences during their freshman year, especially during the early weeks of that first year. Students need to feel connected to each other and to the college, have a sense of purpose and meaning about their lives, know how to navigate campus resources, and acquire a basic set of skills necessary for academic and personal success. The mission of this program is carried out through the events and activities associated with Summer Registration/Orientation, August Wildcat Welcome, and our FYE course, which is taken by all freshman students during their first semester. For more information, contact the Director of the First-Year Experience.

The Culver-Stockton College First-Year Experience (FYE) course is intended to assist new students with the intellectual, academic, and social transition to higher education. Students in this course are united by a shared interest which will serve as a catalyst for intellectual pursuit, developing academic success skills, making connections campus-wide, and adjusting to collegiate expectations.

### **LEARNING COMMUNITIES**

All first-year students at Culver-Stockton College have the unique experience of being placed in a learning community to jump-start their journey as a Culver-Stockton scholar. These learning communities create an immediate peer group that is focused on a common theme, such as leadership, civic engagement, well-being, or creative thinking. Over the course of the year, students take three classes as a group, allowing them to form connections, friendships, and a study group that can last all four years.

### **CULVER-STOCKTON CATALYST**

The Culver-Stockton Catalyst program is available to entering freshmen each fall and allows those students to earn college credit through an intensive two-week course. Students participating in the program are allowed to move on to the campus early, with room and board included with the program. Courses offered vary each fall. Students who move in early to participate in fall sports will need permission from their coach to participate.

### **CONDITIONAL ADMISSION PROGRAM**

Students who are designated with conditional admission status are identified as needing additional support to ensure their success. CS 101: Orientation to College Learning is available to all students and required for students who are conditionally admitted.

## PROBATION PROGRAM

Students who are placed on contractual good standing or on academic probation are identified by the Academic Standards Committee as needing additional assistance in order to ensure their academic success. Those students must enroll in CS 102: Strategies for Success the semester immediately following placement on contractual good standing or probationary status.

## FIRST GEN PROGRAM

First Gen programming is offered throughout the year for any student who is from a family that does not have a parent with a college degree. We have a unique point of view at C-SC because nearly half of our college faculty and staff are also first gen and we love to help with this program. First Gen is free and students can participate as much or as little as they need. Students who complete the required number of First Gen Program activities earn a First Gen stole to wear at graduation.

## DIVERSITY, EQUITY, AND INCLUSION

Culver-Stockton College celebrates and encourages the multicultural development of our students, which encompasses inclusion, acceptance, respect, and empowerment. Culver-Stockton College understands that each student of promise is unique and their commonalities and differences are valuable to the growth of our community. This includes dimensions of race, ethnicity, sex, gender identity, sexual orientation, socioeconomic status, age, physical attributes and abilities, as well as religious, political, cultural and intellectual ideologies and practices.

Student Success and other departments host many activities and programs for the C-SC and local community to encourage inclusion. DEI Initiatives on campus include but are not limited to Soul Food Night, International Food Night, Martin Luther King, Jr. Celebration, Black History Month events, DEI Panels, Diversity Week, Movie Nights, Slam Poetry Nights, and much more. To find out more or to get involved, please contact the Coordinator of Diversity, Equity, and Inclusion.

## INTERNATIONAL STUDENT SUPPORT

Student Success provides a range of support to our international students, including international student orientation at the start of each semester and assistance in completing international student processes and procedures.

## DISABILITY SERVICES

Culver-Stockton College is committed to providing the best possible educational environment for all. The mission of Disability Services at Culver-Stockton College is to provide appropriate assistance and reasonable accommodations for students with disabilities, so that those students have the opportunity to succeed in the classroom, limited only by their abilities, not their disabilities.

### Guidelines for Students Requesting Reasonable Accommodations for Disabilities Affecting Academic Performance

A student with a disability affecting academic performance should inform the Director of the Tutoring and Academic Support Center (TASC) in writing of his/her disability and the nature of its effect on his/her academic performance. If an instructor becomes aware of or suspects a student has a disability, the instructor should refer the student to the Director of TASC.

The College provides reasonable accommodations for otherwise qualified students with disabilities to assist them in obtaining an education. Accordingly, instructors make reasonable accommodations for students with disabilities in order to allow them opportunity, consistent with their diagnostic profile, to learn and subsequently to demonstrate mastery of course content. Instructors should not make such accommodations for students with disabilities without specific directives from the Director of TASC.

In order to be considered eligible for reasonable accommodations, a student must submit the following to the Director of TASC:

1. In the case of a physical disability, neurological disability, or emotional disability, a current medical evaluation completed by a licensed physician is required. A current medical evaluation is one which has been completed within one calendar year of the initial request for reasonable accommodations.

2. In the case of a learning disability, a current psycho-educational evaluation completed by a psychologist licensed by a state board of examiners in psychology or certification by a state department of education in psychology is required. The psychologist must provide his/her license or certificate number in the report. A current psycho-educational evaluation is one which has been completed within one calendar year of the initial request for reasonable accommodations. A current Individualized Education Plan (IEP) will fulfill this documentation.
3. In the case of an attention deficit disorder, a current medical and a current psycho-educational evaluation is required.

In order for a student to be considered eligible for reasonable accommodations, submitted evaluations must include a diagnostic statement of the specific disability and must contain recommendations for reasonable accommodations appropriate to the disability and its effect on academic performance. Each semester, a student should request in writing that the recommendations for reasonable accommodations be made available confidentially to his/her designated instructors. This written request should be filed with the Director of TASC and should be done so at the earliest date possible prior to the beginning of a semester for which accommodations are requested.

The Director of TASC, with appropriate consultation, will review the student's evaluations and, at the request of the student, inform instructors of appropriate accommodations. Informal reassessments of the need for continuing accommodations will occur periodically. The need for additional formal medical or psycho-educational evaluation can be initiated at the request of either the Director of TASC or the student.

Students encountering unresolved problems with individual faculty members should submit a written appeal to the Director of TASC. If the student is not satisfied with a decision made by the Director of TASC, the student may submit an appeal to the Director of Student Success.

Examples of Reasonable Accommodations:

- use of dictionary for homework and tests
- assistance from tutors
- alternative exam arrangements  
(i.e., extra time for exams, separate room for testing)
- written directions to supplement oral directions (i.e. test, homework)
- additional time to read extensive homework assignments

## ACCESS TO FACILITIES BY DISABLED PERSONS

Culver-Stockton College will take the necessary steps to ensure that any qualified disabled person is neither denied the benefits nor excluded from participation in any program or activity provided by the College nor denied the use of its services. Because the scheduling of classes and/or the arranging of housing may require reasonable advanced planning, persons with disabilities accepted for admission should identify themselves at least two months prior to the start of the semester of admission and indicate the nature of accommodations they may need. Persons with disabilities occurring or manifesting after admission and before the start of or during the semester will be handled on a case-by-case basis.

## CAREER SERVICES

The Career and Internship Services Center plays an important role in the C-SC student's collegiate experience and is designed to help students relate their education to a wide array of career options. Employers expect students to be savvy about using their college years to gain related work/internship experience, add leadership experiences through extracurricular organizational involvement and athletics, and take every advantage of opportunities to learn about their strengths as they relate to the marketplace. Students will be more successful in their post-graduation pursuits if they combine excellence in academics, campus involvement and leadership, and quality internship/work experiences before graduation. For graduate students, the Career Center is an important part of professional development and provides resources to assist students with career exploration, career education, and placement. Contact the Director of Career and Internship Services in the Gladys Crown Student Center or via telephone at 573-288-6000, ext. 6536 or email at [careercenter@culver.edu](mailto:careercenter@culver.edu) for more information.

## UNDECIDED STUDENT ADVISING

The Career and Internship Services Office works with undecided major students one-on-one to help them learn more about the link between their academic strengths, personal passions, and career opportunities. Utilizing personality assessment tools, this office focuses on identifying a student's strengths and abilities and then uses that information to identify career paths that are the right fit for the student's natural talents.

## CAREER EXPLORATION

The Career Center hosts a variety of workshops and programs during the academic year to assist students with career exploration, internship planning, graduate school preparation, résumé development, interviewing skills, and the job search. Students can begin career planning early in their college career by meeting with the Career Services staff, preparing a résumé and cover letter, planning for internship prospects related to their career interests, attending job fairs, and gaining meaningful summer work or career-related experience throughout college and beyond.

## INTERNSHIPS

Most Culver-Stockton undergraduate students must complete an internship as part of their academic requirements, and advance planning is necessary if they are to complete it before the senior year. Internships can be used as a career exploration or as preparation for a future career. Internships offer the opportunity to connect with professionals within a specific career field and provide experience in a professional environment that can be valuable on a résumé when applying for positions after graduation. Whether paid or unpaid, the student also may or may not choose to receive academic credit for the internship depending on the major requirement or need.

Students may enroll in multiple internships during their college career; however, only nine credit hours of internship experience will be counted toward a baccalaureate degree. Certain departments may limit the number of internship hours counted toward completion of major requirements. Students must work a minimum of 40 hours on the job for each credit hour earned and academic work reflecting on the experience will be assigned. Internships for credit are considered regular course credit hours and are subject to tuition and fees, including those completed during the summer. There are two types of internships available to students:

### XXX 276: Exploratory Internships (1–3 hours):

Freshman and sophomore students may earn one-to-three credit hours in an exploratory internship (granting a pass/no pass credit). Exploratory internships allow students the opportunity to explore career interests within their academic fields to further focus their course of study.

### XXX 476: Professional Internships (1–6 hours):

Junior and senior students may earn one-to-six credit hours in a professional internship (graded). Professional internships are designed to help students practice the skills they have learned in the classroom to prepare for their future careers. Additional specifications may be required for specific majors.

Students participating in an internship are required to meet with the Director of Career and Internship Services prior to the start of their internship to discuss requirements and the application process. Contact the Director of Career and Internship Services in the Gladys Crown Student Center to arrange a time or for more information.

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## OTHER ACADEMIC SERVICES AND OPPORTUNITIES

### 4-YEAR GRADUATION GUARANTEE

Culver-Stockton offers a 4-year graduation guarantee, assuring students can participate in life-changing Travel Study courses, interesting extracurricular activities, and meaningful service projects while knowing they can graduate in four years. In the event that a student has met all eligibility requirements and is unable to complete the degree in four years or less, the College will not charge the student any tuition applicable to credits earned after the fourth year that are required to complete the degree program. This guarantee applies to tuition only.

Additional details can be obtained by contacting the Director of Student Success.

## LIBRARY RESOURCES

The Carl Johann Memorial Library supports the mission of Culver-Stockton College by offering a broad collection of academic resources online and in print, by providing research training and information literacy instruction and by fostering a supportive learning environment conducive to the open and free exchange of ideas and knowledge. All students, whether enrolled in face-to-face, hybrid, or online programs, have full access to library services and the online catalog. The library has numerous locations for group collaboration or private study. The library commons features a computer lab, a multi-purpose study area, and reference and information help desks for on-site research support. A computer lab classroom, open in the evenings, is also available to students after classroom hours. Single-user desks are located throughout the library stacks for private, silent study. The library also features a children's area for education majors and community patrons. Services, equipment, and materials that support the academic program are offered to all students and faculty, and the library's online catalog and digital collections are accessible on the campus network, in the library, and anywhere in the world. Culver-Stockton College belongs to the MOBIUS consortium, which provides free access to millions of books and DVDs from libraries in and around Missouri with 2–4 business day shipping, and traditional Interlibrary Loan services provide access to materials held in libraries in this country and abroad. The Culver-Stockton Archives contain items on College and local history in the lowest level of the Johann building and can be viewed by appointment. The library staff regularly develop and conduct orientation programs for new students, provide instruction on finding reliable academic content, and are available to provide one-on-one reference services for any student seeking support.

## STUDY ABROAD AND TRAVEL STUDY PROGRAMS

Culver-Stockton College offers a varied range of domestic and study-abroad opportunities and extensive financial resources. Many students choose to participate in one of our short-term, faculty-led travel study courses during the 3-week term of the semester. Culver-Stockton offers variety in courses of study and locations. Because of a generous gift by a donor to the college, Culver-Stockton offers a substantial scholarship to almost all students who apply for study-abroad courses. Another source of financial support exists in the form of the Travel Study Grant given to all students. Locations in the past have included various parts of the United States as well as Britain, Ireland, France, Italy, Russia, Finland, Turkey, Israel, Germany, Austria, Poland, Estonia, Greece, Canada, Costa Rica, Belize, Guatemala, Mexico, China, Hong Kong, Malaysia, Indonesia, Singapore, Peru, Japan and Cuba.

In addition, the College is affiliated with a number of study-abroad providers and foreign universities who enable us to offer semester or year long experiences. This may include academic coursework and/or internships. In the past students have participated in long-term programs in Australia, France, Bulgaria, Ireland, and Great Britain.

The College is committed to preparing students for successful careers in the global marketplace. Thus, faculty design travel experiences that take full advantage of off-campus settings, teach students to appreciate other cultures, promote positive group dynamics, encourage intellectual growth, and cultivate a sense of individual responsibility. Information about study abroad opportunities can be obtained from Dr. Melissa Holt, Coordinator of Experiential Education at [mholt@culver.edu](mailto:mholt@culver.edu).

## TRANSCRIPTS

Mailed transcripts will be provided for all current students without charge if requested through MyCulver. Mailed transcripts will also be provided free of charge for all graduates and former students, up to 6 months after the last enrollment date. After that time, official transcripts must be ordered through the National Student Clearinghouse. They can be mailed or sent electronically for \$10.00 each.

All requests, both official and unofficial transcripts, must be made in writing to the Registrar's Office, or through electronic submission through MyCulver or the National Student Clearinghouse. No phone or email requests will be processed. No transcript, official or unofficial, will be issued for a student or former student who is delinquent in their financial obligation to the College.

## ACADEMIC HONOR SOCIETIES

Students at Culver-Stockton College have the opportunity to join and participate in a variety of academic honor societies if they satisfy the societies' eligibility requirements. Honor societies with chapters at C-SC include the following:

Alpha Chi – national honor society for undergraduate juniors and seniors in all academic disciplines  
Alpha Phi Sigma – national honor society for students of Criminal Justice  
Beta Beta Beta – national honor society for students of Biological Studies  
IMA Accounting Society – national honor society for students of Accountancy and Finance  
Kappa Pi – international honor society for students of Design and Visual Arts  
Lambda Pi Eta – national honor society for students of Communication  
Phi Alpha Theta – international honor society for students of History  
Phi Eta Sigma – national honor society for first-year students  
Pi Lambda Theta – international honor society for students of Education  
Psi Chi – international honor society for students of Psychology  
Sigma Beta Delta – international honor society for students of Business  
Sigma Phi Zeta – national honor society for students of Music  
Sigma Tau Delta – international honor society for students of English  
Sigma Theta Tau – international honor society for students of Nursing

## GRADUATION

**Commencement exercises.** Commencement exercises are held during the last week of the spring semester. In order for a student to participate in the commencement exercises, the student must have completed, or the student must have 12 or fewer hours remaining in the undergraduate program and 6 or fewer hours remaining in the graduate program to complete at the time of commencement exercises and the courses must be completed during the immediately following summer sessions. Prior to approval, a specific plan on how the student will complete remaining degree requirements must be on file in the Registrar's Office.

Degree requirements must be completed within five calendar years of the student's initial expected graduation date. Students requesting to complete degree requirements after five years must reapply for admission and follow the academic catalog for degree requirements at the time of readmission. Appeals for exceptions may be made to the Academic Standards Committee.

**Posthumous Recognitions: Degrees and Certificates.** Upon request, Culver-Stockton College may grant undergraduate and graduate degrees posthumously. It may also grant in memoriam certificates to deceased students. Posthumous granting of a degree or certificate may be appropriate to recognize the achievement of students who are deceased and had either completed enough of their degree program requirements to have their degree awarded or at least enough to warrant an in memoriam certificate. Posthumous recognitions require approval by the Registrar's Office, the Vice President for Academic Affairs and Provost, and Faculty Assembly.

Guidelines for granting posthumous degrees:

- student must be in good standing at the time of their death.
- student was enrolled at Culver-Stockton College within the previous 12 months.
- for undergraduate degrees, the student had earned a minimum of 30 credit hours at Culver-Stockton College and was within 30 credit hours of degree completion.
- for graduate degrees, the student had completed at least 75% of the required credit hours determined by the graduate program.

Guidelines for granting posthumous certificates:

- student must have been in good academic standing at the time of their death.
- student was enrolled at Culver-Stockton College within the previous 12 months.

# UNDERGRADUATE ACADEMIC PROGRAMS

Culver-Stockton College's undergraduate academic programs operate on the basis of governing policies and regulations dealing with curriculum and degree requirements, student academic performance and standing, and expectations of student academic integrity.

## EXPERIENTIAL LEARNING AT CULVER-STOCKTON COLLEGE

At the heart of a Culver-Stockton College education is a belief in the power and value of experiential learning. We believe that students learn best, both in and out of the traditional classroom, when educators and learners are empowered to purposefully engage in, reflect on, and synthesize well-planned, active experiences that have an authentic or simulated real-world context. It is a powerful teaching and learning philosophy that merges quality academic content with enriching concrete experiences. Our 12-week + 3-week academic calendar is ideally suited for this approach.

Experiential learning at C-SC requires students to engage with the real world as well as the theoretical one, to sometimes expand their learning beyond the confines of the classroom, and to frequently leave their comfort zones. Experiential learning might best be understood as operating within a cycle wherein students 1) Act, 2) Engage in guided reflection on that action, 3) Conceptualize what they have learned, and 4) Apply what they have learned to the next action.

At Culver-Stockton, students benefit from our seven pillars of Experiential Learning: Culver-Stockton College is affiliated with the National Society for Experiential Education (NSEE), a nonprofit membership organization composed of educators, businesses, and community leaders that serves as a resource center for the development and improvement of experiential education programs nationwide. Through our work with the NSEE, we ensure that all experiential learning opportunities are of the highest quality by following the NSEE's "Eight Principles of Best Practice for All Experiential Learning Activities."

### Principles of Best Practice for Experiential Learning

- Intention
- Preparedness and Planning
- Authenticity
- Reflection
- Orientation and Training
- Monitoring and Continuous Improvement
- Assessment and Evaluation
- Acknowledgement

## EXPERIENTIAL LEARNING GOALS

### Creative Expression

- Students will create or actively contribute to one or more creative projects or activities during the course.
- Students will reflect on their learning experiences at its conclusion indicating their increased grasp of concepts integral to the creative project or activity.

### Leadership

- Students will create a presentation on a leadership concept or theory or based on an identified leader demonstrating professional communication skills as well as the ability to disseminate instructive information about what successful leaders need to know and are able to do.
- Students will reflect on their learning experiences at its conclusion indicating their increased grasp of concepts integral to leadership including their own self-assessment of their leadership skills based on the Leadership Attributes List.
- Students will apply their leadership skills or demonstrate the understanding of leadership skills through contribution to a group project.

### Service Learning

- Students will actively participate and contribute to a service learning project that is designed to promote civic engagement and responsibility.
- Students will reflect on their learning experiences either during their service learning activities or at its conclusion indicating their increased grasp of concepts integral to civic engagement and responsibility, noting how the service project contributed to the betterment of the community at large.

### Simulations

- Students will actively participate and interact with other students during the simulation or in the online environment.
- Students will reflect on their learning experiences either during their simulation activities

or at its conclusion indicating their increased grasp of concepts integral to the simulation.

#### Travel Study

- Students will become informed and open-minded, attentive to broad spectrums of diversity
- Students will analyze and understand the interaction between local and global communities through the lens of the academic discipline
- Students will acquire the practical skills to travel responsibly in a diverse world.

#### Research and Innovation

- Students will effectively utilize: professional and scholarly resources to identify the relevance of the investigation and evidence in supporting conclusions, authentic scientific methodology, and appropriate methods to communicate outcomes/results for the project.
- Students will reflect on their research learning experience showing an increased understanding of the steps and results of the research process.

#### Professional Experience

- Students will complete all requisite activities to obtain, document, and complete a professional experience of at least 40 hours or more per credit hour as determined by their faculty supervisor and their performance will be evaluated by a professional in the field.
- Students will complete a reflective activity that addresses and discusses their growth in their professional field and its connection to the liberal arts education of the institution.

## GENERAL REQUIREMENTS FOR AN UNDERGRADUATE DEGREE

1. All candidates for a degree must earn at least 120 semester hours of credit, 60 of which must be from an accredited four-year college or university, with a minimum grade point average (GPA) of 2.0 and a minimum grade point average of 2.00 in the major. Some majors may require more credit hours, a higher minimum cumulative grade point average, and a higher major grade point average. Those exceptions are noted in each area of study. In order to complete a minor, a student must satisfy all minor requirements and attain a minimum GPA of 2.0 in the minor field of study.
2. All candidates for a degree must earn at least 40 semester hours in upper-division courses (300- or 400-level courses) and at least 12 hours of upper-division courses in the major field.
3. Thirty of the last 45 semester hours must be earned in residence at Culver-Stockton College with the following possible exception. Candidates who have completed at least 94 semester hours of professional preparation, of which at least 60 semester hours have been earned in residence at Culver-Stockton College, and who have otherwise met degree requirements may receive their degrees by transferring one year of required work from an accredited professional school.
4. All candidates for a degree must successfully complete a course from the following categories. The courses will typically be taken within a student's major:
  - Disciplinary Writing:** Each major has a course that includes a substantial writing component that articulates the writing conventions of that particular field. Disciplinary Writing courses are designated with "DW" in each course description.
  - Culminating Experience:** Each major has a required internship, capstone, and/or other senior level course(s) that provide students an opportunity to synthesize their academic experiences and prepare for professional life after college. All students will assemble relevant evidence. Courses are under the auspices of their area of study. Culminating Experience courses are designated with "CE" in each course description.

Proposals for waiver or substitutions of requirements in the major or minor field must be approved by the department chairperson, the division chairperson, registrar, and VPAA/Provost. Course prerequisites may be waived by the course instructor. Unresolved exceptions to major requirements and all petitions for exceptions to graduation requirements must be directed to the Academic Standards Committee.

Responsibility for meeting all degree requirements rests with the student. Through faculty, advisors, and administration, Culver-Stockton College makes every effort to advise students well. The ultimate responsibility for fulfilling requirements, however, rests with the student.

Formal application from degree candidates must be made no later than the end of the third week of classes of the semester in which the student expects to complete degree requirements. A graduation fee is charged to the student account in such semesters.

## DEGREES

The Bachelor of Arts candidate must complete all requirements in the major field of study and satisfy all General Education requirements. Six hours of a single foreign language are required for Bachelor of Arts candidates. Candidates for a Bachelor of Arts degree for whom English is a foreign language may substitute up to six hours of intercultural learning credits for the foreign language requirement. For these purposes, documentation of the student's other language shall consist of submission of a transcript proving the student's attendance for at least one year at a high school where the primary mode of instruction was a language other than English. No more than 42 credits in any single discipline can be counted toward graduation.

The Bachelor of Science candidate must complete all course requirements in the major field of study and satisfy all General Education requirements. No more than 48 credits in any single discipline can be counted toward graduation.

The Bachelor of Fine Arts candidate must complete 60–62 semester hours in the selected fine arts discipline (Studio Art, Graphic Design Art, Arts Management, Musical Theatre, or Theatre) and complete all General Education requirements. This pre-professional degree offers students the opportunity to engage in a more rigorous course of study in the major area than the BA degree and is particularly suited for students wishing to enter graduate school programs for a Master of Fine Arts.

The Bachelor of Music Education degree is available for students who wish to concentrate in music education. The candidate for this degree must complete 61 hours within the music discipline including skills proficiencies, satisfy all General Education requirements and state teacher certification requirements, and present a senior recital. This professional degree allows the student to prepare for a career in Music Education. By following a more rigorous course of study, the student may prepare himself/herself to be certified to teach vocal and/or instrumental music in grades K–12. While this program may be completed in eight semesters, it is not unusual for students to require additional time to complete their degree.

The Bachelor of Science in Nursing candidate must successfully complete 61 semester hours in nursing, satisfy 27 hours of support course requirements, and meet all General Education requirements. The Bachelor of Science in Nursing degree is offered jointly with the Blessing-Rieman College of Nursing and Health Sciences in Quincy, Illinois.

The Bachelor of Applied Arts and Sciences degree is available to students with previous relevant training or experience in the military or other professional areas related to Criminal Justice. Students must complete all General Education requirements.

Degrees with Distinction are awarded at Culver-Stockton College for the following accomplishments: Summa cum laude, with highest distinction, 3.85 cumulative GPA  
Magna cum laude, with great distinction, 3.75 cumulative GPA  
Cum laude, with distinction, 3.50 cumulative GPA

To graduate with the academic honors of summa cum laude, magna cum laude, or cum laude, the student must have earned a minimum of 60 semester hours in residence at Culver-Stockton College. Only those hours earned at Culver-Stockton College will be considered in determining these honors.

## MAJORS

The majors offered within each degree are as follows:

Masters Programs:  
Master of Athletic Training  
Master of Arts in Counseling

Master of Business Administration  
Master of Education

#### Bachelors Degrees:

**Bachelor of Arts (BA):** Art, English, English Education, History, History Education, Media Communication, International Studies, Music, Political Science, Public Relations, Religion and Philosophy, Sport Communication, Theatre, and Individualized Studies

**Bachelor of Science (BS):** Accountancy, Agribusiness Management, Art Education, Biology, Biology Education, Biological Chemistry, Business, Business Education, Chemistry, Chemistry Education, Computer and Data Science, Criminal Justice, Digital Marketing, Esports and Gaming, Elementary Education, Finance, Health Science, Healthcare Management, Human Resource Management, Interdisciplinary Studies, Legal Studies, Marketing, Mathematics, Mathematics Education, Music Technology, Physical Education, Professional Sales, Psychology, Radiologic Science, Respiratory Care, Special Education, Speech and Theatre Education, Sport Management, Supply Chain Management and Individualized Studies

**Bachelor of Fine Arts (BFA):** Studio Art, Arts Management, Graphic Design, Musical Theatre, and Theatre

**Bachelor of Music Education (BME):** Music Education

**Bachelor of Science in Nursing (BSN):** Nursing

**Bachelor of Applied Arts and Sciences (BAAS):** Criminal Justice Administration

Students may complete a degree entirely online in the following majors: Accountancy, Business, Criminal Justice, Criminal Justice Administration, Digital Marketing, Esports and Gaming, Human Resource Management, Marketing, Professional Sales, Sport Management and Supply Chain Management.

Students may declare their major at any time. Students may declare or change a major or minor online or by submitting a Major Declaration Form to the Registrar's Office. Students are advised that declaring or changing their major late in their college career may result in the need for additional work in excess of 120 semester hours to meet all major department and degree requirements.

Students may major in two areas of study within the same degree. In the case of a double major, all requirements for both areas of study must be met. Students should be advised that some combinations of majors may not be compatible due to degree differences. Further, some combinations of majors may result in significant additional work being required.

#### SELECTION OF A MINOR

The completion of a minor area of study provides students with documentation of a smaller concentration of courses in an area of interest. Coursework within a minor can be related to the major or entirely unrelated. In most cases, courses within the minor can be counted toward satisfying General Education requirements.

Academic minors are offered in many fields and can enhance the student's major course of study. In most cases, students may count up to six hours of their major coursework as a part of the minor. Exceptions to this policy will be stated in the description to the minor.

Minors are available in the following areas of study and may also be individualized:

**Applied Liberal Arts and Sciences:** Applied Programming, Biology, Chemistry, Child Advocacy Studies, Forensic Science, Health Promotion, History, International Studies, Mathematics, Physical Science, Political Science, Psychology, Religion and Philosophy, Spanish.

**Fine, Applied, and Literary Arts:** Art, Digital Media, Arts Management, Creative Writing, English, Media Communication, Music, Music Technology, Musical Theatre, Public

Relations, Theatre.

Business, Education, and Law: Accountancy, Business, Business Analytics, Business Leadership, Criminal Justice, Finance, Forensic Accounting, Health, Information Technology, Legal Studies, Marketing, Sociology, Sport Management.

## COURSE REGULATIONS

### ACADEMIC LOAD

The minimum academic load for purposes of classification as a full-time student is 12 semester hours. The average course load required to meet the 120-credit-hour graduation requirement in eight semesters is 15 credits per semester. The recommended load for the 12-week session is 9-14 credit hours and for the 3-week session 3-4 credit hours. An academic overload is an excess of 18 credits in any semester and must be approved by the Vice President for Academic Affairs/Provost. Students that opt out of taking a class in the 3-week session must sign a waiver in the Registrar Office and be approved by the VPAA/Provost.

### GRADING

Grading at Culver-Stockton College is on a 4.0 scale as follows:

- A=work of outstanding quality; excellent mastery of coursework; 4.0 quality points
- B=Good work and achievement of course material; 3.0 quality points
- C=Satisfactory achievement of course material; 2.0 quality points
- D=Deficiency in mastering course material; 1.0 quality points
- F=Failure to meet course requirements; 0.0 quality points

Semester grade point averages and cumulative grade point averages are calculated by dividing the number of quality points earned by the number of credit hours attempted.

At the end of the third week of the 12-week session each semester, faculty will record progress for each student in the categories of participation and work completed by using S for satisfactory or U for unsatisfactory.

Mid-semester and final grades will be recorded by faculty in Canvas on the appropriate dates as published on the academic calendar.

The grade of FA will be used for a student that failed because he/she stopped attending the class (not because he/she exceeded the absence policy for an individual faculty member). The academic record will reflect an F.

When final grades are submitted, faculty will be asked to document the last day of attendance for those students who earned an FA grade. Federal financial aid may be returned for students who have not attended past 60% of the semester.

### CATEGORIES OF ACADEMIC STANDING

After final grades are submitted at the end of each semester, the Academic Standards Committee reviews the academic standing of all students.

#### ACADEMIC STANDING FOR FULL-TIME STUDENTS

Students' academic standing will be dependent upon cumulative grade point average and number of hours earned as follows:

Hours Earned	Good Standing	Contractual Good Standing	Probation
1-30 hours earned	2.00 and above	1.75-1.99	Below 1.75
31-45 hours earned	2.00 and above	1.80-1.99	Below 1.80
46-60 hours earned	2.00 and above	1.90-1.99	Below 1.90
61+ hours earned	2.00 and above	n/a	Below 2.00

The Academic Standards Committee may, at their discretion, change the academic standing of a student based on extenuating circumstances.

## ACADEMIC STANDING FOR TRANSFER STUDENTS

The GPA for determining good standing at the end of the first semester at Culver-Stockton College for transfer students includes all grades earned at regionally accredited colleges or universities, including Culver-Stockton College. The computed GPA is used to determine good standing based on the guidelines listed above.

Academic standing at the end of the second semester and thereafter is determined by using only the GPA earned at Culver-Stockton College.

## ACADEMIC STANDING FOR PART-TIME STUDENTS

Part-time, degree-seeking students will be expected to maintain the minimum academic standards of the College as listed above.

## CONTRACTUAL GOOD STANDING

Students who are placed on contractual good standing must enroll in CS 102 Strategies for Success, the semester immediately following placement on contractual good standing. The student must submit, in writing, rationale to the Director of Student Success to be exempt from taking CS 102. If the student has already completed CS 102 with a C or better, the student does not have to retake it.

## ACADEMIC PROBATION

A student whose cumulative GPA falls below the specified minimum required for good standing forfeits good standing and is placed on academic probation. A student on academic probation will be subject to special conditions for the privilege of continued enrollment in the College. The special conditions of academic probation may include, but are not limited to, the following:

1. A student on academic probation forfeits the right to exercise independent choice in matters of total hours enrolled, classes taken, and housing.
2. A student placed on academic probation is given a one-semester grace period to make up for academic deficiencies in order to remain eligible for all forms of financial assistance. Thereafter, a student continued on probation is only eligible to receive scholarships, grants, and/or loans from the College or private resources. (Federal and state support will not continue.)
3. A student on academic probation may not hold student office.
4. A student on academic probation is no longer in good standing and is therefore ineligible to participate in intercollegiate competition.
5. A student on academic probation may be placed on contract student status.
6. A student on academic probation who fails to achieve sufficient academic progress may be subject to suspension or dismissal from the college at the close of the semester or at any time during the semester.
7. A student on academic probation must enroll in CS 102 Strategies for Success the semester immediately following placement on probation. The student must submit, in writing, rationale to the Director of Student Success to be exempt from taking CS 102. If a student has already completed CS 102 with a C or better, the student does not have to retake it.

## CONTRACT STUDENT STATUS

Any time a student is placed on contractual good standing or is placed on academic probation, the Academic Standards Committee may designate that student as a contract student. Students designated as contract students will work closely with their academic advisor and contract advisor. Coursework, social, co-curricular, and extracurricular activity planning occurs in concert with the contract advisor. Regular weekly or biweekly contact with the contract advisor may be a condition of the contract. The contract is designed to reflect both institutional and student needs and interests and may be reviewed by the Academic Standards Committee.

## SUSPENSION/DISMISSAL

Any student who receives below a 1.000 GPA in any given semester, regardless of his/her cumulative GPA, may be suspended. Students who fail to meet published academic standards or fail to show satisfactory progress during the period of probation may be suspended or dismissed from the College at any time during the semester or following the close of a semester by action of the Academic Standards Committee. Depending upon circumstances, students on academic

suspension may be invited to reapply to the College at a later time. Students that are dismissed from the College are not invited to reapply.

## ACADEMIC HONORS

At the end of each semester, a list of those students who rank highest in scholarship is issued as the academic honor roll. This list is divided into three sections: The President's List, the Provost's List, and the Honor Roll. To be eligible for these honors, a student must be enrolled for a minimum of 12 hours in a given semester and receive no grade lower than a C. To qualify for the President's List, a student must have a semester GPA of 4.0. To qualify for the Provost's List, a student must have a semester GPA of 3.500 to 3.999. To qualify for the Honor Roll, a student must have a semester GPA of 3.200 to 3.499.

## CLASSIFICATION OF STUDENTS

**Full-time student.** A student registered for 12 or more hours in a given semester is classified as a full-time student. One online program class per semester is allowed. VPAA/Provost's permission is required for additional online program class enrollment. Full time status is determined by totaling all credit hours taken in a semester by a traditional, undergraduate student (classroom and online classes). Full time tuition is charged accordingly.

**Part-time student.** A student registered for less than 12 hours in a given semester is classified as a part-time student.

**Non-degree student.** A student who is enrolled in classes but is not a candidate for a degree is classified as a non-degree student. Non-degree students are independent of the College's degree program, but are bound by individual course prerequisites. When requesting non-degree enrollment in graduate coursework as an undergraduate student, the student must meet the criteria for a well-prepared advanced student. These students must have earned a minimum of 90 undergraduate credits and 3.0 undergraduate cumulative GPA; or may enroll based on a combination of previous coursework and/or professional experience with approval by the Program Director.

**Degree student.** A student who is enrolled in the College in pursuit of a baccalaureate degree.

Students who are admitted as degree candidates will be classified as follows at the beginning of each semester:

**Freshman.** A student who has been admitted to the College and who has not yet earned 30 semester hours.

**Sophomore.** A student who has earned at least 30 semester hours, but less than 60 semester hours.

**Junior.** A student who has earned at least 60 semester hours, but less than 90 semester hours.

**Senior.** A student who has earned at least 90 semester hours.

## PASS/NO PASS OPTION

Certain courses may be taken on a pass/no pass basis provided the student

- has junior or senior standing,
- has a cumulative GPA of 3.0 or better,
- takes no more than one pass/no pass course each semester, and
- designates a course as a pass/no pass course by mid-term of the semester in question.

No General Education requirement or course in the major or minor fields (excluding exploratory internships) may be taken pass/no pass. Following mid-semester, no course designated as a pass/no pass course may be changed to a graded course.

To receive a grade of P (pass), the student must perform at a level of C or better. The pass/no pass grade will not affect the student's GPA. All exploratory internships, either inside or outside of a student's major, are taken for a pass/no pass grade. MAT 103 Basic Math I and MAT 104 Basic Math II are taken for a pass/no pass grade. Other exceptions to this policy are included in individual course descriptions.

## INCOMPLETE

At the discretion of the faculty member and approval of the VPAA/Provost, a student may receive a grade of incomplete. The requirements for the course must be completed by the date determined by the faculty member, which may not exceed 60 calendar days from the end of the course. Exceptions may be appealed to the VPAA/ Provost.

Incompletes are recorded with the grade earned if no further work takes place (for example, I/F, I/D, I/C, I/B, I/A) and are calculated into the GPA as if that grade had been earned. Grades recorded as I will be calculated in the GPA as an F. If the required work is completed within the time limitation, the GPA is then recalculated. If the remaining course requirements are not met during this time period, the original grade entry becomes the permanent grade (for example, I/F reverts to an F grade).

## REPEATING OF COURSES

Courses taken at Culver-Stockton College may be repeated. The initial grade remains posted on the transcript; however, only the grade and credit recorded the last time the course was taken may be used in the calculation of the GPA and credit earned. The course in question must be repeated at Culver-Stockton College in order for the new grade to substitute for the former grade and be calculated in the overall GPA. Transfer credit for courses initially passed at Culver-Stockton and repeated elsewhere will not be accepted.

## NO GRADE

Under certain circumstances and in certain courses where a grade may not be possible or I (incomplete) is not appropriate, the designation NG may be entered at mid-term and will not affect the GPA.

## AUDIT

Courses that are taken for no credit and with no expectation of a grade are considered audit courses. In order for an audited course to appear on a student's transcript, the student must comply with the audit attendance policy established by the instructor. When audited courses do appear on the transcript, they will be reflected as a grade of AU and show no hours attempted, no hours earned, and no quality points earned. For a full-time student, there is no additional charge for an audited class. Part-time students are charged one-half regular tuition for courses being taken for audit credit. Students may switch from taking a class for credit to audit status or vice versa, providing they do so by mid-term of the semester and pay any applicable price differentials.

## FINAL EXAMINATIONS

Final examinations are scheduled at the close of the 12-week session and must be taken at that time unless special permission has been received from the instructor and the VPAA/Provost. A form is available online to request a final exam time change. Final examinations in the 3-week session are at the discretion of the instructor.

## ADVANCED STANDING

**AP – Advanced Placement.** Culver-Stockton College recognizes and awards credit upon successful completion of the Advanced Placement examination. Students entering Culver-Stockton College will be granted a minimum of three credits upon presentation of a score of 3 or higher on any of the Advanced Placement examinations of the College Board. Inquiries about Advanced Placement should be directed to the Registrar or high school counselor.

**CLEP – College Level Examination Program.** Culver-Stockton College recognizes and accepts credit for most of the subject-matter CLEP tests. Students interested in learning more about CLEP tests should contact the Registrar's Office.

**Dual Credit.** Students who have received dual credit through their high school with an accredited institution of higher education can transfer acceptable coursework with a grade of C or better. Students who have accumulated 60 or more college credits or who have earned an associate's degree while in high school will be considered a transfer student for admission purposes. Students must submit official transcripts of college credits.

**Regents Tests.** Culver-Stockton College accepts selected Regents tests (formerly ACT PEP tests) for RN students interested in obtaining credit for nursing and related science courses. Students interested in learning more about Regents tests should contact the registrars of Blessing-Rieman College of Nursing and Health Sciences. Select departments may award academic credit for equivalent work-related experience or training. Applicants who intend to pursue credit for prior learning should contact the relevant Program Director prior to application for consultation. Upon consultation, those applicants choosing to petition for credit for prior learning must submit the appropriate evidence and an experiential learning portfolio for program review. Course credit must be approved by the Program Director or department designee. Awarded credits may not exceed 30 credits toward undergraduate or the equivalent transfer credit max for graduate programs. Approved credits are not subject to tuition but may incur a fee for portfolio review.

## TRANSFER CREDIT

Transfer credits are accepted from regionally accredited colleges and universities. Graduate students may only transfer a max of 9 program-approved credits, or 12 for programs that require over 40 credits for completion, and no more than two C's toward degree completion from an accredited institution unless otherwise stipulated by the program/accreditation and approved by the respective Program Director.

Academic course credit earned at regionally accredited institutions prior to enrollment at Culver-Stockton College (or earned in summer sessions) will be accepted if the work is relevant to the Culver-Stockton curriculum and does not repeat a course taken at Culver-Stockton. All coursework completed prior to enrollment at Culver-Stockton is evaluated by the Registrar's Office in consultation with the academic departments to determine equivalency.

Grades from the transfer institution do not become a part of the Culver-Stockton academic record, only the transfer credit.

Credits may be transferred if the grade is a C or higher. Credit will be accepted in transfer for grades of a D or higher if an associate of arts or associate of science degree has been completed. Students with a completed Associates of Arts (AA), Associates of Sciences (AS), or Associates of Arts for Transfer (AAT) will satisfy the General Education course requirements with the exception of a required religion course and the Academic and Cultural Events requirement.

Transfer students may petition for a maximum of seven credit hours of 100-200-level courses in which a grade of D was earned to be accepted provided the courses are not in the student's major at the time of the petition. Approval by a Sub-Committee of the Academic Standards Committee is required.

All candidates for a degree from Culver-Stockton must earn at least 60 hours from a four-year college or institution. All candidates for a degree must earn at least 40 semester hours in upper-division courses (300- or 400-level courses) and at least 12 hours of upper-division courses in their major field. Thirty of the last 45 semester hours must be earned in residence at Culver-Stockton (with the possible exception of students transferring in the last year from an accredited professional school [for example, clinical laboratory science, occupational therapy, etc]).

Students considering enrolling during the summer at other institutions should receive approval for course transferability by presenting course descriptions to the Culver-Stockton College Registrar prior to taking the course. Advanced approval is strongly recommended. Any matriculated Culver-Stockton College student that takes a summer course at another institution will have the grade from that work recorded and figured as a part of the Culver-Stockton College GPA.

Culver-Stockton is a member of the Online Consortium of Independent Colleges and Universities (OCICU), which provides Culver-Stockton students access to hundreds of online courses. Courses taken through a consortium provider school is considered a Culver-Stockton College course and is not a transfer course. Registration is through the online program advisor. Additional fees will apply to traditional undergraduate students taking an OCICU course.

## CLASS ATTENDANCE

Students are expected to attend classes regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course. Online coursework utilizes seat equivalencies such as, but not limited to, discussion boards to denote attendance. Failure to participate in these activities may make online students subject to this policy.

At the end of the drop/add period (five days after classes begin in the 12-week session and two days after classes begin in the 3-week session), faculty will report to the Registrar any student who has not attended class sessions. If a student has not attended any class sessions by that date, the student will be administratively dropped from said class(es) unless he/she has approval from the VPAA/Provost.

If the student is delinquent in attending ALL classes during the drop/add period, the administrative drop will be considered a complete unofficial drop/withdrawal. Tuition charges, course fees, and room and board charges will be removed from the student's account, and financial aid will also be removed.

If the student is delinquent in attending only selected classes during the drop/add period, those classes will be administratively dropped. Applicable adjustments will be made to tuition charges, financial aid, and course fees if warranted.

When final grades are submitted, students that failed all classes will be reviewed. Federal financial aid may be returned for students who have not attended past 60% of the semester based on attendance records.

## DROPPING AND ADDING CLASSES

Dropping or adding classes after classes begin requires approval of the student's academic advisor. The drop/add period is during the first five class days in the 12-week session and during the first two class days in the 3-week session. In the case of adding a class after the class begins, the student is responsible for all assignments made prior to enrollment.

If a student drops a class during the drop/add period, the class is removed from the student's academic record. If a student drops a class after the drop/add period but before the published last drop date on the academic calendar, a final grade of W (withdrawn) is assigned to the class. Applicable adjustments are made to tuition charges, financial aid, and course fees only during the drop/add period. If a student drops a class after the published last drop date, the final grade is an F.

Change of Registration Forms to drop or add classes are available in the Registrar's Office or from academic advisors or online in MyCulver. The Change of Registration Form is processed in the Registrar's Office.

Under extenuating circumstances, a student may appeal to the Academic Standards Committee to drop a class(es) after the last drop date. The student is expected to provide documentation of the extenuating circumstances. Appeal forms are available in the Registrar's Office.

## OFFICIAL WITHDRAWAL

A student who requests a total withdrawal from school on or before the published last day of classes in the 12-week session will be withdrawn from all classes, and a final grade of W (withdrawn) will be assigned in each class. Students must initiate the official withdrawal in the Registrar's Office by completing the required withdrawal form or by contacting other designated college officials orally or in writing. The Registrar determines the official withdrawal date based on the date the student confirms their intent to withdraw, or the last date of attendance, using the earliest date. The College reserves the right to involuntarily withdraw a student from all classes if a situation warrants such action as determined by the Vice President for Academic Affairs/Provost. Students that withdraw from all classes are subject to the guidelines in the Withdrawal and Refund Policy in the Financial Information section of the catalog.

## LEAVE OF ABSENCE

Students who are leaving Culver-Stockton College with extenuating circumstances (for example, medical) and who may wish to return at a later date are encouraged to apply for a leave of absence. If the student is in good standing at the time of departure, the leave of absence will eliminate the need for readmission and ensure that graduation requirements at the time of admission will remain in effect for the student. Leaves of absence are arranged for up to two semesters. The leave of absence must be requested at the time of departure. If a student attends another institution as a full-time student while on leave of absence, the leave of absence is void. A leave of absence may delay graduation or cohort progression. Degree completion is subject to course availability and relevant accreditation.

## INDEPENDENT STUDY

When appropriate to a student's educational objectives, independent study may be undertaken in a subject matter not covered in a regular course offering.

Application and proposal materials are available in the Registrar's Office. Proposals for independent study must be approved by the instructor, student's academic advisor, division chairperson, and VPAA/Provost.

## ARRANGED COURSES

In the instance where unavoidable conflicts make it impossible to register for a required course, a student may petition for an arranged course. An arranged course is a specially scheduled class developed to enable the student to meet his /her requirements in an appropriate time frame. Application materials are available in the Registrar Office. An arranged course petition must be approved by the academic advisor, instructor, division chairperson, and VPAA/Provost.

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## ACADEMIC DIVISIONS

Courses in the College are organized into three academic divisions: Applied Liberal Arts and Sciences; Fine, Applied, and Literary Arts; and Business, Education, and Law. Each division embodies certain disciplines.

### APPLIED LIBERAL ARTS AND SCIENCES

Scott Giltner, Chairperson, Professor of History

Disciplines represented: Athletic Training, Biology, Chemistry, Computer and Data Science, Counseling, Foreign Language, Health Science, History, Geography, Mathematics, Natural Science, Nursing, Political Science, Psychology, Religion, Philosophy and Physics.

### FINE, APPLIED, AND LITERARY ARTS

Dylan Marney, Chairperson, Associate Professor of Music

Disciplines represented: Art, Arts Management, Communication, English, Graphic Design, Music and Theatre.

### BUSINESS, EDUCATION, AND LAW

Julie Straus, Chairperson, Associate Professor of Accounting

Disciplines represented: Accountancy, Business, Criminal Justice, Economics, Education, Finance, Health, Legal Studies, Management Information Systems, Marketing, Physical Education, Sociology and Sport Management.

# COURSE DESCRIPTIONS

Culver-Stockton College publishes course descriptions in the following format:

**Departmental listings:** The academic departments are generally listed in alphabetical order. All courses are listed under the department that offers them.

**Course number:** Courses numbered 100–199 and 200–299 are generally freshman- and sophomore-level courses; courses numbered 300–399 and 400–499 are generally junior- and senior-level courses.

**Course title**

**Credit:** Indicates the number of credit hours awarded for successful completion of the course.

**Course description**

**Prerequisites:** Courses, material, or standing required for entrance into the course. Courses with prerequisites normally build upon content taught in previous courses.

**Sequencing:** Culver-Stockton College seeks to assist students, faculty, and advisors with academic planning by publishing anticipated course sequencing where possible. Publishing this information should not be construed as a commitment by the College to offer specific courses at specific times.

When indicating sequencing, the College uses following conventions:

1. "Fall of an odd-numbered year" would indicate the fall term of 2021 (August – December 2021).
2. "Spring of an even-numbered year" would indicate the spring term of 2022 (January – May 2022).
3. "Fall of an even-numbered year" would indicate the fall term of 2022 (August –December 2018).
4. "Spring of an odd-numbered year" would indicate the spring term of 2023 (January – May 2023).

**Experiential Learning:** Experiential Learning courses are denoted by [ExL](#).

Culver-Stockton College reserves the right to change course numbers, titles, descriptions, prerequisites, sequencing, and credit awarded at any time and without advance notice.

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## GENERAL EDUCATION

The Culver-Stockton College General Education program provides the foundation upon which all of our academic programs are built. It fosters and develops the essential knowledge, skills, and values students need to meet the work, life, and global citizenship challenges of the 21st century. It also reflects Culver-Stockton's commitment to experiential learning as the hallmark of the curriculum through experiential courses that are embedded within the program.

General Education lays the foundation of lifelong learning. Through its coursework, students gain a wide range of high-level intellectual, and practical skills that employers demand, including critical and creative thinking, written and oral communication, problem solving, ethical and social reasoning, and global awareness. These skills prepare students to engage in a complex and ever-changing world, making knowledgeable decisions as global citizens that go beyond the narrow scope of their major field of study.

### PROGRAM GOALS

#### Written Communication

- Students will address the requirements of various audiences and appropriate disciplines.
- Students will use appropriate content to organize thoughts in a logical fashion.
- Students will locate credible evidence and use it to effectively support an argument.
- Students will identify and correct sentence-level errors.

### Oral Communication

- Students will create clear and consistently organized presentations.
- Students will use appropriate language, proper grammar, and minimal vocalized pauses.
- Students will utilize proper body language, eye contact, delivery, volume and tone.
- Students will use quality supporting material and properly cited sources to examine both sides of a topic.

### Critical Thinking and Problem Solving

- Students will identify and define a problem or issue.
- Students will elect and use appropriate information to examine this problem or issue.
- Students will consider available information and perspectives in order to propose, evaluate and implement a response or solution.
- Students will review results to make logical conclusions and consider future applications based on available information.

### Creative Thinking

- Students will create materials appropriate to the field of study and evaluate their process and creative product using appropriate disciplinary criteria.
- Students will develop and follow through on new directions or approaches to a final creative product and articulate their reason for choosing these approaches.
- Students will transform ideas into new forms by making connections and synthesizing information to create a new product or knowledge.

### Intercultural Learning

- Students will analyze their own cultural expectations and biases.
- Students will articulate the complex elements of other cultures.
- Students will interpret intercultural experiences from the perspectives of more than one worldview.

### Foundations: All of the following are required:

FYE 100: First-Year Experience  
ENG 101: Composition I  
ENG 202: Composition II  
EXP 101: Introduction to Experiential Learning  
EXP 301: Problem Based Learning  
COM 115: Fundamentals of Speech  
PED 100: Introduction to Fitness  
Academic and Cultural Events (ACE) (24 events or prorated for transfer students)

### Students will select one of the following:

REL 101: Hebrew Bible,  
REL 102: New Testament  
REL 103: Religion in America

### EXP 101: Introduction to Experiential Learning

(3) (ExL)

The EXP 101 portion of the General Education program paves the way for more meaningful and well-integrated experiential learning opportunities during the rest of students' time at C-SC. Rooted in one or more of our seven approved types of experiential learning, these courses challenge first-year students to learn to grapple with real problems, to connect their classroom learning to real world applications, and to view complex issues from multiple perspectives.

### EXP 301: Problem-Based Learning

(3) (ExL)

Problem-Based Learning is a teamwork-oriented, experiential learning course designed to encourage students to research and confront real-world challenges posed in their respective disciplines by using their academic coursework to design solutions to benefit both themselves and the world around them. EXP 301 courses emphasize active learning, problem solving, and collaboration. Prerequisite: Junior or senior standing.

Transfer students who have attended at least one full-time semester at another accredited college are not required to take FYE 100 or Exp 101.

Transfer students who have completed an associate of arts or associate of science degree at an accredited college are considered to have completed most General Education requirements. Those students are required to take ACE and the religion component in the foundations area.

Students who are earning a degree through the online program are exempted from taking FYE 100, EXP 101, EXP 301, PED 100, and ACE events.

In addition to the skills and competencies listed above, students will pursue coursework in these specific areas:

**FINE ARTS (Choose one)**

ARM 251: Introduction to Arts Management  
ART 115: 2-Dimensional Design  
ART 119: Drawing I  
ART 230: Printmaking  
ART 245: Clay  
ART 253: Graphic Design  
ART 255: Painting  
ART 262: Digital Photography  
ART 275: Sculpture  
ART 2/489: Photography Field Experience  
ART 375: Fibers

ENG 217: Introduction to Creative Writing  
MUS 100: Fundamentals of Music  
MUS 112: History of Popular Music  
MUS 150: Exploring Music Creatively  
THE 105: Introduction to Theatre  
THE 221: Oral Interpretation  
THE 225: Acting I  
THE 245: Children's Theatre  
THE 249: Introduction to Technical Theatre  
THE 316: Playwriting  
THE 317: Stage Movement  
THE 328: Applied Theatre Theories

**HUMANITIES (Choose one)**

ART 341: Art History II, Renaissance to 19th Century  
ENG 130: Literary Experience  
ENG 220: World Roots of British Literature  
ENG 221: World Roots of American Literature  
ENG 222: British Literature  
HIS 335: Classical Greece and Rome  
HIS 375: Tudor Britain  
HIS 385: Twentieth-Century Europe  
HIS 389: Civil War Era  
HIS 392: Sport in American History

HIS 105: Modern World History  
HIS 107: United States History to 1865  
HIS 108: United States History Since 1865  
HIS 245: U.S. Women's History  
HIS 260: World War II & Great Depression  
HIS 287: Revolutionary America  
PHI 101: Introduction to Philosophy  
PHI 304: Ethics  
REL 315: Life and Teachings of Jesus  
REL 322: DOC in American Culture  
REL 325: Religion and American Popular Culture

**SOCIAL SCIENCE (Choose one)**

BUS 210: Principles of Organizational Structure and Management  
COM 204: Interpersonal Communication  
CJ 105: Introduction to Criminal Justice  
ECO 202: Principles of Microeconomics  
LAW 205: Introduction to Law  
POS 205: American Government and Politics

POS 209: State and Local Government  
POS 203: Social Problems  
PSY 101: Introduction to Psychology  
REL 335: Religion and Contemporary American Politics  
SOC 102: Introduction to Sociology

**SCIENCE (Choose one)**

BIO 110: Bio: Molecules and Cells  
BIO 111: Bio: Unity and Diversity of Life  
BIO 112: How the Body Works  
BIO 215: Issues in Environmental Biology  
BIO 250/251: Genomics I and II  
(need both for 3 hours)  
BIO 324: Tropical Ecology  
CHE 112: Introductory Chemistry  
CHE 125: Chemistry for the Life Sciences  
CHE 251: General Chemistry I

NAS 112: Introduction to Physical Science  
NAS 200: Astronomy  
NAS 201: Exploration in Physical Science  
NAS 202: Meteorology  
NAS 203: Life in the Universe  
NAS 204: Geology  
NAS 305: Solar System  
NAS 310: Climatology  
PHY 101: Essentials of Physics  
NAS 108: Environmental Science

### QUANTITATIVE LITERACY (Choose One)

MAT 110: College Algebra  
MAT 111: Applied College Algebra  
MAT 115: Precalculus  
MAT 120: Applied Calculus

MAT 204: Math for Ele/Mid School Teachers II  
MAT 205: Elementary Statistics  
MAT 206: Logic

Intercultural Learning: Each major may have a course that includes critical analysis of and an engagement with diversity and the complex, interdependent global systems and legacies that impact people's lives and the earth's sustainability. Students that take a travel study abroad under the EXP 301 designation may also count that course for intercultural learning. If a major does not have such a course, a student must take an intercultural learning course in another discipline to fulfill this requirement.

### INTERCULTURAL LEARNING COURSES: (Choose one)

COM 204: Interpersonal Communication  
COM 214: Mass Media in Society  
COM 311: Gender and Intercultural Communication  
CS 100: Communication and Academic Success  
ECO 201: Principles of Macroeconomics  
GEO 201: Human Geography  
HIS 220: Latin America  
HIS 225: Modern China  
HIS 240: African American History  
HIS 280: Revolutionary Atlantic  
HIS 308: War in Modern World History  
HIS 320: Modern Middle East  
HIS 324: Environmental History  
HIS 356: Age of the Crusades  
HSC 460: Health Promotion for Diverse and Special Populations  
MUS 160: World Music

MUS 385: Diverse Styles  
NSG 401: Community Health Nursing  
POS 210: Politics of the Developing World  
POS 304: Comparative Politics and International Relations  
POS 489: European Politics  
PSY 326: Social Psychology  
REL 120: World Religions  
REL 320: Peace and Violence in World Religions  
REL 340: Philosophy of Religion  
SOC 311: Race and Ethnicity  
SPN 105: Beginning Spanish I  
SPN 106: Beginning Spanish II  
SPN 205: Intermediate Spanish I  
SPN 206: Intermediate Spanish II  
SPN 305: Advanced Spanish  
THE 328: Applied Theatre Theories

## ACADEMIC AND CULTURAL EVENTS PROGRAM (ACE)

The Academic and Cultural Events program is an integral part of the College's General Education program. It seeks to broaden academic pursuits, introduce current issues, serve as a forum for ethical concerns, offer cultural breadth and refinement, and stimulate new directions and perspectives for thought.

Each ACE program will embody one or more of the following goals:

- Students' intellect will be stimulated and critical thinking advanced by extending the curriculum of the academic division with activities connected with and related to the C-SC liberal arts education.
- Students' creativity will be fostered with new approaches to everyday life through the fine and language arts, not only experiencing the arts as observers, but also participants in events through performance, discussion, and other engagement.
- Students will explore campus and societal concerns including student wellness, diversity, campus and community leadership and philanthropy.

The ACE program includes three components:

- a) Artistic and Cultural Experiences, b) Academic Experiences, and c) Campus and Cultural Experiences:
  - a) Artistic and Cultural Experiences (ACE) – events may include choral or band concerts, theatre productions, art gallery openings, and other types of artistic and cultural events.
  - b) Academic Experiences (AE) – these events can be proposed and sponsored by any academic department on campus and will include several annual lecture series events.
  - c) Campus and Cultural Experiences (CCE) – these are special events, sponsored by any department on campus and in collaboration with at least one faculty member that meet the above guidelines/goals.

Students enrolled at Culver-Stockton for four years must attend a total of 24 events. Students attending fewer than 8 full-time semesters should refer to the chart below for details. The events will be divided as follows:

Total # of Semesters	Total Events	ACE Events (Sug./Min.)	AE Events (Sug./Min.)	CCE Events (Sug./Min.)
8 or more	24	15/12	5/4	4/3
6-7	18	11/9	4/3	3/2
4-5	11	8/6	2/2	1/1
1-3	6	4/3	1/1	1/1

Faculty may petition the ACE Committee for ACE credit for non-class required events during study abroad or domestic travel. Non-class-required events are defined as those not required as part of the course's original syllabus.

The total number of events required may change if the graduation date changes. The Registrar makes the final decision on the number of events required and for any and all reductions made.

Proper dress and behavior are expected at all events. An event dedicated to teaching proper etiquette at campus events will be led by faculty/staff and is a part of the FYE class experience. This event will promote and encourage etiquette that is expected when attending any event, whether held on or off campus. Students that violate proper dress and etiquette will earn no credit for said event. Any faculty or staff member in attendance will have the right to dismiss a student from any event.

If a student is in danger of not meeting the number of events required to receive ACE credit and graduate, the ACE Committee will send a warning to both the student and the student's advisor the semester prior to graduation.

If a student does not complete ACE requirements, the ACE Committee can vote to allow the student to take an online course after all other graduation requirements are completed, and the student is eligible to participate in his/her scheduled graduation ceremony.

#### GED 100: Academic and Cultural Experiences

(1)

This course fulfills the ACE credit for the Culver-Stockton College General Education curriculum. The course is offered only to students who do not meet the total number of ACE events required. Students must have met all other graduation requirements and be eligible to participate in the graduation ceremony. Prerequisite: consent of ACE Committee. Offered in the first 5-week summer session and the first 8-week online session in the spring.

## PRE-PROFESSIONAL AREAS

Culver-Stockton provides the undergraduate coursework required for admission to graduate and professional programs, including the following:

### PRE-HEALTH SCIENCES

**Pre-Dentistry, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, and Pre-Veterinary:** Since medical and dental school requirements vary from institution to institution, students are strongly urged to familiarize themselves with the specific requirements of the schools to which they intend to apply. Information regarding the specific requirements of medical schools may be accessed online at [aamc.org](http://aamc.org). Corresponding information regarding dental schools may be found at [ada.org](http://ada.org).

The usual route for Medical schools requires applicants to take the MCAT. Students normally take this test in their junior year. Dental schools usually require applicants to take the Dental Aptitude Test (DAT). It is given at various testing centers via computer. Students interested in any of these programs should see Dr. El-Bermawy, professor of Biology/Chemistry.

Medical schools require applicants to take the Medical College Admission Test (MCAT). Students normally take this test in their junior year. Dental schools usually require applicants to take the Dental Aptitude Test (DAT). It is given at various testing centers via computer. Students interested in any of these programs should see Dr. El-Bermawy, professor of Biology/Chemistry.

#### Kansas City University - School of Medicine (KCU) and Culver-Stockton College:

An accelerated baccalaureate/doctoral program is available in osteopathic medicine with Kansas City University School of Medicine (KCU). To qualify for early admission to KCU's College of Osteopathic Medicine, the student must have a minimum ACT score of 24, a minimum 3.25 cumulative GPA, a minimum 3.5 GPA in science coursework, and completed 90 hours of coursework at Culver-Stockton College. Additionally, students must complete with a grade of C or higher coursework in the fields of the biological sciences (12 hours), genetics (3 hours), chemistry (13 hours), biochemistry (4 hours), physics (8 hours), and English composition and/or literature (6 hours). Other eligibility criteria include involvement in community service and activities. Students are selected for this program based on interviews with Culver-Stockton's pre-med committee and with KCU. After completion of the first year of medical school, a student earns a B.S. in Biology, Biological Chemistry or Chemistry from Culver-Stockton College. After completion of three additional years of medical school, a student earns a Doctor of Osteopathic Medicine (DO) degree from KCU. Students do not have to take the Medical College Admission Test (MCAT), if accepted. Students interested in this program should contact Dr. El-Bermawy, professor of Biology/ Chemistry, for additional information about eligibility and requirements.

**American University in Antigua (AUA) College of Medicine and Culver-Stockton College:** American University of Antigua (AUA) College of Medicine graduates have obtained residencies at prestigious teaching hospitals throughout the U.S. and Canada. AUA alumni have distinguished themselves by becoming chief residents, earning significant awards and obtaining competitive fellowships. In accordance with the holistic, overall approach to evaluating students, AUA does not have a minimum GPA or MCAT score to apply. All applicants will receive an interview and be evaluated on a combination of academic performance, motivation to become a physician, commitment to the medical field and work and leadership experience.

AUA does not use the MCAT score as a condition for acceptance, however the scores are required to matriculate. Only accepted students who are U.S. citizens, nationals or eligible permanent residents will be required to submit copies of their scores—listing all attempts. Canadian students and international students do not have to fulfill this requirement. Culver-Stockton College and AUA have a 3+4 agreement which allows C-SC students to finish 3 years at the College then go to AUA Med. School for 4 years (3+4) to earn a B.S. degree from C-SC and an M.D. degree from AUA. To be considered for this program, a minimum GPA of 3.25 (on a 4.0 system) with a minimum science GPA of 3.25 is required as well as a recommendation from our science faculty.

**Pre-Occupational Therapy:** A pre-professional program is offered to allow students to meet the requirements of select individual schools of Occupational Therapy. The program requires a strong background in a variety of disciplines. Students are encouraged to seek the specific requirements for the schools in which they intend to apply, noting they are subject to change. While a student may major in any discipline, the majority of the students major in psychology or biology. At present, to be classified as an occupational therapist, a minimum of a master's degree is required.

An accelerated baccalaureate/master's program (3+2) is available with Washington University School of Occupational Therapy in St. Louis, Missouri. To be considered for early admission to the accelerated program, the student must have, and maintain, a minimum of 3.25 cumulative GPA, a grade of B or higher in prerequisite courses, complete all core requirements for their major and all general education courses. In addition, the student must have completed a minimum of 90 hours of coursework at Culver-Stockton College. After the successful completion of the first year at Washington University, a student shall earn a Bachelor's degree from Culver-Stockton College. At the completion of the program at Washington University, the student shall earn either a master's degree or doctorate of Occupational Therapy from Washington University. Students interested in this program should contact Dr. Kelli Stiles, the Pre-Occupational Therapy Coordinator for additional information.

Washington University requires applicants to take the Graduate Record Examination (GRE). Potential students must be able to be First Aid/CPR certified and be able to pass a criminal background check. For consideration in the 3+2 program, students will generally take the GRE during the summer between their sophomore and junior years.

**Pre-Physical Therapy:** A pre-professional program is offered to allow students to meet requirements of individual schools of physical therapy. This program requires a strong background in liberal arts and general education. Specific requirements include courses in psychology, biology, physics, statistics, chemistry, physical education, English, speech and humanities. Students usually complete a BS in biology or athletic training at Culver-Stockton College and then complete a master's degree at an accredited school of physical therapy. Students are expected to complete an internship with a physical therapist mentor and also to do volunteer work. Students work closely

with their faculty advisor to learn more about available programs and course requirements. Students interested in the program should contact Jay Hoffman, associate professor of athletic training education program director. Physical therapy applicants are advised to take the Graduate Record Exam (GRE) during the fall of their senior year. Corresponding information regarding physical therapy schools can be accessed online at [www.apta.org](http://www.apta.org).

## PRE-LAW

Culver-Stockton College offers to the pre-law student the liberal arts background recommended by the Law School Admissions Council. While there is no single preferred pattern for pre-law students, Culver-Stockton College does offer a major in Legal Studies. Law schools accept superior students with a good liberal arts background regardless of their major field of study. A bachelor's degree is required. Students interested in careers in law should take courses that stress reading, writing, research, analysis, and theory. Pre-law students are advised to take the Legal Studies major. Law schools require that the Law School Admission Test (LSAT) be taken prior to consideration for admission.

C-SC students also have the opportunity to enter law school a year earlier through a 3-3 baccalaureate/Juris Doctor (JD) program in partnership with the University of Missouri. The 3-3 program allows high-caliber, highly motivated students the opportunity to complete their undergraduate degree while completing their first year of law school at MU, giving students the opportunity to complete both their undergraduate and law degree in six years. Students interested in learning more about pre-law preparation should contact the Chair of the Legal Studies Department.

## PRE-ART THERAPY

Art Therapy is a mental health profession in which clients, facilitated by the therapist, use art media and the resulting artwork to explore and examine feelings, reconcile emotional conflict, foster self-awareness, develop social skills, reduce anxiety and increase self-esteem. A Master's degree or higher is required to be classified as an Art Therapist. Therefore, the Pre-Art Therapy concentration at Culver-Stockton College is considered a pre-professional program.

Culver-Stockton College has an articulation agreement with Adler University, a fellow accredited college with a CACREP accredited program for counseling and art therapy. The program of the Pre-Art Therapy concentration is offered through the Culver-Stockton College art and psychology departments. To qualify for the program, the student must maintain a minimum of 3.0 gpa, complete all pre-requisite courses, and show proficiency in a variety of art media, via a portfolio of a minimum of 15 works of art. This portfolio must include at least three different art media. The minimum standards for admission to Adler University does not guarantee that the student will be admitted to the Art Therapy program, but merely allows for high consideration.

## HONORS SCHOLARS PROGRAM

The mission of the College Honors Scholars Program is to enhance the experiential educational environment of Culver Stockton College by providing unique academic opportunities to highly motivated students and faculty. The mission is based on the belief that academic excellence requires high expectations and personal engagement; therefore, the Honors Scholars Program seeks creative avenues for exploring and implementing this belief in both theory and practice. Students participating in the Honors Scholars Program should expect to have access to a rigorous curriculum that emphasizes original research, collaborative relationships, intense writing, great works, creative expressions and advanced thinking skills - analytical, creative and critical. For more information on the Culver-Stockton College Honors Scholars Program, obtain an Honors Scholars Policy and Procedures Handbook from the Director of the Honors Scholars Program.

# COURSES OF STUDY

## ACCOUNTANCY

Culver-Stockton College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located in Overland Park, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Bachelor of Science Degree in Accountancy, Business Administration, Finance, Healthcare Management and Marketing. Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting the C-SC website.

Business, Accountancy or Finance majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in Business courses and must satisfy all professional education and certification requirements. (See Education requirements).

Additional content courses required for Accountancy majors to be certified to teach are: COM 310: Organizational Communication (3)  
BUS 403: Coordination of Cooperative Education (3)

## STATEMENT OF PHILOSOPHY

The major in Accountancy prepares students for challenging careers in a field that is constantly evolving. Graduates may choose to pursue careers in management or public accounting or enter graduate school. The accountancy curriculum is designed to provide students with the necessary requirements to sit for the Certified Management Accountant (CMA) examination. The requirements for the Certified Public Accountant (CPA) examination vary by state, and students should consult the state that they plan to register for the exam in.

## PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE WITH A MAJOR IN ACCOUNTANCY (66-67 HOURS)

### Foundation Courses (24 hours)

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- ECO 201: Principles of Macroeconomics (3)
- ECO 202: Principles of Microeconomics (3)
- MKT 301: Marketing (3)
- BUS 302: Management (3)
- BUS 308: Legal Issues I (3)
- FIN 311: Finance (3)

### Core Courses (28 hours)

- ACT 225: Intermediate Accounting I (3)
- ACT 226: Intermediate Accounting II (3)
- ACT 301: Cost Management (3)
- ACT 302: Advanced Cost Management (3)
- ACT 321: Fraud Prevention through Internal Controls (3)
- ACT 343: Income Tax Accounting (3)
- ACT 410: Auditing (3)
- ACT 416: Advanced Accounting (3) (Capstone Course)
- ACT 485: Professional Development (1)
- BUS 330: Business Analytics (3)

#### Experiential Courses (5 hours)

- ACT 476: Professional Internship in Accounting (3) (required)  
*Choose 2 hours of experiential courses (ACT 285/286 may be repeated)*
- ACT 285: Professional Development (1)
- ACT 286: Corporate Experience (3)
- ACT 425: Multimedia in Business (3)
- BUS 245: Quickbooks and Excel (3)
- BUS 470: Business Ethics (3)

#### Support Courses (9-10 hours)

- MAT 110: College Algebra (3) or MAT 111: Applied College Algebra (3) or Mat 115: Precalculus (4) or Mat 120: Applied Calculus (4)
- MAT 205: Elementary Statistics (3)
- MIS 225: Computer Applications in Business (3)

#### MINOR IN ACCOUNTANCY (18 hours)

The Accountancy minor supplements many undergraduate majors and enhances the career opportunities for students interested in pursuing a management accounting dimension in their chosen field.

#### Core Courses (12 hours)

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- ACT 225: Intermediate Accounting I (3)
- ACT 226: Intermediate Accounting II (3)

#### Elective Courses (6 hours)

*Select 6 hours from the following courses:*

- ACT 301: Cost Management (3)
- ACT 302: Advanced Cost Management (3)
- ACT 321: Fraud Prevention through Internal Controls (3)
- ACT 343: Income Tax Accounting (3)
- ACT 410: Auditing (3)

#### MINOR IN FORENSIC ACCOUNTING (Available only to majors in Accountancy) (18 hours)

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 416: Constitutional Law (3)
- LAW 205: Introduction to Law (3)

### ACCOUNTING COURSES

**ACT 125: Principles of Accounting I (3)**  
The accounting cycle, including analysis of transactions for a double-entry, accrual system of accounting. Basic financial statements, inventory systems, accruals, and deferrals are covered with an emphasis on decision making. Prerequisite: MAT 100 if required. Offered every fall semester.

**ACT 126: Principles of Accounting II (3)**  
Introduction to managerial accounting theory and practice including the application of accounting principles to management planning and control. Interpretation of financial statements for management purposes. Specific techniques include cost terms and concepts, cost accumulation, product costing, cost behavior, and cost-volume-profit analysis. Prerequisite: ACT 125. Offered every spring semester.

**ACT 225: Intermediate Accounting I (3)**  
Advanced topics in financial reporting, accounting for liquid assets, cash controls, receivables, and inventory cost and evaluation procedures. Treatment of noncurrent assets and associated accounts is also covered. Prerequisite: ACT 126. Offered every fall.

**ACT 226: Intermediate Accounting II (3)**  
Topics include accounting for liabilities, stockholders' equity, earnings per share, and other financial accounting concepts. Prerequisite: ACT 225. Offered every spring.

**ACT 245: QuickBooks and Excel (3)**  
See BUS 245.

**ACT 276: Exploratory Internship in Accounting** (1–3)  
Experience in the workplace designed to help the student make career choices in accounting. Prerequisites: approval of advisor and Internship Coordinator. [ExL](#)

**ACT 285: Professional Development in Finance and Accounting** (1)  
Course of study will include participation in continuing professional education activities and development of the strategic plan for the award of excellence program. Students will be required to assist in organizing the professional development activities, including participation in the Business Leadership Exchange Series and the Quincy IMA Chapter meetings. May be repeated for a maximum of 6 hours. Offered every semester.

**ACT/BUS 286: Corporate Experience** (3)  
This course is designed to acquaint students with the corporate environment and allow them to evaluate career choice/options through exposure to a variety of business corporations. Course includes engagement in activities that will introduce the student to business functions in the workplace. Emphasis will also be placed on professional development, business etiquette, and written and oral communication skills. May be repeated. Prerequisite: sophomore standing and a 2.0 GPA or consent of the instructor. Offered as needed in the 3-week term.

**ACT 289: Selected Topics in Accounting** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

**ACT 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with international travel. Prerequisite: consent of instructor. Offered as needed.

**ACT 301: Cost Management** (3)  
Procedures for allocating costs for manufacturers, emphasizing job order costing and process costing. An introduction to budgets is included. Prerequisite: ACT 126. Offered every fall.

**ACT 302: Advanced Cost Management** (3)  
Analysis of cost behavior, an introduction to standard cost systems, differential cost and profit analysis, and by product and joint product costing. Prerequisite: ACT 301. Offered every spring.

**ACT 321: Fraud Prevention through Internal Controls** (3)  
An examination of internal control systems utilized for fraud prevention. Course will include a study of the control systems, Sarbanes-Oxley requirements, and recent corporate scandals. Prerequisites: ACT 126 and junior standing or consent of instructor. Offered every spring in the 3-week session.

**ACT 343: Income Tax Accounting** (3)  
A study of federal income tax reporting for individuals and an introduction to income tax reporting for corporations. Current tax laws, regulations, and research are emphasized. Prerequisite: ACT 126 or consent of instructor. Offered every fall in the 3-week session.

**ACT 410: Auditing** (3)  
Accounting principles and auditing standards. Procedures and tests used in audit of financial statements and reports, internal controls, and professional ethics are discussed. Prerequisite: ACT 225. Offered every fall. [ExL](#)

**ACT 416: Advanced Accounting** (3) (DW)  
Selected topics in accounting theory and external reporting. Consolidated statements, foreign currency, and SEC requirements are examined. Prerequisite: ACT 225. Offered every spring.

**ACT 425: Multimedia Usage in Business** (1–3)  
See BUS 425. [ExL](#)

**ACT 476: Professional Internship in Accounting (CE)** (1–6)  
An orientation to accounting in the business enterprise or accounting firm is provided. Prerequisites: junior standing, approval of advisor, Internship Coordinator, and major advisor. [ExL](#)

**ACT 480: Independent Study** (1–3)  
Individual or group projects in accounting under the supervision of the instructor. Prerequisite: consent of instructor, advisor, division chairperson, and VPAA/ Provost.

**ACT 485: Professional Development in Finance and Accounting** (1)  
Course of study will include participation in continuing professional education activities and development of the strategic plan for the award of excellence program. Students will be required to assist in organizing the professional development activities, including participation in the Business Leadership Exchange Series and the Quincy IMA Chapter meetings. May be repeated for a maximum of 3 hours. Prerequisite: junior or senior standing. Offered every semester. [ExL](#)

**ACT 489: Selected Topics in Accounting** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

**ACT 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with international travel. Prerequisite: consent of the instructor. Offered as needed.

**ACT 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel study course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

## AGRIBUSINESS MANAGEMENT

### STATEMENT OF PHILOSOPHY

The major in Agribusiness Management combines an understanding of agricultural issues today with the business world that finances those operations. The Agribusiness Management program studies best practices in agricultural product development, profit maximization, and investment planning. Graduates may choose to pursue careers in agribusiness finance, agricultural marketing, international agriculture, agricultural lending or to enter graduate school.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

### BACHELOR OF SCIENCE WITH A MAJOR IN AGRIBUSINESS MANAGEMENT (60–61 HOURS)

#### Foundation Courses (24 hours)

ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
BUS 302: Management (3)  
BUS 308: Legal Issues I (3)  
ECO 201: Principles of Macroeconomics (3)  
ECO 202: Principles of Microeconomics (3)  
FIN 311: Finance (3)  
MKT 301: Marketing (3)

#### Core Courses (15 hours):

AGM 125: Introduction to Agribusiness Management (3)  
AGM 225: Emerging issues in Agribusiness Management (3)  
AGM 325: Agricultural Finance (3)  
AGM 330: Agricultural Economics (3)  
BUS 465: Business Strategy (3)

#### *Select 9 hours from the following courses:*

BUS 245: Quickbooks and Excel (3)  
BUS 285/485: Practicum in Free Enterprise (1) (May be repeated 3 times)  
BUS/ACT 286: Corporate Experience (3)  
BUS/FIN 304: Risk Management (3)  
BUS 411: Operations Management (3)  
BUS 415: Global Business (3)

BUS 470: Business Ethics (3)  
BUS 499: Study Abroad (3)  
ECO/FIN 403: Financial Institutions and Monetary Policy (3)

Experiential Course (3 hours)  
AGM 476: Professional Internship (3)

Support Courses (9-10 hours)  
MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3), or MAT 115 Precalculus (4) or  
MAT 120 Applied Calculus (4)  
MAT 205: Elementary Statistics (3)  
MIS 225: Computer Applications in Business (3)

## AGRIBUSINESS MANAGEMENT COURSES

AGM 125: Introduction to Agribusiness Management (3)  
Introduction to business principles, such as economics, management and marketing to the agricultural industry.

AGM 225: Emerging Issues in Agribusiness Management (3)  
Introduction and study of emerging issues in agribusiness management, including a focus on sustainability, the development of AgTech, water and labor shortages, increasing consumer demand for healthy, organic food products, and improving yields.

AGM 276: Exploratory Internship in Agribusiness Management (1-3)  
Learning activities in connection with an agribusiness management enterprise. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisite: consent of faculty advisor and Internship Coordinator. [ExL](#)

AGM 325: Agricultural Finance (3)  
Study of financial markets and institutions in agribusiness, including accounting, taxation and legal implications of entity choice. This course will study commodities, futures and hedging.

AGM 330: Agricultural Economics (3)  
A study of agricultural economics, including production principles and costs, profit maximization, supply and demand, market price determination and consumption. This course will study the role of agriculture in the United States and around the world.

AGM 476: Professional Internship (1-6)  
An orientation to career areas is provided. Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor. [ExL](#)

## ART AND DESIGN

### PROGRAM GOALS

- Students will be given opportunities for exploration of knowledge and artistic expression as measured through pre-course and post-course drawings.
- Students will be given opportunities for exploration of knowledge and artistic expression through written and/or oral critiques.
- Students will be prepared for a career or graduate study program through internships or student teaching experiences.

### BACHELOR OF ARTS WITH A MAJOR IN ART (43 HOURS)

This course of study is recommended for students interested in a diverse and dynamic mixture of art classes that will instill intellectual curiosity, critical thinking, and problem solving. Students completing this degree will be prepared for a variety of art-related careers or graduate study.

Foundation Courses (24 hours)  
ART 115: Two-Dimensional Design (3)  
ART 119: Drawing I (3)  
ART 230: Printmaking (3)  
ART 245: Clay (3)  
ART 253: Graphic Design (3)

ART 255: Painting (3)  
ART 275: Sculpture (3)  
ART 375: Fibers (3)

Core Courses (6 hours):

ART 340: Art History I—Prehistory through Gothic (3)  
ART 341: Art History II—Renaissance to the Early 19th Century (3)

Intermediate and Advanced Courses in Art (6 hours)

The student must take a minimum of 6 hours of upper-division courses in one art discipline. Courses to be chosen in consultation with the student's advisor.

Capstone Courses (7 hours)

ART 490: Art and Design Capstone (3)  
ART 491: Art and Design Senior Show (1)  
ART 492: Creative Professional and Portfolio (3)

**BACHELOR OF SCIENCE WITH A MAJOR IN ART EDUCATION (K–12) (43 HOURS)**

This course of study is recommended for students seeking a career in teaching the visual arts. Art can be one of the most exciting aspects of a school's curriculum as it allows students to learn about themselves and the world around them. Teaching art can change the lives of students by allowing them a safe place to dream, test ideas, fail without harm, and perform without competition.

The requirements for a Bachelor of Science with a Major in Art Education are the same as the Bachelor of Arts with a Major in Art with the addition of one course - EDU 316: Methods of Teaching Art K-12 (3).

Art majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in art courses and must satisfy all professional education and certification requirements (See education requirements.)

**BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN ART  
WITH A CONCENTRATION IN GRAPHIC DESIGN (64 HOURS)**

With a concentration in Graphic Design, students will dive deep into the meaning of visual communication, exploring a field that is essential in today's information-rich world. Think of the posters, websites, books, ads, street signs, magazines, package labels, apps, and other visual information students engage with every day. Each one involves Graphic Design. Not only will students develop an eye for aesthetics, problem solving through the eyes of a creative mind is a recognized skillset that many industry-leading companies are eager to employ.

Foundation Courses (18 hours)

ART 115: Two Dimensional Design (3)  
ART 119: Drawing I (3)  
ART 230: Printmaking (3)  
ART 255: Painting (3)  
ART 260: Typography (3)  
ART 262: Digital Photography (3)

Core Courses (27 hours)

ART 253: Graphic Design (3)  
ART 340: Art History I (3)  
ART 341: Art History II (3)  
ART 343: Design History (3)  
ART 392: User Experience (UX) and User Interface (UI) Design (3)  
ART 396: Web Design (3)  
ART 425: Advanced Graphic Design (3)  
ART 476: Professional Internship in Art and Design (3)  
MIS 201: Web Programming (3)

Students must take a minimum of 6 hours of upper-division (300–400) courses in one studio art discipline. Courses should be chosen in consultation with the student's advisor.

ART 3XX: Intermediate Studio Art course (3)  
ART 4XX: Advanced Studio Art course (3)

#### Elective Courses (6 hours)

Students must take a minimum of 6 hours of elective courses in art and design.

#### Capstone Courses (7 hours)

ART 490: Art and Design Capstone (3)

ART 491: Art and Design Senior Show (1)

ART 492: Creative Professional and Portfolio (3)

#### MINOR IN ART (18 HOURS)

The minor in Art provides students with an opportunity to gain knowledge and develop skills in the visual arts. This coursework can be a stepping stone for students who are planning to pursue graduate studies in architecture, art history, art therapy, interior design, museum studies, and other related art-related disciplines.

ART 115: Two-Dimensional Design (3)

*Select 9 hours from the following courses:*

ART 119: Drawing I (3)

ART 230: Printmaking (3)

ART 245: Clay (3)

ART 253: Graphic Design (3)

ART 255: Painting (3)

ART 262: Digital Photography (3)

ART 275: Sculpture (3)

ART 375: Fibers (3)

*Select 3 hours from the following courses:*

ART 340: Art History I—Prehistory through Gothic (3)

ART 341: Art History II—Renaissance to the Early 19th Century (3)

3 hours of art electives

#### MINOR IN DIGITAL MEDIA (18 HOURS)

The minor in Digital Media offers students an opportunity to design and create different types of digitized content including text, graphics, and video.

ART 115: Two-Dimensional Design (3)

ART 253: Graphic Design (3)

ART 262: Digital Photography (3)

ART 392: User Experience (UE) and User Interface (UI) Design (3)

*Select 6 hours from the following courses:*

ART 343: Design History (3)

ART 364: Motion Design (3)

ART 396: Web Design (3)

ART 425: Advanced Graphic Design (3)

MIS 201: Web Programming (3)

#### BACHELOR OF FINE ARTS WITH A MAJOR IN ART WITH A CONCENTRATION IN STUDIO ART (64 HOURS)

This course of study is recommended for students who are interested in careers as professional artists or looking for a solid undergraduate experience that is essential for acceptance into graduate school. Professional artists create works of fine art that can be seen in national, regional, and local art shows and galleries and purchased by museums and corporate/private art collectors. Artists teach classes, conduct workshops, and become art critics or consultants for foundations and institutional collectors.

#### Foundation Courses (27 hours)

ART 115: Two-Dimensional Design (3)

ART 119: Drawing I (3)

ART 230: Printmaking (3)

ART 245: Clay (3)

ART 253: Graphic Design (3)

ART 255: Painting (3)

ART 262: Digital Photography (3) ART 275: Sculpture (3)

ART 375: Fibers (3)

#### Core Courses (15 hours)

- ART 335: Intermediate Drawing (3)
- ART 340: Art History I (3)
- ART 341: Art History II (3)
- ART 343: Design History (3)
- ART 476: Professional Internship in Art and Design (3)

#### Intermediate and Advanced Courses (12 hours)

Students must enroll in a minimum of 6 hours of upper-division courses in two art disciplines. Courses are to be selected in consultation with the student's advisor.

#### Elective Courses (3 hours)

Students must enroll in a minimum of 3 hours of art electives.

#### Capstone Courses (7 hours)

- ART 490: Art and Design Capstone (3)
- ART 491: Art and Design Senior Show (1)
- ART 492: Professional Portfolio (3)

## ART COURSES

### ART 115: Two-Dimensional Design (3)

This course introduces the elements and principles of two-dimensional design (visual composition). Coursework is designed to enhance critical thinking and problem-solving skills. Students will use digital software. Offered every semester. [ExL](#)

### ART 119: Drawing I (3)

Introductory studio drawing, covering a variety of approaches to traditional subject matter. The primary emphasis will be on objective analysis through accurate measure. Other pertinent issues will include composition and design, presentation, expression, and utilization of the vocabulary of the discipline. Offered every fall. [ExL](#)

### ART 230: Printmaking (3)

An introduction to traditional and contemporary printmaking techniques, including a selection from intaglio, relief, monoprinting, and collagraphs. Offered every fall. [ExL](#)

### ART 245: Clay (3)

Contemporary and traditional approaches to clay, with emphasis on wheel-throwing and hand-building techniques. Students will be introduced to terminology and techniques, including decorating, glazing and slips. Offered every fall. [ExL](#)

### ART 253: Graphic Design (3)

This class is a broad introduction to design aesthetics and the visual organization of information. Students will focus on learning typographic and aesthetic fundamentals. Current design theory, research, and practical application will also be studied in conjunction with project development. The course is designed to aid students in developing formal design skills with a

strong background in process and practicality. Offered every spring. [ExL](#)

### ART 255: Painting (3)

A variety of subjects in oil, acrylic, or watercolor. Color theory, composition, and other design issues are addressed through painting problems, class critiques, and homework. Offered every spring. [ExL](#)

### ART 260: Typography (3)

Typography is a lifelong study for the graphic designer. Students are expected to develop an original body of work reflecting their personal artistic interest in graphic design. Students are expected to approach their work conceptually while demonstrating aesthetic excellence. The purpose of this course is to guide the student toward a deeper understanding of the subject through the development of research-based comprehensive projects. The student will combine their graphic design knowledge with the study of typographic history and theory as they progress toward a final project that reflects their academic or professional goals. There will be a combination of textbook readings, research, analysis and critique of design, and in-class discussion to develop course objectives. Prerequisite: ART 115. Offered every fall.

### ART 262: Digital Photography (3)

This course consists of the study of digital photography, including the camera, image editing, software (raster graphics); and preparation of images for print, Web, and other digital media. Students will learn the artistic, theoretical, and technical aspects of digital photography through hands-on exploration. Students must provide their own digital camera (minimum of 12 megapixels). Offered every semester. [ExL](#)

**ART 275: Sculpture** (3)  
A study of basic three-dimensional design and sculptural form. This course covers the elements and principles of three-dimensional design and a broad range of techniques and forming methods associated with the art of sculpture. Offered every spring. [ExL](#)

**ART 276: Exploratory Internship in Art** (1–3)  
An exploratory internship with an art agency, arts council, art gallery or museum, advertising or design firm, graphics/printing company, or other organizations where professional experience can be related to the student's academic program. Prerequisite: Art faculty sponsor approval and approval by Internship Coordinator.

**ART 289: Selected Topics in Art** (1–3)  
A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

**ART 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**ART 331: Intermediate Printmaking** (3)  
A continuation of printmaking with emphasis on development of expression of personal ideas and technical experimentation. Prerequisite: ART 230. Offered as needed. [ExL](#)

**ART 335: Intermediate Drawing** (3)  
Studios drawing concentrating on drawing the human figure from live models. Topics include proportion, structure, rendering, and composition. Prerequisite: ART 119. Offered every fall. [ExL](#)

**ART 340: Art History I** (3) (DW)  
A study of sculpture, painting, architecture, and the minor arts from early history to the Renaissance. The main focus is the placement of the art of each period within the society in which it was produced. Offered in the fall of even-numbered years.

**ART 341: Art History II** (3) (DW)  
A study of sculpture, painting, architecture, and the minor arts from the Renaissance to contemporary times. The main focus is the placement of the art of each period within the society in which it was produced. Offered in the fall of odd-numbered years.

**ART 343: Design History** (3) (DW)  
This course examines design trends in aesthetics and theory from the invention of writing to the digital revolution. Students will learn how to identify styles and understand their significance to contemporary design. They will develop their ability

to write personal and analytical commentary of a particular design subject as well as their ability to research and present viewpoints on design. Offered spring of even-numbered years.

**ART 345: Intermediate Clay** (3)  
A continuation of clay with emphasis on development of expression of personal ideas and technical experimentation. Prerequisite: ART 245. Offered every fall. [ExL](#)

**ART 355: Intermediate Painting** (3)  
A continuation of painting with emphasis on development of expression of personal ideas and technical experimentation. Prerequisite: ART 255. Offered every spring. [ExL](#)

**ART 360: Workshop in a Selected Studio Technique** (3)  
Concentrated workshop, with emphasis on experimentation and innovation, in a selected studio technique that is not offered in depth in the art program. Prerequisite: consent of instructor.

**ART 361: Intermediate Digital Photography** (3)  
A continuation of photography with emphasis on development of expression of personal ideas and technical experimentation. Prerequisite: ART 262. Offered every spring. [ExL](#)

**ART 364: Motion Design** (3)  
Adobe After Effects will be the instructional focus of this course as well as the application of design principles to film and video production. Multimedia projects will be researched and created with an emphasis on concept and creative exploration. Offered as needed.

**ART 375: Fibers** (3)  
A survey of various natural fibers and their applications in fiber arts. Projects can include making handmade paper (sheet forming), paper (pulp) casting, weaving, basketry, and fiber sculpture. Emphasis will be placed on the design and development of finished pieces using fiber as the main component. Offered every other fall semester.

**ART 392: User Experience (UX) and User Interface (UI) Design** (3)  
This course focuses on UX (User Experience) and UI (User Interface) design. Emphasis will be placed on digital product design/development and the application of user-centered design techniques necessary for creating intuitive interfaces that facilitate good user experiences. Students will focus on the design process from research, conceptualization, and testing to presentation and implementation. Offered every spring.

**ART 396: Web Design (3)**

This course will focus on the need to design and build websites from scratch using basic HTML and CSS coding. Understanding code can help anyone who works with the web; designers can create more attractive and usable sites with guidance and respect to back-end development. From understanding how the web works to an emphasis on usability, information architecture, SEO (search engine optimization), this course will prepare designers for interactions with web developers and user experienced designers. Offered every fall of odd-numbered years.

**ART 422: Advanced Drawing (3)**

Advanced study in drawing with emphasis placed on personal subject matter, style, and techniques. Prerequisite: ART 335. May be repeated for credit. Offered every fall. [ExL](#)

**ART 423: Advanced Printmaking (3)**

Advanced study in printmaking with emphasis placed on personal subject matter, style, and techniques. Prerequisite: ART 331. May be repeated for credit. [ExL](#)

**ART 424: Advanced Clay (3)**

Advanced study in clay with emphasis placed on personal subject matter, style, and techniques. Prerequisite: ART 345. May be repeated for credit. [ExL](#)

**ART 425: Advanced Graphic Design (3)**

Comprehensive instruction on the creation of design collateral using page layout and typesetting software, Adobe InDesign. There is a focus on multi page print-based artifacts. Students will study the creation and production of design pieces from initial production schedules and creative brainstorming and problem-solving techniques to aesthetic development and modes of output. Prerequisite: ART 253. Offered every spring of odd-numbered years. [ExL](#)

**ART 426: Advanced Painting (3)**

Advanced study in painting with emphasis placed on personal subject matter, style, and techniques. Prerequisite: ART 355. May be repeated for credit. Offered every spring. [ExL](#)

**ART 427: Advanced Digital Photography (3)**

Advanced study in photography with emphasis placed on personal subject matter, style, and techniques. Prerequisite: ART 361. May be repeated for credit. [ExL](#)

**ART 476: Professional Internship in Art and Design (1–6) (CE)**

Students will work on-site in a professional setting under the supervision and monitoring of practicing professionals in their area of study. Internship

locations might be an art agency, gallery, museum, advertising design firm, publishing/printing house, nonprofit, or other organizations where professional experiences can be related to the student's academic program. Prerequisite: junior or senior standing, approval by an Art and Design faculty sponsor, advisor, host site, and Internship Coordinator.

**ART 489: Selected Topics in Art (1–3)**

A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

**ART 490: Art and Design Capstone (3) (CE)**

Senior Art majors will create a major body of highly evolved work in the student's major area of emphasis (graphic design or studio art). The capstone project entails the creation of a series of works related by subject that have an idea or image in common. This body of work will be displayed in the Art and Design Senior Show. Prerequisite: advanced course in the major area of emphasis and senior standing. Offered every fall.

**ART 491: Art and Design Senior Show (1) (CE)**

Preparation and hanging of the senior gallery show, including preparing work for display, publicity, opening reception, and oral presentation. Students provide their own materials. Prerequisite: ART 490. Offered every fall in the 3-week session.

**ART 492: Professional Portfolio (3) (CE)**

Students will produce professional portfolios, resumes and freelance business collateral during the course of this class. Industry professionals may be invited to speak about their experiences and give advice on how to progress in the field. Trips may be taken to local businesses for tours and behind-the-scenes looks at business operations. This class will not only prepare students to apply for jobs and be successful during the interview process, but it will also give the students the tools to apply to graduate school. This class is recommended to be taken during the first semester of students' senior year to prepare them for job and graduate school applications. Offered every fall 3-week term.

**ART 498: Global Studies (1)**

This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

### ART 499: Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## ART DEPARTMENTAL GUIDELINES

1. Students enrolled in 3-credit-hour art courses will be expected to work a minimum of six hours per week outside of class in order to complete coursework given. This includes time spent on research, presentations, papers, and hands-on projects.
2. Students seeking a BS in Art Education should make applications for acceptance into the Teacher Education Program during their sophomore year. For more information on teacher certification, refer to the Education section of this catalog.
3. Students are encouraged to enter artwork in our annual Student Honors Art Show held in April each year. The exhibition is a juried show with Best of Show, Artistic Excellence, and Merit awards given by a professional judge. The department also presents a number of annual awards to outstanding students who have shown exceptional talent and dedication to art.
4. Junior Portfolio Review: Students who are completing their junior year are asked to present their best work to the art faculty. Students will be asked questions related to technical competence, sensitivity to artistic style, and general knowledge of art and art history. The purpose of this review is to provide the student and art faculty with a preliminary look into the student's continuing development as an artist and provide insight into the student's artistic direction. This junior review also provides focus and direction for the senior portfolio project.
5. Senior Portfolio Review: Students who are completing their senior year are required to present their digital portfolio to the art faculty during finals week. Degree candidates will be asked questions related to knowledge of media and techniques and influence(s) from historic or contemporary artists relevant to their own work. Degree candidates will also be asked questions related to aesthetics, composition, subject matter, creativity, technique, craftsmanship, and presentation. The purpose of this review is to provide the art faculty with a comprehensive look at the student's development as an artist.

## ARTS MANAGEMENT

### PROGRAM GOALS

- Students completing a degree in arts management will perform effectively in a variety of aspects relating to arts management including box office operations, house, and gallery management, development, and promotion.

### BACHELOR OF FINE ARTS WITH A MAJOR IN ARTS MANAGEMENT (60 HOURS)

#### Core Courses (18 hours)

- ART 253: Graphic Design (3)
- ARM 251: Intro to Arts Management (3)
- ARM 355: Managing a Nonprofit Organization (3)
- ARM 360: Publicity and Promotion for Non-Profit Organizations (3)

#### *Select 3 hours from the following courses:*

- ARM 376: Practicum in Arts Management (1–3)
- ARM 476: Internship in Arts Management (1–3)
- Select 3 hours from 2 lab areas (courses may be repeated):
- ARM 305: Arts Management Lab in Music (1)
- ARM 307: Arts Management Lab in Art (1)
- ARM 308: Arts Management Lab in Theatre (1)

#### Communication/Business Required Courses (15 hours)

- COM 302: Principles of Public Relations (3)
- BUS 302: Management (3)
- BUS 309: Legal Issues II (3)

#### *Select 3 hours from the following courses:*

- BUS 429: Human Resource Management (3)
- MKT 301: Marketing (3)
- 3 hours of electives in communication, economics, business, or accountancy

## Fine Arts Support Courses (27 hours)

*Select 3 hours from the following theatre courses:*

THE 105: Introduction to Theatre (3)

THE 318: Theatre History through the 17th Century

(3) THE 319: Theatre History from the 18th Century

(3) 6 hours of theatre electives

ART 119: Drawing I (3)

6 hours of art electives

*Select 3 hours from the following music courses:*

MUS 100: Fundamentals of Music (3)

MUS 101: Theory I (3)

*Select 3 hours from the following music courses:*

MUS 102: Theory II (3)

MUS 105: Introduction to Music Technology (3)

MUS 150: Exploring Music Creatively (3)

MUS 160: Non-Western World Music (3)

Plus 3 hours of music electives

## MINOR IN ARTS MANAGEMENT (18 HOURS)

### Core Courses (9 hours)

ARM 251: Intro to Arts Management (3)

ARM 376 or 476: Practicum/Internship in Arts Management

(3) ART 253: Graphic Design (3)

### Elective Courses (9 hours)

*Select 3 hours from the following courses:*

MUS 105: Intro to Music Technology (3)

MUS 150: Exploring Music Creatively (3)

MUS 160: Non-Western World Music (3)

THE 105: Introduction to Theatre (3)

*Select 6 hours from business or communication courses:*

BUS 302: Management (3)

BUS 429: Human Resource Management (3)

COM 302: Principles of Public Relations (3)

COM 310: Organizational Communication (3)

MKT 301: Marketing (3)

## ARTS MANAGEMENT COURSES

ARM 117: Digital Studio (3)  
See ART 117.

ARM 251: Introduction to Arts Management (3) (DW)  
An introduction to the basic skills and concepts used in management of arts and nonprofit organizations, including management structure, budget planning, funding, resources, public relations, operations, and facility management. Offered in the fall of even-numbered years.

ARM 276: Exploratory Internship in Arts Management (1–3)  
Experience in the workplace designed to help students make career choices in arts management. Graded pass/no pass. Prerequisites: consent of advisor and Internship Coordinator. Offered as needed. [ExL](#)

ARM 289: Selected Topics in Arts Management (1–3)

A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

ARM 299: Study Abroad (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

ARM 305: Arts Management Lab in Music (1)  
Students will help in planning and preparations for either the annual choir or band tours. They will serve as house manager for selected music events during the semester. Prerequisite: consent of the supervising faculty member. Offered as needed.

**ARM 307: Arts Management Lab in Art** (1)  
Students will work under the guidance of the Gallery Director. They will help with the installation of art shows in Mabey Gallery. Prerequisite: consent of the supervising faculty member. Offered as needed.

**ARM 308: Arts Management Lab in Theatre** (1)  
Students will serve as the box office and/or house manager for selected theatre events during the semester. Prerequisite: consent of the supervising faculty member. Offered as needed.

**ARM 355: Managing a Non-profit Organization** (3)  
This course is an advanced study of the nonprofit arts organization and its special needs. The scope of the course will include marketing strategies, grants, and subscription bases as well as managing and working with artists, volunteers, and paid staff. This class will look closely at what is required of a director/manager of a nonprofit arts organization. Offered in the spring of odd-numbered years. [ExL](#)

**ARM 360: Publicity and Promotion for Non-Profit Organizations** (3) (CE)  
This course is a study of the tools used to market events and programs supporting the mission of nonprofit organizations. Students will also develop and distribute publicity for campus events during the semester as well as oversee the development of publicity for the following semester. One of the goals is for the student to have a publicity and promotion portfolio of realized work. Offered in the fall of odd-numbered years. [ExL](#)

**ARM 376: Practicum in Arts Management** (1–6)  
This will include supervised experiences in actual management techniques through direct apprenticeship in area arts management programs. Prerequisites: junior standing and permission of the Internship Coordinator and faculty advisor. Offered as needed.

**ARM 476: Professional Internship in Arts Management** (1–6)  
The faculty advisor and Internship Coordinator will direct assignment and evaluation. Offered as needed. [ExL](#)

**ARM 489: Selected Topics in Arts Management** (1–3)  
A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

**ARM 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**ARM 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## BIOLOGY

### STATEMENT OF PHILOSOPHY

The biology program is designed to provide students with a solid and contemporary foundation of biological concepts, experience, and understanding of scientific problems using investigative techniques. Students are required to complete coursework in different areas of biology to ensure a well-balanced background. Students will learn from lectures and hands-on experiences utilizing our innovative curriculum. Training is provided for students entering careers immediately upon graduation such as government, academic and industrial laboratory work, conservation, and agriculture. Program offerings prepare students for graduate study with a future in research and academics as well as professional careers in medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, and chiropractic medicine.

### PROGRAM GOALS

- Students will learn content and techniques that will provide them with critical thinking and problem solving skills within the biological sciences.
- Students will be successfully employed in the major field.
- Students will participate in academic and career development endeavors including but not limited to conferences, internships, and student-led groups.

## BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY (58–61 HOURS)

The foundation of the Biology degree is provided by the core curriculum of biology and chemistry and is required for ALL majors. Thirty hours of biology courses (Bio) are required. In addition, modern biologists require a background in a number of other disciplines to increase their insight into biological phenomena. Thus, support courses in chemistry, natural sciences, and mathematics are required.

### Core Courses (36-37 hours)

- BIO 201: General Biology I (4)
- BIO 202: General Biology II (4)
- BIO 303: Genetics and Evolution (4)
- BIO 323: Field Biology (4) OR BIO 324: Tropical Ecology (3) OR BIO 402: Ecology (4)
- BIO 404: Molecular and Cell Biology (4)
- BIO 485: Research Problem I (2)
- BIO 486: Research Problem II (3)
- CHE 251: General Chemistry I (4)
- CHE 252: General Chemistry II (4)
- CHE 301: Organic Chemistry I (4)

### *Select 9 hours from the following courses:*

- BIO 205: General Botany (4)
- BIO 206: General Zoology (4)
- BIO 210: Human Anat/Phys I (4)
- BIO 211: Human Anat/Phys II (4)
- BIO 220: Medical Terminology (3)
- BIO 260: Microbiology (4)
- BIO 305/Che 305: Biochemistry (4)
- BIO 309: General Physiology (4)
- BIO 310: Pathophysiology (3)
- BIO 323: Field Biology (4) (if not taken under the core courses)
- BIO 324: Tropical Ecology (3) (if not taken under the core courses)
- BIO 330: Immunology (3)
- BIO 402: Ecology (4) (if not taken under the core courses)
- BIO 407: Developmental Biology (4)
- BIO 476: Professional Internship in Biology (1–3)
- BIO 489: Selected Topics in Biology (1–3)
- CHE 302: Organic Chemistry II (4)
- CHE 310: Instrumental Analysis (4)

### *Select at least two math courses (7 hours):*

- MAT 115: Precalculus (4) OR
- MAT 120: Applied Calculus (4) AND
- MAT 205: Elementary Statistics (3)

### *Select at least two courses in physical and natural sciences (6-8 hours)*

#### *Either:*

- PHY 201: General Physics I (4)
- PHY 202: General Physics II (4)

#### *Or from the following:*

- NAS 200: Astronomy (3)
- NAS 201: Explorations in Physical Science (3)
- NAS 202: Meteorology (3)
- NAS 204: Geology (3)
- NAS 310: Climatology (4)
- NAS 412: Geographic Information Systems (3)

## BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGICAL CHEMISTRY (57 HOURS)

The Biological Chemistry major is designed for students who plan to pursue careers in the molecular life sciences. Students in this major have the advantage of having hands-on experiences of both chemistry and biology.

### Core Courses (includes support courses in physical science and mathematics)

- BIO 201: General Biology I (4)
- BIO 202: General Biology II (4)
- BIO 303: Genetics and Evolution (4)

BIO 404: Molecular and Cell Biology (4)  
BIO 485/CHE 485: Research Problem I (2)  
BIO 486/CHE 486: Research Problem II (3)  
CHE 251: General Chemistry I (4)  
CHE 252: General Chemistry II (4)  
CHE 301: Organic Chemistry I (4)  
CHE 302: Organic Chemistry II (4)  
CHE 305/BIO 305: Biochemistry (4)  
CHE 310: Instrumental Analysis (4)  
MAT 120: Applied Calculus (4)  
PHY 201: General Physics I (4)  
PHY 202: General Physics II (4)

*Select one math course from MAT 110, MAT 115, or MAT 205 (3 hours)*

## BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY

### WITH A BIOLOGY TEACHING CERTIFICATION, GRADES 9-12 (56-57 HOURS)

Biology majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in biology courses and must satisfy all professional education and certification requirements. (See education requirements.)

#### Core Courses (50 hours)

BIO 201: General Biology I (4)  
BIO 202: General Biology II (4)  
BIO 210: Human Anatomy and Physiology I (4)  
BIO 260: Microbiology (4)  
BIO 303: Genetics and Evolution (4)  
BIO 402: Ecology (4)  
BIO 404: Molecular and Cell Biology (4)  
BIO 485: Research Problem I (2)  
BIO 486: Research Problem II (3)  
CHE 251: General Chemistry I (4)  
PHY 201: General Physics I (4)  
NAS 202: Meteorology (3)  
NAS 204: Geology (3)  
NAS 405: History and Philosophy of Science (3)

*Select at least 2 math courses (7 hours)*

MAT 115: Precalculus (4) or MAT 120: Applied Calculus (4)  
MAT 205: Elementary Statistics (3)

## DEPARTMENTAL RECOMMENDATIONS

Biology majors applying to graduate school need the following:

1. A Biology major and a Chemistry minor OR
2. A Biological Chemistry major
3. Two courses of physics
4. At least one calculus course and one statistics course

Biology majors applying to pre-professional school need the following:

1. Preparation for qualifying examinations (MCAT, DAT, VCAT) is minimally achieved by completing at least the following courses: molecular and cell biology, general zoology, and genetics and evolution.
2. Two courses in general chemistry and two courses in organic chemistry
3. At least one course in mathematics
4. Two courses in physics
5. Two to three courses in English

## MINOR IN BIOLOGY (18 HOURS)

#### Core Courses (8 hours)

BIO 201: General Biology I (4)  
BIO 202: General Biology II (4)

*Select 10 hours from the following courses:*

BIO 205: General Botany (4)

BIO 206: General Zoology (4)  
 BIO 210: Human Anat/Phys I (4)  
 BIO 211: Human Anat/Phys II (4)  
 BIO 220: Medical Terminology (3)  
 BIO 260: Microbiology (4)  
 BIO 305/Che 305: Biochemistry (4)  
 BIO 309: General Physiology (4)  
 BIO 310: Pathophysiology (3)  
 BIO 323: Field Biology (4)  
 BIO 324: Tropical Ecology (3)  
 BIO 330: Immunology (3)  
 BIO 402: Ecology (4)  
 BIO 407: Developmental Biology (4)  
 BIO 476: Professional Internship in Biology (1–3)  
 BIO 489: Selected Topics in Biology (1–3)  
 CHE 302: Organic Chemistry II (4)  
 CHE 310: Instrumental Analysis (4)

#### MINOR IN FORENSIC SCIENCE FOR STUDENTS MAJORING IN BIOLOGY OR BIOLOGICAL CHEMISTRY (18 HOURS)

CJ 105: Introduction to Criminal Justice (3)  
 CJ 205: Criminal Investigation (3)  
 CJ 218: Criminal Law (3)  
 CJ 315: Criminology (3)  
 CJ 416: Constitutional Law (3)  
 LAW 205: Introduction to Law (3)

#### BIOLOGY COURSES

**BIO 110: Biology: Molecules and Cells (3)**  
 An overview of the chemistry of life, cell structure and function, cell division, protein synthesis, metabolism, photosynthesis, and tissues. This course is appropriate for non-majors and satisfies part of the science requirement for Elementary Education majors. This course includes both lecture and laboratory instruction. This course cannot be counted toward a major or minor in biology. Offered every fall.

**BIO 111: Biology: Unity and Diversity of Life (3)**  
 Students will study the structure and function of organisms, diversity of life, ecology, and evolution. In addition, several human organ systems are examined. This course is appropriate for non-majors and satisfies part of the science requirement for Elementary Education majors. This course includes both lecture and laboratory instruction. This course cannot be counted toward

**BIO 112: How the Body Works (3)**  
 This is a course designed for students to appreciate the beauty and complexity of the human body. Some fundamental skills of measurement and evaluation will be taught by using different equipment and conducting various tests. Body functions will be studied by relating to daily activities. This class is appropriate for non-majors and satisfies part of the science requirement for Elementary Education majors. This course includes both lecture and laboratory

instruction. This course cannot be counted toward a major or minor in biology. Offered every spring during the 3-week session.

**BIO 201: General Biology I (4)**  
 The first part of a two-class sequence in general biology. The objective of the course is to introduce the student to core themes in biology while emphasizing common attributes of all living organisms. Cell biology, biochemistry, cell structure and function, energy transductions, mitosis, meiosis, and genetics will be covered in this course. Offered every fall.

**BIO 202: General Biology II (4)**  
 The second part of a two-class sequence in general biology. The objective of this course is to introduce the student to core themes in biology while emphasizing common attributes of all living organisms. Topics to be covered include the process of evolution, the diversity of life, ecology, and the interactions of organisms with the environment. Prerequisite: BIO 201 or consent of instructor. Offered every spring.

**BIO 205: General Botany (4)**  
 A study of the principles of plant cytology, structure, growth, physiology, reproduction, ecology, evolution, and classification. Prerequisite: two years of high school biology or consent of the instructor. Offered as needed.

- BIO 206: General Zoology** (4)  
A study of the diversity of animal structure, growth, physiology, inheritance, reproduction, evolution, classification, and behavior. Three lectures and one laboratory. Prerequisite: two years of high school biology or consent of the instructor. Offered as needed.
- BIO 210: Human Anatomy and Physiology I** (4)  
The essentials of the structure and function of the human body, beginning with basic chemistry, cells, and tissues and proceeding through the skeletal, muscular, and cardiovascular systems. Three lectures and one laboratory. Prerequisites: two years of high school biology or consent of the instructor. Students must also be a Biology major, Biological Chemistry major, Athletic Training major, P.E. major, Nursing or pre-Nursing major, or must have had college-level biology or chemistry or consent of the instructor. Offered every fall.
- BIO 211: Human Anatomy and Physiology II** (4)  
The essentials of the structure and function of the human body, including endocrine, nervous, respiratory, digestive, and urogenital systems. Three lectures and one laboratory. Prerequisite: BIO 210 or consent of the instructor. Offered every spring.
- BIO 215: Issues in Environmental Biology** (3)  
The objective of this course is to examine the various aspects of environmental issues, problems and solutions. We will discuss the biological, political, ethical and economic aspects of environmental issues. This course is appropriate for non-majors and satisfies a science requirement in general education. This course includes both lecture and laboratory instruction. Cannot be counted toward a major or minor in biology. Offered every spring.
- BIO 220: Medical Terminology** (3)  
Designed to provide a background in the language of medicine and health care. The course utilizes a system of learning medical terms from root words, combining forms, prefixes, and suffixes. At the completion of this course the student will be able to recognize, build, define, and correctly spell medical terms. Offered every fall.
- BIO 250: Genomics Research I** (2)  
The theory and practice of modern molecular methods. Students will isolate microorganisms from the environment, purify their genomic DNA, and characterize them by electron microscopy and nucleic acid analysis. Must be taken in sequence with Genomics Research II and Genomics Research III. Offered every fall during the 12-week session.
- BIO 251: Genomics Research II** (1)  
A continuation of the genome characterization project from Genomics Research I. Students will prepare the isolated DNA samples for sequence analysis, collate their data, and make formal presentations of their fall research efforts. Must be taken in sequence with Genomics Research I and Genomics Research III. Offered every fall during the 3-week session.
- BIO 252: Genomics Research III** (3)  
Students will annotate the DNA sequence of the microorganisms isolated in Genomics Research I and II. The genome and amino acid sequences will be compared to other microorganisms using computational methods and bioinformatics. Must be taken in sequence with Genomics Research I and Genomics Research II. Offered every spring during the 12-week session.
- BIO 260: Microbiology** (4)  
Study of the structure, classification, and physiology of microorganisms as well as their impact on immunity and disease. Three lectures and one laboratory. Prerequisite: either BIO 201, BIO 202, BIO 210, or BIO 211 or consent of the instructor. Offered every spring.
- BIO 276: Exploratory Internship in Biology** (1–3)  
The internship offers experience in an appropriate agency, hospital, industry, research setting, or other approved setting. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)
- BIO 289: Selected Topics in Biology** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.
- BIO 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.
- BIO 303: Genetics and Evolution** (4)  
The genetic basis of inheritance, molecular biology, and evolution. Three lectures and one laboratory. Prerequisite: BIO 202. Offered every fall.
- BIO 305: Biochemistry** (4)  
An examination of the molecular properties of cellular components, emphasizing the structure and function of proteins, nucleic acids, carbohydrates, and lipids. Discussion of metabolic processes and their control, signal transduction pathways, and photosynthesis; introduction to molecular biology. Three lectures. Prerequisites: BIO 201 or 202 and CHE 302 or consent

of the instructor. Offered in the spring of odd-numbered years.

**BIO 309: General Physiology** (4)  
Function of vertebrate organ systems with special emphasis on the human body. Three lectures and one laboratory. Prerequisite: BIO 202 or BIO 210 or consent of the instructor. Offered in the fall of odd-numbered years.

**BIO 310: Pathophysiology** (3)  
The study of abnormal function in living tissue. Physiological principles underlying the causes, signs, symptoms, and pattern of development of human disease states in areas such as neurophysiology, hematology, endocrinology, and immunology. Muscle, cardiovascular, renal, respiratory, and reproductive physiology will also be examined. Prerequisites: BIO 210 and 211 or consent of the instructor. Offered every spring.

**BIO 323: Field Biology** (4)  
Aspects of identification, classification, ecology, and museum techniques for botanical and zoological specimens. This course involves extensive fieldwork, including one week spent at a biological field station. Offered every spring during the 3-week session.

**BIO 324: Tropical Ecology of Belize and Guatemala** (3)  
An international travel-study course in Belize and Guatemala to explore the principles of rainforest ecology, marine biology, and ecosystem conservation. Students will also study ancient and contemporary Mayan culture. This course involves extensive field and lab work. Offered during the 3-week session in chosen fall semesters. [ExL](#)

**BIO 330: Immunology** (3)  
Study of the physiological mechanisms of disease resistance, classes of immunoglobulins and their production, and immunopathology. Three lectures/discussions per week. Some lab work will be included. Prerequisite: BIO 260 or consent of the instructor. Offered in the spring of even-numbered years.

**BIO 402: Ecology** (4)  
Study of the interrelationships among plants and animals and their environment, dynamic population changes, and the vegetation of the northern hemisphere. Three lectures and one laboratory. Prerequisites: BIO 201 and 202 or consent of instructor. Field trips are arranged. Offered in the fall of even-numbered years.

**BIO 404: Molecular and Cell Biology** (4)  
Study of the biochemistry of cell metabolism, the plasma membrane and organelle structure and functions, and aspects of molecular genetics. Three lectures and one laboratory. Prerequisites: BIO 201, BIO 202 and CHE 301. Offered in the fall of even-numbered years.

**BIO 407: Developmental Biology** (4)  
Study of the underlying principles of development, including fertilization, genetic control, cell differentiation, and morphogenesis. Three lectures and one laboratory. Prerequisite: BIO 202. Offered as needed.

**BIO 476: Professional Internship in Biology** (1–3)  
Internship in an appropriate agency, hospital, industry, research setting, or other approved setting. Prerequisites: second-semester junior standing. [ExL](#)

**BIO 480: Independent Study** (1–3)  
An individual project in biology under the supervision of the instructor. Prerequisites: six hours in biology, and consent of instructor, advisor, division chairperson, and VPAA/Provost.

**BIO 485: Research Problem I** (2) (CE)  
An individual project in biology. The student must design and complete a project culminating in a written paper and oral presentation. Prerequisite: senior standing. Offered every fall during the 12-week session.

**BIO 486: Research Problem II** (3) (DW)  
A continuation of the individual project in BIO 485. Prerequisite: senior standing and BIO 485. Offered every spring during the 12-week session.

**BIO 489: Selected Topics in Biology** (1–3)  
A study of selected issues not covered in other courses. This course may involve field trips and/or travel, and may be repeated. Prerequisites: 12 hours of biology and consent of the instructor.

**BIO 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**BIO 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## BUSINESS ADMINISTRATION

Culver-Stockton College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located in Overland Park, Kansas, USA. The business administration programs in the following degrees are accredited by the IACBE: Bachelor of Science Degree in Accountancy, Business Administration, Finance, Healthcare Management and Marketing. Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting our website at [culver.edu/future-students/undergraduate/majors/business-accreditation/](http://culver.edu/future-students/undergraduate/majors/business-accreditation/).

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

### BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION (60–61)

#### Foundation Courses (24 hours)

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- BUS 302: Management (3)
- BUS 308: Legal Issues I (3)
- ECO 201: Principles of Macroeconomics (3)
- ECO 202: Principles of Microeconomics (3)
- FIN 311: Finance (3)
- MKT 301: Marketing (3)

#### Core Courses (15 hours)

- BUS 310: Organizational Behavior (3)
- BUS 415: Global Business (3)
- BUS 429: Human Resource Management (3)
- BUS 465: Business Strategy (3) (capstone course)
- FIN 362: Corporate Financial Management (3)

#### *Select 9 elective hours from the following courses:*

- BUS 245: Quickbooks and Excel (3)
- BUS 285: Practicum in Free Enterprise (1) (May be repeated 3 times)
- BUS/ACT 286: Corporate Experience (3)
- BUS 304: Risk Management (3)
- BUS 309: Legal Issues II (3)
- BUS/ACT 321: Fraud Prevention (3)
- BUS 411: Operations Management (3)
- BUS 412: Innovations in Business (3)
- BUS 435: Human Resource Training & Development (3)
- BUS 470: Business Ethics (3)
- BUS 485: Professional Development (1)
- BUS 499: Study Abroad (3)
- ECO/FIN 403: Financial Institutions and Monetary Policy (3)

#### Experiential Course (3 hours)

- BUS 476: Professional Internship (3)

#### Support Courses (9-10 hours)

- MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3), or MAT 115: Precalculus (4), or MAT 120: Applied Calculus (4).
- MAT 205: Elementary Statistics (3)
- MIS 225: Computer Applications in Business (3)

**BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION AND SECONDARY EDUCATION REQUIREMENTS** - available to students with a major in Business, Finance or Accountancy. Business, Finance or Accountancy majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in their major courses as well as in the courses below and must satisfy all professional education and certification requirements (See education requirements).

**Foundation Courses (30 hours)**

ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
BUS 302: Management (3)  
BUS 308: Legal Issues I (3)  
ECO 201: Principles of Macroeconomics (3)  
ECO 202: Principles of Microeconomics (3)  
MKT 301: Marketing (3)  
BUS 403: Coordination of Cooperative Education (3)  
COM 310: Organizational Communication (3)  
MIS 225: Computer Applications in Business (3)

*Select 3 hours from the following courses:*

FIN 311: Finance (3)  
BUS/ACT 286: Corporate Experience (3)  
BUS 304: Risk Management (3)  
BUS 309: Legal Issues II (3)  
BUS/ACT 321: Fraud Prevention (3)  
BUS 411: Operations Management (3)  
BUS 412: Innovations in Business (3)  
BUS 435: Human Resource Training & Development (3)  
BUS 470: Business Ethics (3)  
BUS 499: Study Abroad (3)

## **MINORS**

### **MINOR IN BUSINESS ADMINISTRATION (18 HOURS)**

The Business Administration minor supplements many undergraduate majors and enhances the career opportunities for students interested in pursuing a business dimension in their chosen field.

**Courses (18 hours)**

ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
BUS 302: Management (3)  
BUS 308: Legal Issues I (3)  
ECO 201: Principles of Macroeconomics (3)  
FIN 311: Finance (3) (this course requires a prerequisite of MIS 225 or consent of instructor)

### **MINOR IN BUSINESS LEADERSHIP (19-22 HOURS)**

The minor in Business Leadership is available to all students, regardless of major, and is intended to provide coursework and extracurricular activities to prepare students for future leadership positions in a variety of organizations.

**Courses (19-22 hours)**

HON 301 Leadership (3) OR BUS 125 Business Leadership (3)  
XXX 498 Global Studies (1) and XXX 499 Study Abroad (3) OR Any 3-hour foreign language course (3)  
HON 302 Service Learning (3)\* OR Spring Mission Trip (1-3)\*

\*In addition to this course, students will be required to complete a service learning project with a presentation/paper reflection. The student will also be required to attend either an on-campus Leadership Program with an invited leader in residence or an off-campus leadership conference and submit a reflection paper on the event.

Choose 3 hours from the following courses:

- BUS 470 Business Ethics (3)
- PHI 206 Logic (3)
- PHI 304 Ethics (3)
- BUS 302 Management (3)

Choose 3 hours from the following courses:

- BUS 415 Global Business (3)
- FIN 410 International Corporate Finance (3)

Choose 3 hours from the following courses:

- COM 204 Interpersonal Communication (3)
- COM 206 Small Group Communication (3)

#### **MINOR IN BUSINESS ANALYTICS (18 HOURS)**

This program will provide the student with a thorough understanding of the terminology, concepts, and application of Business Analytics techniques in the context of a modern business organization. The course of study will be presented using the very latest analysis and visualization technologies and tools. This program will not only provide the student with the technical knowledge to transform, analyze and visualize data, but will also provide them with experience using the very latest analytics tools. The topics selected represent the most relevant and important skills based on the current business environment.

Courses (18 hours)

- BUS 230: Databases, SQL and R Programming (3)
- BUS 240: Data Visualization (3)
- BUS 330: Data Analytics (3)
- BUS 340: Data Mining with R (3)
- BUS 360: Data and Decision Analysis (3)
- BUS 440: Business and Artificial Intelligence (3)

Note: Non-degree students will be evaluated individually to determine if their experience meets an equivalent of the MAT 100 pre-requisites for these courses.

#### **MINOR IN INFORMATION TECHNOLOGY (18 HOURS)**

The Information Technology minor will provide the student with a focused overview of computer and information technology tools and concepts that are essential components of the future workplace. It will provide backgrounds and technical skills in programming, data analytics, cyber security, networking and artificial intelligence with emphasis on the latest applications in these areas. It should be a useful and enlightening supplement to many academic majors.

Courses (18 hours)

- BUS 230: Databases, SQL and R Programming (3)
- BUS 440: Business and Artificial Intelligence (3)
- MIS 215: Computer Programming in Python (3)
- MIS 310: Introduction to Cyber Security (3)
- MIS 345: Management Information Systems (3)

*Select 3 hours from the following courses:*

- BUS 330: Data Analytics (3)
- MIS 201: Web Programming (3)
- MIS 265: Applied Python Programming (3)

## BUSINESS ADMINISTRATION COURSES

**BUS 125: Business Leadership** (3)  
Students in this course will examine management and leadership styles and theories. It will also give students the opportunity to review current literature about leadership and to give professional presentations. Offered in the 3-week as needed. [ExL](#)

**BUS 210: Principles of Organizational Structures and Management** (3)  
A survey course of the principles of organizational functions, environments, and systems. Specific topics include social responsibilities, ethics, marketing, finance, human resources, and financing organizations. Offered every semester.

**BUS 230: Databases, SQL and R Programming** (3)  
A study of relational database concepts, principles, and techniques related to the design, implementation and access of data through the structured query language (SQL). There will be a focus on the export of data so that it can be used in an open source data access, manipulation, and visualization tool, R. Prerequisites: MAT 100 if required. Offered in the online program in the fall as needed.

**BUS 240: Data Visualization** (3)  
An introduction to data organization, data analysis, and data visualization with emphasis on data visualization. The course will focus on good practices for converting raw data to useful visual information using a multi-featured data visualization program. Prerequisites: MAT 100 if required. Offered in the online program in the fall as needed.

**BUS 245: Quickbooks and Excel** (3)  
This is an introductory course to using QuickBooks and Excel for business and accounting. It will help students learn how to use QuickBooks software to maintain proper business records. Students will also learn how to use Excel in conjunction with Quickbooks, in addition to learning practical Excel features. No prior business or accounting knowledge is required for this course.

**BUS 276: Exploratory Internship in Business** (1–3)  
Learning activities in connection with a business enterprise. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

**BUS 285: Practicum in Free Enterprise** (1)  
Course of study will include participation in continuing professional education activities and development of the strategic plan for the regional Students in Free Enterprise competition. Students will be required to assist in organizing the professional development activities. May be repeated for a maximum of six credit hours. Offered every semester.

**BUS/ACT 286: Corporate Experience** (3)  
This course is designed to acquaint students with the corporate environment and allow them to evaluate career choice/options through exposure to a variety of business corporations. Course includes engagement in activities that will introduce the student to business functions in the workplace. Emphasis will also be placed on professional development, business etiquette, and written and oral communication skills. May be repeated. Prerequisite: sophomore standing and a 2.0 GPA required or consent of the instructor. Offered as needed in the 3-week term.

**BUS 289: Selected Topics in Business** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated.

**BUS 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**BUS 302: Management** (3)  
Study of the systematic approach to the management of the firm and its resources. Administrative and operative management principles applicable to all organizations are discussed. Objectives, policies, functions, leadership, organizational structure, coordination, and control procedures are also examined. Prerequisite: junior standing or consent of instructor. Offered every semester. BUS 304: Risk Management (3) See FIN 304 [ExL](#)

**BUS 308: Legal Issues I** (3)  
Study of rules governing dispute resolution, including the court system, administrative agencies and private dispute resolution, sales as covered by the Uniform Commercial Code, and business relationships such as agency and forms of business ownership. Prerequisite: junior standing or consent of the instructor. Offered every semester.

**BUS 309: Legal Issues II** (3)  
Study of rules governing business transactions in the area of creditors' rights in secured transactions, contract rights, commercial paper as covered by the Uniform Commercial Code, and intellectual property rights. Prerequisite: junior standing or consent or instructor. Offered every semester.

**BUS 310: Organizational Behavior** (3)  
This course covers the study of behavior in the business world and other organizational settings for achieving effective use of human resources. Prerequisite: BUS 302.

**BUS 321: Fraud Prevention through Internal Controls** (3)  
See ACT 321.

**BUS 330: Data Analytics** (3)  
A study of concepts related to the use of data, information technology, statistical analysis, and computer models to gain insights about business operations so that better, fact-based decisions can be made. This course will focus on the transformation of data through analysis in the context of organizational decision-making and problem solving. Prerequisite: MAT 205. Offered in the online program in the spring T3 term.

**BUS 340: Data Mining with R** (3)  
A study of data science concepts related to big data and access to it using data mining techniques with the data command line tool, R. The course will utilize R to access, explore, clean, prepare, visualize and report data so that it can be analyzed to create a working data model. Prerequisites: MAT 205 and BUS 230. Offered in the online program in the fall as needed.

**BUS 435: Human Resource Training/Development** (3)  
This course covers the theories related to learning and training within an organization. Emphasis will be placed on needs assessment, development of materials implementation, and evaluation. Students will gain practical knowledge about the training function within an organization, alternative methods of instruction, implementation issues, and evaluation of training materials. Prerequisite: BUS 429.

**BUS 360: Data and Decision Analysis** (3)  
A course in models for managerial optimization and decision strategies. Course includes linear, nonlinear, and integer programming, decision analysis, queuing models, business simulations, and forecasting methodology. Material from this class is applicable in many areas of management and finance, especially in operations management. Prerequisite: MAT 205. Offered in the online program in the spring as needed.

**BUS 403: Coordination of Cooperative Education** (3)  
The strategies of creating and maintaining partnerships and working with cooperative education programs. Prerequisite: Admission to Teacher Education program.

**BUS 410: Business Calculus** (3)  
A course in business calculus and related mathematical topics, designed to prepare students for mathematical and quantitative topics. Business applications will be emphasized. Prerequisites: MAT 110 and MIS 225 or equivalent. Offered in summer sessions.

**BUS 411: Operations Management** (3)  
Introduction to operations management. Includes product and process design, production scheduling, capacity management, facility layout, dispatching, management resource planning, and optimized production technology. Prerequisite: MAT 205 and MIS 225. Offered online.

**BUS 412: Innovations in Business** (3)  
An introduction to the concepts of "entrepreneurial" activity, including the introduction of new products or processes, identification of new markets or sources of supply, or the creation of new types of organization. Course of study will include case studies, field trips, and presentations by successful entrepreneurs. Prerequisites: MKT 301, BUS 302, and junior standing or consent of the instructor. Offered odd-numbered years in the spring 3-week term.

**BUS 415: Global Business** (3)  
An introduction to the concepts of international business. Topics include the international marketplace, identifying specific markets, international marketing, international management, and international finance. The course also covers cultural, technological, political, and economic dynamics of the international business world. Prerequisites: MKT 301, BUS 302, junior standing, or consent of the instructor. Offered every fall 3-week term. [ExL](#)

**BUS 425: Multimedia Usage in Business** (1–3)  
This course is an introduction to multimedia usage in a professional setting through the use of video presentations. The course will focus on content preparation through story-boarding techniques, videotaping skills, and digital video editing. Project management and team skills will be emphasized. Students must have basic computer knowledge and skills. Prerequisites: junior standing or consent of instructor. May be repeated for a maximum of 3 credit hours. Offered as needed in the fall semester. [ExL](#)

**BUS 429: Human Resource Management** (3)  
Structure and functions of human resources management, including importance of human capital, organization of work, recruitment, testing, placement, equal opportunity, and other pertinent legal issues; employee training, management development, and performance appraisal; favorable work environments, motivation, and leadership; labor relations; and compensation, benefit programs, health, and safety. Through use of problems and cases, students can explore the range of human resource functions. Prerequisite: junior standing or consent of instructor. Offered every semester.

**BUS 440: Business Artificial Intelligence** (3)  
An overview of artificial intelligence and its relation to modern business practices. The course will introduce essential AI algorithms and overview their application in several business areas. A state of the art business AI program will be accessed for laboratory exercises. Prerequisite: BUS 230 or BUS 240. Offered in the online program in the spring T4 term.

**BUS 465: Business Strategy** (3) (DW)  
This capstone course for Business and Finance majors incorporates upper-level concepts from all coursework required during the student's undergraduate preparation. Concepts and techniques utilized by managers in developing and implementing a business strategy are discussed using examples from both successful and struggling organizations. The course will incorporate a capstone project for each graduate. It is recommended that this course be taken during the student's final semester prior to graduation. Prerequisites: BUS 302, MKT 301, and FIN 311, or consent of the instructor. Offered as needed to senior standing students.

**BUS 470: Business Ethics** (3)  
An examination of situations and facts that give rise to ethical problems in a business setting and alternative courses of action that might be taken. Various ethical theories will be discussed as will the constituencies that will be affected by making certain decisions. Offered every spring 3-week term. [ExL](#)

**BUS 476: Professional Internship in Business**(1–6) (CE)  
An orientation to career areas in business enterprises is provided. Prerequisites: junior standing and consent of the Internship Coordinator and faculty advisor. [ExL](#)

**BUS 480: Independent Study** (1–3)  
Individual or group projects in business under the supervision of the instructor. Course may be repeated. Prerequisite: junior standing or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

## ECONOMICS COURSES

**ECO 106: Economic History of the United States** (3)  
American historical development as actuated by the economic motive with special reference to the current problems of the nation. Offered as needed.

**ECO 201: Principles of Macroeconomics** (3)  
Economic aggregates, including employment, production, purchasing power, government revenue, and expenditure. Offered every semester.

**ECO 202: Principles of Microeconomics** (3)  
The theory of the individual business firm, behavior of households, price, wage, and income determination. Offered every semester.

**BUS 485: Professional Development** (1)  
This course is designed to provide students with a working knowledge of career preparation; steps toward seeking, finding the best fit, and applying to graduate school; components of professionalism when preparing for job market or internship; tools for applying, interviewing, and networking in the professional world; and how to best utilize the skill set that a liberal arts education has provided them.

**BUS 488: Quantitative Analysis** (3)  
An introductory course for students that covers focused topics in financial computations, matrix representations, matrix algebra, probability concepts and distributions, applied probability, linear programming, and simulation. Specialized features of Microsoft Excel and the Excel Solver add-in will also be featured. Business applications will be emphasized. Prerequisite: MAT 110 and MAT 205. Offered online in the summer.

**BUS 489: Selected Topics in Business** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisites: consent of instructor. Offered as needed.

**BUS 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**BUS 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel abroad. Prerequisite: consent of instructor.

**ECO 230: Personal Finance** (3)  
See FIN 230.

**ECO 289: Selected Topics in Economics** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**ECO 403/Fin 403: Financial Institutions and Monetary Policy** (3)  
The principles of money and their instruments of credit, banks, and their major functions. Examination and evaluation of the Federal Reserve System are included. Prerequisites: ECO 201 and ECO 202 or consent of the instructor. Offered in the fall of

odd-numbered years.

**ECO/FIN 410: International Corporate Finance** (3)  
Economic trade theory, exchange-rate determination, balance of payments, global financial markets and institutions, risk management, global capital budgeting, and multinational cost of capital. Prerequisites: ECO 201 and ECO 202. Offered in the spring of even numbered years.

**ECO 420: Current Trends in Economics** (3)  
This course will consider how a growing influence of market-oriented thinking will affect public policy as it relates to health care, taxes, income security, and other topics of concern. Prerequisite: junior standing or consent of the instructor. Offered as needed.

**ECO 480: Independent Study** (1–3)  
Individual or group projects in economics under the supervision of the instructor. Prerequisites: consent of instructor, academic advisor, division chairperson, and

## MANAGEMENT INFORMATION SYSTEMS COURSES

**MIS 117: Digital Studio** (3)  
See Art 117. [ExL](#)

**MIS 201: Web Programming** (3)  
An introduction to the internet and the World Wide Web and web design and web programming. Construction and publication of web documents using XHTML, CSS, and XML are featured. Server-side programming and database access using MySQL are also introduced. The class is conducted in a hands-on laboratory environment. Prerequisite: Mat 100 if required. Offered every spring.

**MIS 215: Computer Programming in Python** (3)  
An introductory course in computer programming featuring the language Python. The class will be offered at the introductory level and will assume no previous experience with programming concepts. Prerequisite: MAT 100 or consent of instructor. Offered every fall.

**MIS 225: Computer Applications in Business** (3)  
An overview of computer applications, including spreadsheets, database, presentation graphics, and word processing. Advanced concepts and specific implementations will be presented. Both individual and group work will be utilized to give the student an understanding of the use of computer applications as tools in business analysis. Offered every semester.

**MIS 230: Web Development** (3)  
A comprehensive course in creating and publishing web documents. Client-side and server-side aspects will be explored. Individual topics will include XHTML, CSS Dynamic HTML, AJAX, and XML. Server-side scripting and database access using ASP and ASPX are also introduced. Students will be expected to

VPAA/Provost.

**ECO 489: Selected Topics in Economics** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**ECO 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**ECO 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel abroad. Prerequisite: consent of instructor.

produce complex web pages and publish them on college web servers. Prerequisite: MIS 201 and MAT 100 if required. Offered in the spring of even-numbered years.

**MIS 253: Graphic Design** (3)  
See ART 253. [ExL](#)

**MIS 262: Digital Photography** (3)  
See ART 262. [ExL](#)

**MIS 265: Applications of Python Programming** (3)  
An online course in computer programming featuring applications of the programming language Python. The course features applications of Python programming in several areas and requires students to complete an extensive programming project. Prerequisite: MIS 215. Offered every spring.

**MIS 276: Exploratory Internship in Management Information Systems** (1–3)  
Designed to acquaint students with management information systems in a particular setting and help students to evaluate career and professional goals. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

**MIS 289: Selected Topics in Management Information Systems** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**MIS 310: Introduction to Cyber-Security (3)**  
A study of the essential terminology and concepts necessary to gain an understanding of the cyber-security environment in which a modern business operates. Topics studied will include threats, vulnerabilities, risk, incident response, computer hardware/software security, continuity planning, compliance, and disaster recovery. Offered online in the fall semester.

**MIS 325: Securing the Organization with the Essential Security Controls (3)**  
A study of the critical security controls developed by the National Institute of Standards and Technology (NIST) and the Center for Internet Security to enhance Organizational security as recommended by government and industry standards and experts. Offered online in the fall semester.

**MIS 330: Systems and Networks (3)**  
An introduction to essentials of computer hardware, software, and basic networking concepts. Common hardware components of microcomputer systems are discussed as functional entities, properties of Windows and Linux Operating Systems are explored, and essential networking concepts are introduced. Featured activities include configuration and management of common web servers. Prerequisite: MIS 201. Offered in spring of odd-numbered years.

**MIS 335: Introduction to Game Design (3)**  
An introduction to the process of designing games and playful experiences using a digital design interface. Students are familiarized with methods, concepts and techniques used in the design of games. Prerequisite: MAT 100 if required. Offered every other spring.

**MIS 340: Cyber-Security Awareness – Securing the Human (3)**  
This course will examine critical concepts, strategies, and remedies related to organizational cyber-security that focus on the weakest link in any cyber-security strategy – the human. Offered online in the spring semester.

**MIS 345: Management Information Systems (3)**  
This course is an overview of issues, processes and technology utilized in the design and management of information systems. Analysis includes needs assessment, database management, software capacity, security features, decision making applications and ethical issues associated with utilization of information systems.

**MIS 360: Instructional Technology (3)**  
An introduction to computer hardware, software, audio techniques, imaging techniques, video techniques, and web features of interest to elementary and secondary school teachers. Creation, administration, and evaluation of online courses will

also be presented. Hands-on exercises are emphasized. Offered every semester.

**MIS 396: Web Design (3)**  
See ART 396.

**MIS 412: Geographic Information Systems (3)**  
See NAS 412.

**MIS 415: Digital Forensics (3)**  
A study of techniques and concepts related to determination if a cyber-security breach/crime incident has occurred and how to react if it has to understand how to reconstruct what may have happened in an incident and how to organize the findings for an investigation and litigation. Offered online in the summer.

**MIS 420: Intrusion Detection/Ethical Hacking/Penetration Testing (3)**  
A study of both defensive and offensive cyber techniques to provide an understanding of how hackers compromise a system. Ethical hacking techniques will be utilized along with attack concepts to better understand the importance and priorities of cyber-defense. Offered online in the spring semester.

**MIS 430: Decision Support Systems (3)**  
A study of decision support systems and applications. Topics include decision support frameworks, decision processes, design and development of decision support packages, architecture and networking, group-based DSS, Web-based DSS, and evaluating DSS projects. Prerequisites: MAT 205 and MIS 225. Offered as needed.

**MIS 450: Systems Analysis and Design (3)**  
A senior-level course in the design of a computer information system, including general systems theory, analysis, and design methods; system development life cycles; logical and physical design; and project management. Prerequisites: MIS 225. Offered as needed.

**MIS 476: Professional Internship in Management Information Systems (1–6)**  
An orientation to career areas in management information systems is provided. Prerequisites: junior standing and consent of the Internship Coordinator and faculty advisor. [ExL](#)

**MIS 489: Selected Topics in Management Information Systems (1–3)**  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**MIS 498: Global Studies (1)**  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course.

This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

#### MIS 499 Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with travel abroad.  
Prerequisite: consent of instructor.

## CHEMISTRY

### STATEMENT OF PHILOSOPHY

The chemistry offerings are designed to familiarize the student with the basic areas within chemistry. The Biological Chemistry major is designed for students who plan to pursue careers in the molecular life sciences. Students in this major have the advantage of having hands-on experiences of both chemistry and biology. It is suited for students who plan to attend graduate school to study molecular biology, biochemistry, and other life sciences programs. It is also geared toward students who plan to enter pre-health programs such as pre-medicine, pre-pharmacy, pre-veterinary, and pre-dentistry. Students will learn from lectures and hands-on experiences utilizing our innovative curriculum.

### PROGRAM GOALS

- Students will be skilled in critical thinking, effective communication, and creative problem solving through pre-course and post course testing.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies and professionalization as measured by passing standardized testing such as MCAT, PCAT, and other professional testing.
- Students will be provided with opportunities for social and leadership development through co-curricular activities, Research and organizations and prepare them for future careers through research, social and leadership opportunities.

### BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGICAL CHEMISTRY (57 HOURS)

The Biological Chemistry major is designed for students who plan to pursue careers in the molecular life sciences. Students in this major have the advantage of having hands-on experiences of both chemistry and biology.

Core Courses (includes support courses in physical science and mathematics)

BIO 205: General Botany (4)  
BIO 206: General Zoology (4)  
BIO 303: Genetics and Evolution (4)  
BIO 404: Molecular and Cell Biology (4)  
BIO 485/CHE 485: Research Problem I (2)  
BIO 486/CHE 486: Research Problem II (3)  
CHE 251: General Chemistry I (4)  
CHE 252: General Chemistry II (4)  
CHE 301: Organic Chemistry I (4)  
CHE 302: Organic Chemistry II (4)  
CHE 305/BIO 305: Biochemistry (4)  
CHE 310: Instrumental Analysis (4)  
MAT 120: Applied Calculus (4)  
PHY 201: General Physics I (4)  
PHY 202: General Physics II (4)

Select one math course from MAT 110, MAT 115, or MAT 205 (3 hours)

### BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY (65-71 HOURS)

The Chemistry major is designed to familiarize students with the basic areas within the field of chemistry. The core courses provide a solid foundation for students who plan to engage in industrial manufacturing, research, further study in professional programs, or graduate work leading to advanced degrees. Students must have a minimum ACT score of 21 or equivalent to be enrolled in the program or department chair approval.

Core Courses

CHE 251: General Chemistry I (4)  
CHE 252: General Chemistry II (4)  
CHE 289: Selected Topics in Chemistry (1-4)

CHE 301: Organic Chemistry I (4)  
 CHE 302: Organic Chemistry II (4)  
 CHE 303: Analytical Chemistry (4)  
 CHE 305: Biochemistry (4)  
 CHE 310: Instrumental Analysis (4)  
 CHE 401: Physical Chemistry I (4)  
 CHE 402: Physical Chemistry II (4)  
 CHE 476: Professional Internship (3)  
 CHE 485: Research Problem I (2)  
 CHE 486: Research Problem II (3)  
 CHE 489: Selected Topics in Chemistry (1-4)  
 MAT 120: Applied Calculus (4)  
 MAT 205: Elementary Statistics (3)  
 MAT 210: Calculus II (4)  
 PHY 201: General Physics I (4)  
 PHY 202: General Physics II (4)

## BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY EDUCATION (57 HOURS)

The Chemistry major is designed to familiarize students with the basic areas within the field of chemistry. The core courses provide a solid foundation for students who plan to engage in industrial manufacturing, research, further study in professional programs, or graduate work leading to advanced degrees. Students must have a minimum ACT score of 21 or equivalent to be enrolled in the program or department chair approval.

BIO 201: General Biology I (4)  
 BIO 202: General Biology II (4)  
 BIO/CHE 305: Biochemistry (4)  
 CHE 251: General Chemistry I (4)  
 CHE 252: General Chemistry II (4)  
 CHE 301: Organic Chemistry I (4)  
 CHE 303: Analytical Chemistry (4)  
 CHE 401: Physical Chemistry (4)  
 NAS 108: Intro to Environmental Science (3)  
 NAS 202: Meteorology (3) OR NAS 204: Geology (3)  
 NAS 405: History and Philosophy of Science (3)  
 PHY 201: General Physics I (4)  
 PHY 202: General Physics II (4)  
 MAT 120: Applied Calculus (4)  
 MAT 210: Calculus II (4)

## MINOR IN CHEMISTRY (20 HOURS)

Core Courses (16 hours)

CHE 251/252: General Chemistry I and II (8)  
 CHE 301/302: Organic Chemistry I and II (8)

Elective Courses (4 hours)

Select one of the following courses:  
 CHE 305: Biochemistry (4) OR  
 CHE 310: Instrumental Analysis (4)

## CHEMISTRY COURSES

### CHE 112: Introductory Chemistry with Lab (3)

A survey of selected basic concepts in chemistry designed for the non-science major. Applications in everyday life are emphasized. No prior study of chemistry is assumed. Two lectures and one laboratory per week. Offered spring of even-numbered years.

### CHE 125: Chemistry for the Life Sciences (4)

A survey of the fundamental concepts of inorganic chemistry, organic chemistry, and biochemistry. Three lectures and one three-hour laboratory each week. Prerequisite: high school chemistry and algebra or equivalency or consent of the instructor. Offered in the fall of even-numbered years.

**CHE 251/252: General Chemistry I and II** (4/4)  
A study of the fundamental concepts and quantitative relationships of chemistry, including atomic and molecular structure, the periodic table, stoichiometry, thermodynamics, states of matter, solutions, chemical equilibrium, kinetics of reactions, acid-base titration, electrochemistry, descriptive chemistry, and/or a brief introduction to organic chemistry. Three hours of laboratory per week designed to illustrate and reinforce lecture material. A year of high school chemistry is presumed for students in this course. Prerequisite: MAT 100 if required. Offered every fall and spring.

**CHE 276: Exploratory Internship in Chemistry** (1–3)  
The internship offers experience in an appropriate agency, hospital, industry, research setting, or other approved setting. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

**CHE 289: Selected Topics in Chemistry** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**CHE 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**CHE 301/302: Organic Chemistry I and II** (4/4)  
Principles and theories of carbon compounds, including nomenclature, stereochemistry, reaction mechanisms, characteristic reactions of the various functional groups, synthesis, and applications of spectroscopy. Three hours of laboratory per week to accompany the lecture are designed to cover basic laboratory techniques, preparations and reactions of representative compounds, and identification of the unknown. Prerequisites: CHE 251 and 252. Offered every fall and spring.

**CHE 303: Analytical Chemistry** (4)  
A study of typical methods of volumetric and gravimetric quantitative analysis. The lectures deal with the fundamental principles of analytical chemistry. Considerable emphasis is placed on stoichiometry. Three lectures and one laboratory period. Prerequisites: CHE 251 and 252.

**CHE 305: Biochemistry** (4) (DW)  
See BIO 305. Offered in the spring of odd-numbered years.

**CHE 310: Instrumental Analysis** (4)  
Study of various instrumentation techniques such as infrared spectrophotometry, nuclear magnetic resonance, mass spectrometry, ultraviolet, gas, and liquid chromatography. Three lectures and one laboratory designed to illustrate and reinforce lecture material. Prerequisites: CHE 302 and PHY 201.

Offered in the fall of odd-numbered years.

**CHE 401/402: Physical Chemistry I and II** (4/4)  
Detailed studies of solid, liquid, and gas phases, equilibria, thermodynamics, kinetics, quantum mechanics, and atomic structure will be undertaken. In addition, selected topics in areas of electrochemistry and chromatography will be studied. Three lectures and one laboratory period. Prerequisites: CHE 252, MAT 210 and PHY 202.

**CHE 476: Professional Internship in Chemistry** (1–6)  
The internship offers experience in an appropriate agency, hospital, industry, research setting or other approved setting. Prerequisites: second-semester junior standing. [ExL](#)

**CHE 480: Independent Study** (1–3)  
An individual project in chemistry under the supervision of the instructor. Prerequisites: consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

**CHE 485: Research Problem I** (2) (CE)  
An individual project in chemistry. The student must design and complete a project culminating in a written paper and oral presentation. Prerequisite: senior standing. Offered every fall during the 12-week session.

**CHE 486: Research Problem II** (3) (DW)  
A continuation of the individual project in CHE 485. Prerequisite: CHE 485. Offered every spring during the 12-week session.

**CHE 489: Selected Topics in Chemistry** (1–3) (CE)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**CHE 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**CHE 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## COLLEGE SUCCESS

### CS 100: Communication and Academic Success (3)

This course is designed for incoming international students who speak a first language other than English to prepare them for the cultural, written, and spoken communication skills necessary for future success at Culver-Stockton College. Areas of study include adapting to the cultural and communication norms on campus and in the surrounding community (through discussion, guided role-play, etc.); discovering classroom expectations and utilizing study skills (time management, note-taking, etc.); examining social, moral, and legal issues students may have to face; and building language fluency (by reading, vocabulary building) as well as improving oral presentation and writing skills.

### CS 101: Orientation to College Learning (1)

This course is designed to assist students in developing study strategies and executive functioning skills necessary for academic success in college. Students will increase understanding of

and use of study techniques, create a functional understanding of their learning styles, and learn to effectively manage time and priorities in college through the use of planning and time management techniques. Successful students will learn to apply study techniques to enhance their success in other courses and in their college career. Offered every semester.

### CS 102: Strategies for Success (1)

This course is designed to help students create greater success in college and in life by learning strategies for creating greater academic, professional, and personal success. Intended outcomes include accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and developing emotional intelligence. Offered every semester.

## COMMUNICATION

### STATEMENT OF PHILOSOPHY

The communication program serves the mission of the College and the needs of an information and communication age through a wide range of interdisciplinary courses offering both theory and practice in a variety of forms of communication. Development of communication skills not only enhances personal relationships, self-esteem, and self-perception, but also serves as a pathway to greater career opportunities. The program serves the general student as well as majors preparing for direct access into the world of work or entry to graduate studies as communication specialists.

### PROGRAM GOALS

- Students will be proficient in their knowledge of communication theories, concepts and principles.
- Students will demonstrate their ability to apply communication and career concepts by completing required job shadowing and mock interview projects, and/or optional internships, tying together several areas of their studies.

## BACHELOR OF ARTS IN COMMUNICATION

### WITH A CONCENTRATION IN MEDIA COMMUNICATION (36 HOURS)

The Communication Major with a Media Communication concentration prepares students for news media and other media-related careers, including radio production and broadcasting, television production and broadcasting, and social network management. Students in this concentration become well versed in proper journalistic principles through experiential learning in media writing, communication law, and mass media and society. Students have the opportunity to develop their skills by working on The Megaphone, the College's bimonthly award-winning newspaper; on the KCSW Radio staff, the College's fully operational, FCC-licensed radio station; or on KATZ-TV, the College television station.

### Core Courses (24 hours)

- COM 201: Advanced Public Speaking (3)
- COM 204: Interpersonal Communication (3)
- COM 214: Mass Media and Society (3)
- COM 215: Media Writing (3)
- COM 303: Introduction to Radio and Television (3)
- COM 401: Communication Law (3)

*Select 3 hours from the following courses:*

- COM 216/416: Practicum in Newspaper (0-2)
- COM 217/417: Practicum in Campus Radio Station (0-2)
- COM 218/418: Practicum in Campus Television (0-2)
- COM 490: Senior Seminar (3)

Elective Courses (12 hours)

12 hours of communication electives (COM 115 does not count toward electives.)

## **BACHELOR OF ARTS IN COMMUNICATION**

### **WITH A CONCENTRATION IN PUBLIC RELATIONS (36 HOURS)**

The Communication Major with a Public Relations concentration prepares students for media-related careers such as advertising, marketing, and public relations. Students in this concentration become skilled at spoken and written communication at many levels, including interpersonal, group, organizational, and media communication. Small classes, hands-on classroom activities, and internships provide students with an excellent background for communication careers or graduate school pursuits.

Core Courses (27 hours)

- COM 201: Advanced Public Speaking (3)
- COM 204: Interpersonal Communication (3)
- COM 214: Mass Media and Society (3)
- COM 302: Principles of Public Relations (3)
- COM 311: Gender and Intercultural Communication (3)
- COM 318: History of Communication (3)

*Select 3 hours from the following courses:*

- COM 216/416: Practicum in Newspaper (0-2)
- COM 217/417: Practicum in Campus Radio Station (0-2)
- COM 218/418: Practicum in Campus Television (0-2)
- COM 401: Communication Law (3)
- COM 490: Senior Seminar (3)

Elective Courses (9 hours)

9 hours of communication electives (COM 115 does not count toward electives.)

## **BACHELOR OF ARTS IN COMMUNICATION**

### **WITH A CONCENTRATION IN SPORTS COMMUNICATION (39 HOURS)**

The Communication Major with a Sports concentration prepares the students for a career in sports media, sports information, sports public relations, and several other media-related careers. Students receive a perfect blend of instruction from communication, sports management, and business courses to help develop their needed skills. With opportunities like working on The Megaphone newspaper; being a part of the KCSW Radio staff; and working with KHQA-TV, a CBS television news affiliate, students will be fully prepared to enter the workforce.

Core Courses (24 hours)

- COM 214: Mass Media and Society (3)
- COM 215: Media Writing (3)

*Select 3 hours from the following courses:*

- COM 216/416: Practicum in Newspaper (0-2)
- COM 217/417: Practicum in Campus Radio Station (0-2)
- COM 218/418: Practicum in Campus Television (0-2)
- COM 302: Principles of Public Relations (3)
- COM 303: Introduction to Radio and Television (3)
- COM 305: New Media (3)
- COM 401: Communication Law (3)
- COM 490: Senior Seminar (3)

Sports Communication courses (15 hours)

- PED 412: Psychological and Sociological Aspects of PE/Sport (3)
- SPM 150: Introduction to Sport Management (3)
- SPM 225: Sport Ethics and Governance (3)
- SPM 430: Sport Marketing (3)
- SPM 450: Legal Issues of Sport (3)

## BACHELOR OF SCIENCE WITH A MAJOR IN SPEECH AND THEATRE EDUCATION (CERTIFICATION IN GRADES 9–12) (30 HOURS)

This course of study is recommended for those students wishing to attain education certification in speech and theatre. It is strongly recommended that speech/theatre education majors also complete endorsement requirements in another endorsement area. Speech/Theatre majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in communication and theatre classes and must satisfy all professional education and certification requirements. (See Education requirements.)

### Core Courses (27 hours)

- COM 201: Advanced Public Speaking (3)
- COM 204: Interpersonal Communication (3)
- COM 206: Small Group Communication (3)
- COM 214: Mass Media and Society (3)
- COM 233: Argumentation and Debate (3)
- THE 225: Acting I (3)
- THE 249: Introduction to Technical Theatre (3)
- THE 318 OR The 319: Theatre History (3)
- THE 360: Directing (Senior Capstone Course) (3)

### Elective Courses (3 hours)

3 hours of theatre electives

### MINOR IN MEDIA COMMUNICATION (18 HOURS)

- COM 201: Advanced Public Speaking (3)
  - COM 204: Interpersonal Communication (3)
  - COM 214: Mass Media and Society (3)
  - COM 215: Media Writing (3)
- 6 hours of communication electives (COM 115 does not count toward electives.)

### MINOR IN PUBLIC RELATIONS (18 HOURS)

- COM 201: Advanced Public Speaking (3)
  - COM 204: Interpersonal Communication (3)
  - COM 214: Mass Media and Society (3)
  - COM 311: Gender and Intercultural Communication (3)
- 6 hours of communication electives (COM 115 does not count toward electives.)

## COMMUNICATION COURSES

**COM 115: Fundamentals of Speech** (3)  
This introductory course is designed for students to learn how to prepare and deliver informative and persuasive speeches. COM 115 requires performance of at least three substantial speeches. Offered every semester.

**COM 201: Advanced Public Speaking** (3)  
Principles of formal communication in the public context. Attention will be given to the roles of speakers and critical listeners. Course includes formal oral presentations. Prerequisite: COM 115.

**COM 204: Interpersonal Communication** (3)  
The focus of this course is on communication in interpersonal relationships, including aspects such as empathy, self-disclosure, and self-esteem. Consideration of such topics as language acquisition, the relationship between thought and language, basic phonetic structure of general American speech, nonverbal communication, and the principles of

general semantics are placed in the context of the interpersonal process. The course is activity oriented. Prerequisites: COM 115 and sophomore standing.

**COM 206: Small Group Communication** (3)  
A study of procedures, processes, and dynamics of small groups. Students engage in small-group projects throughout the semester to gain understanding and experience in small-group theory and behavior. Prerequisite: COM 115.

**COM 214: Mass Media and Society** (3) (DW)  
A study of the roles that mass media play in society. Focus is on the interdependence of the media and the economic, technological, and value structures of society. American and Western media are primarily discussed although some attention is given to non-Western societies. Offered every fall.

COM 215: Media Writing (3) The techniques of evaluating, gathering, and reporting news are developed through written assignments dealing with various types of stories. Prerequisite: keyboard proficiency.	COM 276: Exploratory Internship (1–3) The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator. <a href="#">ExL</a>
COM 216: Practicum in Campus Newspaper (0–2) Designed to develop skills in writing, layout, photography, management, and other skills used in the production of the campus newspaper. Students will receive practical experience as editors and staff members of the campus newspaper, The Megaphone. The editor may take the course for 2 hours of credit. May be repeated up to four times for a maximum of 4 hours per course number. Three hours count toward the core of the major, and only 3 additional hours can be counted as major electives. Academic ranking will determine which number students enroll in (freshmen and sophomores 200, juniors and seniors 400). May count as English credit. Offered every semester.	COM 289: Selected Topics in Communication (1–3) A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.
COM 217: Practicum in Campus Radio Station (0–2) Practical experience in the production of news, sports, cultural, and music programming, accomplished through regular shifts on the campus radio station. Students are expected to attend all staff meetings and training sessions as well as maintain a regular shift schedule. May be repeated up to four times per course number. Three hours count toward the core of the major, and only 3 additional hours can be counted as major electives. Academic ranking will determine which number students enroll in (freshmen and sophomores 200, juniors and seniors 400). Station managers may enroll for 2 credit hours.	COM 299: Study Abroad (1–3) Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.
COM 218: Practicum in Campus Television (0–2) Designed to develop skills in video photography, production, anchoring, audio production, and technical directing among other skills. Students will receive practical experience in television broadcasting with KATZ-TV. May be repeated up to four times for a maximum of four hours per course number. Three hours count toward the core of the major. Offered every semester.	COM 302: Principles of Public Relations (3) A study of current methods of dissemination of public information by business, industry, and organizations. Emphasis is placed upon the role and process of public relations and its trends and principles in modern society. Prerequisite: sophomore standing.
COM 221: Oral Interpretation (3) See THE 221.	COM 303: Introduction to Radio and Television (3) Exploration of the growth, impact, criticism, and challenges of electronic media in American society. Some attention is given to the writing and reporting of news and to the organizational structure of electronic media. Prerequisites: COM 214, COM 215, or consent of the instructor.
COM 233: Argumentation and Debate (3) An investigation of the theories and structure of argument, research, and debate techniques. Prerequisite: COM 115.	COM 305: New Media (3) Study of and practice in the creation and social impact of new forms of mass media, which exist alongside of and in competition with the traditional mainstream media.
COM 253: Graphic Design (3) See ART 253. <a href="#">ExL</a>	COM 310: Organizational Communication (3) Principles of communication applied to the organizational context. Course covers various topics, including information flow, organizational structure, and leadership styles related to communication and communication problems within organizations. Prerequisites: COM 115 and junior standing.
COM 262: Digital Photography (3) See ART 262. <a href="#">ExL</a>	COM 311: Gender and Intercultural Communication (3) An examination of current theories in gender and intercultural communication. Approximately one-half of the semester will be spent discussing each area. Class participation and skills development will be emphasized.
	COM 312: Interviewing (3) An examination of the various types of interviews. Students will develop techniques in conducting and participating in interviews.

**COM 318: History of Communication** (3)  
By tracing the history of rhetoric from ancient Greece to the present, this course will focus on the relationship between theories of language use and cultural practice during the Classical, Medieval, Renaissance, Early Modern, Modern, and Post-modern ages. Therefore, this course will introduce students to a range of methods for understanding communication that have developed over time and that are still in use today.

**COM 325: Advanced Media Writing** (3)  
Study of and practice in feature stories, interpretive and investigative stories, and editorial and opinion writing in mass communication. The course will include practice in writing stories of various lengths. Prerequisite: COM 215. Offered every fall.

**COM 361: Intermediate Digital Photography** (3)  
See ART 361. [ExL](#)

**COM 392: Media Design** (3)  
See ART 392.

**COM 401: Media Law and Ethics** (3) (DW)  
A study of the rights and limitations of the press, as well as clarity of ethics as it pertains to the media. This course will emphasize the origin and development of the First Amendment, libel, privacy, obscenity, freedom of information, free press/fair trial conflicts, broadcasting regulation, advertising regulation, antitrust regulation, and copyright. Prerequisite: COM 214.

**COM 414: Advertising** (3)  
See MKT 414.

**COM 416: Practicum in Newspaper** (0–2)  
See COM 216.

**COM 417: Practicum in Campus Radio Station** (0–2)  
See COM 217

**COM 418: Practicum in Campus Television** (0-2)  
See COM 218

**COM 425: Public Relations Strategies and Campaigns** (3)  
This course offers the opportunity for the development and execution of a public relations campaign for a nonprofit organization. Students will learn public relations theory and practice in-depth case study analysis. Public relations is a communication-driven practice, used to develop and

manage mutually beneficial relationships between an organization and its various constituencies. Individual writing and case study assignments help to prepare students for successful participation in a team campaign project serving a nonprofit client. Prerequisite: COM 302. Offered every spring.

**COM 476: Professional Internship** (1–6)  
The student will receive supervised practical experience in communication arts by working as a full-time staff member for a newspaper, magazine, broadcasting station, advertising agency, or public relations office. The student will carry out duties assigned by the faculty sponsor and site supervisor. May be repeated. [ExL](#)

**COM 480: Independent Study** (1–3)  
Individual or group projects in communication arts under the supervision of the instructor. Prerequisites: consent of instructor and six hours in the field, or consent of instructor, academic advisor, division chair person, and VPAA/Provost.

**COM 489: Selected Topics in Communication** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**COM 490: Senior Seminar** (3) (CE)  
Required of all majors in communication. Offered every spring.

**COM 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**COM 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## COMPUTER AND DATA SCIENCE

### STATEMENT OF PHILOSOPHY

The Computer and Data Science major focuses on the development of algorithms and software to solve problems that drive the world's technology, and to gather and organize the data that these programs use. This program will provide the student with a thorough understanding of the terminology, concepts, and application of Data Analytics techniques and will be presented using the very latest analysis and visualization technologies and tools. Students will acquire a solid background in software development, data analytics, web development and applied programming. This major provides an entry portal for students interested in Science, Technology, Engineering and Math (STEM) careers.

### BACHELOR OF SCIENCE WITH A MAJOR IN COMPUTER AND DATA SCIENCE (45–46 HOURS)

#### Core Courses (36 hours)

- CDS 201: Web Programming (3) or CDS 340: Data Mining (3)
- CDS 215: Computer Programming in Python (3)
- CDS 230: Databases, SQL & R Programming (3)
- CDS 240: Data Visualization (3)
- CDS 265: Applications Python Programming (3)
- CDS 330: Data Analytics (3)
- MIS 345: Management Information Systems (3) OR MIS 225: Comp Appl in Business (3)
- CDS 347: Data Structures & Algorithms (3)

#### *Select one course from:*

- CDS 335: Introduction to Game Design (3)
- CDS 360: Data & Decision Analysis (3)
- CDS 365: Blockchain, Cryptocurrency & Bitcoin Programming (3)
- MIS 411: Operations Management (3)
- CDS 440: Artificial Intelligence (3)
- CDS 450: Systems Analysis & Design (3)
- CDS 490: Computer & Data Science Capstone (3)

#### Support Courses (9–10 Hours)

- MAT 110: College Algebra (3) or MAT 115: Precalculus (4) or
- MAT 120: Applied Calculus (4)
- MAT 205: Elementary Statistics (3)
- MAT 225: Discrete Mathematics (3)

### MINOR IN BUSINESS ANALYTICS (18 HOURS)

This program will provide the student with a thorough understanding of the terminology, concepts, and application of Business Analytics techniques in the context of a modern business organization. The course of study will be presented using the very latest analysis and visualization technologies and tools. This program will not only provide the student with the technical knowledge to transform, analyze and visualize data, but will also provide them with experience using the very latest analytics tools. The topics selected represent the most relevant and important skills based on the current business environment.

#### Courses (18 hours)

- CDS 230: Databases, SQL & R Programming (3)
- CDS 240: Data Visualization (3)
- CDS 330: Data Analytics (3)
- CDS 340: Data Mining with R (3)
- CDS 360: Data and Decision Analysis (3)
- CDS 440: Artificial Intelligence (3)

#### Support Courses (Math Requirements):

- MAT 100: Beginning Math (3) if required
- MAT 205: Elementary Statistics (3)

NOTE: Non-degree students will be evaluated individually to determine if their experience meets an equivalent of the MAT 100 prerequisites for these courses.

## MINOR IN APPLIED PROGRAMMING (22 HOURS)

The Applied Programming minor is a useful addition to a major in any quantitative field of study. It offers a comprehensive introduction to computer programming and programming applications that provide a background for software development, software project management, web design and applied programming. It should be a useful and enlightening supplement to students majoring in mathematics, the sciences or business areas.

### Courses:

- CDS 201: Web Programming (3)
- CDS 215: Computer Programming in Python (3)
- CDS 230: Databases, SQL & R Programming (3)
- CDS 265: Applications in Python Programming (3)
- CDS 347: Data Structures & Algorithms (3) (prerequisite is MAT 205)
- CDS 360: Data and Decision Analysis (3) OR CDS 365: Blockchain, Cryptocurrency & Bitcoin Programming
- MAT 120: Applied Calculus (4)

### Support Courses (Math Requirements):

- MAT 100: Beginning Math (3) if required
- MAT 205: Elementary Statistics (3)

NOTE: Non-degree students will be evaluated individually to determine if their experience meets an equivalent of the MAT 100 prerequisites for these courses.

## COMPUTER AND DATA SCIENCE COURSES

### CDS 201: Web Programming (3)

An introduction to the internet and the World Wide Web and web design and web programming. Construction and publication of web documents using XHTML, CSS, and XML are featured. Server-side programming and database access using MySQL are also introduced. The class is conducted in a hands-on laboratory environment. Prerequisite: MAT 100 if required. Offered every spring.

### CDS 215: Computer Programming in Python (3)

An introductory course in computer programming featuring the language Python. The class will be offered at the introductory level and will assume no previous experience with programming concepts. Prerequisite: MAT 100 or consent of the instructor. Offered every fall.

### CDS 230: Databases, SQL and R Programming (3)

A study of relational database concepts, principles, and techniques related to the design, implementation and access of data through the structured query language (SQL). There will be a focus on the export of data so that it can be used in an open source data access, manipulation, and visualization tool, R. Prerequisites: MAT 100 if required. Offered in the fall.

### CDS 340: Data Mining with R (3)

A study of data science concepts related to big data and access to it using data mining techniques with the data command line tool, R. The course will utilize R to access, explore, clean, prepare, visualize and report data so that it can be analyzed to create a working data model. Prerequisites: MAT 205 and CDS 230. Offered online in the spring semester.

### CDS 347: Data Structures and Algorithms (3)

A study of concepts related to computer data structures and algorithms using the Python programming language, which provides an introduction to programming constructs of data structures and algorithms including their design, analysis and implementation. Prerequisite: MAT 205 and CDS 215. Offered in the spring semester.

### CDS 360: Data and Decision Analysis (3)

A course in models for managerial optimization and decision strategies. Course includes linear, nonlinear, and integer programming, decision analysis, queuing models, business simulations, and forecasting methodology. Material from this class is applicable in many areas of management and finance, especially in operations management. Prerequisite: MAT 205. Offered in the online program in the spring as needed.

### CDS 365: Blockchain, Cryptocurrency and Bitcoin Programming (3)

An introductory course in cryptocurrency and cryptocurrency programming. Students will be introduced to the structure of blockchain and bitcoin and implementations of these entities that allow cryptocurrency financial transactions. Students will also be required to create and execute programs in modern programming languages that perform blockchain and bitcoin operations. Prerequisite: CDS 265.

### CDS 440: Artificial Intelligence (3)

An overview of artificial intelligence and its relation to modern business practices. The course will introduce essential AI algorithms and overview their application in several business areas. A state of the art business AI program will be accessed for laboratory exercises.

Prerequisite: CDS 230 or 240. Offered in the spring semester.

**CDS 450: Systems Analysis and Design (3)**

A senior-level course in the design of a computer information system, including general systems theory, analysis, and design methods; system development life cycles; logical and physical design; and project management. Prerequisites: MIS 225. Offered as needed.

**CDS 490: Computer and Data Science Capstone (3)**  
Major software/data modeling project to be taken in a student's final year of study. Topics include project planning, software requirements analysis, design and specification. Requirements include written reports and oral presentations in a technical setting. Prerequisite: CDS 265, 330 and 347. Offered every spring.

## CRIMINAL JUSTICE

### STATEMENT OF PHILOSOPHY

The criminal justice program provides educational preparation for students desiring entry-level positions in both public and private agencies concerned with the administration of justice. The major is founded on a broad-based liberal education and is designed to provide the student with knowledge specific to the institutions and processes of criminal justice.

Men and women interested in working with people and improving society will find a career in criminal justice satisfying. Some of the potential career tracks are local, state, and federal law enforcement or corrections; various types of protective services; private security; and graduate school. The concentration in Law Enforcement is designed for those students who plan to pursue careers in law enforcement. Students in this major will receive instruction on a variety of innovative courses to prepare them for the academy, and on-going changes with the criminal justice profession. This concentration also requires students to complete courses in areas such as community policing, race and ethnicity and de-escalation and management.

### BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE (36 HOURS)

#### Core Courses (24 hours)

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigations (3)
- CJ 211: Policing (3) OR CJ 212: Corrections (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 320: Introduction to Social Research (3)
- CJ 476: Professional Internship (3)
- CJ 490: Senior Seminar (3)

#### Elective Courses (12 hours selected from the following courses)

- CJ 276: Exploratory Internship in Criminal Justice (3)
- CJ 287: Advocacy Through Mock Trial (3)
- CJ 289: Selected Topics in Criminal Justice (3)
- CJ 299: Study Abroad (3)
- CJ 302: In the Line of Duty (3)
- CJ 310: Deviant Behavior (3)
- CJ 311: Community Policing (3)
- CJ 313: Community Corrections (3)
- CJ 317: Juvenile Delinquency (3)
- CJ 325: Independent Studies and Criminal Justice Research (3)
- CJ 330: Homeland Security (3)
- CJ 340: Interview and Interrogation (3)
- CJ 350: Comparative Criminal Justice (3)
- CJ 410: Criminal Justice Management (3)
- CJ 416: Constitutional Law (3)
- CJ 418: Victimology (3)
- CJ 435: Current Issues in Criminal Justice (3)
- CJ 480: Independent Study (3)
- CJ 487: Trial Advocacy (3)
- CJ 488: Alternative Dispute Resolution (3)
- CJ 489: Selected Topics in Criminal Justice (3)
- CJ 499: Study Abroad (3)

## **BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE WITH A CONCENTRATION IN LAW ENFORCEMENT (42 HOURS)**

### **Core Courses (42 hours)**

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 211: Policing (3)
- CJ 218: Criminal Law (3)
- CJ 311: Community Policing (3)
- CJ 315: Criminology (3)
- CJ 320: Introduction to Social Research (3)
- CJ 340: Interview and Interrogation (3)
- CJ 410: Criminal Justice Management (3)
- CJ 418: Victimology (3)
- CJ 476: Professional Internship (3)
- CJ 490: Senior Seminar (3)
- CJ/LAW 488: Alternative Dispute Resolution (3)
- SOC 311: Race and Ethnicity in the Region (3)

## **BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE WITH A CONCENTRATION IN FORENSIC ACCOUNTING (42 HOURS)**

An ACT score of 21 or higher for incoming students is required for this major. A minimum grade point average of 2.75 or higher is required after the freshman year.

### **Core Courses (24 hours)**

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 211: Policing (3) OR CJ 212: Corrections (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 320: Introduction to Social Research (3)
- CJ 476: Professional Internship (3)
- CJ 490: Senior Seminar (3)

### **Forensic Accounting Concentration Courses (18 hours)**

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- ACT 225: Intermediate Accounting I (3)
- ACT 226: Intermediate Accounting II (3)
- ACT 321: Fraud Prevention through Internal Controls (3)
- ACT 410: Auditing (3)

## **BACHELOR OF APPLIED ARTS AND SCIENCES WITH A MAJOR IN CRIMINAL JUSTICE ADMINISTRATION (36 HOURS)**

Students may receive up to 31 hours of college credit by successfully documenting their prior relevant training and experience. To apply for course credit, students prepare a portfolio to be assessed by the faculty that provides evidence they have achieved the learning goals for specific courses. Each section in the portfolio application must include 1) the Culver-Stockton College Criminal Justice course for which credit is being requested, 2) a brief narrative describing how the student's prior training and experiences satisfy the course learning goals, and 3) documentation supporting the student's prior training and experience.

### **MILITARY TRAINING**

To receive college credit for military training, transcripts/documents from the following agencies will be evaluated: 1) Army American Council on Education Registry Transcript Service (AARTS), 2) Community College of the Air Force (CCAF), 3) Sailor/Marine American Council on Education Registry Transcript (SMART), 4) US Coast Guard Institute (CGI), and 5) DD214.

### **PROFESSIONAL TRAINING**

To receive college credit for professional training, the following documents will be evaluated: 1) Police Officer Standards and Training (POST) under the auspices of a state licensing authority, 2) in-service training supporting a professional license issued by the state licensing authority, and 3) employer training records. A minimum of 40 training hours is required for a training course to qualify for credit.

## EXAMPLES OF EXPERIENCE DOCUMENTATION

To receive college credit for prior professional experience, the following documents will be evaluated:

1) employer job assignment descriptions; 2) employer performance reports; 3) professional résumé; and 4) direct supervision letters attesting the dates of employment, assignments, specific duties, and quality of work performed.

A maximum of 30 criminal justice credit hours and one physical education (Intro to Fitness) credit earned from prior experience may be applied toward the BAAS degree.

Course credit will be awarded after the student completes three semester hours of credit towards a BAAS degree in Criminal Justice Administration either on campus or in the Culver-Stockton online program and pays all related fees.

Course credit may not be used as part of the college residency requirements. Course credits are not awarded a letter grade and are not applied to the minimum number of credits required to graduate with honors.

Students who plan to attend graduate school after completing the BAAS degree are advised to check with respective graduate schools regarding their policy in accepting prior learning credit.

### Core Courses (21 hours)

- CJ 320: Introduction to Social Research (3)
- CJ 350: Comparative Criminal Justice (3)
- CJ 410: Criminal Justice Management (3)
- CJ 416: Constitutional Law (3)
- CJ 418: Victimology (3)
- CJ 435: Current Issues in Criminal Justice (3)
- LAW 205: Introduction to Law (3)

### Elective Courses (15 hours which may include the following:)

- Up to 31 hours from experience and training
- Physical Education (PE XXX – 1 hour)
- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 211: Policing (3)
- CJ 212: Corrections (3)
- CJ 218: Criminal Law (3)
- CJ 313: Community Corrections (3)
- CJ 315: Criminology (3)
- CJ 317: Juvenile Delinquency (3)
- CJ 325: Independent Studies and Criminal Justice Research (3)
- CJ 330: Homeland Security (3)
- CJ 340: Interview and Interrogation (3)
- CJ 435: Current Issues in Criminal Justice (3)
- CJ 480: Independent Study (3)
- CJ 489: Selected Topics in Criminal Justice (3) (Course may be repeated.)

## MINOR IN CRIMINAL JUSTICE (18 HOURS)

### Core Courses (15 hours)

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 211: Policing (3) OR CJ 212: Corrections (3)
- CJ 315: Criminology (3)
- CJ 320: Introduction to Social Research (3)

### Elective Courses (3 hours selected from the following courses)

- CJ 289: Selected Topics in Criminal Justice (3)
- CJ 313: Community Corrections (3)
- CJ 317: Juvenile Delinquency (3)
- CJ 325: Independent Studies and Criminal Justice Research (3)
- CJ 330: Homeland Security (3)
- CJ 340: Interview and Interrogation (3)

CJ 350: Comparative Criminal Justice (3)  
 CJ 410: Criminal Justice Management (3)  
 CJ 416: Constitutional Law (3)  
 CJ 418: Victimology (3)  
 CJ 435: Current Issues in Criminal Justice (3)  
 CJ 489: Selected Topics in Criminal Justice (3)

#### MINOR IN FORENSIC SCIENCE FOR STUDENTS MAJORING IN BIOLOGY OR BIOLOGICAL CHEMISTRY (18 HOURS)

CJ 105: Introduction to Criminal Justice (3)  
 CJ 205: Criminal Investigation (3)  
 CJ 218: Criminal Law (3)  
 CJ 315: Criminology (3)  
 CJ 416: Constitutional Law (3)  
 LAW 205: Introduction to Law (3)

#### MINOR IN FORENSIC ACCOUNTING FOR STUDENTS MAJORING IN ACCOUNTING (18 HOURS)

CJ 105: Introduction to Criminal Justice (3)  
 CJ 205: Criminal Investigation (3)  
 CJ 218: Criminal Law (3)  
 CJ 315: Criminology (3)  
 CJ 416: Constitutional Law (3)  
 LAW 205: Introduction to Law (3)

### CRIMINAL JUSTICE COURSES

**CJ 105: Introduction to Criminal Justice (3)**  
 The historical development and contemporary function of the subsystems of criminal justice: police courts and corrections. Prerequisite to all other CJ courses. Offered every semester.

**CJ 205: Criminal Investigation (3)**  
 A study of criminal investigation procedures, which include search and seizure, interview and interrogation, crime scene investigation, collection and preservation of evidence, report writing, ethical issues, and trial presentation. Prerequisite: CJ 105 or Soc 102 or consent of the instructor. Offered every fall.

**CJ 211: Policing (3)**  
 This course is an introduction to the police profession. Topics include organization of law enforcement agencies, the police role in society, police operations, discretion, corruption, minority relations, and current and emerging issues. Prerequisite: CJ 105 or Soc 102 or consent of the instructor. Offered every fall of odd-numbered years.

**CJ 212: Corrections (3)**  
 An overview of the field of corrections, consisting of its objectives, practices, strengths, and weaknesses. Topics include the historical, theoretical, ideological, sociological, and philosophical foundation of the corrections systems and their impacts. Prerequisite: CJ 105 or SOC 102 or consent of the instructor. Offered in the fall of even-numbered years.

**CJ 218: Criminal Law (3)**  
 See Law 218.

**CJ 276: Exploratory Internship in Criminal Justice(1-3)**  
 Designed to acquaint students with criminal justice work in a particular setting and help the students to evaluate career and professional goals. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

**CJ 287: Advocacy Through Mock Trial (3)**  
 See LAW 287.

**CJ 289: Selected Topics in Criminal Justice (1-3)**  
 A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**CJ 299: Study Abroad (1-3)**  
 Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**CJ 302: In the Line of Duty (3)**  
 This course is centered on Law Enforcement Officers. This course is broken down into two separate studies with Law Enforcement Officers. One is the study and research of officers who have made the ultimate sacrifice while on duty. The second will be the study and analysis of officer involved shootings and what those officers have to go through after the shooting incident. The student will research, present and

complete a community service act in remembrance of the fallen law enforcement officer he/she has chosen. The student will have to be committed to participating in all of the milestones in this course. This course will teach students research methods, communications and community service actions. Students will participate in the Badge of Honor Run (Poplar Bluff, Missouri). If not able to participate in the run, an alternative assignment will be done. Offered every spring. Prerequisite: CJ 105, junior or senior standing and consent of the instructor. [ExL](#)

#### **CJ 310: Deviant Behavior (3)**

The study of deviant behavior from a sociological context. The course examines the difficulty in properly defining deviance, reviews theories of deviance, and profiles various types of deviance. Prerequisite: CJ 105 or SOC 102 or consent of the instructor. Offered in the spring of odd-numbered years.

#### **CJ 311: Community Policing (3)**

The purpose of this course is to provide students with a practical understanding of history, theories and methods of community policing. Students will learn about the importance of being in a diverse society, related to community policing in the United States. The course introduces students to the roles within the criminal justice system in relation of community policing, including the vital role of the citizens in a diverse society as participants. Prerequisites: CJ 105 and 211. Offered spring of odd-numbered years in the 3 week session.

#### **CJ 313: Community Corrections (3)**

A study of the philosophy, administrative procedures, and operational techniques used in the community-based treatment and supervision of offenders. The course reviews the history of probation, parole, and intermediate sanctions together with the effectiveness of these community-based programs. The conditions imposed by the court are discussed together with procedures dealing with modifications, revocations, and terminations.

#### **CJ 315: Criminology (3)**

This course surveys the depth and scope of criminology as a science. Students will learn the methods in measuring crime, historical and modern theories offered to explain criminal behavior, and the sociological profiles of most types of crimes and the people who commit them. Prerequisite: CJ 105 or Soc 102 or consent of the instructor. May count as sociology. Offered every fall.

#### **CJ 317: Juvenile Delinquency (3)** See SOC 317.

#### **CJ 320: Introduction to Social Research (3) (DW)**

The purpose of this course is to introduce students to the process and methods involved in conducting scientific social research. Students will gain firsthand

experience in designing, conducting, and analyzing the results of a scientific research study. Students will also learn the skill of writing a scientific research paper in APA style. Prerequisite: consent of instructor. Offered every fall.

#### **CJ 325: Independent Studies and Criminal Justice Research (3)**

This course is designed to focus on research and study of modern relevant topics in criminal justice, such as ethics, legalization of drugs, reformation of our juvenile justice system, crime issues unique to rural areas, elder abuse, and domestic violence.

#### **CJ 330: Homeland Security (3)**

An in-depth study of strategic, legal, policy, operational, and organizational issues associated with the defense of the US homeland from foreign and domestic terrorist threats. Topics include psychology of mass movements; terrorists' ideology; religion and terror; legal issues in homeland security; weapons of mass destruction; effective interfacing between local, state and federal agencies; emergency management operations; and dealing with mass casualties. Prerequisite: CJ 105. Offered in the spring of even-numbered years.

#### **CJ 340: Interview and Interrogation (3)**

Emphasis on current methods of interviewing and interrogation, the fundamental characteristics of good questions, and the use of psychological influences. How to obtain a statement, how to prepare for a questioning session, how to understand and work with the subject's emotions, ethics, and standards are also included. Prerequisite: CJ 105 or consent of instructor. CJ 350: Comparative Criminal Justice (3) A study of criminal justice systems around the world. The organization, administration, and philosophy of various criminal systems will be examined, along with the cultural and historical environment in which they developed and exist. Prerequisite: CJ 105 or consent of the instructor.

#### **CJ 410: Criminal Justice Management (3)**

A study of theories and principles of supervision as applied to criminal justice agencies. Topics include organization, leadership, motivation, human resources flow, managerial ethics, communication, decision making, team building, performance appraisal, discipline, cultural diversity, and others. Offered in the spring of odd-numbered years.

#### **CJ 416: Constitutional Law (3)** See LAW 416.

#### **CJ 418: Victimology (3)**

An analysis of crime and justice from a victim's perspective. Crime victimization will be analyzed within the context of specific social structural relationships, such as economics, politics, culture, class, race, ethnicity, gender, religion, nationality, and age. Prerequisite: SOC 102 or CJ 105 or consent of

instructor. Offered in the spring of odd-numbered years.

**CJ 435: Current Issues in Criminal Justice** (3)  
This course is designed to focus on current criminal justice issues, such as rural crime, enforcement and judicial discretion in sentencing, capital punishment, gang violence, illegal immigration, and the associated theoretical and policy issues. Offered during the 3-week term.

**CJ 476: Professional Internship in Criminal Justice** (1–6) (CE)

An internship in line with a criminal justice agency, such as a police department, probation department, or juvenile facility. This course may be repeated with the consent of the Internship Coordinator.

Prerequisites: upper-division Criminal Justice major and permission of the Internship Coordinator. [ExL](#)

**CJ 480: Independent Study** (1–3)  
Individual or group projects in criminal justice under the supervision of the instructor. Prerequisite: consent of the instructor and six hours in the field, or consent of the instructor, academic advisor, division chairperson, and VPAA/Provost.

**CJ 487: Trial Advocacy** (1–3)  
See LAW 487. Prerequisite: CJ 287.

**CJ 488: Alternative Dispute Resolution** (3)  
See LAW 488.

**CJ 489: Selected Topics in Criminal Justice** 1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**CJ 490: Senior Seminar** (3) (CE)  
Assesses the graduating seniors in their major field and assists in preparing them for postgraduate studies and/or for their professional career. Required for all majors in sociology and criminal justice. Offered every spring.

**CJ 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**CJ 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed

## DIGITAL MARKETING

### STATEMENT OF PHILOSOPHY

The major in Digital Marketing prepares students for challenging careers in a field that is constantly evolving. Graduates may choose to pursue careers in social media marketing, marketing analysis, search engine optimization, marketing managers or to enter graduate school.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE WITH A MAJOR IN DIGITAL MARKETING (60–61 HOURS)

Foundation Courses (24 hours)

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- BUS 302: Management (3)
- BUS 308: Legal Issues I (3)
- ECO 201: Principles of Macroeconomics (3)
- ECO 202: Principles of Microeconomics (3)
- FIN 311: Finance (3)
- MKT 301: Marketing (3)

#### Core Courses (24 hours)

MKT 305: Social Media Marketing (3)  
MKT 405: Consumer Behavior (3)  
MKT 410: Marketing Research (3)  
MKT 465: Marketing Strategy (3) (capstone)  
DGM 205: SEO/SEM Marketing (3)  
DGM 210: Email Marketing (3)  
DGM 305: Digital Marketing Analytics (3)  
DGM 405: Viral and Organic Growth (3)

#### Experiential Course (3 hours)

DGM 476: Professional Internship (3)

#### Support Courses (9–10 hours)

MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3) or MAT 115: Precalculus (4) or MAT 120: Applied Calculus (4)  
MAT 205: Elementary Statistics (3)  
MIS 225: Computer Applications in Business (3)

### DIGITAL MARKETING COURSES

**DGM 205: SEO/SEM Marketing (3)**  
Search Engine Optimization (SEO) and Search Engine Marketing (SEM) helps companies become more visible to customers by ensuring that they are among the first companies someone sees when doing initial research. This course is intended to introduce students to the concepts of Social Media Marketing and Optimization, and teach them how to use these tools to drive top- of-funnel growth, also known as lead generation. Prerequisite: MKT 301. Offered every semester.

**DGM 210: Email Marketing (3)**  
Email marketing is one of the primary avenues by which modern businesses drive customer acquisition. This course will teach students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation. Prerequisite: MKT 301. Offered every semester.

**DGM 276: Exploratory Internship (1–3)**  
Learning activities in connection with digital marketing. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

**DGM 305: Digital Marketing Analytics (3)**  
Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. Prerequisite: MKT 301, College math and DGM 205. Offered every semester.

**DGM 405: Viral and Organic Growth (3)**  
Viral and organic growth have become the gold standard by which content marketing efforts are judged. This type of growth is highly valuable because it tends to be relatively cost-efficient. Companies which generate content that spreads through the internet with minimal effort and cost are among the most successful at growing their brand awareness and user-base. This course is intended to teach students what drives users to share content, how to build sharable content and how to run contests and perform other activities that tend to lead to viral or organic growth. Prerequisites: MKT 301 and MKT 305.

**DGM 476: Professional Internship (1–6)**  
An orientation to career areas is provided. Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor. [ExL](#)

## EDUCATION

### PROGRAM GOALS

- Students will demonstrate proficiency in attaining the professional knowledge base necessary for success in the teaching profession as measured by the MEES and the MOCA exit exams.
- Students will demonstrate proficiency in the application of content knowledge to stimulate critical thinking and create a positive classroom environment.
- Students will become employed in public and private schools and will respond positively to their professional preparation.

### AUTHORIZATION TO OFFER TEACHER EDUCATION PROGRAMS

The Teacher Education Program of Culver-Stockton College is authorized by the Missouri State Board of Education to offer programs leading to the certification of teachers in the following areas:

Early Childhood Birth-Grade 3 (recommended to complete with elementary certification)

Early Childhood Special Education Birth-Grade 3 (recommended to complete with elementary certification)

Elementary Grades 1–6

Middle School

Language Arts 5–9

Social Science 5–9

Chemistry 5–9

Mathematics 5–9

Science 5–9

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Secondary Education

Biology 9–12

English 9–12

Chemistry 9–12

Business 9–12

Mathematics 9–12

Social Science 9–12

Speech and Theatre 912 (recommended to complete certification in another area)

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K–12 Education

Art K–12

Music K–12

Physical Education K–12

Health K–12 (must complete physical education certification)

Special Education K–12

Students wishing to certify to teach must complete with qualifying score the assessment tests specified by the Department of Elementary and Secondary Education. Students will be responsible for all costs involved for testing and for certification.

Culver-Stockton College reserves the right to change courses, regulations, and policies (at any time) in order to comply with the Missouri Department of Elementary and Secondary Education.

In compliance with Title II, Sections 207 and 208 of the Higher Education Act, Culver-Stockton College publishes the Annual Institutional Report on Teacher Preparation. The most recent report is available in the Registrar's Office, Culver-Stockton College, 109 Henderson Hall, Canton, MO 63435.

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

- Submit a formal application
- Have advisor's approval
- Have a minimum cumulative 2.75 GPA (includes all transfer coursework taken)
- Have a minimum cumulative 3.00 GPA in content area coursework and professional coursework
- Have successfully completed EDU 149 and EDU 150 or EDU 101 or equivalent
- Have either a passing score on the MoGEA, the Missouri General Education Assessment exam, or have an ACT composite score of 20 or higher.
- Be in compliance with Department of Elementary and Secondary Education Certification requirements
- Demonstrate a professional attitude in personal and academic integrity and class attendance on the disposition form.

Students enrolled in EDU 101: Exploration and Foundation of Education, EDU 249: Sophomore Early Field Experience, EDU 349: Junior Early Field Experience, any education practicum coursework, and student teaching will be required to request and clear a criminal background check. Prior to certification, a second clearance for criminal background check in a child abuse/neglect screening is required by the state of Missouri. A TB test is also required by some school systems. Students will be responsible for any costs involved. Students seeking two or more endorsement areas may take longer than four years to complete the endorsement areas.

The Department of Elementary and Secondary Education in Missouri requires that candidates for teacher certification possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

### ADMISSION TO THE STUDENT TEACHING PROGRAM

- An eligible student should apply for the Student Teacher Program through the Council on Teacher Education, preferably in the semester or two before the student plans to student-teach.
- To secure approval to student-teach a student must
- Have been admitted to the Teacher Education Program
- Have advisor's approval
- Have a minimum cumulative average 2.75 GPA in all course work attempted at all institutions.
- Have a minimum GPA of 3.00 in the subject and concentration area in which certification is being sought as well as a 3.00 GPA in professional education coursework.
- Have passed prerequisite courses, including EDU 249 and EDU 349.
- Have no grade lower than a C in any professional education course.
- Complete EDU 402 (if required) before enrolling in secondary student teaching.
- Be recommended by three full-time faculty members (one outside of the major).
- Demonstrate a professional attitude in personal and academic integrity and class attendance, on the disposition form.

Transfers and students seeking only certification must first successfully complete 6 hours in the major area on campus before student teaching can be approved.

The application should be filed with the Council on Teacher Education and will be used as a basis for final approval of the applicant.

### BACHELOR OF SCIENCE WITH A MAJOR IN ELEMENTARY EDUCATION (85–86 HOURS)

#### Core Courses (55 hours)

- EDU 101: Foundations and Philosophy of Education (3)
- EDU 249: Sophomore Early Field Experience (1)
- EDU 300: Literacy Practicum I (1)
- EDU 307: Methods of Literacy Instruction (3)
- EDU 309: Methods of Teaching Language Arts and Literature in the Elementary Schools (3)
- EDU 310: Methods of Teaching Mathematics in the Elementary Schools (3)
- EDU 311: Methods of Teaching Social Studies in the Elementary Schools (3)
- EDU 312: Methods of Teaching Science in the Elementary Schools (3)
- MUS 313: Methods of Teaching Music in the Elementary Schools (2)
- EDU 314: Methods of Teaching Art in the Elementary Schools (3)
- EDU 315: Methods of Movement for Elementary Teachers (2)
- EDU 325: Psychology and Education of Exceptional Children (3)
- EDU 335: Content Literacy (3)
- EDU 349: Junior Early Field Experience (1)
- EDU 400: Literacy Practicum II (1)
- EDU 404: Tests and Measurements (2)
- EDU 405: Student Teaching (12)
- EDU 419: Literacy Diagnosis and Remediation (3)
- EDU 420: Classroom Organization and Management (3)

#### Additional Required Courses (30–31 hours)

- EDU 201: Educational Needs for Child and Adolescent Development (3)
- HLT 209: Personal, School, and Community Health (3)
- HIS 107: History of the United States to 1865 (3)
- HIS 108: History of the United States since 1865 (3)
- MAT 203: Mathematics for Elementary/Middle School Teachers I (3)
- MAT 204: Mathematics for Elementary/Middle School Teachers II (3)
- MIS 360: Instructional Technology (3)
- POS 205: American Government and Politics (3)
- PSY 101: Introduction to Psychology (3)
- One science course with lab: (3–4)

## ELEMENTARY EDUCATION MAJORS SEEKING MIDDLE SCHOOL CERTIFICATION ADD-ON

Student teaching will be split between middle school and elementary school settings. In addition to completing the coursework for the elementary major, the following course work is required:

Core Courses (6 hours) (Required for all areas of middle school certification.)

EDU 355: Middle School Philosophy (3)

EDU 360: Middle School Curriculum/Lab (3)

Additional coursework in each area of concentration

Language Arts (grades 5–9) (15 additional hours)

ENG 325: Modern English Grammar (3)

ENG 420: Teaching of Writing (3)

One course (3 hours) from ENG 220: British Literature I, ENG 221: American Literature, ENG 222: British Literature II, OR ENG 303: Shakespeare

6 hours of English electives (ENG 101 and 202 do not apply.)

Mathematics (grades 5–9) (18 additional hours)

MAT 120: Applied Calculus (4)

MAT 205: Elementary Statistics (3)

11 hours math electives (MAT 203, 204, 111 and 110 do not apply.)

Science (grades 5–9) (20–21 additional hours)

BIO 201: General Biology (4)

NAS 204: Geology (3)

13–14 hours of science electives (not including the science with lab taken for degree)

Social Science (grades 5–9)

12 hours of social science (HIS/POS/ECO/GEO) electives (HIS 107, 108 and POS 205 do not apply.)

## BACHELOR OF SCIENCE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

Certification to teach early childhood classes (birth-grade 3) in Missouri can be met by successfully completing the following courses. Students completing the Early Childhood endorsement will complete student teaching in grades K–3.

Required Courses (103–104 hours)

*Complete all coursework listed above in the Elementary Education major. (85–86 hours)*

ECE 250: Family and Community Resources for Special Education and Early Childhood (3)

ECE 300: Early Childhood Program Administration and Management (2)

ECE 350: Curriculum Methods/Materials for Early Childhood (3)

HLT 333: Nutrition (3)

PED 326: Physical Growth and Motor Development (3)

SPD 318: Psychological Diagnosis of Children (2)

SPD 326: Language Acquisition and Development of Children (2)

Students seeking Early Childhood Education take EDU 406: Student Teaching in the Elementary Schools (6 hours) AND ECE 408: Student Teaching in Pre-K or Kindergarten (6 hours) in place of EDU 405: Student Teaching in the Elementary Schools (12 hours).

## BACHELOR OF SCIENCE WITH A MAJOR IN EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON

Certification to teach early childhood special education classes (birth-grade 3) in Missouri can be met by successfully completing the following courses in addition to completing the Elementary Education major and Early Childhood. Students completing the Early Childhood Special Education Add-on will complete student teaching in an early childhood special education setting.

Required Courses (111 hours):

*Complete all coursework listed above in the Early Childhood Education major (103–104 hours)*

SPD 308: Methods of Instruction in Special Education (3)

SPD 334: Transition Processes and Career Readiness (2)

SPD 342: Instruction Systems and Behavior Interventions for Special Education (3)

Students seeking Early Childhood Special Education take EDU 406: Student Teaching in the Elementary Schools (6 hours), or EDU 407: Student Teaching in the Special Education (6 hours), AND ECE: 408 Student Teaching in Pre-K or Kindergarten (6 hours) in place of EDU: 405 Student Teaching in the Elementary Schools (12 hours).

### MIDDLE SCHOOL OR SECONDARY EDUCATION REQUIREMENTS

For certification in Biology (grades 5–9 or 9–12), Business (grades 9–12), Chemistry (Grades 9–12), English (grades 5–9 or 9–12), Math (grades 5–9 or 9–12), Social Science (grades 5–9 or 9–12), and Speech and Theatre (grades 9–12) students must complete the following professional classes as well as the courses outlined in their content area (see other areas for details).

Required Professional Courses (48 hours):

- EDU 101: Foundations and Philosophy of Education (3)
- EDU 201: Educational Needs for Child and Adolescent Development (3)
- EDU 249: Sophomore Early Field Experience (1)
- EDU 319: Secondary Literacy Diagnosis and Remediation (3)
- EDU 325: Psychology and Education of Exceptional Children (3)
- EDU 335: Content Literacy (3)
- EDU 349: Junior Early Field Experience (1)
- EDU 355: Middle School Philosophy (3)
- EDU 360: Middle School Curriculum (3)
- EDU 401: Student Teaching in the Secondary School (12)
- EDU 402: Methods in Secondary Subject Areas (2)
- EDU 404: Tests and Measurements (2) (Except English)
- EDU 420: Classroom Organization and Management (3)
- MIS 360: Instructional Technology (3)
- PSY 101: Introductory Psychology (3)

### K–12 CERTIFICATION

Students may become eligible for certification in K–12 in the teaching areas of Art, Music, Health, Physical Education, and Special Education. The candidates must have a minimum GPA of 2.75 overall and 3.00 in the subject area. Students will be required to teach in both elementary and secondary classrooms.

Professional Courses for certification in Art (grades K-12), Instrumental Music (grades K-12), Physical Education/Health (grades K–12), and Vocal Music (grades K–12). (33–35 hours)

- EDU 101: Foundations and Philosophy of Education (3)
- EDU 201: Educational Needs for Child and Adolescent Development (3)
- EDU 249: Sophomore Early Field Experience (1) (Music majors take EDU 313 P)
- EDU 219: ELL Instructional Strategies (1)
- EDU 325: Psychology and Education of Exceptional Children (3)
- EDU 335: Content Literacy (3)
- EDU 349: Junior Early Field Experience (1) (Music majors take EDU 402 P)
- EDU 401: Student Teaching in the Secondary School (12) (Music majors take EDU 403)
- EDU 402: Methods in Secondary Subject Areas (2) (MUS only)
- MIS 360: Instructional Technology (3) (not required for PED/HLT) (Music majors take MUS 105)
- PSY 101: Introductory Psychology (3)

### MILD-MODERATE CROSS CATEGORICAL SPECIAL EDUCATION

Certification to teach Mild-Moderate Cross Categorical Special Education classes (K–12) in Missouri can be met by successfully completing the following courses. Students completing the Mild-Moderate Cross Categorical Special Education will complete student teaching in a special education classroom grades K–12.

Required Courses (97–98 hours):

- Complete all coursework listed above in the Elementary Education major. (85–86 hours)*
- SPD 308: Methods of Instruction in Special Education (3)
- SPD 318: Psychological Diagnosis of Children (2)
- SPD 326: Language Acquisition and Development of Children (2)
- SPD 334: Transition Processes and Career Readiness (2)
- SPD 342: Instruction Systems and Behavior Interventions for Special Education (3)

Students seeking the Mild-Moderate Cross Categorical Special Education take EDU 406: Student Teaching in the Elementary Schools (6 hours) AND EDU: 407 Student Teaching in Special Education (6 hours) in place of EDU: 405 Student Teaching in the Elementary Schools (12 hours).

## THE STUDENT TEACHING SEMESTER IN EDUCATION

One term of the senior year must be reserved for student teaching. No other classwork may be engaged in during this professional semester without permission from the Director of Education. Students must have completed special methods courses that correspond to their major prior to the professional semester.

The student teacher must also make arrangements so that personal affairs, extracurricular activities, and employment does not interfere with professional experience.

Students who anticipate excessive absences from the classroom due to campus responsibilities (music, athletics, etc.) should apply for permission to student teach during the semester with the fewest obligations.

The student teaching semester will consist of approximately 16–18 weeks under the supervision of a College supervisor and the cooperating teacher of the school. During that time, 5–10 days will be spent on campus for coursework and job-embedded professional development.

- Students seeking certification in elementary will enroll in EDU 405.
- Students seeking certification in both elementary and early childhood will enroll in EDU 406 and ECE 408.
- Students seeking certification in both elementary and early childhood special education will enroll in EDU 406 or 407 and ECE 408.
- Students seeking certification in both elementary and special education will enroll in EDU 406 and EDU 407.
- Students seeking secondary, middle school, and K–12 certification will enroll in EDU 401.
- Students seeking certification in music will enroll in EDU 403.

## EDUCATION COURSES

**EDU 105: Introduction to Chess (1)**  
Learn about one of the classic strategy games played throughout the world. Students will learn the rules, basic checkmates, and tactics of the game. This course is for beginners who want to learn how to play and intermediate students who want to play better.

**EDU 101: Foundations and Philosophy of Education (3)**  
An introduction to the Culver-Stockton College Teacher Education Program, its philosophy, mission and purpose, conceptual framework, student expectations and its entrance and exit requirements. A study of the sociological foundations of education will be explored as necessitated by diversity in society, social challenges in schools and education that is multicultural. A study of the legal, historical, philosophical and ethical foundations of education will also be covered. This course is required for all certification areas. Five hours of observation is required. Offered every semester.

**EDU 201: Educational Needs for Child and Adolescent Development (3)**  
This course will provide an introduction to developmental issues encountered in childhood and adolescence. This course will place an emphasis on exploring and understanding changes occurring during physical, cognitive, and psychosocial development, placing emphasis on cultural and educational considerations. This course is designed following an educational format. Prerequisite: PSY 101. Offered every semester during the 12-week session.

**EDU 219: ELL Instructional Strategies (1)**  
Examines the diverse needs of English Language Learners in the school setting. Strategies and techniques to be used. This diverse population will be discussed. Offered every spring.

**EDU 249: Sophomore Early Field Experience (1)**  
The student will perform 30 or more clock hours of direct consultation and collaboration with a master teacher in selected classrooms. Students will be required to teach two lessons. Early Childhood majors will complete clock hours in an infant/toddler setting. Prerequisite: PSY 101 and successful completion of MoGEA. Offered every semester.

**EDU 289: Selected Topics in Education (1–3)**  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Courses may be repeated. Prerequisite: consent of the instructor.

**EDU 299: Study Abroad (1–3)**  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**EDU 300: Literacy Practicum I (1)**  
Taken concurrently with EDU 307, this class provides instructional experience with teaching and assessing literacy instruction with varied leveled elementary students. Required for all ECE and ELE majors. Prerequisite: admission to the Teacher Education Program. Offered every fall.

**EDU 307: Methods of Literacy Instruction** (3)  
Examines the methods, techniques, and materials for literacy instruction. An emphasis on the reading process, reading strategies, assessing reading progress, and the reading-writing connection will be explored. Prerequisite: admission to the Teacher Education Program. Offered every fall.

**EDU 309: Methods of Teaching Language Arts and Literature in the Elementary Schools** (3)  
The fundamental methods, materials, techniques, and evaluation of teaching reading and writing in elementary education classrooms. There is an emphasis on using children's literature, interdisciplinary units, and language acquisition. Prerequisite: admission to the Teacher Education Program. Offered every spring.

**EDU 310: Methods of Teaching Mathematics in the Elementary Schools** (3)  
The fundamental methods, materials, techniques, and evaluation of teaching mathematics in elementary education classrooms. Prerequisites: admission to the Teacher Education Program. Offered every fall.

**EDU 311: Methods of Teaching Social Studies in the Elementary Schools** (3)  
The fundamental methods, materials, techniques, and evaluation of teaching social studies in elementary education classrooms. Prerequisites: admission to the Teacher Education Program. Offered every spring.

**EDU 312: Methods of Teaching Science in the Elementary Schools** (3)  
The fundamental methods, materials, techniques, and evaluation of teaching science in elementary education classrooms. Prerequisites: admission to the Teacher Education Program. Offered every fall.

**EDU 313P: Methods in Elementary Music/Field Experience** (3)  
A study of the goals and problems of music instruction in the first six grades. Offered spring semester of odd-numbered years in the 3-week session for Music Education majors. Includes field experience (EDU 249). Prerequisite: Psy 101 and successful completion of MoGEA. [ExL](#)

**EDU 314: Methods of Teaching Art in the Elementary Schools** (3)  
An examination of the principles and practices of teaching art to children from preschool through middle school. Prerequisite: admission to the Teacher Education Program. Lab fee required. Offered every spring.

**EDU 316: Methods in Art K-12** (3)  
This course will incorporate objectives, materials, methods, sequential curriculum, organization, and assessment within the K-12 art classroom.

Prerequisite: admission to the Teacher Education Program. Offered every fall.

**EDU 315: Methods of Movement for Elementary Teachers** (2)  
Knowledge, understanding, and application of health- and skill-related components for the classroom teacher, used to design and implement interdisciplinary movement within the classroom. For elementary education majors only. Prerequisite: admission to the Teacher Education Program. Offered every fall.

**EDU 319: Secondary Literacy Diagnosis and Remediation** (3)  
Examines the methods and instructional strategies for literacy to meet the needs of diverse learners, including struggling readers and writers and English-language learners. Prerequisite: admission to Teacher Education Program. Offered every spring.

**EDU 325: Psychology and Education of Exceptional Children** (3)  
An introduction to the psychology, identification, and required special educational services of atypical children: ELL, intellectually and physical disabled, behaviorally disordered, emotionally disturbed, sensory impaired, communication disordered, severely/multiply disabled, and learning disabled. Methods of meeting their needs in either special or main-streamed classrooms are included. Prerequisite: EDU 201 and/or PSY 301. May also count as psychology credit. Offered every semester.

**EDU 335: Content Literacy** (3)  
Prospective teachers discover how to use reading to learn in the various content areas. Differentiation of instructional strategies to enhance critical thinking and the learning of students is explored. Prerequisite: admission to the Teacher Education Program.

**EDU 349: Junior Early Field Experience** (1)  
The student will perform 45 or more clock hours of direct consultation and collaboration with a master teacher in selected classrooms. Students will teach six lessons in the classroom setting. Early Childhood majors will be placed in Pre-K or K classrooms. Prerequisite: EDU 249 and admission to the Teacher Education Program. Offered every semester.

**EDU 355: Middle School Philosophy** (3)  
A study of the importance of a well-designed philosophy of education specific to middle school students. Educational philosophies that have had an impact on American education are reviewed and analyzed. This course is required for certification in all areas taught in a middle school setting (grades 5–9). Prerequisite: EDU 201. Offered every fall. [ExL](#)

**EDU 360: Middle School Curriculum/Lab** (3)  
The fundamental steps in developing curriculum and instruction specific to the middle school classroom. An emphasis will be placed on utilizing an interdisciplinary approach. This course is required for certification in all areas taught in a middle school setting (grades 5–9). A 15-hour lab will be included. Prerequisite: EDU 355. Offered every spring. [ExL](#)

**EDU 400: Literacy Practicum II** (1)  
Taken concurrently with EDU 419, this class is a continuation of EDU 300 in literacy instruction and assessment working with varied leveled elementary students. Required for all ECE and ELE majors. Prerequisites: EDU 300 and EDU 307. Offered every spring.

**EDU 401: Student Teaching in the Secondary School** (12) (DW & CE)  
Student teaching is done in a normal school situation and under competent supervision. Prerequisite: admission to student teaching (professional semester fee required).

**EDU 402: Methods in Secondary Subject Areas** (2)  
Objectives, materials, methods, and evaluation of teaching in specialized secondary subject areas. Prerequisite: admission to the Teacher Education Program. Offered as needed.

**EDU 402P: Methods in Secondary Music/Field Experience** (for Music Education Majors) (3)  
Objectives, materials, methods, and evaluation of teaching in secondary music. Includes the equivalent of Field Experience (EDU 349). Offered fall semester of odd-numbered years in the 3-week session. The completion of this course serves as a prerequisite for admission to student teaching. Prerequisite: EDU 313P and admission to the Teacher Education Program. [ExL](#)

**EDU 403: Student Teaching in Music** (12) (DW & CE)  
Student teaching is done in a normal school situation and under competent supervision. Prerequisites: admission to student teaching and consent of advisor in music.

**EDU 404: Tests and Measurements** (2)  
This course acquaints the student with techniques of assessment and data based decision making to inform the teaching process. Prerequisite: admission to Teacher Education Program. Offered every semester.

**EDU 405: Student Teaching in the Elementary Schools** (12) (DW & CE)  
Student teaching is done in the normal school situation and under competent supervision. Students desiring middle school certification should request grades 5–6. Prerequisite: admission to student teaching (professional semester fee required).

**EDU 406: Student Teaching in the Elementary Schools** (6)  
Student teaching is done in the normal school situation under competent supervision. Prerequisite: admission to student teaching (professional semester fee required).

**EDU 407: Student Teaching in Special Education** (6) (DW & CE)  
Student teaching is done in the normal school situation and under competent supervision. Prerequisite: admission to student teaching (professional semester fee required).

**EDU 419: Literacy Diagnosis and Remediation** (3)  
Examines the methods and instructional strategies for literacy to meet the needs of diverse learners including struggling readers and writers and English language learners. Prerequisite: EDU 307 and admission to Teacher Education Program. Offered every spring.

**EDU 420: Classroom Organization and Management** (3)  
Examines research-based strategies to create an orderly classroom environment. Students will also study effective discipline strategies and theories to manage student behavior. Prerequisite: admission to Teacher Education Program. Offered every semester in the 12- week session.

**EDU 470: Problems in Education** (2–3)  
Teaching methods or general problems in elementary or secondary education are investigated. The course is open to juniors and seniors. A student must file content and procedure of the project with the chairperson of the division and obtain the approval of the faculty member who has agreed to supervise the project. Offered as needed.

**EDU 480: Independent Studies** (1–3)  
Individual or group projects in the field of education under the supervision of the instructor. Prerequisites: consent of instructor, advisor, division chairperson, and VPAA/Provost.

**EDU 489: Selected Topics in Education** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Courses may be repeated. Prerequisite: consent of the instructor.

**EDU 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

## EDU 499: Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## EARLY CHILDHOOD EDUCATION

### ECE 250: Family and Community Resources for Special Education and Early Childhood (3)

The use of family and community resources and organizations, including Parents as Teachers, is explored from both the social and psychological points of view. Participants will examine the roles of families and professional organizations in designing family education and involvement programs. Offered in the fall of even-numbered years.

### ECE 300: Early Childhood Program Administration and Management (2)

Examines the organization and management of early childhood facilities, including licensing procedures, and the roles and responsibilities of the facility director. Offered in the fall of odd-numbered years.

### ECE 350: Curriculum Methods and Materials for Early Childhood (3)

Examines the methods and materials for teaching early childhood curriculum. Includes a close evaluation of the techniques involved with the differentiated instruction and learning in an early childhood setting. Course includes the observing and assessing children in a classroom setting. Prerequisite: admission to the Teacher Education Program. Offered in the spring of odd-numbered years.

### ECE 408: Student Teaching in Kindergarten (6) (DW & CE)

Student teaching is done in the kindergarten classroom and under competent supervision. Students majoring in Elementary Education with an Early Childhood Education Endorsement will complete 6 credit hours of student teaching in a kindergarten classroom combined with 6 credit hours of student teaching in a primary grade (EDU 406). Prerequisite: admission to student teaching.

## SPECIAL EDUCATION

### SPD 308: Methods of Instruction in Special Education (3)

Presentation of appropriate instructional procedures and methods for teaching individuals identified for special education services. Focus on developing IEPs, understanding the referral and evaluation process, and developing lesson plans and goals which include instructional interventions in the areas of math, reading, and writing. Curriculum and instructional planning and intervention techniques in the least restrictive environment will be discussed. Offered in the spring of odd-numbered years.

### SPD 318: Psychological Diagnosis of Children (2)

The fundamental methods of assessment and diagnosis for prescriptive placement and teaching of children. Prerequisite: Psy 325. Offered in the fall of odd-numbered years.

### SPD 326: Language Acquisition and Development of Children (2)

A brief overview of language development. Various language problems will be studied together with

diagnostic and treatment procedures to be utilized. Offered in the fall of even-numbered years.

### SPD 334: Transition Processes and Career Readiness (2)

The purpose of this course is to provide an overview of transition education and services for individuals with disabilities from childhood through adulthood. Emphasis is placed on career readiness, identification and documentation of transition skills, collaboration with key stakeholders, the nature of the transition process, and curricular implications. Offered in the fall of even-numbered years.

### SPD 342: Instruction Systems and Behavior Interventions for Special Education (3)

Educational and behavioral management aspects exceptional students will be studied. Emphasis will be placed on techniques and interventions in the classroom along with diagnostic, corrective, and behavior measures available to the classroom teacher. Offered spring of even-numbered years.

## ENGLISH

### STATEMENT OF PHILOSOPHY

English courses at Culver-Stockton College are designed to increase skill in written composition, to provide liberal arts electives for students majoring in other fields, to offer specialized work for English majors, and to provide study in the English language and in literature as part of the preparation for such vocations as teaching, business, law, library science, and the ministry. The general areas of study include courses in the English language, literature, composition, and creative writing.

### PROGRAM GOALS

- Students will have the opportunity to explore a wide range of topics within the discipline and be well-prepared to produce high-quality scholarly work on a disciplinary topic of their choosing.
- Students will demonstrate critical thinking and problem solving skills through successful completion of oral exams, successful work in major courses, and the major content area ETS test.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies, professionalization, and experiential learning.

### BACHELOR OF ARTS WITH A MAJOR IN ENGLISH (36 HOURS)

#### Core Courses (24 hours)

ENG 205: Introduction to Literary Studies (3)  
ENG 220: British Literature I (3)  
ENG 221: American Literature (3)  
ENG 222: British Literature II (3)  
ENG 303: Shakespeare (3)  
ENG 324: History of English Language or ENG 325: Modern English Grammar (3)  
ENG 276 or 476: Internship (3)  
ENG 490: Senior Seminar (3)

#### Elective Courses (at least 12 hours)

*3 hours Writing chosen from:*

ENG 217: Introduction to Creative Writing (3)  
ENG 301: Fiction Workshop (3)  
ENG 302: Poetry Workshop (3)

*3 hours of Diverse Perspectives chosen from:*

ENG 305: Gender in Literature (3)  
ENG 308: Multicultural Literature (3)

*3 hours of Concentration chosen from:*

ENG 425: Major Authors (3)  
ENG 450: Period Studies (3)

3 hrs of English electives at the 300- and 400-level

### BACHELOR OF ARTS WITH A MAJOR IN ENGLISH AND SECONDARY EDUCATION CERTIFICATION (39 HOURS)

English majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in English courses and must satisfy all professional education and certification requirements. (See education requirements.)

#### Core Courses (18 hours)

ENG 205: Introduction to Literary Studies (3)  
ENG 220: British Literature I (3)  
ENG 221: American Literature (3)  
ENG 222: British Literature II (3)  
ENG 303: Shakespeare (3)  
ENG 490: Senior Seminar (3)

#### Required English Education Courses (18 hours)

ENG 217: Introduction to Creative Writing (3)  
ENG 308: Multicultural Literature (3)  
ENG 309: Adolescent/Young Adult Literature (3)  
ENG 324: History of the English Language (3)  
ENG 325: Modern English Grammar (3)  
ENG 420: Teaching of Writing (3)

Elective Courses (at least 3 hours)

3 or more hours from English electives at the 300- and 400-level

### MINOR IN CREATIVE WRITING (18 HOURS)

The minor in creative writing is designed to provide students with a foundation in the various genres of creative writing.

Core Courses (15 hours)

ENG 215/415: Practicum in Literary Magazine (3)

ENG 217: Introduction to Creative Writing (3)

ENG 301: Fiction Workshop (3)

ENG 302: Poetry Workshop (3)

THE 316: Playwriting (3)

Elective Courses (3 hours) chosen from

ENG 324: History of the English Language (3)

ENG 325: Modern English Grammar (3)

English majors may minor in Creative Writing, but they must take both ENG 324 and ENG 325, one to satisfy the requirements for the major, the other to satisfy the requirements for the minor. Because ENG 324 and ENG 325 are both required for the major, they must take an additional 3-hour English elective approved by their advisors.

## ENGLISH COURSES

### ENG 101: Composition I (3)

A basic composition course using scholarly ideas from across the disciplines as the basis for learning a range of college-level writing strategies and effective grammatical, mechanical, and stylistic skills. Offered every semester.

### ENG 102: Writing Lab (1)

A course designed to help students whose literacy skills (reading and writing) are deficient to a degree as to interfere with progress in ENG 101 or other courses. Placement in ENG 102 will be determined by ACT subscores in English and high school grade point average. Students may submit a writing sample to the Director of Writing Across the Curriculum to be exempt from the Writing Lab. The course will be graded as Pass/No Pass.

### ENG 130: Literary Experience (3)

An introductory course to the field of literary study in its many forms. Coursework may include reading of traditional and nontraditional forms, film, literary theory, creative writing, and nonfiction writing. Topics will vary from semester to semester and by instructor. Offered every semester.

### ENG 202: Composition II (3)

A writing course designed to introduce students to the conventions of academic research in preparation for the reading and research common to the disciplines of their majors. Prerequisite: ENG 101 or equivalent. Offered every semester.

### ENG 205: Introduction to Literary Studies (3)

This course serves as the foundation for the English and English Education major, providing students with a strong understanding of literary terminology, theory and analysis. Students will learn how to critically analyze and respond to a wide range of genres, including poetry, drama, short fiction, and novels, including considerations of both form and history, cultural and literary contests. Offered every fall.

### ENG 215: Practicum in Campus Literary Magazine (1)

Designed to develop a range of skills – promotional, critical, literary, artistic – used in the creation, from inception to publication, of the campus literary magazine, *Harmony*. Offered every 12-week session. Graded on a pass/no pass basis.

### ENG 217: Introduction to Creative Writing (3)

An introductory course in creative writing, focusing on fiction and poetry writing. Prerequisite: ENG 101 or consent of the instructor. Offered every fall.

### ENG 220: British Literature I (3)

Ages to the Renaissance Readings and analysis of the works of early British literature, including selected antecedents from the ancient literary tradition. Periods covered include Old English literature, Middle English literature (including Chaucer), and Early Modern Literature up to the time of Shakespeare. Offered in the spring of odd-numbered years.

### ENG 221: American Literature (3)

This course will provide an overview of American literature from exploration and settlement through the 20th century, with genres including journals, poetry, short stories and novels, with the emphasis on the

historical and cultural context of these works. Offered fall of odd-numbered years.

**ENG 222: British Literature II** (3)  
Reading and analysis of selected influential works of British literature starting with Milton and ending with Dickens. Works are examined within their specific historical and cultural contexts. Offered in the spring of even-numbered years.

**ENG 276: Exploratory Internship** (1–3)  
Internship designed to acquaint students with the field of English in order to evaluate career choices.  
[ExL](#)

**ENG 289: Selected Topics in English** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**ENG 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**ENG 301: Fiction Workshop** (3)  
A course in which students plan individual fiction programs and schedules for written work with the instructor and discuss one another's works in a group setting. Prerequisite: ENG 217 or consent of instructor. Offered in the spring of even-numbered years.

**ENG 302: Poetry Workshop** (3)  
A course in which students plan individual poetry programs and schedules for written work with the instructor and discuss one another's works in a group setting. Prerequisite: ENG 217 or consent of instructor. Offered in the fall of odd-numbered years.

**ENG 303: Shakespeare** (3)  
This course will focus on reading, discussion, and analysis of Shakespeare sonnets and plays. Topics will include the cultural context of the Renaissance, literary analysis of form and content, discussion of key themes and debates, and Shakespeare in performance and adaptation. Offered in the fall of even-numbered years.

**ENG 305: Gender in Literature** (3)  
Gender in literature examines a wide range of literary texts with a focus on representations of women, men, trans, and non-binary people. This course will feature a wide range of literary texts, including fiction, young adult literature and graphic narratives. Offered in the spring of odd-numbered years.

**ENG 308: Multicultural Literature** (3)  
This course foregrounds a range of multicultural literature traditions and genres, emphasizing a diversity of experiences and perspectives. Reading

will include classic and contemporary literary works representing a variety of cultures and races, including Native American, African American, Asian American and Chicano/a and Latino/a literature. Offered in the fall of even-numbered years.

**ENG 309: Adolescent/Young Adult Literature** (3)  
In this course, students will read and critically analyze a wide range of adolescent and young adult literature, including key themes and trends in the genre. This course will establish a critical framework of the history, characteristics and unique features of adolescent and young adult literature in addition to selected adolescent and young adult novels. Offered in the spring of even-numbered years.

**ENG 324: History of the English Language** (3)  
A study of the origins and evolution of the English language centering on how historical and cultural forces have influenced changes in sound, grammar, and meaning. Required for secondary certification in English. Offered in the fall of odd-numbered years.

**ENG 325: Modern English Grammar** (3)  
A study of the structure of the English language, with an emphasis on the diversity of language and current usage, including intercultural communication and sociolinguistics, the influence of new technologies, and English language learning. Offered in the fall of even-numbered years.

**ENG 415: Practicum in Literary Magazine** (1–2)  
Continuation of ENG 215. Designed to continue development of skills used in the creation of the campus literary magazine, *Harmony*. Literary and art editors may enroll for 2 credit hours. Prerequisite: junior or senior standing and 2 hours of ENG 215. Offered every 12-week session. Graded on a pass/no pass basis.

**ENG 420: Teaching of Writing** (3)  
An intensive survey of knowledge and skills necessary for effective writing instruction in secondary schools. Review of state-required competencies, theories and methods of teaching and evaluating writing, approaches to designing assignments and using classroom materials, and issues in current research. Required for secondary certification in English. Prerequisite: admission to the Teacher Education Program. Offered in the fall of odd-numbered years.

**ENG 425: Major Authors** (3)  
A course in one major author such as Chaucer, Milton, Wordsworth, Hawthorne, or O'Neill. Emphasis on the author's major works, development as a writer, and influence on other writers. May be repeated for credit when the author varies. Offered in the spring of odd-numbered years.

**ENG 450: Period Studies** (3)  
A course in one of the major literary periods of world, English, or American literature examining major works and authors as well as major literary and critical movements. May be repeated for credit when the period varies. Offered in the fall of even-numbered years.

**ENG 476: Professional Internship in English** (3–6)  
Independent internship with public or private business. [ExL](#)

**ENG 480: Independent Study** (1–3)  
Individual or group projects in literature, language, or creative writing under the supervision of a member of the English faculty. Prerequisites: consent of the instructor and credit in 6 hours of English or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

**ENG 489: Selected Topics in English** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**ENG 490: Senior Seminar** (3) (DW & CE)  
A capstone course for majors featuring concentrated critical study of a particular author, literary movement, or literary topic, culminating in a major research project. The course also features a comprehensive oral examination of general literary knowledge. Offered each fall.

**ENG 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**ENG 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## ESPORTS AND GAMING ADMINISTRATION

### STATEMENT OF PHILOSOPHY

The major in Esports and Gaming Administration prepares students for careers in one of the fastest growing industries. Graduates may choose to pursue careers in gaming distribution, Esports sales, Esports operations or to enter graduate school.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE WITH A MAJOR IN ESPORTS AND GAMING ADMINISTRATION (60–61 HOURS)

### Foundation Courses (24 hours)

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- BUS 302: Management (3)
- BUS 308: Legal Issues I (3)
- ECO 201: Principles of Macroeconomics (3)
- ECO 202: Principles of Microeconomics (3)
- FIN 311: Finance (3)
- MKT 301: Marketing (3)

### Core Courses (18 hours)

- ACT 301: Cost Management (3)
- MKT 465: Marketing Strategy (3) (capstone)
- ESM 101: Introduction to Esports Management (3)
- ESM 150: Introduction to Games (3)
- ESM 305: Convention, Event and Trade Show Planning (3)
- ESM 405: Distribution of Games (3)

Select 6 hours from the following courses:

BUS 285/485: Practicum in Free Enterprise (1) (May be repeated 3 times)  
BUS/FIN 304: Risk Management (3)  
BUS 411: Operations Management (3)  
BUS 412: Innovations in Business (3)  
BUS 470: Business Ethics (3)  
MKT 315: Sales (3)  
MKT 405: Consumer Behavior (3)  
MKT 414: Advertising (3)

Experiential Course (3 hours)

ESM 476: Professional Internship (3)  
Support Courses (9-10 hours)  
MAT 110: College Algebra (3) OR MAT 111: Applied College Algebra (3) OR MAT 115: Precalculus (4) OR MAT 120: Applied Calculus (4).  
MAT 205: Elementary Statistics (3)  
MIS 225: Computer Applications in Business (3)

## ESPORTS AND GAMING ADMINISTRATION COURSES

**ESM 101: Introduction to Esports Management (3)**  
This course starts with an introduction to the history of competitive gaming and continues with an exploration of its emerging ecosystem. Students will learn the complexities involved in understanding the dynamics of the esports industry and all of its stakeholders from gamers to billion-dollar media companies. We will dive into each element of this value chain and provide an insight on the inter operations of all companies included in the landscape of esports. Offered every semester.

**ESM 150: Introduction to Games (3)**  
This course provides students with a broad overview of the games industry. It covers the state of the industry, the societal impact of games, and the fundamentals of game creation. Additionally, students will explore the different genres of games and improve their understanding of the heuristics and aesthetics of play. Offered every semester.

**ESM 276: Exploratory Internship (1-3)**  
Learning activities in connection with eSports and Gaming. The internship experience is designed to give the student aid in choosing a vocational area.

Prerequisite: consent of faculty advisor and Internship Coordinator. [ExL](#)

**ESM 305: Convention, Event and Trade Show Planning (3)**  
One of the major ways in which games are marketed to consumers is the convention. Successfully executing a company presence at one of these shows requires a working understanding of budgeting, goal-setting, demo creation, logistics, staffing, merchandising, and ROI evaluation, all topics covered in this course. Prerequisite: ESM 150 and sophomore standing.

**ESM 405: Distribution of Games (3)**  
This course explains the role of a publisher in game distribution and details the various channels by which a game can be distributed. Prerequisite: ESM 150 and sophomore standing.

**ESM 476: Professional Internship (1-6)**  
An orientation to career areas is provided. Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor. [ExL](#)

## FINANCE

Culver-Stockton College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located in Overland Park, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Bachelor of Science Degree in Accountancy, Business Administration, Finance, Healthcare Management and Marketing. Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting our website at [culver.edu/future-students/undergraduate/majors/business-accreditation/](http://culver.edu/future-students/undergraduate/majors/business-accreditation/).

Business, Accountancy or Finance majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in Business courses and must satisfy all professional education and certification requirements. (See Education requirements).

Additional content courses required for Finance majors to be certified to teach are:

COM 310: Organizational Communication (3)

BUS 403: Coordination of Cooperative Education (3)

## STATEMENT OF PHILOSOPHY

The major in Finance prepares students for careers in corporate finance, banking, investment analysis, or financial planning. The finance curriculum provides students with necessary skills in forecasting, analysis, and financial management.

## PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN FINANCE (61–62 HOURS)

Foundation Courses (24 hours)

ACT 125: Principles of Accounting I (3)

ACT 126: Principles of Accounting II (3)

BUS 302: Management (3)

BUS 308: Legal Issues I (3)

ECO 201: Principles of Macroeconomics (3)

ECO 202: Principles of Microeconomics (3)

FIN 311: Finance (3)

MKT 301: Marketing (3)

Core Courses (16 hours)

ACT 485: Professional Development (1) (May be repeated for a maximum of 3 hours)

BUS 465: Business Strategy (3) (Capstone Course)

FIN 362: Corporate Financial Management (3)

FIN 403: Financial Institutions and Monetary Policy (3)

FIN 407: Investments (3)

FIN 410: International Corporate Finance (3)

*Select 9 hours from the following courses:*

\*Only 3 of the elective hours may be taken from the courses noted with \*.

ACT 225: Intermediate Accounting I (3)

ACT 226: Intermediate Accounting II (3)

ACT 301: Cost Management (3)

ACT 302: Advanced Cost Management (3)

BUS 245: Quickbooks and Excel (3)

BUS 285: Practicum in Free Enterprise (1) (May be repeated for a maximum of 3 hours in this category)\*

BUS/ACT 286: Corporate Experience (3)\*

FIN 230: Personal Finance (3)

FIN 304: Risk Management (3)

FIN 379: Real Estate (3)  
FIN 385: Portfolio Management (1) (May be repeated for a maximum of 3 hours in this category)\*  
FIN 499: Study Abroad (3)\*

Experiential Course (3 hours)  
ACT/BUS/FIN 476: Professional Internship in Finance (3)

Support Courses (9–10 hours)  
MAT 110: College Algebra (3) OR MAT 111 Applied College Algebra (3) OR MAT 115: Precalculus (4) OR MAT 120: Applied Calculus (4).  
MAT 205: Elementary Statistics (3)  
MIS 225: Computer Applications in Business (3)

### MINOR IN FINANCE (18 HOURS)

The Finance minor supplements many undergraduate majors and enhances the career opportunities for students interested in pursuing a financial management dimension in their chosen field.

Core Courses (9 hours)  
ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
FIN 311: Finance (3) (this course requires a prerequisite of ECO 201 and MIS 225 or consent of instructor)

*Select 9 hours from the following courses:*

FIN 304: Risk Management (3)  
FIN 362: Corporate Financial Management (3)  
FIN 379: Real Estate (3)  
FIN 385: Portfolio Management (1) (May be repeated for a maximum of 3 hours)  
FIN/ECO 403: Financial Institutions and Monetary Policy (3)  
FIN 407: Investments (3)  
FIN 410: International Corporate Finance (3)

### FINANCE COURSES

**FIN 230: Personal Finance (3)**  
An introductory course to personal financial decision making with a life-cycle approach to financial planning. The course will help students develop a financial plan for their own future in areas such as money management, purchasing decisions, and investment decisions. Some of the topics that will be covered include constructing and interpreting their own personal financial statements and budgets, investment options, credit management, insurance, and how taxation affects their personal finances.

**FIN 276: Exploratory Internship in Finance (1–3)**  
Experience in the workplace designed to help the students make career choices in finance. Prerequisites: consent of advisor and Internship Coordinator. [ExL](#)

**FIN 289: Selected Topics in Finance (1–3)**  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**FIN 299: Study Abroad (3)**  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**FIN 304: Risk Management (3)**  
A study of risk management for the firm, the individual, and as a career. Included is a study of the basic principles of the insurance industry, loss exposure, risk management techniques other than insurance, and tort concepts. Prerequisite: junior standing or consent of the instructor. Offered during the fall 3-week term of even-numbered years. [ExL](#)

**FIN 311: Finance (3)**  
Survey of financial decision making within a business enterprise. Emphasis is placed upon basic quantitative techniques utilized in financial decision making, such as valuing streams of cash flows, planning the capital structure, managing working capital, estimating cash flows of potential investments, and selecting appropriate investments. Prerequisites: ACT 125, ECO 201, MIS 225, and junior standing or consent of instructor. Offered every semester.

**FIN 362: Corporate Financial Management (3)**  
Methods, policies, markets, and institutions involved in financing the business enterprise. Capital budgeting, theory of capital structures, and financial decision making are discussed. Quantitative techniques solved through Excel or financial calculators are stressed in this course. Prerequisite: FIN 311 and junior standing or consent of the instructor. Offered every semester.

**FIN 379: Real Estate** (3)  
Principles, practices, and legal environment of the real estate industry, ownership, contracts, conveyances, mortgages, leases, liens, and titles will be studied. Real estate marketing and property management are also studied. Prerequisite: junior standing or consent of instructor. Offered during the fall 3-week term of odd-numbered years.

**FIN 385: Portfolio Management** (1)  
Utilizes a hands-on approach to investing with appropriate research and decision-making tools. The participants learn about investing and portfolio management by investing a portion of the College's endowment. May be repeated for a maximum of 3 credit hours. Offered every semester.

**Fin/Eco 403: Financial Institutions and Monetary Policy** (3)  
Payment and banking system, financial markets, financial instruments, financial institutions, financial regulations, Federal Reserve System, and monetary policy. Prerequisites: ECO 201 and ECO 202. Offered in the fall of odd-numbered years.

**FIN 407: Investments** (3)  
Financial market structure, business financing alternatives, financial instruments, and financial planning for the firm. Development and management of a personal investment portfolio is studied. Students will experience the thrill and the agony of participating in financial markets through investment simulations. Prerequisites: FIN 311 and junior standing or consent of the instructor. Offered in the spring of odd-numbered years. [ExL](#)

**FIN/ECO 410: International Corporate Finance** (3)  
Economic trade theory, exchange-rate determination, balance of payments, global financial markets and institutions, risk management, global capital budgeting, and multinational cost of capital. Prerequisites: ECO 201 and ECO 202. Offered in the spring of even-numbered years.

**FIN 476: Professional Internship in Finance (1–6) (CE)**  
An orientation to finance in the business enterprise or accounting firm is provided. Prerequisites: junior or senior standing, consent of Internship Coordinator and major advisor.

**FIN 480: Independent Study** (3)  
Individual or group projects in finance under the supervision of the instructor. Prerequisite: consent of instructor, advisor, division chairperson, and VPAA/Provost.

**FIN 489: Selected Topics in Finance** (1–3)  
Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**FIN 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**FIN 499: Study Abroad** (3)  
Students will study a variety of topics by combining college classroom activities with travel abroad. Prerequisite: consent of the instructor.

## FIRST-YEAR EXPERIENCE

**FYE 100: First-Year Experience** (3)  
The Culver-Stockton College First-Year Experience course is intended to assist new students with the intellectual, academic, and social transition to higher education. Students in this course are united by a shared interest, which will serve as a catalyst for intellectual pursuit, developing academic success skills, making connections campus wide, and adjusting to collegiate expectations.

## FOREIGN LANGUAGES

### STATEMENT OF PHILOSOPHY

The objective in teaching modern foreign languages is to give students a knowledge and understanding of other cultures and the ability to use a foreign language by acquiring an oral and written proficiency. The study of foreign languages and cultures also prepares students to be more productive citizens in an increasingly competitive world community. Learning a foreign language increases the ability of students in their native language by making them more aware of grammatical conventions and embedded culture.

### MINOR IN SPANISH (18 HOURS)

The purpose of the minor in Spanish is to enable students to acquire the knowledge and competency to communicate in another language. Students gain the linguistic and cultural competencies necessary for interpersonal, interpretive, and presentational modes of communication. By learning the practices, products and perspectives of many cultures that speak Spanish, students further their knowledge of other disciplines. They gain a better understanding of their own language and culture by comparison. Students are encouraged to use Spanish within and beyond the classroom setting.

Students must complete 18 hours of coursework to complete the minor in Spanish. At least 6 of the 18 hours must be at the 300 level or above. Students are encouraged to consider taking courses in a Spanish-speaking country. Students must have courses taken in another country approved prior to enrollment.

#### Required Courses (18 hours):

SPN 105: Beginning Spanish I (3) (waived for students beginning at SPN 106 level or higher)

SPN 106: Beginning Spanish II (3) (waived for students beginning at SPN 205 level or higher)

#### Minimum of 6 hours of 200 level chosen from:

SPN 205: Intermediate Spanish I (3)

SPN 206: Intermediate Spanish II (3)

SPN 289: Selected Topics in Spanish (3)

#### Minimum of 6 hours of 300 level or above chosen from:

SPN 305: Advanced Spanish (3) (may be repeated for varied topics)

SPN 489: Selected Topics in Spanish (may be repeated for varied topics)

SPN 499: Study Abroad (3)

## SPANISH COURSES

### SPN 105: Beginning Spanish I (3)

This course is an introduction to the Spanish language and Hispanic culture with emphasis on the development of listening, speaking, reading, and writing skills. Grammar and vocabulary will be used as effective tools in real-life situations with the aid of audiovisuals, classroom activities, and homework. The development of an appreciation of the similarities and differences between cultures is a major instructional goal. No prior knowledge of Spanish is required. Offered every fall.

### SPN 106: Beginning Spanish II (3)

This is a continuation of SPN 105 designed to achieve better fluency in the language through oral activities, writing, vocabulary expansion, and grammar instruction. Strengthening cultural understanding continues to be a major instructional goal. Prerequisite: SPN 105 or by placement/instructor evaluation. Offered every spring.

### SPN 205: Intermediate Spanish I (3)

This course focuses on the development of both receptive and communicative competence in oral and written expression through conversations, listening comprehension, videos, grammar instruction, and written activities. Students will expand their knowledge of diverse Spanish-speaking societies and their impact on the global community as well as the influence of Spanish-speaking populations within the global community and our own society. Prerequisite: SPN 106 or by placement/instructor evaluation. Offered every fall.

### SPN 206: Intermediate Spanish II (3)

This course is a continuation of SPN 205, focusing on the development of both receptive and communicative competence in oral and written expression through conversations, listening comprehension, videos, grammar instruction, and written activities. Students will continue to expand their knowledge of diverse Spanish-speaking societies and their impact on the global community. Prerequisite: SPN 205 or by placement/instructor

evaluation. Offered every spring.

**SPN 480: Independent Study (1–3)**  
Individual or group projects in a foreign language under the supervision of a foreign language instructor. May involve study abroad. Prerequisites: consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

**SPN 498: Global Studies (1)**  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**SPN 499: Study Abroad (3)**  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor.

## GEOGRAPHY

**GEO 201: Human Geography (3)**  
This course is a study of human societies in relation to their physical environments. Emphasis is on natural resources, topography, food, clothing, shelter, cities, technology, and migration. Offered in the spring of even-numbered years.

## HEALTH SCIENCE

### STATEMENT OF PHILOSOPHY

The Health Science major is designed for individuals who have an interest in pursuing entry-level careers or a professional degree program in a health-related profession. Students will complete core coursework in the health sciences, and then choose an appropriate concentration based on their professional goals.

### PROGRAM GOALS

- Students will be prepared for a career or advanced studies in a health-related field.
- Students will be provided a supportive learning environment for student learning.
- Students will be skilled in critical thinking, effective communication, and creative problem solving.

Concentrations are designed to help students focus and specialize within an area of the health sciences or meet prerequisite admission requirements for graduate and professional schools. These concentrations include Health Promotion, Public Health Management, Rehabilitative Science (pre-Physical Therapy), Sports Medicine and Performance (pre-Athletic Training/Certified Strength and Conditioning Specialist), and Nutrition and Performance (pre-Dietetics/ Certified Strength and Conditioning Specialist). Culver-Stockton College offers a Master of Athletic Training and currently has an articulation agreement with Logan University and the Master of Dietetics program. Acceptance to graduate and professional programs is not guaranteed.

## BACHELOR OF SCIENCE WITH A MAJOR IN HEALTH SCIENCE (54–62 HOURS)

Core Courses (12–17 hours):

- HSC 110: CPR and AED for Professional Rescuer (1) (or BLS certification)
- HSC 455: Evidence Based Practice in Health Professions (3) (Disciplinary Writing)
- HSC 460: Health Promotion in Diverse and Special Populations (3) (Intercultural Learning)
- HSC 476: Professional Internship in Health Science (1-6) (Professional Experience)
- HSC 490: Capstone in Health Sciences (1) (Culminating Experience)
- PSY 101: Introduction to Psychology (3)

Health Promotion Concentration (34 hours):

- BIO 210: Human Anatomy & Physiology I (4)
- BIO 211: Human Anatomy & Physiology II (4)
- HLT 333: Nutrition (3)
- HSC 175: Care and Prevention of Athletic Injuries & Illnesses (3)
- HSC 220: Health Assessment (2)
- HSC 385: Fitness Assessment and Prescription (3)
- HSC/PED 318: Physiology of Exercise (3)

PED 326: Physical Growth and Development (3)  
HSC/PED 336: Kinesiology (3)  
PSY 200: Lifespan Human Development (3)  
SPM 316: Event and Facility Management (3) or SPM 430: Sport Marketing (3)

Community and Public Health (32–33 hours)

BIO 215: Issues in Environmental Biology (3) or BIO 260: Microbiology (4)  
ACT 125: Principles of Accounting I (3) or FIN 230 Personal Finance (3)  
COM 302: Principles of Public Relations (3)  
HCM 230: Dimensions of Healthcare Administration (3)  
HCM 330: Healthcare Policy & Quality Initiatives (3)  
HLT 209: Personal, School & Community Health (3) or HLT 225: Community Health (3)  
HSC 220: Health Assessment (2)  
POS 209: State & Local Government (3)  
PSY 303: Confidentiality & Ethics (3) or PHI 304: Ethics (3)  
PSY 326: Social Psychology (3) or SOC 102: Introduction to Sociology (3)  
SOC 203: Social Problems (3) or SOC 311: Race & Ethnicity (3)

Pre-Professional/Graduate Study Concentrations (must maintain a 3.00 GPA)

Rehabilitation Science Concentration (pre-PT) (44–45 hours)

BIO 200 level or higher (7–8 hours) (BIO 201 and 202 recommended)  
BIO 210: Human Anatomy & Physiology I (4)  
BIO 211: Human Anatomy & Physiology II (4)  
CHE 251: General Chemistry I (4)  
CHE 252: General Chemistry II (4)  
HSC 475: Basic Concepts in Rehabilitation (3)  
MAT 115: Precalculus (4)  
PHY 201: General Physics I (4)  
PHY 202: General Physics II (4)  
HSC/PED 336: Kinesiology (3)  
PSY 300 level or higher (3)

Sports Medicine and Performance (pre-AT/CSCS) (35–36 hours)

BIO 210: Human Anatomy & Physiology I (4)  
BIO 211: Human Anatomy & Physiology II (4)  
Any 3 credit hour BIO course (excluding BIO 310) (BIO 201 recommended) (3–4)  
HLT 333: Nutrition (3)  
HCM 230: Dimensions of Healthcare Administration (3) or SPM 316: Event & Facility Management (3)  
HSC 175: Care & Prevention of Athletic Injuries & Illnesses (3)  
HSC 465: Essentials of Strength & Conditioning (3) or HSC 385: Fitness Assessment & Prescription (3)  
HSC 475: Basic Concepts in Rehabilitation (3)  
HSC/PED 318: Physiology of Exercise (3)  
HSC/PED 336: Kinesiology (3)

Not required but recommended for pre-AT

Any 3 credit hour CHE course, CHE 251 recommended (3–4)  
Any 3 credit hour PHY course, PHY 201 recommended (3–4)

Nutrition and Performance (pre-Dietetics/CSCS) (43 hours)

BIO 210: Human Anatomy & Physiology I (4)  
BIO 211: Human Anatomy & Physiology II (4)  
BIO 260: Microbiology (4)  
BIO 305: Biochemistry (4)  
CHE 251: General Chemistry I (4)  
CHE 252: General Chemistry II (4)  
CHE 301: Organic Chemistry I (4)  
HLT 333: Nutrition (3)  
HCM 230: Dimensions of Healthcare Administration (3) or SPM 316: Event & Facility Management (3)  
HSC 465: Essentials of Strength & Conditioning (3) or HSC 385: Fitness Assessment & Prescription (3)  
HSC/PED 318: Physiology of Exercise (3)  
HSC/PED 336: Kinesiology (3)

For those students who wish to pursue the Master of Business in Healthcare Management, the following 21 hours of course electives should coincide with your degree plan above:

ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
ECO 201: Principles of Macroeconomics (3)  
ECO 202: Principles of Microeconomics (3)  
FIN 311: Finance (3)  
MAT 110: College Algebra (3) or MAT 111: Applied College Algebra (3)  
MAT 205: Elementary Statistics (3)

#### MINOR IN HEALTH PROMOTION (18 HOURS) (minimum of six courses is required)

*Choose one course from:*

HSC 110: CPR & AED for the Professional Provider (1)  
PED 104: First Aid/CPR and Care of Recreational Injuries (3)  
Current CPR certification

HSC 220: Health Assessment (2)

*Choose one course from:*

HSC 385: Fitness Assessment and Prescription (3)  
HSC 386: Personal Training Certification Preparation (1–3)  
HSC 465: Essentials of Strength and Conditioning (3)

HSC 460: Health Promotion for Diverse and Special Populations (3)

Select additional coursework from those with HSC prefix or courses listed in the Health Promotion Track for a total of 18 credit hours.

#### HEALTH SCIENCES COURSES

HSC 110: CPR and AED for the Professional Provider (1)  
CPR, AED, with advanced emergency knowledge and skills for the health professional. This course is designed for individuals pursuing a career in the health industry. Must pass requisite certification exam to receive credit for the course. Prerequisite: Health Science major or consent of instructor. Offered every other fall.

HSC 175: Prevention & Care of Athletic Injuries & Illnesses (3)  
This course will explore various concepts that may impact performance and/or injury/illness situations in an athletic or recreational setting. Basic procedures in the recognition and treatment of athletic-related injuries and illnesses will be introduced.

HSC 220: Health Assessment (2)  
The study and application of health assessment strategies, methods, and instruments in the determination of individual health status. Emphasis on disease prevention and readiness for physical activity. Prerequisite: Health Science major or consent of instructor. Offered every other fall.

HSC 276: Exploratory Internship (1–3)  
This course is designed to aid students in evaluating professional and career goals in various fields and

settings in the health sciences. Prerequisites: Internship Coordinator and faculty advisor approval.

HSC 318: Physiology of Exercise (3)  
See PED 318.

HSC 336: Physiology of Exercise (3)  
See PED 336.

HSC 277: Practicum in Health Science (1–3)  
Students will receive practical experience from a structured site in the field of health. Prerequisite: HSC 110 and 220 or current CPR/AED certification.

HSC 376: Professional Development for the Health Professional (1–3)  
This course encompasses all types of facilitated learning opportunities, including but not limited to workshops, webinars, learning labs, and conferences. This is an intensive study that should accentuate or advance the student's current level of knowledge, skill, or professional networking within the field. The sponsoring organization should be recognized as a CE provider or affiliated with state, district, or national associations/societies within the health profession. The depth, breadth, and continuing education units need to be consistent with institutional policy for academic credit. Prerequisite: HLT 277 or consent of the instructor. Offered every spring.

**HSC 385: Fitness Assessment and Prescription (3)**  
In-depth review of ACSM exercise assessment methodology and prescriptive program planning for healthy populations and those challenged by lifestyle-related injuries/conditions. Integrated labs will emphasize exercise assessment skill application/development, data analysis, and exercise prescription. This course will assist with preparation for certain ACSM and possibly NSCA certifications for the personal fitness instructor/strength coach.

**HSC 386: Personal Training Certification Preparation (1 or 3)**  
An in-depth review of an NCAA-accredited personal training certification. Students will review core competencies and develop test-taking strategies that will prepare them to best challenge their personal training certification. Prerequisite: ATR/PED 385 or consent of the instructor. Offered every fall in the 3-week session.

**HSC 455: Evidence Based Practice in Health Profession (3) (DW)**  
This course will focus on the knowledge and skills necessary for entry-level health professionals to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence.

**HSC 460: Health Promotion for Diverse and Special Populations (3)**  
Examines the importance of race, gender, ethnicity, social issues, and cultural factors for health promotion and community health practice. Prerequisite: Health Science major, minor or consent of the instructor. Offered every fall.

**HSC 465: Essentials of Strength and Conditioning (3)**  
This three credit undergraduate level course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences including anatomy, exercise physiology, biomechanics, nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam through the National Strength and Conditioning Association (NSCA). Prerequisite: BIO 210 or consent of the instructor. Offered as needed.

**HSC 475: Basic Concepts in Rehabilitation (3)**  
This course will cover the basic theories and principles of rehabilitation as they relate to tissue healing and various injuries. Students will also practice and demonstrate hands-on skills in clinical laboratory as well as receive practical experience in patient evaluation, documentation, and development of basic evidence-based rehabilitation programs. Material will be presented in a combination of lecture and laboratory-type activities.

**HSC 476: Professional Internship in Health Science (1–6)**  
This internship is under the supervision of an appropriately credentialed health professional in a setting consistent with the individual student career goals. This internship may be split or repeated for a total of six credit hours. Prerequisites: junior standing, accepted by Director of Health Science or Athletic Training, host site, and Internship Coordinator.

**HSC 489: Selected Topics in Health (1–3)**  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**HSC 490: Capstone in Health Sciences (1) (CE)**  
This course will place heavy emphasis on appropriate certification preparation, career planning, job applications, interviewing, state credentialing, continuing education, and professional development. Prerequisite: senior standing. Offered every fall.

**HSC 498: Global Studies (1)**  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**HSC 499: Study Abroad (1–3)**  
Students will study a variety of topics by combining college classroom activities with international travel. Prerequisite: consent of instructor. Offered as needed.

## HEALTHCARE MANAGEMENT

Culver-Stockton College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located in Overland Park, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Bachelor of Science Degree in Accountancy, Business Administration, Finance, Healthcare Management and Marketing. Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting our website at [culver.edu/future-students/undergraduate/majors/business-accreditation/](http://culver.edu/future-students/undergraduate/majors/business-accreditation/).

### STATEMENT OF PHILOSOPHY

This major will create an opportunity to give students the knowledge and skills necessary to work in the healthcare management field. The biology and nursing courses provide a background in clinical and healthcare practices, and the business courses will assist the student in learning about managing finances, budgets, and staff. The culminating experience to bring these disciplines together will be the senior capstone experience as well as an internship working in a health-related facility doing administrative work.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

### BACHELOR OF SCIENCE WITH A MAJOR IN HEALTHCARE MANAGEMENT (60–61 HOURS)

#### Foundation Courses (24 hours)

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- BUS 302: Management (3)
- BUS 308: Legal Issues I (3)
- ECO 201: Principles of Macroeconomics (3)
- ECO 202: Principles of Microeconomics (3)
- FIN 311: Finance (3)
- MKT 301: Marketing (3)

#### Core Courses (24 hours)

- BUS 310: Organizational Behavior (3)
- BUS 429: Human Resource Management (3)
- HCM 230: Dimensions of Healthcare Administration (3)
- HCM 330: Healthcare Policy and Quality Initiatives (3)
- HCM 340: Healthcare Quality, Risk Management and Ethics (3)
- HCM 430 Strategic Leadership and Healthcare Regulation (3)
- PHI 304: Ethics (3) OR BUS 470: Business Ethics (3)
- PSY 101: Introduction to Psychology (3)

#### Support Courses (9–10 hours)

- MAT 110: College Algebra (3) or MAT 111 Applied College Algebra (3) or MAT 115 Precalculus (4) or MAT 120: Applied Calculus (4) (suggested for those pursuing MBA)
- MAT 205: Elementary Statistics (3)
- MIS 225: Computer Applications in Business (3)

#### Experiential Course (3 hours)

- HCM 476: Professional Internship (3)

## HEALTHCARE MANAGEMENT COURSES

### HCM 230: Dimensions of Healthcare Administration (3)

This course outlines the numerous aspects of understanding the healthcare business model and delivery system. This course defines the key components to healthcare service delivery and the requirements to match the level of care with the necessary acute care, outpatient care, or long-term care setting. Offered every fall.

### HCM 276: Exploratory Internship (1–3)

Learning activities in connection with healthcare management. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

### HCM 330: Healthcare Policy and Quality Initiatives (3)

This course will intricately study the systematic approach to the existing quality healthcare initiatives and the policies that guide practice management. Administrative and operative healthcare management.

### HCM 340: Healthcare Quality, Risk Management and Ethics (3)

This course will review the interdisciplinary functions of healthcare quality and risk management as well as an in-depth understanding of the role of each as separate divisions in the healthcare system. The course will review the importance of the roles of ethics committees, quality assurance departments and risk management within the healthcare system as well as

their roles in educating staff. Prerequisite: HCM 230. Offered every fall in the 3-week session.

### HCM 430: Strategic Leadership and Healthcare Regulation (3) (DW)

This course provides a detailed look into healthcare services, cost and reimbursement for the purpose of management, and care delivery. Students will learn leadership skills and types of care available and examine the latest trends in business innovation. Prerequisite: HCM 230. Offered every spring semester.

### HCM 476: Professional Internship (3) (CE)

Internship in an appropriate agency, hospital, or healthcare setting. Prerequisite: consent of faculty advisor and Internship Coordinator. [ExL](#)

### HCM 498: Global Studies (1)

This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

### HCM 499: Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with international travel. Prerequisite: consent of instructor. Offered as needed.

## HISTORY

### STATEMENT OF PHILOSOPHY

The primary aim of the field of history is training the student for a dynamic and effective citizenship. Departmental offerings are designed to give students an understanding of the development of civilization; an appreciation of its varied social, economic, political, and cultural components and their historical interaction; and a basic familiarity with historical methods and reasoning.

### PROGRAM GOALS

- Students will be capable of understanding and analyzing key historical concepts and apply them to the world around them.
- Students will be able to develop, write, and revise their own piece of original research on their first attempt.
- Students will be able to publicly defend their own original work as well as publicly critique the work of others.

## BACHELOR OF ARTS WITH A MAJOR IN HISTORY (33 HOURS)

### Core Courses (18 hours)

HIS 105: Themes in Modern World History (3)

HIS 107: History of the United States to 1865 (3)

HIS 108: History of the United States since 1865 (3)

HIS 276: Exploratory Internship (3) OR HIS 476: Professional Internship (3)  
(not required for History Education majors)

HIS 295: The Historian's Craft (3) (taken in spring of the sophomore year)

HIS 490: Senior Seminar in History (3) (taken in the fall of the senior year)

#### Elective Courses (15 hours)

- 6 hours of history electives
- 3 hours of American history
- 3 hours of European history
- 3 hours of non-American, non-European history

#### SECONDARY EDUCATION SOCIAL STUDIES CERTIFICATION

History majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in Social Studies courses and must satisfy all professional education courses and certification requirements. (See Education requirements.)

History majors who wish to be certified in Missouri for secondary teaching in social studies must take the following courses (in addition to the requirements listed above for the BA in history):

- 3 hours of additional American history electives
- ECO 106, ECO 201, OR ECO 202 (3)
- GEO 201 (3)
- POS 205 (3)
- POS 209 (3)
- SOC 101, 102, 201, OR 211 (3)

#### MINOR IN HISTORY (18 HOURS)

The minor in History is intended to offer students the chance to explore a wide range of historical subjects and gain a substantial understanding of the discipline.

- HIS 295: The Historian's Craft (3)
- 15 hours of history electives

#### HISTORY COURSES

##### HIS 105: Themes in Modern World History (3)

This course will use various themes (revolutions, environment, gender, etc.) to consider the history of the world since 1500. Offered every fall.

##### HIS 107: History of the United States to 1865 (3)

American history from colonization to the end of the Civil War. Offered every fall.

##### HIS 108: History of the United States since 1865 (3)

American history from Reconstruction to the present. Offered every spring.

##### HIS 212: Asian Civilization (3)

This course will look at the cultural history of India, Japan, and China. It will also include daily practice of traditional meditation techniques associated with the Hindu, Taoist, and Buddhist traditions. Offered fall of odd-numbered years.

##### HIS 215: Stories in Blue and White: Oral (3)

History and Artifacts at Culver-Stockton College  
This course will teach students basic oral history and museum curacy methodology for the purpose of creating and operationalizing a strategic plan for a Culver-Stockton College museum and an ongoing oral history project of College personnel, alumni, and friends. Teams of students will work with the History Department, College archivist, and outside museum studies and archival professionals to acquire necessary background knowledge in oral history and museum

curacy methodology in order to create a strategic plan that will be presented to the President, Board of Trustees, and outside experts. Offered fall of odd-numbered years.

##### HIS 220: Latin America, 1492 to Present (3)

This survey course will study the history of this region by taking a broad approach that includes politics, culture, economics, and society. Offered spring of even-numbered years.

##### HIS 223: Dueling and the European Culture of Honor (3)

This course will consider the social history of Europe from the 14th to the 19th centuries by focusing on the place of honor and dueling in European society. Students will also study Classical fencing, a sport designed to prepare gentlemen in the art of dueling with the sword. The day will be divided into two types of activities. In the morning the class will meet in a classroom setting. In the afternoon the class will meet to study fencing. Offered in the fall of the 3-week session.

##### HIS 225: Modern China (3)

This course will explore the history of China from the end of the last dynasty to the present. Offered spring of odd-numbered years.

**HIS 240: African American History from Settlement to Civil Rights (3)**

This course surveys the major themes, people, and issues in African American history from the development of Atlantic slavery to the present. Offered in the fall of odd-numbered years.

**HIS 245: US Women's History (3)**

This course examines the major trends and events in the history of the United States by putting women at the center of the story.

**HIS 260: The Great Depression and World War II (3)**

This course examines the nature and impact of two of the most transformative periods in United States history. Offered spring of even-numbered years.

**HIS 276: Exploratory Internship in History (1–3)**

Internship designed to acquaint students with the field of history and other areas in order to evaluate career choices. [ExL](#)

**HIS 280: The Revolutionary Atlantic (3)**

This course will consider the great 19th century revolutions in the Atlantic world which occurred in the Caribbean, Latin America, the United States and France. Offered spring of even-numbered years.

**HIS 287: Revolutionary America, 1763–1800 (3)**

This course explores the major issues in the creation of the United States of America between the end of the Seven Years' War and the election of 1800. Offered in the fall of even-numbered years.

**HIS 289: Selected Topics in History (1–3)**

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**HIS 295: The Historian's Craft (3)**

This course acts as a general survey of the basic concepts, methods, and interpretations in the discipline of history. History and History Education majors are encouraged to take This course during the spring semester of their sophomore year. Minors and others may take This course at any time. Offered every spring.

**HIS 299: Study Abroad (1–3)**

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**HIS 308: War in Modern World History (3)**

This course provides an understanding of one of the most important developments in the history of the modern world – war. It will explore the complexity of causes and consequences of wars. This course will focus on conflicts in non-Western regions, including Russia, Asia, Africa, and the Middle East. Offered In the spring of odd-numbered years.

**HIS 310: Fifties and Sixties America (3)**

This course will introduce students to the social, political, and cultural transformations that occurred during these key decades in modern American history. Offered in the fall of odd-numbered years during the 3-week term.

**HIS 320: The Modern Middle East (3)**

The course will consider the history of the Middle East from the rise of the Ottoman Empire to the present. Offered in the spring of odd-numbered years.

**HIS 324: Environmental History in Belize and Guatemala (3)**

An international travel-study course comprised of two weeks of travel abroad and one week of classroom activities. Students traveling to Belize and Guatemala will focus on studying the political, cultural, and environmental history of the region. The expedition will include field research at a rainforest lodge, exploration of the tropical rainforest, a visit to the ruins of Tikal, and a study of the impact of human development along the coast of Belize on an island adjacent to the world's second largest barrier reef. Offered during the 3-week session of chosen fall semesters.

**HIS 335: The Worlds of Classical Greece and Rome (3)**

This survey will study the major cultural, political, and social themes of Greek and Roman civilizations from Homer to the fall of Rome in the West. Offered in the spring of odd-numbered years.

**HIS 356: The Age of the Crusades (3)**

The Mediterranean in Religious Conflict  
This course surveys the high Middle Ages from the perspective of those involved or affected by crusading. Therefore, This course studies not just Europe but Byzantium and the Islamic Middle East, also. Offered in the fall of even-numbered years.

**HIS 370: Renaissance and Reformation Europe (3)**

This intellectual history course will look at the 15th and 16th centuries in terms of the arts and letters as well as important historical events. Offered in the spring of odd-numbered years.

**HIS 375: Tudor Britain (3)**

This course will look at the reign of Henry VIII using the "Reacting to the Past" simulation published by Barnard College. Offered in the spring of even-numbered years.

**HIS 385: Europe's 20th Century (3)**

This course will look at European history from the end of World War I to the present. Offered spring of even-numbered years.

**HIS 386: Real to Reel: Film and Society (3)**  
in Postwar America

This course examines major themes of post-World War II American culture and society through popular films. Offered in the spring of odd-numbered years.

**HIS 389: The Civil War Era, 1820–1877 (3)**

This course examines the causes and consequences of the American Civil War and its aftermath. Offered in the fall of odd-numbered years.

**HIS 392: Sports in American History, 19th Century to the Present (3)**

This course uses the evolution and continued popularity of sports to trace the important historical trends in American society between the early 19th century and the present. Offered in the spring of even-numbered years.

**HIS 476: Professional Internship in History (1–6)**

Independent internship with a governmental agency, public official, selected public and private agencies or corporations. [ExL](#)

**HIS 480: Independent Study (1–3)**

Individual or group projects in history under the supervision of the instructor. Prerequisites: consent of instructor and six hours in the field, or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

**HIS 489: Selected Topics in History (1–3)**

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**HIS 490: Senior Seminar in History (3) (CE) (DW)**

Required of all history majors, This seminar will focus on the research and writing of the capstone senior thesis. Prerequisite: senior standing. Offered every fall.

**HIS 498: Global Studies (1)**

This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**HIS 499: Study Abroad (1–3)**

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## HONORS SCHOLARS PROGRAM

### STATEMENT OF PHILOSOPHY

The mission of the College Honors Scholars Program is to enhance the educational environment of Culver-Stockton College by providing unique academic opportunities to highly motivated students and faculty. The mission is based on the belief that academic excellence requires high expectations and personal engagement; therefore, the Honors Scholars Program seeks creative avenues for exploring and implementing this belief in both theory and practice.

### PROGRAM GOALS

Students will have access to a rigorous curriculum that emphasizes original research, collaborative relationships, intensive writing, creative expression and advanced thinking skills – analytical, creative, critical, qualitative and quantitative – in order to prepare them for careers in their intended fields or graduate studies.

Students participating in the Honors Scholars Program should expect to have access to a rigorous curriculum that emphasizes original research, collaborative relationships, intense writing, great works, creative expressions, and advanced thinking skills - analytical, creative, and critical.

Admission into the Honors Scholars Program requires a 26 ACT and either a 3.5 GPA or ranking in the top 10% of the graduating class. Students who do not meet these requirements may petition the Honors Board for admission.

### Honors Scholars Program Requirements (16 hours)

HON/EXP 101: Introduction to Experiential Learning-Honors (3)

HON 201: Inquiry into Knowledge, Writing, and Scholarship (IKWAS) (3)

HON 301: Leadership (3)

HON 302: Honors Service Learning (3)

HON 488: Honors Literature Review and Project Proposal (1)

HON 490: Honors Scholars Capstone Experience (3)

Students who graduate from Culver-Stockton College with College Honors must successfully complete the above-listed courses with a grade of C or higher. In addition, students must have a cumulative grade point average of 3.50 or higher. For more information on the Honors program, please contact the Director of the Honors Program.

## HONORS COURSES

### HON 201: Inquiry into Knowledge, Writing, and Scholarship (IKWAS) (3)

A sophomore level Honors course that introduces students to research methodologies and their applications. In this course students study quantitative/empirical (scientific), qualitative/interpretive, and action/pragmatic approaches to research. May include multiple presenters. Required of students graduating with Honors. Offered every fall.

### HON 301: Leadership (3)

A course for students who have entered the Honors Scholars Program. Honors students will learn to apply their scholarly abilities to become leaders in their chosen professions, community, and society. Honors students will learn about different dimensions and styles of leadership – visionary leadership, servant leadership, leadership focused on effecting change, etc. Prerequisites: Hon 110 or equivalent. Offered every fall in the 3-week session.

### HON 302: Honors Service Learning (3)

A course for students who have entered the Honors Scholars Program. Honors students will identify a need on the campus level, local level, and state/national level. The student will then devise, articulate, and complete a service project to fulfill each need identified. Prerequisites: membership in

the Honors Program and HON 110 or equivalent. Offered every spring.

### Hon 488: Honors Literature Review and Project Proposal (1)

A course for Honors students to prepare for the Honors Scholars Capstone Experience. Students will complete a literature review and a project proposal for the Honors Scholars Capstone Experience. Prerequisite: HON 201. Offered as needed.

### HON 490: Honors Scholars Capstone Experience (3)

The capstone experience provides the opportunity for a student – in close consultation with a faculty member – to define and carry through a line of research or a creative enterprise appropriate to the conclusion of a serious and substantial undergraduate program of study. The goal is the production of an original scholarly/creative project that advances the Honors Scholar's intellectual development and educational/career goals. Prerequisite: HON 201 and HON 488. Offered as needed.

## HUMAN RESOURCE MANAGEMENT

### STATEMENT OF PHILOSOPHY

The major in Human Resource Management prepares students for careers in one of the most important areas of business. Graduates may choose to pursue careers in labor relations, benefits and compensation, recruiting or to enter graduate school.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE WITH A MAJOR IN HUMAN RESOURCE MANAGEMENT (60–61 HOURS)

Foundation Courses (24 hours)

ACT 125: Principles of Accounting I (3)

ACT 126: Principles of Accounting II (3)

BUS 302: Management (3)

BUS 308: Legal Issues I (3)

ECO 201: Principles of Macroeconomics (3)

ECO 202: Principles of Microeconomics (3)

FIN 311: Finance (3)

MKT 301: Marketing (3)

#### Core Courses (18 hours)

BUS 350: Effective Training Methods (3)

BUS 429: Human Resource Management (3)

BUS 465: Business Strategy (3)

HRM 318: Total Compensation Management (3)

HRM 320: Human Resource Risk Management (3)

HRM 321: Employment and Labor Law (3)

#### Select 6 hours from the following courses:

BUS 125: Business Leadership (3)

BUS 285/485: Practicum in Free Enterprise (1) (May be repeated 3 times)

BUS/FIN 304: Risk Management (3)

BUS 310: Organizational Behavior (3)

BUS 411: Operations Management (3)

BUS 412: Innovations in Business (3)

BUS 470: Business Ethics (3)

ACT 285/485: Professional Development (1) (May be repeated 3 times)

BUS 286: Corporate Experience (3)

ACT/BUS 321: Fraud Prevention (3)

#### Experiential Course (3 hours)

HRM 476: Professional Internship (3)

#### Support Courses (9–10 hours)

MAT 110: College Algebra (3) or MAT 111: Applied College Algebra (3) or MAT 115: Precalculus (4) or MAT 120: Applied Calculus (4)

MAT 205: Elementary Statistics (3)

MIS 225: Computer Applications in Business (3)

## HUMAN RESOURCE MANAGEMENT COURSES

### HRM 276: Exploratory Internship (1–3)

Learning activities in connection with human resource management. The internship experience is designed to give the student aid in choosing a vocational area.

Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

### HRM 318: Total Compensation Management (3)

A study of the total compensation management function in business, as evidenced through the human resource framework. Major areas of activity will include job analysis, job evaluation, establishing pay structures and benefits.

### HRM 320: Human Resource Risk Management (3)

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety and workers compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a

comprehensive health and safety program to protect the employees in an organization and costly liability. Prerequisite: HRM 321. Offered every semester.

### HRM 321: Employment and Labor Law (3)

This course is an overview of various laws and regulations that determine the rights and obligations of employees and employers. Topics covered include the nature of the employment relationship and common law principles, prohibitions against discrimination on the basis of certain characteristics such as race and gender, wage and hour law, the Family Medical Leave Act, and National Labor Relations Act, and other similar areas of labor and employment law. The primary focus is on federal laws governing the employment relationship, but there will also be a discussion of state and local laws. Prerequisite: BUS 302. Offered every semester.

### HRM 476: Professional Internship (1–6)

An orientation to career areas is provided. Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor. [ExL](#)

## INDIVIDUALIZED MAJOR

The Individualized Degree Program has been designed for students who have interests or career objectives that may not be met through an existing major. Students seeking a BA or BS in Individualized Studies will develop the intellectual tools needed to engage in critical thinking and problem solving as they prepare for careers and graduate programs that may cross academic disciplines.

Students seeking an individualized degree are actively involved in planning their own program of study. Courses can be selected around a unifying theme, a social issue, or academic areas of interest. Students will work closely with a faculty advisor or advising team to create a viable degree plan.

### GUIDELINES

Courses can be selected around a unifying theme, a social issue, or academic areas of interest. Students will work closely with a faculty advisor or advising team to create a viable degree plan.

1. The area of study should not replicate an existing major. Students need to select a course of study not offered in a degree program.
2. The area of study should be feasible. The proposed course of study needs to be discussed with a faculty advisor or advising team to ensure the range and number of courses required will be available.
3. Students can earn up to 6 hours by completing a professional internship or independent research. Projects or activities should be carried out under the supervision of a faculty member or advisor.
4. All of the General Education requirements must be met.
5. The Individualized Major requires a capstone experience.

Students need to apply for approval of the major to the Vice President for Academic Affairs/Provost at least three semesters prior to the intended graduation date. An application consists of a letter stating the student's educational and career objectives, the rationale for seeking the degree, and a logical and consistent degree plan. Proposals approved by the VPAA/Provost are then taken to the Curriculum Committee for final approval.

The Individualized Major offers students the freedom to create a unique course of study that combines individual interests with a wide range of themes, social issues, and academic subjects. This major can be designed within a single academic discipline or from several disciplines. Regardless of the field of study chosen, students select courses in consultation with a faculty advisor or an advising team that lead to an advanced level of competence and achievement. This degree consists of 36 to 54 hours, of which at least 18 hours must be upper-division courses.

### INDIVIDUALIZED MINOR

The Individualized Minor Program has been designed for students who have interests or career objectives that may not be met through an existing minor. Courses can be selected around a unifying theme, a social issue, or academic areas of interest. Students will work closely with a faculty advisor or advising team to create a viable minor.

### GUIDELINES

1. The minor area of study should not replicate an existing minor.
2. The minor must consist of at least 18 credit hours.
3. The area of study should be feasible. The proposed minor needs to be discussed with a faculty advisor or advising team to ensure the range and number of courses required will be available.
4. A student with an Individualized Major cannot have an Individualized Minor.
5. Students must submit a formal application letter, a proposed minor curriculum, and an application with the student's advisor approval to the Vice President for Academic Affairs/Provost stating the rationale for the proposed minor. If the VPAA/Provost approves the proposal, the Curriculum Committee will give final approval, if acceptable.
6. Students must submit materials requesting approval of the individualized minor by the end of their junior year.

## INTERDISCIPLINARY STUDIES

### STATEMENT OF PHILOSOPHY

Interdisciplinary Studies is designed to provide students more flexibility in choosing their coursework and higher education pathways. Students can tailor their curriculum, bundles and certificates to specific needs and career goals. Interdisciplinary studies comprises of two or more disciplines and can be structured around real-world or experiential learning and prior learning credits.

Students may receive up to 30 hours of college credit by successfully completing criteria in the Academic Catalog's Advanced Standing policy and/or documenting their prior relevant training and experience. To apply for experiential course credit, students prepare a portfolio to be assessed by the faculty that provides evidence they have achieved the learning goals of specific courses in participating departments.

Course credit will be awarded after the student completes no less than three semester hours of credit toward the degree either on campus or in the Culver-Stockton online program/consortium and pays all related fees. Prior learning credit may not be used as part of the college residency requirements. These credits are not awarded a letter grade and are not applied to the minimum number of credits required to graduate with honors. Students who plan to attend graduate school after completing the Interdisciplinary Studies degree are advised to check with respective graduate schools regarding their policy in accepting prior learning credit.

The major requires:

1. Must include multiple disciplines
2. At least 9 credit hours must be from any one discipline, not including internship or capstone
3. No less than 12 credit hours must be upper division (300–400 level class credit)
4. No more than 9 credit hours may be at the 100 level
5. Must include IDS/HUM 490 Senior Seminar (capstone)
6. Program of study must be approved by the faculty advisor and Provost

Students that are 25 years or older, have stopped out for two or more academic years, or are online degree seeking, may follow the general education requirements for online program students.

A student may not declare the Interdisciplinary Studies major until accumulating a minimum of 90 credit hours unless receiving an exemption from the College.

HUM 490: Humanities Senior Seminar (3)  
See HIS 490/ENG490/REL490

## INTERNATIONAL STUDIES

### STATEMENT OF PHILOSOPHY

As we move into the second decade of the twenty-first century, the set of cultural, economic, social, environmental, and historical dynamics we call globalization influences us all. Certainly professions related to international affairs, public policy, international business and finance, international organizations, communication, academic research, and teaching will require coursework that concentrates on globalization. This major acknowledges and addresses the dynamics of globalization and equips students with the tools to actively engage the global community.

### BACHELOR OF ARTS WITH A MAJOR IN INTERNATIONAL STUDIES (33 HOURS)

Core Courses (18 hours)

COM 214: Mass Media and Society OR HIS 105: Themes in Modern World History (3)

POS/SOC 203: Social Problems (3)

XXX 476: Professional Internship (3) (This is either an international internship or a domestic internship involved in international affairs. The latter requires approval.)

XXX 499: Study Abroad (3)

6 hours of foreign language credit earned through coursework, individualized tutoring, immersion, or proficiency exam (6)

#### Elective Courses (15 hours)

Students should choose one area of concentration. Nine hours of electives must be taken from one area:

##### Global Affairs

- BUS 415: Global Business (3)
- ECO 201: Principles of Macroeconomics (3)
- POS 210: Politics of the Developing World (3)
- POS 215: Total War and Beyond (3)
- POS 304: Comparative Politics and International Relations (3)
- POS 412: American Foreign Relations (3)
- POS 489: European Politics (3)

##### Global History and Culture

- ART 340: Art History I (3)
- ENG 223: World Roots of Contemporary Literature in English
- HIS 223: Dueling and European Culture (3)
- MUS 160: Non-Western World Music (3)
- REL 320: Peace and Violence in the World Religions (3)
- SOC 401: Minority People and Race Relations (3)

##### Area Studies

- HIS 220: Latin American History (3)
- HIS 225: Modern China (3)
- HIS 308: Modern World War (3)
- HIS 310: Fifties and Sixties in America (3)
- HIS 320: Modern Middle East (3)
- HIS 385: Europe's 20th Century (3)
- POS 3xx: Issues in Sub-Saharan Africa (3) (pending approval)

Six additional hours of electives can be chosen from any area or by substituting Reacting to the Past Simulations courses, short-term or long-term study abroad courses, international service-learning courses, international internships, or special topics courses. Substitutions must be approved by the International Studies major advisor.

#### MINOR IN INTERNATIONAL STUDIES (18 HOURS)

A minor in International Studies is intended to complement a variety of majors. The minor focuses on an interdisciplinary approach to examining the many challenges confronting the global community. Upon completion, students will have a greater appreciation of the complexity, interrelated nature, and shared foundation upon which the world functions. Additionally, a minor in international studies will allow students to better market themselves in a dynamic and increasingly global economy. For a student fulfilling the requirements in international studies, no more than 6 hours can be counted toward the student's major

#### Core Courses (9 hours)

- POS 304: Comparative Politics and International Relations (3)
- 6 hours in any single foreign language (or demonstrated proficiency at an equivalent level)

#### Elective Courses (9 hours)

- BUS 415: Global Business (3)
- ECO 410: International Corporate Finance (3)
- ENG 220: World Roots of British Literature (3)
- GEO 201: Human Geography (3)
- HIS 212: Asian Civilization (3)
- HIS 220: Latin America, 1492 to Present (3)
- HIS 225: Modern China (3)
- HIS 299/499: Study Abroad (1–3)
- HIS 320: The Modern Middle East (3)
- HIS 356: The Age of the Crusades: The Mediterranean in Religious Conflict (3)
- HIS 380: The Age of Revolution: Europe, 1789–1918 (3)
- HIS 385: Europe's 20th Century (3)
- POS 210: Politics of the Developing World (3)
- POS 289/489: Selected Topics in Political Science (1–3)
- POS 399: Model United Nations (3)
- POS 412: American Foreign Relations (3)

REL 120: World Religions (3)  
REL 320: Peace and Violence in the World Religions (3)  
SOC 401: Minority People and Race Relations (3)

Students choosing to demonstrate proficiency in a foreign language instead of taking 6 credit hours of courses must complete an additional 6 hours of elective courses (total of 15).

## LEGAL STUDIES

### STATEMENT OF PHILOSOPHY

The Legal Studies Program at C-SC is designed to prepare graduating students for a profession in the law. Coursework in basic legal theory and practice, legal specialties, legal research and writing, trial techniques and preparation, communication, critical thinking, and problems-solving skills is integrated with strong liberal arts components, which serve as the program's foundation. The Legal Studies Department also hosts the Mock Trial team, which offers students an opportunity to learn courtroom procedure, presentation and problem solving skills, and teamwork.

### PROGRAM GOALS

- Students will demonstrate in-depth knowledge within their professional concentration measured by major field tests and senior research projects and portfolios.
- Students will be prepared for graduate school, law school, or their first position in a field related to criminal justice or the law.

Students in their last year of study will participate in a Senior Seminar course. As part of this course, students will complete a portfolio of their work that demonstrates the ability to conduct legal research, communicate effectively, apply recognized legal authority to specific fact situations, and resolve ethical problems that may occur in the legal environment.

Students are also provided an opportunity to gain "on the job" training through an internship, enabling them to obtain practical work experience by applying the skills and knowledge gained in their coursework to a selected legal setting. Students can immerse themselves in the criminal justice system by working for the State's Attorney or Public Defender. Alternatively, students may wish to experience the civil side of the law and are paired with private attorneys who offer them an insider perspective. Still others seek placement in government agencies or business settings. These experiences help students decide which path they wish to pursue after graduation.

### PROGRAM OBJECTIVES

The objectives of the Legal Studies Program are as follows:

1. To provide students with a broadly based liberal arts education that includes exposure to the humanities, social sciences, and natural and mathematical sciences and develops communication, analytical, and critical thinking skills.
2. To ensure students possess the ability to engage in legal and factual research using both traditional and emerging technological tools.
3. To enable students to identify interrelationships among cases, statutes, regulations, and other legal authorities and enable them to apply these authorities to specific factual situations.
4. To teach students to analyze a problem, logically formulate and evaluate solutions, and develop arguments in support of specific positions.
5. To provide students with the skills necessary to categorize, to prioritize and organize information, and to utilize their time in an efficient manner.
6. To provide students with substantive knowledge in a wide variety of law practice areas.
7. To give students an understanding of the court system and the process of civil and criminal litigation from inception through trial and post-trial matters and to expose students to alternatives to litigation.
8. To provide students with an understanding of the rules of professional conduct governing lawyers and their application to all legal professionals.
9. To instill values of ethical conduct, competence, professionalism, and pro-bono service.
10. To develop in students an appreciation of different cultures and backgrounds and to instill values of respect for and sensitivity to persons of other backgrounds.

### CAREERS IN LEGAL STUDIES

Many students in the Legal Studies Program choose to continue their education by pursuing a degree in law. Some may utilize their knowledge and skills working as paralegals in law offices or other legal settings. Other

career opportunities for those in the legal studies field include government relations, human resources, probation and parole, law enforcement, lobbyists, contract administrators, journalism, and court clerks.

## **BACHELOR OF SCIENCE WITH A MAJOR IN LEGAL STUDIES (45 HOURS)**

Core Courses (33 hours):

- BUS 308: Legal Issues I (3)
- LAW 205: Introduction to Law (3)
- LAW 218: Criminal Law (3)
- LAW 287: Advocacy through Mock Trial (3) OR LAW 488: Alternative Dispute Resolution (3)
- LAW 387: Civil Litigation and Procedure (3)
- LAW 405: Legal Research, Analysis, and Writing (3)
- LAW 416: Constitutional Law (3)
- LAW 476: Professional Internship in Legal Studies (3)
- LAW 490: Senior Legal Seminar (3)
- PHI 206: Logic (3)
- POS 205: American Government and Politics (3)

Elective Courses (12 hours selected from the following courses):

- BUS 309: Legal Issues II (3)
- COM 401: Communications Law (3)
- FIN 379: Real Estate (3)
- LAW 289: Selected Topics in Legal Studies (1–3)
- LAW 325: Independent Studies and Legal Studies Research (3)
- LAW 330: Ethics and the Legal Professional (3)
- LAW 350: Comparative Criminal Justice (3)
- LAW 435: Current Issues in Legal Studies (3)
- LAW 476: Professional Internship in Legal Studies (1–6)
- LAW 487: Advocacy through Mock Trial (2–6)
- LAW 488: Alternative Dispute Resolution (3) (if not taken as core course)
- LAW 489: Selected Topics in Legal Studies (1–3)
- LAW 498: Global Studies (1)
- LAW 499: Study Abroad (1–3)
- POS 209: State and Local Government (3)

Students should consider completing a minor that will strengthen their major. Recommended minors include, but are not limited to Business, Criminal Justice, English, History, and Political Science.

## **MINOR IN LEGAL STUDIES (18 HOURS)**

Students who pursue a major in a variety of areas may find a minor in Legal Studies to be a strong accompaniment. The requirements for the minor are as follows:

Courses (18 hours)

- BUS 308: Legal Issues I (3)
- LAW 205: Introduction to Law (3)
- LAW 218: Criminal LAW (3)
- LAW 387: Civil Litigation and Procedure (3)

*Plus six hours chosen from the following courses:*

- BUS 309: Legal Issues II (3)
- COM 401: Communications Law (3)
- FIN 379: Real Estate (3)
- LAW 287: Advocacy through Mock Trial (3)
- LAW 330: Ethics and the Legal Professional (3)
- LAW 350: Comparative Criminal Justice (3)
- LAW 405: Legal Research, Analysis and Writing (3)
- LAW 416: Constitutional Law (3)
- LAW 435: Current Issues in Legal Studies (3)
- LAW 487: Advocacy through Mock Trial (2–6)
- LAW 488: Alternative Dispute Resolution (3)
- LAW 489: Selected Topics in Legal Studies (1–3)
- LAW 498: Global Studies (1)
- LAW 499: Study Abroad (1–3)

## LEGAL STUDIES COURSES

### LAW 205: Introduction to Law (3)

This is a survey course for students interested in the study of law. The goal of the course is to provide a basic understanding of the US legal system from a variety of perspectives. The course focus includes essential history and the working structure of the government; procedural issues in the courts with an emphasis on civil procedure; and specific concepts of basic categories of law including torts, family law, estates and probates, property law, contract law, and business law. Additionally, students will study the roles of various legal professionals and the effect of legal ethics on the practice of law. Offered every fall.

### LAW 218: Criminal Law (3)

This course provides a survey of basic criminal law. At the conclusion of this course, students will be familiar with relevant legal terminology and be capable of identifying the elements of common crimes as well as the defenses and immunities available. Students will also become familiar with criminal procedural law and the steps involved in a prosecution. Prerequisite: CJ 105, POS 205, or consent of the instructor. Offered every spring as needed.

### LAW 287: Advocacy Through Mock Trial (3)

This course introduces students to the fundamentals of trial practice by analyzing and preparing a civil or criminal case for trial. Students learn the rules of evidence along with civil and criminal procedure while developing critical-thinking and public-speaking skills. Students will learn team building by competing in several tournaments as attorneys or witnesses. These tournaments and team scrimmages will teach courtroom decorum, demeanor, and procedure.

### LAW 289: Selected Topics (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

### LAW 325: Independent Studies and Legal Studies Research (3)

This course is designed to focus on research and study of modern relevant topics in legal studies such as ethics, legalization of drugs, reformation of our juvenile justice system, crime issues unique to rural areas, elder abuse, and domestic violence.

### LAW 330: Ethics and the Legal Professional (3)

This course provides students with a clear understanding of the concepts and rules that govern the practice of legal ethics. Students will examine the ethical rules promulgated for the practice of law and their relevance to all legal professionals. The course includes the study of ethical rules developed by the American Bar Association, the State of Missouri, and

Paralegal Associations. Prerequisite: LAW 205. Offered as needed.

### LAW 350: Comparative Criminal Justice (3)

See CJ 350.

### LAW 387: Civil Litigation and Procedure (3)

This course will explore the civil litigation process along with evidentiary and procedural rules and statutes governing state and federal civil courts. It is designed to take the student through all facets of a case: the initiation of a case, preparation of pleadings and discovery, depositions, motion practice, drafting of settlement and trial documents, and the appellate process. Prerequisite: LAW 205. Offered every other spring.

### LAW 405: Legal Research, Analysis, (3) (DW) and Writing

This course introduces students to the method of legal research, analysis, and writing. Students will become familiar with and be able to locate and effectively utilize the primary and secondary sources of law, including statutes, reporters, digests, and encyclopedias. Students will also be introduced to computerized research, including WESTLAW, and will learn the skills necessary, under the supervision of an attorney, to create basic legal research strategies, perform the necessary research, and communicate their findings in the proper written format, including legal correspondence and memoranda. Prerequisite: LAW 205. Offered every other spring.

### LAW 416: Constitutional LAW (3)

An introduction to constitutional law and its ramifications on the entire legal structure of the United States. This course is relevant to students in the fields of pre-law, political science, and criminal justice. The course studies issues and principles related to the United States constitution. Constitutional law is sometimes thought of as an area that focuses on important legal and moral principles with little application to the day-to-day practice of law. However, those principles do not exist in a vacuum. Constitutional issues affect numerous areas of law, including criminal law, family law, employment law, and personal injury litigation. Anyone who works in the legal field must be familiar with constitutional law. The issues discussed in this course include analysis of the powers of each branch of the Federal government, powers reserved to the states, civil rights and liberties, equal protection, due process, and freedom of religion. The course will emphasize analysis of case law from the US Supreme Court to reinforce the principles of constitutional law. Prerequisite: CJ 105, LAW 205, or POS 205 and junior standing or consent of the instructor. Offered every spring.

**LAW 435: Current Issues in Legal Studies** (3)  
This course is designed to focus on current legal studies issues such as rural crime, enforcement, and judicial discretion in sentencing, capital punishment, and the associated theoretical and policy issues.

**LAW 476: Professional Internship in Legal Studies** (1–6) (CE)

An internship in a public or private legal office. Such offices may include, but are not limited to private practice law offices, prosecutor's offices, and other agencies offering similar legal services. Prerequisites: junior standing and consent of the Internship Coordinator and faculty advisor. [ExL](#)

**LAW 487: Advocacy Through Mock Trial** (2)  
This course continues the development of trial practice skills begun in LAW 287. Students compete in several tournaments, which teach courtroom practice, demeanor, and procedure. Prerequisite: LAW 287. Students may enroll in this course each semester for 2 hours of credit for up to a total of 6 hours of credit.

**LAW 488: Alternative Dispute Resolution** (3)  
This course will provide students with a working knowledge of the basic theories underlying negotiation, mediation, and arbitration. Students will learn the important distinguishing characteristics of these "alternative" approaches to resolving disputes, along with how to address the ethical and legal issues that may arise in pursuit of these remedies. In addition to covering current theory on these topics, much of the course will be dedicated to hypothetical scenarios and role-playing. Students will also practice fundamental dispute resolution skills such as active listening, reframing, summarizing, problem solving, and creating a safe, nonthreatening environment. The

class may also participate in regional negotiation or mediation tournaments. Offered every fall.

**LAW 489: Selected Topics** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**LAW 490: Senior Legal Seminar** (3) (CE)  
This is a capstone course for seniors in the Legal Studies Program. Students will complete a portfolio that contains examples of their work. This portfolio should demonstrate the ability to conduct legal research, communicate effectively, and apply recognized legal authority to specific fact situations. Students must also demonstrate an ability to recognize and resolve ethical problems that may occur in the legal environment. In addition, students will complete a résumé and cover letter and practice interviewing skills in preparation for their career.

Prerequisite: consent of the instructor. Offered in the fall 3-week session.

**LAW 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**LAW 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor.

## MARKETING

Culver-Stockton College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located in Overland Park, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Bachelor of Science Degree in Accountancy, Business Administration, Finance, Healthcare Management and Marketing. Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting our website at [culver.edu/future-students/undergraduate/majors/business-accreditation/](http://culver.edu/future-students/undergraduate/majors/business-accreditation/).

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

The Marketing major at Culver-Stockton College provides students with practical skills and training to effectively promote products and services. The Culver-Stockton College curriculum utilizes a hands-on, creative approach to gain an understanding of current marketing principles as they relate to advertising, sales, and branding. The marketing program integrates research, case studies, and internships to provide students with the skills to succeed in an advertising/marketing career or in a graduate marketing program.

Students who double-major in Business and Marketing may not double-count any of the 9 elective hours.

## **BACHELOR OF SCIENCE WITH A MAJOR IN MARKETING (60–61 HOURS)**

### **Foundation Courses (24 hours)**

- ACT 125: Principles of Accounting I (3)
- ACT 126: Principles of Accounting II (3)
- BUS 302: Management (3)
- BUS 308: Legal Issues I (3)
- ECO 201: Principles of Macroeconomics (3)
- ECO 202: Principles of Microeconomics (3)
- FIN 311: Finance (3)
- MKT 301: Marketing (3)

### **Core Courses (15 hours)**

- BUS 415: Global Business (3)
- MKT 305: Social Media Marketing (3)
- MKT 401: Integrated Marketing Communications (3)
- MKT 410: Marketing Research (3)
- MKT 465: Marketing Strategy (3)

### *Select 9 elective hours from the following courses:*

- BUS 285: Practicum in Free Enterprise (1) (maximum of 3 credit hours)
- BUS/ACT 286: Corporate Experience (3)
- BUS 412: Innovations in Business (3)
- BUS 425: Multimedia Usage in Business (3)
- BUS 485: Professional Development (1)
- BUS/MKT 499: Study Abroad (3)
- FIN 362: Corporate Financial Management (3)
- MKT 315: Sales (3)
- MKT 405: Consumer Behavior (3)
- MKT 414: Advertising (3)

### **Experiential Course (3 hours)**

- MKT 476: Professional Internship (3)

### **Support Courses (9–10 hours)**

- MAT 110: College Algebra (3), or MAT 111: Applied College Algebra (3) or MAT 115: Precalculus (4), OR
- MAT 120: Applied Calculus (4)
- MAT 205: Elementary Statistics (3)
- MIS 225: Computer Applications in Business (3)

## **MINOR IN MARKETING (18 HOURS)**

The Marketing minor supplements many undergraduate majors and enhances the career opportunities for students interested in pursuing a marketing dimension in their chosen field.

### **Core Courses (18 hours)**

- ECO 202: Principles of Microeconomics (3)
- MKT 301: Marketing (3)
- MKT 305: Social Media Marketing (3)
- MKT 401: Integrated Marketing Communications (3)
- MKT 405: Consumer Behavior (3) OR MKT 414: Advertising (3)
- MKT 410: Market Research (3)

## MARKETING COURSES

**MKT 276: Exploratory Internship in Marketing** (1–3)  
Learning activities in connection with a marketing enterprise. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

**MKT 289: Selected Topics in Marketing** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**MKT 301: Marketing** (3)  
Examination of the various schools of marketing thought. Marketing as related to the firm, the economy, and society as a whole. A review of marketing theory and practice is included as well as market, product, price, place, and promotion activities. Prerequisite: junior standing or consent of the instructor. Offered every semester.

**MKT 305: Social Media Marketing** (3)  
Surveys usage of social media tools and technology for marketing purposes. Studies the relevance and importance of these tools to new and emerging marketing processes. Prerequisite: MKT 301. Offered every spring in the 12-week.

**MKT 315: Sales** (3)  
Principles underlying the sales process and practical application of these principles of selling situations. Studies role of selling in total marketing process. Offered in the fall 12-week of odd-numbered years.

**MKT 401: Integrated Marketing Communications** (3)  
Integrated Marketing Communications (IMC) is the coordination and integration of an organization's promotional efforts in a way to ensure campaign effectiveness and cohesive messages. Students will examine the behavioral and managerial implications of advertising, public relations, sales promotions, and personal selling, packaging, and social networking media. Course will include the development of a promotional plan for an organization. Prerequisite: MKT 301. Offered every fall in the 12-week.

**MKT 405: Consumer Behavior** (3)  
An analysis of factors that influence consumer choices of goods, services, and ideas. A pragmatic approach to psychological and social forces that marketing managers use as a basis for marketing plans. Course will include discussions of the determinants of consumer behavior that have direct bearing on the formulation of marketing strategies. Prerequisite: MKT 301. Offered in the spring 12-week of odd-numbered years.

**MKT 410: Marketing Research** (3) (DW)  
This course covers the key concepts and methods of marketing research. Students will develop skills in how to apply those concepts and knowledge to solve real-life business problems. Students will act as researchers while completing the behavioral science process of formulating a research question, selecting a research method, creating a research tool, determining sample selection, collecting respondent data, analyzing data with statistical software, and presenting a report (based on the collection of primary data). Both qualitative and quantitative research methods used in marketing will be covered. Prerequisite: MKT 301 or MKT 401. Completion of Mat 205 is encouraged. Offered every fall in the 12-week.

**MKT 414: Advertising** (3)  
The course will explore advertising from the practicum of managing an advertising campaign for a cause of the students' collective choice from the inception of the campaign idea to creative development, choosing communication mediums, to monitoring of the campaign success. Prerequisite: junior standing or consent of the instructor. Offered in the spring 12-week of even numbered years.

**MKT 465: Marketing Strategy** (3)  
This is the capstone for all Marketing majors and emphasizes the case approach to studying marketing problems. Areas to be studied include market and profitability analysis, market planning, strategy, and control. Prerequisites: MKT 301, MKT 401, and MKT 410.

**MKT 476: Professional Internship** (1–6) (CE)  
An orientation to career areas in marketing is provided. Prerequisites: consent of the Internship Coordinator and faculty advisor. [ExL](#)

**MKT 489: Selected Topics in Marketing** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**MKT 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

MKT 499: Study Abroad (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## MATHEMATICS

### STATEMENT OF PHILOSOPHY

Mathematics provides the background needed to pursue training in the high-technology fields of computer science and engineering. A Math major combined with another major can open career opportunities in business and industry or lead to a teaching certificate and help fill the increasing demand for mathematics teachers at all levels.

### PROGRAM GOALS

- Students will be skilled in critical thinking, effective communication, and creative problem solving through pre-course and post course testing.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies and professionalization as measured by passing standardized testing such as MoCA, MFT, and other professional testing.
- Students will be provided with opportunities for social and leadership development through co-curricular activities, internships, and organizations and prepare them for future careers through research, social and leadership opportunities.

### BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS (38 HOURS)

Core Courses (30 hours)

MAT 205: Elementary Statistics (3)  
MAT 210: Calculus II (4)  
MAT 220: Calculus III (4)  
MAT 225: Discrete Math (3)  
MAT 226: Computer Programming through Mathematical Algorithms (3) or  
MIS 215: Computer Programming (3)  
MAT 315: Probability (3)  
MAT 325: Linear Algebra (4)  
MAT 425: Introduction to Algebraic Structures (3)  
MAT 426: Introduction to Analysis (3)

*Select 6 hours from the following courses:*

MAT 305: Mathematical Statistics (3)  
MAT 310: Introduction to Modern Geometry (3) - Required for teacher certification  
MAT 320: Differential Equations (3)  
MAT 489: Selected Topics in Mathematics (1–3)

*Capstone - Select 2 hours from the following courses:*

Edu 402: Methods in Secondary Mathematics (2) - Required for teacher certification  
MAT 490: Senior Seminar (2)

### BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS EDUCATION (38 HOURS)

Math majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in Math courses and must satisfy all professional education and certification requirements (See education requirements).

Core Courses (30 hours)

MAT 205: Elementary Statistics (3)  
MAT 210: Calculus II (4)  
MAT 220: Calculus III (4)  
MAT 225: Discrete Math (3)  
MAT 226: Computer Programming through Mathematical Algorithms (3) or  
MIS 215: Computer Programming (3)  
MAT 310: Introduction to Modern Geometry (3)  
MAT 315: Probability (3)  
MAT 325: Linear Algebra (4)  
MAT 425: Introduction to Algebraic Structures (3)

*Select 6 hours from the following courses:*

MAT 305: Mathematical Statistics (3)

MAT 320: Differential Equations (3)

MAT 426: Introduction to Analysis (3)

MAT 489: Selected Topics in Mathematics (1–3)

Capstone:

EDU 402: Methods in Secondary Mathematics (2)

Mathematics Education majors are strongly encouraged to complete the middle school courses for certification in grades 5–9.

Mathematics and Mathematics Education majors will take MAT 120 to satisfy Quantitative Analysis for General Education.

### MINOR IN MATHEMATICS (18 HOURS)

Core Courses (15 hours)

MAT 120: Applied Calculus (4)

MAT 210: Calculus II (4)

MAT 225: Discrete Math (3)

MAT 325: Linear Algebra (4)

Elective Courses (3 hours)

3 hours of 300- and 400-level math courses

### MATH PLACEMENT

Incoming students with a mathematics ACT score of less than 22 (or 540 on the math portion of the SAT) will be required to take MAT 100: Beginning Mathematics before taking their college-level mathematics course. Incoming students who do not have the minimum math ACT or SAT score for taking college-level math courses may opt to take a math placement exam if they wish to appeal taking MAT 100.

### MATHEMATICS COURSES

#### MAT 100: Beginning Math (3)

Designed for students lacking the necessary background to take college-level mathematics courses, this course will cover pre-college topics in common areas of mathematics. A student must completely master all topics in the course to pass. This course will be graded Pass/No Pass.

NOTE: The Director of Student Success may withdraw a student who has had more than three unexcused absences at the time of mid-term grade submission and more than six unexcused absences at any time in the course. Students may register for this course at most twice. After a second unsuccessful attempt to pass the course, future enrollment is by permission from the Registrar with consultation of the Math department.

#### MAT 110: College Algebra (3)

Expansion of some of the topics taught in high school algebra. A study of functions and their applications using symbolic, spatial, numerical, and verbal language. Topics include linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Prerequisite: two years of high school algebra and MAT 100 if required. Offered every semester.

#### MAT 111: Applied College Algebra (3)

Through business applications, students will learn how to work with real numbers, polynomials, linear equations, linear inequalities, functions, exponents, logarithms, and percentages. Prerequisite: MAT 100 if required. Offered every semester.

#### MAT 115: Precalculus (4)

A course to provide students with the background necessary to begin calculus. Special attention will be given to trigonometric functions, vectors, polar coordinates, and conic sections. Prerequisites: two years of high school algebra and one year high school geometry and MAT 100 if required. Offered every spring.

#### MAT 120: Applied Calculus (4)

This is the first semester of a three-semester sequence integrating the material of analytic geometry and differential and integral calculus. Prerequisite: MAT 115 or consent of the instructor. Offered every fall.

#### MAT 203: Mathematics for Elementary/Middle School Teachers I (3)

Mathematics of the elementary/middle school curriculum, including development of the real number system and problem solving. Course is designed

for Elementary Education majors and those seeking middle school certification. May not be counted toward a major in mathematics. Prerequisite: MAT 100 if required. Offered every fall.

**MAT 204: Mathematics for Elementary/ Middle School Teachers II** (3)

Mathematics of the elementary/middle school curriculum, including geometry, probability, and statistics. Course is designed for Elementary Education majors and those seeking middle school certification. May not be counted toward a major in mathematics. Prerequisite: MAT 100 if required. Offered every spring.

**MAT 205: Elementary Statistics** (3)

Introductory course in the collection and interpretation of statistical data. The essential statistical measures are studied. Prerequisites: MAT 100 if required. Offered every semester.

**MAT 206: Logic** (4)

This course provides an introduction to inductive and deductive methods in logic, including study of the scientific methods designed to train students in ways of logical analysis and reasoning. Offered every fall.

**MAT 210: Calculus II** (4)

The second semester of the three-semester sequence integrating the material of analytic geometry and differential and integral calculus. May be counted as an upper-division course except for mathematics majors. Prerequisite: MAT 120. Offered every spring.

**MAT 220: Calculus III** (4)

The third semester of the three-semester sequence integrating the material of analytic geometry and differential and integral calculus. May be counted as an upper-division course except for mathematics majors. Prerequisite: MAT 210. Offered every fall.

**MAT 225: Discrete Math** (3)

Topics essential for students pursuing upper-level coursework in mathematics and computational sciences, including logia, sets and set operations, elementary probability, induction, graph theory, and rudimentary number theory. Prerequisites: MAT 110, 115 or 120. Offered spring of even-numbered years.

**MAT 226: Computer Programming Through Mathematical Algorithms** (3)

A beginning course in computer programming. The emphasis will be on programming certain mathematical algorithms. An active, discovery approach will be employed. Offered spring of odd-numbered years in the 3-week session.

**MAT 289: Selected Topics in Mathematics** (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

**MAT 299: Study Abroad** (1–3)

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**MAT 305: Mathematical Statistics** (3)

A course in statistical testing practices, including point and interval estimation, hypothesis testing, nonparametric statistics, and one- and multiple- factor ANOVA. Prerequisite: MAT 315. Offered in the spring of odd-numbered years.

**MAT 310: Introduction to Modern Geometry** (3)

A general introduction to modern geometry, stressing the classification of geometries by groups of transformation. Prerequisite: MAT 220. Offered in the spring of odd-numbered years.

**MAT 315: Probability** (3)

A course in the theory of probability, probability axioms, combinatorial analysis, Bayes' Theorem, distributions of discrete and continuous random variables, moments, expectation, bivariate distributions, and the Central Limit Theorem. Prerequisite: MAT 120. Offered in the fall of even-numbered years.

**MAT 315: Probability** (3)

A course in the theory of probability, probability axioms, combinatorial analysis, Bayes' Theorem, distributions of discrete and continuous random variables, moments, expectation, bivariate distributions, and the Central Limit Theorem. Prerequisite: MAT 120. Offered in the fall of even-numbered years.

**MAT 320: Differential Equations** (3)

A course in ordinary differential equations and applications, including linear differential with constant coefficients, first order systems, higher order differential equations and numerical techniques. Prerequisite: MAT 220. Offered in the spring of even-numbered years

**MAT 325: Linear Algebra** (4)

A course in the basic elements of linear algebra, including systems of linear equations, matrices, vector spaces, determinants, eigenvalues and eigenvectors, linear transformations and their applications to the sciences. Prerequisite: MAT 120. Offered in the fall of even-numbered years.

**MAT 410: Business Calculus** (3)

See BUS 410.

**MAT 425: Introduction to Algebraic Structures** (3)

Introduction to the concepts of group, ring, integral domain, field, vectors, and matrices. Prerequisite: MAT 220. Offered in the fall of odd-numbered years.

**MAT 489: Selected Topics in Mathematics (1–3)**

A study of selected issues not covered in other courses. Course may be repeated. Prerequisite: consent of the instructor.

**MAT 490: Senior Seminar (2) (DW & CE)**

A review of special topics and current literature.

**MAT 498: Global Studies (1)**

This course will focus on materials that will enable students to fully engage with the academic content

of the immediately following 3-week travel course.

This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**MAT 499: Study Abroad (1–3)**

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## MUSIC

### STATEMENT OF PHILOSOPHY

The Music Program provides students of promise an engagement with artistic expression that reflects the integrity of the human spirit. The Music Department serves the mission of the College through liberal arts study, professional preparation, and community involvement in music. The music major certifies to teach, prepares for graduate school, works in the music industry, and/or serves in a student's own individual community's artistic life.

### PROGRAM GOALS

- Students will demonstrate individualized development of musically competent and aesthetically expressive performance abilities.
- Students will develop competent musicianship through completion of a sequential curriculum of theory, history and literature required by the National Association of Schools of Music.
- Students will be prepared for successful entry into the post-baccalaureate world as a teacher, performer, composer, audio producer, manager, or church musician who is able to sustain personal music growth through independent study or further formal/professional training.

Departmental regulations are published in the Culver-Stockton College Music Student Handbook.

### BACHELOR OF ARTS WITH A MAJOR IN MUSIC (40–44 HOURS)

#### Music Theory and Aural Skills (14 hours)

MUS 101: Theory I (3)  
 MUS 102: Theory II (3)  
 MUS 201: Theory III (3)  
 MUS 202: Theory IV (2)  
 MUS 121: Aural Skills I (1)  
 MUS 122: Aural Skills II (1)  
 MUS 221: Aural Skills III (1)

#### Music History (9 hours)

MUS 309: Music History I (3)  
 MUS 310: Music History II (3)  
 MUS 385: Diverse Styles (3)

#### Proficiency Skills (2–6 hours)

MUS 247: Conducting (2)  
 Piano Proficiency (placement by skills assessment)  
 MUS 125M: Class Piano Level I (1)  
 MUS 126M: Class Piano Level II (1)  
 MUS 226M: Class Piano Level III (1)  
 MUS 227M: Class Piano Level IV (1)

#### Additional Required Courses (15 hours)

MUS 105: Introduction to Music Technology (3)  
 MUS 188-488: Repertoire and Performance (This class must be completed satisfactorily for seven semesters.)  
 MUS 450: Senior Recital (0) OR MUS 490: Senior Capstone Project (0) (To be determined by music faculty)  
 8 hours of lessons on major instrument/voice or composition (required every semester)

4 hours of ensembles, 1 semester of MUS 315 Camerata 808 required (Participation in lessons and ensembles is required every semester by audition and placement in all appropriate ensembles and studios.)

## **BACHELOR OF MUSIC EDUCATION WITH TEACHER CERTIFICATION IN GRADES K-12 (61—64 HOURS)**

Sixty (61) hours in music required. Music Education majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in music courses and must satisfy all professional education courses and certification requirements. (See Education requirements.)

### **Music Theory and Aural Skills (14 hours)**

MUS 101: Theory I (3)  
MUS 102: Theory II (3)  
MUS 201: Theory III (3)  
MUS 202: Theory IV (2)  
MUS 121: Aural Skills I (1)  
MUS 122: Aural Skills II (1)  
MUS 221: Aural Skills III (1)

### **Music History (9 hours)**

MUS 309: Music History I (3)  
MUS 310: Music History II (3)  
MUS 385: Diverse Styles (3)

### **Proficiency Skills (2–6 hours)**

MUS 247: Conducting (2)  
Piano Proficiency (placement by skills assessment)  
MUS 125M: Class Piano Level I (1)  
MUS 126M: Class Piano Level II (1)  
MUS 226M: Class Piano Level III (1)  
MUS 227M: Class Piano Level IV (1)

### **Literature/Techniques/Conducting/Arranging (11–14 hours)**

#### **Vocal (11 hours)**

MUS 203: Singer's Diction I (1)  
MUS 204: Singer's Diction II (1)  
MUS 224: Vocal Literature I (1)  
MUS 225: Choral Literature (1)  
MUS 324: Voice Techniques (1)  
MUS 325: Choral Techniques (1)  
MUS 419: Advanced Choral Conducting (2)  
MUS 425: Choral and Instrumental Arranging (3)

#### **Instrumental (14 hours)**

MUS 213: Percussion Techniques and Materials (1)  
MUS 214: String Techniques and Materials (1)  
MUS 215: Brass Techniques and Materials I (1)  
MUS 216: Brass Techniques and Material II (1)  
MUS 217: Woodwind Techniques and Materials I (1)  
MUS 218: Woodwind Techniques and Materials II (1)  
MUS 326: Instrumental Literature (3)  
MUS 418: Advanced Instrumental Conducting (2)  
MUS 425: Choral and Instrumental Arranging (3)

### **Required Education Courses (6 hours)**

EDU 313P: Methods of Teaching Music in the Elementary Schools (3) (includes field experience EDU 249)  
EDU 402P: Methods in Secondary Music (3) (includes field experience EDU 349)  
MUS 105: Introduction to Music Technology (3) (in lieu of MIS 360: Instructional Technology)

### **Additional Required Courses (19 hours)**

3 hours of electives (any MUS prefix)  
MUS 188-488: Repertoire and Performance (0) (This class must be completed satisfactorily for six semesters.)  
12 hours of lessons on major instrument/voice or composition  
4 hours of ensembles, 1 semester of MUS 315 Camerata 808 required (Participation in lessons and ensembles

is required every semester by audition and placement in all appropriate ensembles and studios.)  
MUS 450: Senior Recital (0)

## MUSIC TECHNOLOGY

### STATEMENT OF PHILOSOPHY

The Bachelor of Science in Music Technology provides students professional training for careers in the music industry and professional fields. The program is broad in scope and prepares students for the modern musical world. Music technology graduates can adapt the knowledge and skills of this program to related disciplines beyond traditional music concentrations. Career areas include audio production, multimedia production, sound design, music hardware development, music retail and media distribution, public performance, and song writing and composition for a variety of fields.

### PROGRAM GOALS

- Students will demonstrate individualized development of musically competent and aesthetically expressive performance abilities.
- Students will develop competent musicianship through completion of a sequential curriculum of theory, history and literature required by the National Association of Schools of Music.
- Students will be prepared for successful entry into the post-baccalaureate world as a teacher, performer, composer, audio producer, manager, or church musician who is able to sustain personal music growth through independent study or further formal/professional training.

### BACHELOR OF ARTS WITH A MAJOR IN MUSIC (40–44 HOURS)

#### Musicianship (14 hours)

MUS 101: Theory I (3)  
MUS 102: Theory II (3)  
MUS 201: Theory III (3)  
MUS 202: Theory IV (2)  
MUS 121: Aural Skills I (1)  
MUS 122: Aural Skills II (1)  
MUS 221: Aural Skills III (1)

#### Music History (9 hours)

MUS 309: Music History I (3)  
MUS 310: Music History II (3)  
MUS 385: Diverse Styles of Music (3)

#### Proficiency Skills (2–6 hours) (placement by skills assessment)

MUS 125M: Class Piano Level I (1)  
MUS 126M: Class Piano Level II (1)  
MUS 226M: Class Piano Level III (1)  
MUS 227M: Class Piano Level IV (1) or 2 additional credit hours of applied lessons if waived from Class Piano  
MUS 247: Conducting (2)

#### Performance (13 hours)

MUS 131–446: Applied Lessons (8 hours)  
MUS 188–488: Repertoire and Performance (0) (completed seven semesters)  
Ensembles (5 hours) One semester minimum of MUS 315 Camarata 808 required

#### Music Technology (15 hours)

MUS 105: Introduction to Music Technology (3)  
MUS 205: Digital Audio Production I (3)  
MUS 305: Digital Audio Production II (3)  
MUS 405: Advanced Topics in Music Technology (3)  
MUS 476: Professional Internship (3)  
MUS 490: Capstone Experience (0)

**Additional Required Courses (12 hours)**

ART 253: Graphic Design (3)

MIS 201: Web Programming (3)

*Select 3 hours from the following courses:*

MIS 215: Computer Programming (3)

MIS 230: Web Development (3)

*Select 3 hours from the following courses:*

ART 392: Media Design (3)

ART 396: Web Design (3)

**MINOR IN MUSIC (20 HOURS)**

**Core Courses (11 hours)**

MUS 101: Theory I (3)

MUS 102: Theory II (3)

MUS 121: Aural Skills I (1)

MUS 122: Aural Skills II (1)

MUS 385: Diverse Styles (3)

MUS 188–488: Repertoire and Performance (0) (This class must be completed satisfactorily for four semesters.)

**Elective Courses (4 hours)**

MUS 105: Introduction to Music Technology (3)

MUS 125: Class Piano I (1)

MUS 126: Class Piano II (1)

MUS 201: Theory III (3)

MUS 203: Singer's Diction (1)

MUS 213: Percussion Techniques and Materials (1)

MUS 214: String Techniques and Materials (1)

MUS 215: Brass Techniques and Materials I (1)

MUS 216: Brass Techniques and Material II (1)

MUS 217: Woodwind Techniques and Materials I (1)

MUS 218: Woodwind Techniques and Materials II (1)

MUS 221: Aural Skills III (1)

MUS 224: Choral Literature I (1)

MUS 225: Choral Literature II (1)

MUS 247: Conducting (2)

MUS 309: Music History I (3)

MUS 310: Music History II (3)

MUS 324: Choral Techniques I (1)

MUS 325: Choral Techniques II (1)

**LESSONS AND ENSEMBLES (5 HOURS)**

At least 3 hours of lessons

At least 2 hours of ensembles (Participation in lessons and ensembles is encouraged every semester; audition and placement for all appropriate ensembles and studios are required.)

**MUSIC TECHNOLOGY MINOR (18 HOURS)**

**Core Courses (12 hours)**

MUS 105: Introduction to Music Technology (3)

MUS 205: Digital Audio Production I (3)

MUS 305: Digital Audio Production II (3)

MUS 405: Advanced Topics in Music Technology (3)

**Elective Courses (6 hours selected from the following):**

ART 392: Media Design (3)

ART 396: Web Design (3)

MIS 201: Web Programming (3)

MIS 215: Computer Programming (3)

MIS 230: Web Development (3)

MUS 100: Fundamentals of Music (3)

MUS 101: Theory I (3)

MUS 102: Theory II (2)  
 MUS 121: Aural Skills I (1)  
 MUS 122: Aural Skills II (1)  
 MUS 125: Class Piano Level I (1)  
 MUS 126: Class Piano Level II (1)  
 MUS 226: Class Piano Level III (1)  
 MUS 131–446 Applied Lessons (1-3)  
 MUS 150: Exploring Music Creatively (3)  
 MUS 160: World Music (3) OR MUS 385: Diverse Styles of Music (3)  
 MUS 310: Music History II (3)

## MUSIC COURSES

**MUS 100: Fundamentals of Music (3)**  
 A study of music notation, writing, reading, listening, and reproduction. Special emphasis is placed on the development of skills associated with the problems met in further musical study. No previous musical experience necessary. Offered every semester.

**MUS 101: Theory I (3)**  
 A study of the fundamental elements of musical notation. Specifically, a study of pitch, meter, scales, keys, modes, intervals, triads, seventh chords, and a beginning study of four-part writing. Includes a survey of the music elements throughout Western music. Offered every fall.

**MUS 102: Theory II (3)**  
 A continuation of theoretical elements of Theory I with a focus on counterpoint. A study of the common melodic, harmonic, and formal practices of the 18th and 19th centuries with emphasis on diatonic harmonization, analysis, tonicization, and secondary dominants. Additionally, a study of counterpoint principals as practiced in the 18th century will be included. Prerequisite: MUS 101. Offered every spring.

**MUS 105: Introduction to Music Technology (3)**  
 An introduction to music technology, focusing on music-related hardware and software. Students develop an understanding of sound, audio, MIDI, synthesis and sampling, computer notation, and computer-assisted instruction. Offered in the fall of even-numbered years.

**MUS 112: History of Popular Music (3)**  
 This course is a survey of popular music. Beginning with the predecessors of rock such as jazz, the blues and country and western music, the course then traces the development of popular music from the early 1950's into the present day, including genres such as progressive rock, heavy metal, hip hop, punk rock, rap, rhythm and blues, etc. This course will provide you with basic terminology that is used to discuss the changes found throughout the history of popular music.

**MUS 115: Jazz Improvisation (1)**  
 Foundation in the technique and art of improvising jazz. Emphasis is placed on the scales, chords, progressions, and idiomatic phrasing for improvising in a variety of different jazz styles throughout the history of this musical style. This course may be repeated for credit. [ExL](#)

**MUS 121: Aural Skills I (1)**  
 A study of the fundamental elements of music as an aural language establishing beginning skills in ear training and sight-singing. Prerequisite: MUS 100 or 101 (or concurrent) Offered every spring.

**MUS 122: Aural Skills II (1)**  
 A continuation of Aural Skills I. Further development of intermediate skills in ear training and sight-singing. Prerequisite: MUS 121. Offered every fall.

**MUS 125: Class Piano Level I (1)**  
 Beginning instruction in piano. This level is designed to develop functional command of basic keyboard skills needed in further study of music and the teaching of music. Offered every fall. [ExL](#)

**MUS 125M: Class Piano Level I (1)**  
 Beginning piano instruction for music majors. This level is designed to develop functional command of basic keyboard skills needed in further study of music and the teaching of music. Offered every fall. [ExL](#)

**MUS 126: Class Piano Level II (1)**  
 Continuation of MUS 125. Prerequisite: MUS 125 or consent of the instructor. Offered every spring. [ExL](#)

**MUS 126M: Class Piano Level II (1)**  
 Continuation of MUS 125M for Music majors. Prerequisite: MUS 125M or consent of the instructor. Offered every spring. [ExL](#)

**MUS 130: Class Voice (1)**  
 Designed for students with no previous experience in voice. May be taken by non-music majors or music majors wishing to gain skills in voice. Offered every semester. [ExL](#)

**MUS 137: Class Guitar** (1)  
Designed for students with no previous experience in guitar. May be taken by non-music majors or music majors wishing to gain skills in guitar. Offered every semester. [ExL](#)

**MUS 150: Exploring Music Creatively** (3)  
An encounter with the elements of music and an exploration of their effectiveness as expressions of formal and popular culture, alone and in comparison with other arts. Creating personal expressions in response to an element is an integral part of each encounter. Offered every fall. [ExL](#)

**MUS 160: World Music** (3)  
An introduction to structural elements and cultural context of traditional and folk music in the non-Western world. A framework for familiarity with aesthetic expectations different from one's own, yet increasingly part of global society's artistic life. Offered every spring. [ExL](#)

**MUS 201: Theory III** (3)  
The continued study of melodic, harmonic, and formal practices of the 19th and 20th centuries with emphasis on modulation, chromatic harmony, and the expanded harmonic language. Includes a focused study of the elements of musical form through the analysis of homophonic and contrapuntal compositions. Prerequisite: MUS 102. Offered every fall.

**MUS 202: Theory IV** (2)  
A theoretical study of the development of Western music in the twentieth century to the present time. Emphasis is placed on developments in form and style and important theoretical systems and compositional devices. Students are encouraged to register for MUS 315: Camerata 808 during the semester in which they take MUS 385 or MUS 202. Prerequisite: MUS 201. Offered every spring.

**MUS 203: Singer's Diction I** (1)  
A foundation for clear and correct diction in solo and choral singing with oral and written drill. The International Phonetic Alphabet is introduced, applied to English diction, and then extended to Italian and Latin rules of pronunciation. Emphasis is placed upon the understanding of the differences between spoken and sung diction in each language. Prerequisite: one semester private voice. Offered fall of even-numbered years.

**MUS 204: Singer's Diction II** (1)  
A foundation for clear and correct diction in solo and choral singing with oral and written drill. The International Phonetic is reviewed and applied to French and German rules of pronunciation. Emphasis is placed upon the understanding of the differences between spoken and sung diction in each language. Prerequisite: one semester private voice and MUS

203. Offered in the spring of odd-numbered years.

**MUS 205: Digital Audio Production I** (3)  
The second course in the music technology sequence, focusing on music-related hardware and software with emphasis on digital audio workstations (DAWs). Students develop a detailed understanding of sound, audio, MIDI, synthesis and sampling, and production workflow. Prerequisite: MUS 105. Offered in the spring of odd-numbered years.

**MUS 213: Percussion Techniques and Materials** (1)  
An examination of pedagogical materials and techniques appropriate to the instruction of students in percussion. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments. Offered in the fall of even-numbered years.

**MUS 214: String Techniques and Materials** (1)  
An examination of pedagogical materials and techniques appropriate to the instruction of students in orchestral strings. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments. Offered in the fall of odd-numbered years.

**MUS 215: Brass Techniques and Materials I** (1)  
An examination of pedagogical materials and techniques appropriate to the instruction of students in high brass instruments. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments. Offered in the fall of even-numbered years.

**MUS 216: Brass Techniques and Materials II** (1)  
An examination of pedagogical materials and techniques appropriate to the instruction of students in low brass instruments. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments. Offered in the spring of odd-numbered years.

**MUS 217: Woodwind Techniques and Materials I** (1)  
An examination of pedagogical materials and techniques appropriate to the instruction of students in single-reed woodwind instruments. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments. Offered in the fall of odd-numbered years.

**MUS 218: Woodwind Techniques and Materials II** (1)  
An examination of pedagogical materials and techniques appropriate to the instruction of students in flute and double-reed woodwind instruments. Emphasis is placed upon the development of a

good concept of the tonal and technical aspects of performance of these instruments. Offered spring of even-numbered years.

**MUS 221: Aural Skills III** (1)  
A continuation of Aural Skills II. Further development of advanced skills in ear training and sight-singing. Prerequisite: MUS 122. Offered every spring.

**MUS 224: Vocal Literature** (1)  
An examination of literature appropriate to the instruction of vocal music. Selected music for solo and small ensemble will be examined. Prerequisite: sophomore standing in music. Offered in the spring of odd-numbered years.

**MUS 225: Choral Literature** (1)  
An examination of literature appropriate to the instruction of vocal music. Selected music for choral settings will be examined. Prerequisite: sophomore standing in music. Offered in the spring of even-numbered years.

**MUS 226: Class Piano Level III** (1)  
Continuation of MUS 126. Prerequisite: MUS 126 or consent of the instructor. Offered every fall. [ExL](#)

**MUS 226M: Class Piano Level III** (1)  
Continuation of MUS 126M. Prerequisite: MUS 126M or consent of the instructor. Offered every fall. [ExL](#)

**MUS 227M: Class Piano Level IV** (1)  
Continuation of MUS 226M. This level is designed for music majors in the preparation for the Piano Proficiency Examination and successful completion of the examination in compliance with both the Culver-Stockton requirement for graduation and the national standard for proficiency in piano. Prerequisite: MUS 226M or consent of instructor for registration of non-majors or minors in music. Offered every spring. [ExL](#)

**MUS 247: Conducting** (2)  
Fundamentals of conducting accompanied by individual practice. Score reading, analysis, and psychological factors will be considered. Prerequisite: consent of the instructor. Offered every spring.

**MUS 289: Selected Topics in Music** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**MUS 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**MUS 305: Digital Audio Production II** (3)  
The third course in the music technology sequence. Digital Audio Production II is a continuation of Digital

Audio Production I. Prerequisite: MUS 205. Offered in the fall of odd-numbered years.

**MUS 309: Music History I** (3) (DW)  
An intensive historical, analytical, and cultural-aesthetic survey of Western music from pre-Christian time through the late seventeenth century. Emphasis is placed on representative composers, works, genres, stylistic features, and the ways in which each changed over time. Prerequisite: MUS 102 or equivalent. Offered every fall.

**MUS 310: Music History II** (3) (DW)  
An intensive historical, analytical, and cultural-aesthetic survey of Western music from the late seventeenth century to the present. Emphasis is placed on representative composers, works, genres, stylistic features, and the ways in which each changed over time. Prerequisite: MUS 102 or equivalent. Offered every spring.

**MUS 313: Methods of Teaching Music** (2)  
in the Elementary Schools for Elementary Education Majors A study of the goals and problems of music instruction in the first six grades. Offered every fall for Elementary Education majors. [ExL](#)

**MUS 324: Vocal Techniques** (1)  
An examination of the pedagogy and techniques appropriate to instruction of students in individual and small group settings. Prerequisite: sophomore standing in music. Offered in the spring of odd-numbered years.

**MUS 325: Choral Techniques** (1)  
An examination of the pedagogy and techniques appropriate to instruction of students in large and small choral organizations. Prerequisite: sophomore standing in music. Offered in the spring of even-numbered years.

**MUS 326: Instrumental Literature and Techniques** (3)  
A survey of literature appropriate to the instruction of instrumental music. Selected music for solo, ensemble, concert band, jazz band, and orchestra will be examined. This course will enable the student to choose, prepare, and teach/perform instrumental music in all combinations. Methods and materials for marching band and jazz band will be studied. Students will be required to attend the Midwest Band and Orchestra Clinic in Chicago; therefore, a travel fee will be required. Prerequisite: consent of the instructor. Offered fall of even-numbered years during the 3-week term.

**MUS 327M: Class Piano Level IV Review** (1)  
Designed for Music majors who do not successfully complete the piano proficiency examination in MUS 227M and for majors with piano skills who are not prepared in all areas of competence. Offered during the spring 3-week term as needed. [ExL](#)

**MUS 375: Opera Workshop (1)**  
An in-depth analysis of opera as a contemporary phenomenon. Research, analysis, discussion, interpretation, rehearsal, performance, and production techniques will be utilized in preparation of operatic scenes and/or complete works. Prerequisite: consent of instructor. [ExL](#)

**MUS 385: Diverse Styles of Music (3)**  
An introduction to the diverse styles of music found throughout the world. This class includes a component on the development of American jazz and popular music and also finishes the music history sequence with a survey of Western music from the middle of the twentieth century through the present. Students are encouraged to register for MUS 315: Camerata 808 during the semester they take MUS 385 or MUS 202. Prerequisite: MUS 102 or consent of the instructor. Offered every fall.

**MUS 405: Advanced Topics in Music Technology (3)**  
The fourth course in the music technology sequence, focusing on advanced topics with music-related hardware and software, including surround sound, real-time processing, multimedia, and professional level recording, editing, mixing, and mastering. Prerequisite: MUS 305. Offered in the spring of even-numbered years.

**MUS 418: Advanced Instrumental Conducting (2)**  
A continuation of MUS 247 with emphasis on the conducting of instrumental ensembles. Prerequisites: MUS 247 and consent of the instructor. Offered in the fall of even-numbered years.

**MUS 419: Advanced Choral Conducting (2)**  
A continuation of MUS 247 with emphasis on the conducting of choral ensembles. Prerequisites: MUS 247 and consent of the instructor. Offered in the fall of odd-numbered years.

**MUS 425: Choral and Instrumental Arranging (3)**  
Basic experience in the manipulation of musical materials with the goal of creating arrangements for various choral and instrumental ensembles. A study of vocal characteristics and instrumentation will be included. Prerequisites: MUS 201 or consent of instructor. Offered in the fall of odd-numbered years.

**MUS 450: Senior Recital (0) (CE)**  
The culmination of private music lessons for those students who have successfully completed the sophomore and junior jury performances and have been approved by the music faculty to continue to the 400 level of lessons. Repertoire will be chosen in consultation with the applied instructor(s). Recitals will be presented publically. Required of all students pursuing the Bachelor of Music Education degree. Offered every semester. [ExL](#)

**MUS 405: Advanced Topics in Music Technology (3)**  
The fourth course in the music technology sequence, focusing on advanced topics with music-related hardware and software, including surround sound, real-time processing, multimedia, and professional level recording, editing, mixing, and mastering. Prerequisite: MUS 305. Offered in the spring of even-numbered years.

**MUS 418: Advanced Instrumental Conducting (2)**  
A continuation of MUS 247 with emphasis on the conducting of instrumental ensembles. Prerequisites: MUS 247 and consent of the instructor. Offered in the fall of even-numbered years.

**MUS 419: Advanced Choral Conducting (2)**  
A continuation of MUS 247 with emphasis on the conducting of choral ensembles. Prerequisites: MUS 247 and consent of the instructor. Offered in the fall of odd-numbered years.

**MUS 425: Choral and Instrumental Arranging (3)**  
Basic experience in the manipulation of musical materials with the goal of creating arrangements for various choral and instrumental ensembles. A study of vocal characteristics and instrumentation will be included. Prerequisites: MUS 201 or consent of instructor. Offered in the fall of odd-numbered years.

**MUS 450: Senior Recital (0) (CE)**  
The culmination of private music lessons for those students who have successfully completed the sophomore and junior jury performances and have been approved by the music faculty to continue to the 400 level of lessons. Repertoire will be chosen in consultation with the applied instructor(s). Recitals will be presented publically. Required of all students pursuing the Bachelor of Music Education degree. Offered every semester. [ExL](#)

**MUS 490: Capstone Experience (0) (CE)**  
An extensive guided research project or document for BA Music students who are focused on liberal arts music studies. Prerequisite: Consent of music faculty. Offered as needed.

**MUS 498: Global Studies (1)**  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**MUS 499: Study Abroad (1–3)**  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## ENSEMBLES

Ensembles meet the entire 15 weeks of the semester.

### MUS 103–104: Ensemble (1)

Offered for students interested in music for small groups. Groups formed will depend upon available personnel. Prerequisite: consent of instructor. Offered as needed. [ExL](#)

### MUS 155–156: Collegiate Choir (.5)

Membership is open without audition to all students who have an interest in singing. Offered every semester. [ExL](#)

### MUS 157–158: Symphonic Band (.5)

Membership is open without audition to all students with experience playing a woodwind, brass, or percussion instrument. The ensemble performs a wide variety of standard band music. Offered every semester. [ExL](#)

### MUS 209–210/409–410: Orchestra (1)

Membership is open to all students who play an appropriate stringed instrument. Wind instrument and percussion players will be admitted by permission of the conductor. Offered every semester. [ExL](#)

### MUS 315: Camerata 808 (1)

Camerata 808 is a collection of chamber groups that focus on the experimental music of the past 100 years and provides an outlet for the performance of student compositions. Offered every semester.

### MUS 357/358: Wind Ensemble (1)

Select ensemble for woodwind, brass, and percussion players chosen by audition. The ensemble performs concerts on campus, in community and school settings, and on an annual concert tour. All players must maintain membership in the Symphonic Band. Offered every semester. [ExL](#)

### MUS 359/360: Concert Choir (1)

Membership is open to all college students who show sufficient preparation and ability through audition. The choir participates in annual concert presentations and also on an extended spring tour. The repertoire represents the masterpieces of choral literature. Offered every semester. [ExL](#)

### MUS 361/362: Chamber Choir (1)

Open to qualified students by audition. The ensemble performs both on campus and/or off campus. The repertoire consists of a wide range of choral literature. Offered every semester. [ExL](#)

### MUS 367/368: Jazz Ensemble (1)

Membership is open to all members of the Symphonic Band who show sufficient experience in the jazz idiom and evidence of ability through audition or by consent of the instructor. The band performs frequently on campus and off campus for both concert and dance

functions. Offered every semester. [ExL](#)

## PRIVATE LESSONS [ExL](#)

Private music lessons are available in voice, piano, organ, brass instruments, stringed instruments, woodwind instruments, percussion instruments, and composition. Hour-long lessons are standard in the major instrument, voice, or composition. Music majors and minors are required to co-enroll in Repertoire and Performance (see below). Private lessons meet the entire 15 weeks of the semester. The following curriculum is available in the music lessons area:

MUS 131-132/431-432	Voice	(1–2)
MUS 133-134/433-434	Piano	(1–2)
MUS 135-136/435-436	Organ	(1–2)
MUS 139-140/439-440	Brass	(1–2)
MUS 141-142/441-442	Strings/Guitar	(1–2)
MUS 143-144/443-444	Woodwinds	(1–2)
MUS 145-146/445-446	Percussion	(1–2)
MUS 151-152/451-452	Composition	(1–2)

### MUS 188–488: Repertoire and Performance (0)

This class extends the development of individual talent that takes place in private lessons. This experience allows students to explore literature performed by themselves or others, as well as investigate issues in performance and the music industry. Music majors and minors admitted to private lessons will co-enroll in MUS 188–488 as an extension of the studio experience. Satisfactory participation is required for at least seven semesters for BA students, six semesters for BME students, and four semesters for music minors.

## NATURAL SCIENCE

### MINOR IN PHYSICAL SCIENCE: (19–23 HOURS)

The Physical Science minor is available to students pursuing any undergraduate major. It supplements many areas of study and allows students to add an applied dimension to their academic endeavor. It may be of particular interest to students interested in sustainability and alternative energy.

#### Core Courses (7–8 hours)

*Select 2 of the following three courses:*

NAS 305: The Solar System (4)

NAS 310: Climate & Climate Change (4)

NAS 412: Geographical Information Systems (3)

#### Elective Courses (12–15 hours)

*Select 4 courses from the following:*

NAS 108: Introduction to Environmental Science (3)

NAS 200: Astronomy (3)

NAS 202: Meteorology (3)

NAS 203: Life in the Universe (4)

NAS 204: Geology (3)

PHY 201: General Physics I (4)

PHY 202: General Physics II (4)

## NATURAL SCIENCES COURSES

### NAS 108: Introduction to Environmental Science (3)

An introduction to the basic principles of environmental science, including the scientific principles governing ecosystems and their processes, human population and resource use, and biodiversity of the earth. Two hours of lecture and one two-hour laboratory per week in a 12-week session (3-week session schedules will differ). Offered every year.

### NAS 112: Introduction to Physical Science (3)

This course provides substantial introduction to the fundamental behavior of matter and energy. It introduces basic concepts and key ideas while providing opportunities for students to learn scientific communication, reasoning skills and a new way of thinking about the world. This course meets the requirement of science in general education.

### NAS 201: Explorations in Physical Science (3)

A hands-on laboratory course emphasizing observational and outdoor aspects of physical science. This course includes observational astronomy, with and without telescopes; weather observations; and geological concepts, including rocks, formations, and geological maps. It also features introductions to Global Positional Systems, Geographical Information Systems, and orienteering. The highlight of this course is a field trip to the Grand Canyon in Arizona or some similar location. Prerequisite: none. Offered every spring 3-week session.

### NAS 202: Meteorology (3)

An introduction to atmospheric processes that influence weather and weather forecasting. Two hours of lecture and one laboratory per week. Prerequisite: MAT 100 if required. Offered in the spring of odd-numbered years.

### NAS 203: Life in the Universe (4)

An introductory course that focuses on the structure and nature of the solar system and the Milky Way galaxy with emphasis on the possible existence of life forms. Most of the course material will be drawn from astronomy and astrophysics, but additional topics from geology, climatology, and biology will be introduced. Includes a lab component. Prerequisite: MAT 100 if required. Offered online.

### NAS 204: Geology (3)

A survey of past and present geological processes that create and change the earth's materials and landforms. Two hours of lecture and one laboratory per week. Prerequisite: MAT 100 if required. Offered in the fall of odd-numbered years.

### NAS 289: Selected Topics in Science (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

### NAS 305: Solar System Exploration (4)

An introduction to the solar system and its exploration. Topics include the sun, the planets and their moons, dwarf planets, asteroids, comets, and smaller bodies. Additional topics include the major

NASA and ESA missions to bodies in the solar system.  
Prerequisite: MAT 120. Offered online.

**NAS 310: Climate & Climate Change (4)**  
An overview of past, present, and projected future climates and a study of atmospheric, geological, astronomical, and anthropogenic processes that influence climate. Special focus on global climate change and alternative energy sources. Four hours credit online including online laboratory. Prerequisite: MAT 110 or 111. Offered during the ten-week summer session.

**NAS 401: Current Topics in Science (1)**  
Contemporary issues in science. May be repeated with consent of the instructor. Prerequisites: junior or senior standing with major concentration in science or consent of the instructor.

**NAS 405: History and Philosophy of Science (3)**  
The study of scientific thought and practice and its effects on the development and current status of the sciences. In addition, the mutual interactions of theoretical, applied science, and society will be integrated into the course. Prerequisites: junior standing and three science courses. Offered as needed.

**NAS 412: Geographic Information Systems (3)**  
A course in geographic information systems with applications in business, science, and natural resources. Production of GIS computer maps and accompanying database information is emphasized, along with techniques for symbolizing, displaying, and analyzing spatial information. Prerequisite: MAT 110

or MAT 111. Offered in the fall of odd-numbered years.

**NAS 489: Selected Topics in Science (1–3)**  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

## PHYSICS COURSES

**PHY 101: Essentials of Physics (3)**  
A survey of important concepts of physics presented in a format that requires only a minimal amount of mathematics. Topics are drawn from mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. Includes a lab component. Prerequisite: none. Offered in the fall and spring 3-week sessions.

**PHY 201/202: General Physics (4/4)**  
A study of the fundamentals of mechanics, sound, electricity, magnetism, heat, and light. Three lectures and one laboratory. Prerequisite: MAT 115 or equivalent; PHY 201 is a prerequisite for PHY 202.

## BLESSING-RIEMAN COLLEGE OF NURSING AND HEALTH SCIENCES PROGRAM AND CULVER-STOCKTON COLLEGE

Blessing-Rieman College of Nursing and Health Sciences (BRCN) and Culver-Stockton College have combined the staff and faculty expertise, resources, and commitment of both campuses to offer a highly professional and academically excellent four-year program leading to the Bachelor of Science in Nursing, the Bachelor of Science in Radiologic Science, and the Bachelor of Science in Respiratory Care. The baccalaureate degree is jointly conferred by Blessing-Rieman College of Nursing and Health Sciences and Culver-Stockton College.

The Blessing-Rieman College and Health Sciences and Culver-Stockton College Bachelor of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education and The Higher Learning Commission and is a member of the North Central Association. It is also approved by the Missouri State Board of Nursing, the State Department of Education of Missouri, the Illinois Department of Professional Regulation, and the State of Illinois Board of Higher Education.

The mission of Blessing-Rieman College of Nursing and Health Sciences is to educate persons of diverse backgrounds to acquire knowledge, skills, attitudes, and values needed for professional nursing practice and lifelong learning. This mission is accomplished in a community of learning dedicated to excellence and caring in professional nursing education.

Students in the nursing program attend Culver-Stockton College at Canton, Missouri, for the first two years of the program. During those years, the student concentrates on a general and liberal arts education. This concentration is to ensure development of a strong physical, biological, and behavioral science base. This combination of a sound scientific base, liberal arts background, and full range of campus life opportunities is designed to play a vital role in fulfilling the mission of the nursing program. During the freshman and sophomore years, nursing students apply to and receive financial assistance from Culver-Stockton College. Nursing courses are introduced in the sophomore year. During the sophomore year, a transition into the nursing major begins as the students' clinical experiences occur in Blessing Hospital and other health care agencies in and near Quincy, Illinois.

In the third and fourth years of nursing study, students attend classes primarily on the Blessing-Rieman campus, as the focus is increasingly concentrated on nursing courses and hands-on nursing practice. Junior and senior nursing students apply to and receive financial assistance from Blessing-Rieman College of Nursing and Health Sciences. For more information regarding scholarships available to junior and senior nursing majors, students should refer to the Blessing-Rieman catalog.

Upon completion of the program, students will have provided nursing care to patients of all age groups. Graduates will have acquired nursing experiences in acute care hospitals, extended care facilities, schools, and a number of community health care agencies.

Students interested in nursing are encouraged to contact the Admission at Blessing-Rieman College of Nursing and Health Sciences for additional materials giving more in-depth information on the program. A tour of the hospital campus may also be arranged through the BRCN Office of Admission.

Students majoring in nursing are also subject to guidelines and requirements in the BRCN Catalog.

## **BACHELOR OF SCIENCE IN NURSING (124 HOURS)**

### **Foundation Courses (23 hours)**

- COM 115: Fundamentals of Speech (3)
- ENG 101: Composition I (3)
- ENG 202: Composition II (3)
- EXP 101: Intro to Experiential Learning (3)
- EXP 301: Problem Based Learning (3)
- FYE 100: First-Year Experience (3)
- PED 100: Introduction to Fitness (1)
- REL 1xx: Human Values and Beliefs (3) (Choose from Rel 101, Rel 102, or Rel 103.)
- ACE: Academic and Cultural Events (1)

### **General Education (3 hours)**

- Fine Arts (3) - see list of courses under the general education section

### **Elective Courses (10 hours)**

- Nursing or Non-Nursing Electives (10)

### **Support Courses (27 hours)**

- BIO 210: Human Anatomy and Physiology I (4)
- BIO 211: Human Anatomy and Physiology II (4)
- BIO 260: Microbiology (4)
- BIO 310: Pathophysiology (3)
- MAT 205: Elementary Statistics (3)
- PHI 304: Ethics (3)
- PSY 101: Introductory Psychology (3)
- PSY 200: Lifespan Development (3)

## **COMPETENCY REQUIREMENT**

Blessing-Rieman College of Nursing and Health Sciences students are required to demonstrate the following competencies: Sophomore students are required to demonstrate competency in basic nursing care prior to enrollment in NSG 300-level clinical courses. Competency is demonstrated by successfully completing NSG 201, NSG 206, NSG 207, NSG 209, NSG 211, and NSG 215. Junior students are required to demonstrate competency in providing safe, effective nursing care prior to enrollment in NSG 402. Competency is demonstrated by successfully completing NSG 304, NSG 320, NSG 321, and NSG 322 and achieving the group-normed passing

score on a nationally standardized achievement test. A graduate's competency is demonstrated by passing a simulated NCLEX computer examination. Applications to write the state licensure examination, the NCLEX, will be processed only after the student has passed a simulated NCLEX computer-adaptive examination. Students should refer to the BRCN catalog for specific details.

## SCHOLASTIC REQUIREMENTS FOR ADMISSION TO THE NURSING MAJOR

The requirements for acceptance into the Nursing major at the sophomore year are (1) a minimum composite score of 22 on the ACT or successful completion of the Admissions Assessment Exam (A2) (currently waived), (2) a minimum high school GPA of 3.0, (3) a cumulative college GPA of 2.7, (4) prerequisite course GPA of 2.7, (5) completion of all the prerequisite courses for sophomore nursing courses with a grade of C or better (Composition I, Introductory Psychology, Lifespan Development, Human Anatomy and Physiology I and II).

## READMISSION

Applicants for readmission must apply to Culver-Stockton College and be accepted by both Culver-Stockton College and Blessing-Rieman College of Nursing and Health Sciences. Students applying to reenter the nursing program will be subject to space limitations in the program.

Course descriptions for Nursing classes may be obtained from Blessing-Rieman College of Nursing and Health Sciences. Toll free number 800-877-9140 or [www.brcn.edu](http://www.brcn.edu).

## RESPIRATORY CARE

Blessing-Rieman College of Nursing & Health Sciences offers a joint Bachelor of Science in Respiratory Care program in partnership with Culver-Stockton College. The program allows you to learn the skills needed to provide therapeutic and diagnostic services to patients with heart and lung disorders. Students:

- Complete respiratory care pre-requisite courses and general education courses on the Culver-Stockton College campus
- Begin respiratory courses as well as clinical experiences on the Blessing-Rieman College campus the sophomore year
- Practice skills at the BRCN Simulation Center
- Complete over 900 hours of hands on clinical experience

### Admission Requirements:

#### First Year:

- 22 ACT/1100 SAT or higher, or pass the HESI Admissions Assessment (A2) Exam (currently waived)
- Minimum high school GPA of 3.0 on a 4.0 scale

#### Transfers:

- 22 ACT/1100 SAT or higher, or pass the HESI Admissions Assessment (A2) Exam (currently waived)
- Cumulative GPA of 2.7 or higher
- Pre-requisite Course GPA of 2.7 or higher
- Completion of the following prerequisites: English Composition I, General Psychology, Anatomy & Physiology I and II, Lifespan Human Development

How to apply: Begin by submitting the following materials to Culver-Stockton College:

- C-SC application and BRCN application
- Official high school transcripts
- Official ACT or SAT scores

The Respiratory Care Program is accredited by the Higher Learning Commission and provisionally accredited by the Commission on Accreditation for Respiratory Care.

## BACHELOR OF SCIENCE IN RESPIRATORY CARE (124 HOURS)

### Foundation Courses (23 hours)

- COM 115: Fundamentals of Speech (3)
- ENG 101: Composition I (3)
- ENG 202: Composition II (3)

EXP 101: Intro to Experiential Learning (3)  
EXP 301: Problem Based Learning (3)  
FYE 100: First-Year Experience (3)  
PED 100: Introduction to Fitness (1)  
REL 1xx: Human Values and Beliefs (3) (Choose from Rel 101, Rel 102, or Rel 103.)  
ACE: Academic and Cultural Events (1)

General Education (3 hours)

Fine Arts (3) - see list of courses under the general education section

Support Courses (27 hours)

BIO 210: Human Anatomy and Physiology I (4)  
BIO 211: Human Anatomy and Physiology II (4)  
BIO 260: Microbiology (4)  
BIO 310: Pathophysiology (3)  
MAT 205: Elementary Statistics (3)  
PHI 304: Ethics (3)  
PSY 101: Introductory Psychology (3)  
PSY 200: Lifespan Development (3)

## RADIOLOGIC SCIENCE

Blessing-Rieman College of Nursing & Health Sciences offers a joint Bachelor of Science in Radiologic Science degree program in partnership with Culver-Stockton College. The program allows you to learn the skills needed to provide diagnostic imaging services and to become an entry-level radiographer. Students:

- Complete radiology prerequisite courses and general education courses on the Culver-Stockton College campus
- Begin radiology courses as well as clinical experiences on the Blessing-Rieman College campus and at clinical affiliate sites in the sophomore year
- Complete over 1,400 hours of hands on clinical experience

Clinical rotations will be completed at:

- Blessing Hospital
- Hannibal Clinic
- Hannibal Regional Hospital
- Illini Community Hospital
- Quincy Medical Group

Admission Requirements:

First Year: 22 ACT/1100 SAT or higher, or pass the HESI Admissions Assessment (A2) Exam (currently waived)

How to apply: Begin by submitting the following materials to Culver-Stockton College:

- C-SC application and BRCN application
- Official high school transcripts
- Official ACT or SAT scores

The Radiologic Science Program is accredited by the Higher Learning Commission and awaiting accreditation with the Joint Review Committee on Education in Radiologic Technology.

## BACHELOR OF SCIENCE IN RADIOLOGIC SCIENCE (124 HOURS)

Foundation Courses (23 hours)

COM 115: Fundamentals of Speech (3)  
ENG 101: Composition I (3)  
ENG 202: Composition II (3)  
EXP 101: Intro to Experiential Learning (3)  
EXP 301: Problem Based Learning (3)  
FYE 100: First-Year Experience (3)  
PED 100: Introduction to Fitness (1)  
REL 1xx: Human Values and Beliefs (3) (Choose from Rel 101, Rel 102, or Rel 103.)  
ACE: Academic and Cultural Events

General Education (3 hours)

Fine Arts (3) - see list of courses under the general education section

Support Courses (27 hours)

BIO 210: Human Anatomy and Physiology I (4)

BIO 211: Human Anatomy and Physiology II (4)

BIO 260: Microbiology (4)

BIO 310: Pathophysiology (3)

MAT 110: College Algebra (3)

PHI 304: Ethics (3)

PSY 101: Introductory Psychology (3)

PSY 200: Lifespan Development (3)

## PHYSICAL EDUCATION

### STATEMENT OF PHILOSOPHY

The Bachelor of Science in Physical Education is designed to prepare majors for entry into the professional teaching ranks or allied areas of endeavor requiring knowledge of physical education training.

### PROGRAM GOALS

- Students will become employed or enrolled in graduate school the first year after graduating from Culver-Stockton College.
- Students will demonstrate proficiency in the application of content knowledge to stimulate critical thinking and create a positive classroom environment.

Bachelor of Science with a Major in Physical Education with Certification in Grades K–12 (49 hours)

Physical Education majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in physical education courses and must satisfy all professional education and certification requirements. (See Education requirements.)

Core Courses (42 hours)

HSC 175: Care and Prevention of Athletic Injuries (3)

PED 104: First Aid/CPR (3)

PED 190: History of Physical Education (3)

PED 216: Movement Education (3)

PED 305: Adaptive Physical Education (3)

PED 311: Measurement for Evaluation in Physical Education (3)

PED 312: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Lifetime Recreational Games, Sports, and Dance (3)

PED 313: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Team and Individual Sports (3)

PED 316: Methods of Teaching Physical Education in the Elementary Schools (3)

PED 318: Physiology of Exercise (3)

PED 326: Physical Growth and Development (3)

PED 336: Kinesiology (3)

PED 412: Psychological and Sociological Aspects of PE and Sport (3)

PED 421: Instructional Techniques in Physical Education (3)

Additional Required Courses (7 hours)

BIO 210: Human Anatomy and Physiology I (4)

HLT 209: Personal, School, and Community Health (3)

Additional hours required for:

Health Certification in Grades K–12 (18 hours)

HLT 225: Introduction to Community Health (3)

HLT 328: Instructional Techniques in Health K–12 (3)

HLT 333: Nutrition (3)

HLT 340: Drug Education (3)

PSY 314: Abnormal Psychology (3)

PSY 424: Human Sexuality (3)

## MINOR IN HEALTH (22 HOURS) (RESTRICTED TO NON-PHYSICAL EDUCATION MAJOR)

BIO 210: Human Anatomy and Physiology I (4)

PED 104: First Aid/CPR (3)

PED 318: Physiology of Exercise (3)

HLT 209: Personal, School, and Community Health (3)

HLT 328: Instructional Techniques in Health K–12 (3)

HLT 333: Nutrition (3)

PSY 314: Abnormal Psychology (3)

## PHYSICAL EDUCATION COURSES

### PED 100: Introduction to Fitness (1)

Introduction to Fitness is a web-based, six-week general education course designed to develop an understanding of the importance of physical fitness. It will focus on the development of health-related physical fitness while also assisting student development of personal training programs, stress management skills, and understanding of the core concepts of proper nutrition. Offered every semester.

### PED 104: First Aid/CPR and Care of Recreational Injuries (3)

Basic first aid procedures for all personal and home accidents will be demonstrated and practiced with further emphasis placed in care of injuries associated with recreational activity. Red Cross certification in first aid and CPR is available. Offered every semester.

### PED 105: Beginning Folk and Square Dance (1)

Emphasis on dance steps, backgrounds, and the national origin of each dance.

### PED 107: Weight Training (1)

Presentation of styles and foundation materials for a practical experience in conditioning the muscular system by lifting weights. Extensive experiences are gained by the student in a weight-lifting environment. Offered every semester.

### PED 108: Lifetime Sports - Bowling (1)

Instruction and practice in the fundamental skills of bowling. Emphasis placed on individual skill development and basic concepts of recreational play. A lab fee is charged. Offered every fall.

### PED 109: Lifetime Sports - Volleyball (1)

Instruction and practice in the fundamental skills of volleyball. Emphasis is placed on individual skill development and basic concepts of recreational play. Offered every semester.

### PED 110: Lifetime Sports - Archery (1)

Instruction and practice in the fundamental skills of archery. Emphasis is placed on individual skill development and basic concepts of recreational play. Offered every spring.

### PED 112: Lifetime Sports - Racquetball (1)

Instruction and practice in the fundamental skills of racquetball. Emphasis is placed on individual skill

development and basic concepts of recreational play. Students must supply their own racquet and racquetball eye guards.

### PED 113: Gymnastics and Tumbling (1)

Instruction and practice in the fundamental skills of gymnastics/tumbling. Emphasis is placed on individual skill development and basic concepts of recreational play. Offered as needed.

### PED 114: Lifetime Sports - Golf (1)

Instruction and practice in the fundamental skills of golf. Emphasis is placed on individual skill development and basic concepts of recreational play. The student should supply his/her own golf clubs although the college can provide a limited number of sets. Offered every spring.

### PED 115: Lifetime Sports - Aerobic Fitness (1)

Concepts and applications of aerobic exercise designed to improve cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Offered every semester.

### PED 116: Lifetime Sports - Badminton (1)

Instruction and practice in the fundamental skills of badminton. Emphasis is placed on individual skill development and basic concepts of recreational play. Offered every fall.

### PED 190: Foundations of Physical Education (3)

A study of the foundations of physical education including historical and philosophical practices.

### PED 216: Movement Education (3)

Theory and practice of teaching basic movement skills, games, dance gymnastics, and other activities that utilize a process of discovery learning and movement factors. Offered every spring.

### PED 225: Water Safety (2)

Students will learn basic water safety skills.

### PED 228: Officiating Sports I (2)

Theory and practice in officiating football and basketball. Opportunity is provided to earn state registration in these sports. Offered every spring.

**PED 229: Officiating Sports II** (2)  
Theory and practice in officiating volleyball and baseball/softball. Opportunity is provided to earn state registration in these sports. Offered as needed.

**PED 230: Coaching as a Profession** (3)  
Current methods and practices used by coaches in the junior and senior high school setting. Course includes selected experiences and research geared to the training of the professional, certified coach.

**PED 276: Exploratory Internship** (1–3)  
An opportunity to provide insight into the field of physical education. [ExL](#)

**PED 289: Selected Topics in Physical Education** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**PED 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**PED 305: Adaptive Physical Education** (3)  
An in-depth study of methods and techniques of adapting strategies to meet the needs of exceptional children in physical education settings.

**PED 311: Measurement for Evaluation in Physical Education** (3)  
Theoretical and practical use of measurement for purposes of classifying, self-testing, and grading in the physical education setting. Offered as needed.

**PED 312: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Lifetime Recreational Games, Sports, and Dance** (3)  
Skill analysis, teaching methods and techniques, and practice organization for the lifetime sports of recreational games and racquet sports. Prerequisites: Physical Education major and PED 190.

**PED 313: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Team and Individual Sports** (3)  
Skill analysis, teaching methods and techniques, and practice organization for the sports of aquatics, gymnastics and tumbling, and rhythm and dance. Prerequisites: Physical Education major and PED 190. Offered as needed.

**PED 314: Techniques of Team Sports** (3)  
Skill analysis, teaching methods and techniques, and practice organization for the team sports of field hockey, soccer, team handball, and volleyball. Prerequisites: Physical Education major and sophomore or upper-class standing or consent of the instructor. Offered every spring.

**PED 316: Methods of Teaching Physical Education in the Elementary Schools** (3)  
Theory and practice of play, rhythms, and games for the elementary school child (Pre-K–6). Prerequisite: admission to Teacher Education Program and EDU 249 or by consent of the instructor. Offered every semester.

**PED 318: Physiology of Exercise** (3)  
The study of the intermediate and long-range physiological responses of the musculoskeletal, respiratory, and cardiovascular systems to various modes of exercise. Prerequisite: BIO 210. Offered every fall.

**PED 326: Physical Growth and Development** (3)  
Study of human physical growth and development from embryo through the life cycle (with special emphasis placed on children) in order to develop an understanding of normal human growth and developmental sequences as they relate to human movement skills. Offered every fall.

**PED 336: Kinesiology** (3)  
In-depth overview of functional anatomy, mechanical and muscular movement of the human body, and an integrated activity/motion analysis lab. Prerequisite: Bio 210. Offered every spring.

**PED 370: Organization, Administration, and Supervision of Intramurals** (2)  
An exploration and study of the operation and management of the intramural program in a recreational, school, or industrial setting. Students will experience both theoretical and practical knowledge through classroom and laboratory settings. Prerequisite: open to all students with junior standing or higher or consent of the instructor. Offered as needed.

**PED 375: Organization and Administration of Athletics** (2)  
An in-depth philosophical and functional study of the operation and management of the total athletic program. This course is primarily designed for the Physical Education major but is open to others with consent of the instructor.

**PED 378: Theory and Practice of Coaching Basketball** (2)  
A study of basketball with special emphasis on individual fundamentals, team play, and coaching philosophies. Offered as needed.

**PED 380: Theory and Practice of Coaching Baseball/Softball** (2)  
A complete study of techniques, fundamentals, strategies, skills, and rules of baseball and softball. Successful coaching techniques and philosophies along with administrative skills are discussed on an individual and team basis. Offered as needed.

**PED 381: Theory and Practice of Coaching Football (2)**

Presentation of styles and foundation materials for coaching/teaching football on the junior and senior high school levels. Offered as needed.

**PED 382: Theory and Practice of Coaching Track and Field (2)**

Presentation of styles and foundation materials for coaching/teaching track and field on the junior and senior high school levels. Offered as needed.

**PED 412: Psychological and Sociological Aspects of PE and Sport (3)**

This course will deal with the principles of psychology and sociology and their practical application in a physical education and sport environment. The course will focus on the enhancement of athletic and physical education performance as well as the social and psychological aspects of human enrichment.

**PED 421: Instructional Techniques in Secondary Physical Education (3)**

Theory and practice of teaching kinesthetic skill and fitness in a secondary educational setting.  
Prerequisite: admission to the Teacher Education Program.

**PED 480: Independent Study (1–3)**

Individual or group projects in physical education under the supervision of the instructor. Prerequisites: consent of instructor and six hours in the field or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

**PED 489: Selected Topics in Physical Education (1–3)**

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**PED 498: Global Studies (1)**

This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**PED 499: Study Abroad (1–3)**

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## HEALTH COURSES

**HLT 209: Personal, School, and Community Health (3)**

A study of contemporary health concepts that have an impact on personal, school, and community health practices. Offered every semester.

**HLT 225: Introduction to Community Health (3)**

Introductory course on public health principles and the current delivery of health services in the United States. The introductory course covers the major area of community health, epidemiology, healthcare management and promotion, environmental, and social health, and current issues along with data and research will be examined. Offered online as needed.

**HLT 289: Selected Topics in Health (1–3)**

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**HLT 328: Instructional Techniques in Health K–12 (3)**

An in-depth study and mini-practicum for the introduction of techniques, organization, and resources for the school health educator. Prerequisite: HLT 209 and admission to the Teacher Education Program. Offered every spring.

**HLT 333: Nutrition (3)**

A study of basic nutritional concepts, including the Food Guide Pyramid, the six basic nutrients, proper health and growth as related to nutrition, and the planning of proper diet and exercise habits. Offered every spring

**HLT 340: Drug Education (3)**

Sociological and psychological influences that have an impact on drug use and abuse and methods for intervention and rehabilitation will be presented. Offered every fall.

## POLITICAL SCIENCE

### STATEMENT OF PHILOSOPHY

Political science is the study of power relations in society, the structure of governmental institutions, and interaction between citizens and those institutions as well as the interaction between states at the international level. The subject matter "politics" is crucial to understanding our existence in an increasingly complex and interconnected world. Departmental offerings are designed to strike a balance between an emphasis on critical thinking and analytical skills versus factual and substantive knowledge. Those seeking a career in public service as well as those wanting a traditional liberal arts education and degree will be interested in this major.

### PROGRAM GOALS

- Students will be skilled in critical thinking, effective communication, and creative problem solving.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies, professionalization, and experiential learning.
- Students will be provided a supportive environment in which the college mission can be accomplished through positive faculty engagement, accessibility, content knowledge and a genuine interest in students' academic and personal development.

### BACHELOR OF ARTS DEGREE WITH A MAJOR IN POLITICAL SCIENCE (33 HOURS)

#### Core Courses (15 hours)

POS 106: Economic History of the United States (3) OR Eco 201: Principles of Macroeconomics (3)  
POS 205: American Government and Politics (3)  
POS 304: Comparative Politics and International Relations (3)  
POS 320: Introduction to Social Research (3)  
POS 490: Senior Seminar (3)

#### Elective Courses (18 hours)

*Select either an American Politics Concentration or a focus on International Politics:*

9 hours of political science electives  
6 hours of history electives  
3 hours of sociology electives or The 226: Acting for the non-major (3)

Additional classes from history and sociology can be taken as choices of electives upon consultation with the advisor.

#### Core Courses (6 hours)

POS 205: American Government and Politics (3)  
OR  
POS 304: Comparative Politics and International Relations (3)  
3 hours of political science courses

#### Elective Courses (12 hours)

Select 12 hours from among the interdisciplinary elective courses from history, business, economics, and sociology.

### POLITICAL SCIENCE COURSES

POS 106: Economic History of the United States (3)  
See ECO 106.

POS 203: Social Problems (3)  
See SOC 203.

POS 205: American Government and Politics (3)  
An introduction to the major conceptual tools used to study and analyze the American political system. An emphasis is placed on the history and functioning of the three branches of federal government, plus a thorough examination of the founding documents, election process, and state of the republic is covered. Offered every semester.

POS 209: State and Local Government (3)  
The federal-state relationship and the structure of state, country, and municipal governments in the United States. Offered every fall.

POS 210: Politics of the Developing World (3)  
This course focuses on current issues in the developing world through independent student research with instructor guidance. Developing areas are home to 80 percent of the world's population but produce only 20 percent of the world's wealth. At the same time, the majority of the world's natural resources are also located in developing areas, and

most of the current armed conflicts occur there as well. The course focuses on a number of competing explanations grouped around themes such as state-building, nationalism, democratization, economic development, civil wars, famine as a political tool, failed states, and the legacy of colonialism. [ExL](#)

**POS 215: Total War and Beyond** (3)  
The course explores the nature and geopolitics of modern warfare. Many traditional explanations of war and peace are exposed as myths propagated by self-interested governments and perpetuated by an inattentive public.

**POS 245: Women in American History** (3)  
See HIS 245.

**POS 276: Exploratory Internship** (1–3)  
in Political Science Internship designed to acquaint students with the field of political science in order to evaluate career choice.

**POS 289: Selected Topics in Political Science** (1–3)  
Selected topics not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**POS 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**POS 304: Comparative Politics and International Relations** (3) (DW)  
An examination of the methods of comparing and analyzing diverse political regimes. The primary emphasis will be on understanding contemporary political institutions, but the course will include an examination of the historical, cultural, and ideological roots of these regimes. The class focuses on a global perspective on the selection of countries. Offered in the spring of odd-numbered years.

**POS 306: Judicial Process** (3)  
See LAW 306.

**POS 320: Introduction to Social Research** (3)  
See CJ 320.

**POS 335: Religion and Contemporary American Politics** (3)  
See REL 335.

**POS 380: The Age of Revolution: Europe, 1789–1918** (3)  
See His 380.

**POS 399: Model United Nations** (3)  
This course will prepare students to participate in a four-day United Nations simulation that takes place in Chicago. Students will learn about the history, organization, and procedures of the UN in addition to UN agenda issues, countries represented, and the policies of UN-member nations. Students will choose a country and prepare to represent it at the model United Nations simulation. The debriefing for this course will take place for a few days during the 3-week term. Offered every fall.

**POS 401: Minority People and Race Relations** (3)  
See SOC 401.

**POS 410: Political Theory** (3)  
This course focuses on the main theories and theorists in political science. Offered in the spring of odd-numbered years.

**POS 412: American Foreign Relations** (3)  
An examination of the major themes that pervade the history of American foreign relations. The course is intended to go beyond description of events to analyze and explain how changing definitions of “the national interest” affects American foreign policy. The class covers foreign relations from the Colonial Period to the present. A working understanding of American history is assumed for those taking this course. Recommended prerequisite includes one of the following: His 108 or POS 205. [ExL](#)

**POS 416: Constitutional Law** (3)  
See LAW 416.

**POS 425: Public Relations Strategies and Campaigns** (3)  
See COM 425.

**POS 476: Professional Internship in Political Science** (1–6)  
Independent internship with a governmental agency, public official, law offices, or selected public and private agencies. [ExL](#)

**POS 480: Independent Study** (1–3)  
Individual or group projects in political science under the supervision of the instructor. Prerequisites: consent of the instructor and six hours in the field or consent of the instructor, academic advisor, division chairperson, and VPAA/Provost.

**POS 489: Selected Topics in Political Science** (1–3)  
Selected topics not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**POS 490: Senior Seminar** (3) (DW & CE)  
Required of all Political Science majors, this seminar will focus on the research and writing of the capstone senior thesis in an area of the students' interests. Students should also discover where their strengths are during this project and learn to harness them for future endeavors. Offered in the spring of even-numbered years.

**POS 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content

of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**POS 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## PROFESSIONAL SALES

### STATEMENT OF PHILOSOPHY

The major in Professional Sales prepares students for careers in one of the most sought after skills in business. The program places a heavy focus on relationship-driven selling which is vital to long-term customer commitments. Graduates may choose to pursue careers in business-to-business sales, insurance sales, real estate or to enter graduate school.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE WITH A MAJOR IN PROFESSIONAL SALES (60–61 HOURS)

### Foundation Courses (24 hours)

ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
BUS 302: Management (3)  
BUS 308: Legal Issues I (3)  
ECO 201: Principles of Macroeconomics (3)  
ECO 202: Principles of Microeconomics (3)  
FIN 311: Finance (3)  
MKT 301: Marketing (3)

### Core Courses (18 hours)

MKT 305: Sales (3)  
MKT 405: Consumer Behavior (3)  
MKT 465: Marketing Strategy (3) (capstone)  
PSM 200: Negotiation in Business and Sales (3)  
PSM 300: Sales Leadership (3)  
PSM 400: Advanced Relationship Driven Professional Sales (3)

### Select 6 courses from the following:

MKT 414: Advertising (3)  
BUS 125: Business Leadership (3)  
BUS 285/485: Practicum in Free Enterprise (1) (May be repeated 3 times)  
BUS 310: Organizational Behavior (3)  
BUS 411: Operations Management (3)  
BUS 412: Innovations in Business (3)  
BUS 470: Business Ethics (3)  
BUS 286: Corporate Experience (3)  
ACT 285/485: Professional Development (1) (May be repeated 3 times)  
ACT 301: Cost Management (3)  
ACT/BUS 321: Fraud Prevention (3)

Experiential Course (3 hours)  
PSM 476: Professional Internship (3)

Support Courses (9–10 hours)  
MAT 110: College Algebra (3), or MAT 111: Applied College Algebra (3) or MAT 115: Precalculus (4), or MAT 120: Applied Calculus (4)  
MAT 205: Elementary Statistics (3)  
MIS 225: Computer Applications in Business (3)

## PROFESSIONAL SALES COURSES

**PSM 200: Negotiation in Business and Sales** (3)  
This course focuses on how to conduct and become more skilled in negotiating, while providing an understanding of the underlying basic principles of negotiation. Offered every semester.

**PSM 276: Exploratory Internship** (1–3)  
Learning activities in connection with professional sales. The internship experience is designed to give the student aid in choosing a vocational area.  
Prerequisite: consent of faculty advisor and Internship Coordinator. [ExL](#)

**PSM 300: Sales Leadership** (3)  
This course is designed to be a learning laboratory for exploring key sales and management concepts related to the sales function and that of the sales manager in the firm. We will focus on developing hand-on analytical and management coaching skills through the use of business case studies and articles and active hands-on practice. Prerequisite: MKT 305. Offered every semester.

**PSM 400: Advanced Relationship Driven Professional Sales** (3)  
This course will focus on the planning and research necessary to be a credible and compelling salesperson. Additionally, this course will tackle the advanced topics of team selling, negotiating, and leveraging account development activities through a focus on hands-on activities, written assignments and case simulations. Prerequisite: MKT 305. Offered every semester.

**PSM 476: Professional Internship (1–6)**  
An orientation to career areas is provided.  
Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor. [ExL](#)

## PSYCHOLOGY

### STATEMENT OF PHILOSOPHY

The Psychology Program is designed to achieve a number of objectives: (1) to teach students the basic principles, theories, and methods of the field; (2) to develop students' abilities to speak, write, and think critically about the discipline's subject matter and to enable them to become self-learners; (3) to enable students to apply psychology to their own lives; (4) to prepare students for graduate study in psychology; (5) to prepare students for immediate employment in a number of human service careers for which a psychology background is valuable; (6) to introduce psychology to non-majors and to serve other programs on campus (for example, nursing, education, etc.); (7) to foster an awareness of how psychology can be seen as one component of an integrated liberal arts education; and (8) to foster a set of attitudes relating to a tolerance of ambiguity, an appreciation of individual differences, an appreciation of complexity in explaining behavior, an appreciation of the importance of research, and a sensitivity to the nature of and need for ethical judgment.

### PROGRAM GOALS

- Students seeking admission to graduate or professional school or a career in a field related to psychology will be successful in their application.
- Students will demonstrate skills in critical thinking, effective communication, and creative problem solving.
- Students will identify having gained experience in real world settings within the field of psychology.

## BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY (36 HOURS)

### Core Courses (15 hours)

- PSY 101: Introduction to Psychology (3)
- PSY 220: Professional Development in Psychology (3)
- PSY 280: Statistics for the Social Sciences (3)
- PSY 312: Research Methods in Psychology (3)
- PSY 490: Senior Capstone in Psychology (3)

### Developmental Courses

#### *Select one 3 hour course*

- PSY 200: Lifespan Development (3)
- PSY 301: Child and Adolescent Psychology (3)
- PSY 302: Adult Psychology and Gerontology (3)

### Experimental Courses

#### *Select one 3 hour course*

- PSY 321: Cognitive Science (3)
- PSY 326: Social Psychology (3)
- PSY 335: Learning Theories (3)
- PSY 353: Biological Psychology (3)

### Applied Courses

#### *Select one 3 hour course*

- PSY 180: Stress Management (3)
- PSY 240: Sport Psychology (3)
- PSY 250: Health Psychology (3)
- PSY 289: Selected Topics in Psychology (3)
- PSY 314: Abnormal Psychology (3)
- PSY 371: Forensic Investigation of Child Maltreatment (3)
- PSY 489: Selected Topics in Psychology (3)

### Elective Courses

9 hours of psychology electives

### Experiential Courses (3 hours required)

- PSY 276: Exploratory Internship (1–3)
- PSY 299: Study Abroad (3)
- PSY 476: Professional Internship (1–6)
- PSY 485: Independent Research (3)
- PSY 499: Study Abroad (3)

## BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (41 HOURS)

This course of study is recommended for those students who wish to pursue graduate study and/or professional work in occupational therapy. This is a highly competitive field and strict guidelines and prerequisites are in place depending on the college. Coordinate with the Pre-Occupational therapy advisor for specific information. The following guidelines are based on requirements with a specific program and may be subject to change. Minimum grades of B are generally required in each of these courses.

### Core Courses (26 hours)

- BIO 210: Human Anatomy and Physiology I (4)
- BIO 211: Human Anatomy and Physiology II (4)
- BIO 220: Medical Terminology (3)
- PSY 101: Introduction to Psychology (3)
- PSY 220: Professional Development in Psychology (3)
- PSY 280: Statistics for the Social Sciences (3)
- PSY 312: Research Methods in Psychology (3)
- PSY 490: Senior Capstone in Psychology (3)

#### Developmental Courses

*Select one 3 hour course*

PSY 200: Lifespan Human Development (3)

#### Ethics

*Select one 3 hour course*

PSY 303: Confidentiality and Ethics (3)

PHI 304: Ethics (3)

#### Applied Psychology

*Select one 3 hour course*

PSY 314: Abnormal Psychology (3)

#### Social Science Courses

*Select one 3 hour course*

PSY 326: Social Psychology (3)

PSY 353: Biological Psychology (3)

PSY 424: Human Sexuality (3)

#### Experiential Courses (3 hours required)

PSY 276: Exploratory Internship (1–3)

PSY 299: Study Abroad (3)

PSY 476: Professional Internship (1–6)

PSY 485: Independent Research (3)

PSY 499: Study Abroad (3)

A minimum of 50 observation hours at two separate settings is required for the OT concentration. It should be noted that most students complete 120 hours or more and incorporate them into the internship. The observation hours can be completed as an internship, but is not required.

### **BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN PRE-ART THERAPY (48 HOURS)**

This course of study is recommended for those students who wish to pursue graduate study and/or professional work in art therapy. A portfolio of original artwork with a minimum of 15 examples in at least three different media demonstrating competence with art material in both 2D and 3D art must be completed. There are strict grade-point average and course grade requirements to remain in this emphasis. Coordinate with the Pre-Art Therapy advisor for further information. The following guidelines are based on requirements for entrance to an Art Therapy master's program at Adler University. These requirements are subject to change. Students may also pursue a Bachelor of Fine Arts degree with a major in Studio Art and a minor in Psychology. For more information, please contact the Art Department Chair.

#### Core Courses (45 hours) (Grade of C or better required in each course)

ART 119: Drawing (3)

ART 245: Clay (3)

ART 253: Graphic Design (3)

ART 255: Painting (3)

ART 262: Digital Photography (3)

PSY 101: Introduction to Psychology (3)

PSY 220: Professional Development in Psychology (3)

PSY 280: Statistics for the Social Sciences (3)

PSY 312: Research Methods in Psychology (3)

PSY 314: Abnormal Psychology (3)

PSY 315: Theories of Personality (3)

PSY 490: Senior Capstone in Psychology (3)

#### Developmental Course

PSY 200: Lifespan Development (3)

#### Experimental Courses

*Select one 3 hour course*

PSY 326: Social Psychology (3)

PSY 335: Learning Theories (3)  
PSY 353: Biological Psychology (3)

#### Experiential Courses

*3 hours required:*

PSY 276: Exploratory Internship (1–3)  
PSY 299: Study Abroad (3)  
PSY 476: Professional Internship (1–6)  
PSY 485: Independent Research (3)  
PSY 499: Study Abroad (3)

Choice of one of the following (3 hours);

ART 115: 2D Design (3)  
ART 230: Printmaking (3)  
ART 275: Sculpture (3)  
ART 331/423: Intermediate/Advanced Printmaking (3)  
ART 335/422: Intermediate/Advanced Drawing (3)  
ART 345/424: Intermediate/Advanced Clay (3)  
ART 335/426: Intermediate/Advanced Painting (3)  
ART 361/427: Intermediate/Advanced Digital Photography (3)  
ART 364: Motion Design (3)  
ART 375: Fibers (3)  
ART 396: Web Design (3)

#### MINOR IN PSYCHOLOGY (18 HOURS)

Core Courses (3 hours)

PSY 101: Introduction to Psychology (3)

Elective Courses (15 hours)

15 hours of psychology electives

#### MINOR IN CHILD ADVOCACY STUDIES (18 HOURS)

Pursuing this minor requires permission from a full-time psychology faculty member. This minor is designed for students majoring in psychology, criminal justice, education, sociology, psychology, legal studies, nursing, health sciences or other areas where knowledge of child maltreatment and advocating for children and their families might be necessary and beneficial.

The Child Advocacy Studies (CAST) curriculum will prepare students across multiple disciplines to be trauma-informed professionals. Students will learn to respond appropriately to experiences of traumatic stress and maltreatment of children and adolescents. The Culver-Stockton College CAST curriculum adheres to the National Child Protection Training Center standards developed for universities, and the C-SC CAST faculty have years of experience in professions serving children impacted by child maltreatment.

Students completing the courses in this program will be better equipped to accomplish the work of related agencies (for example, psychology, social work, criminal justice, legal studies, education, nursing, community health) as they advocate on behalf of child victims and survivors of child maltreatment. Students completing CAST courses will receive a CAST certificate from C-SC noting the completion of the CAST courses as well as a certificate from the National Child Traumatic Stress Network in Psychological First Aid, an evidence-based intervention, along with certificates from the National Child Traumatic Stress Network in Understanding the 12 Core Concepts of Childhood Trauma. These certifications will help distinguish C-SC students as trauma-informed professionals as they seek employment in human service-related fields and/or matriculate to graduate programs.

Core Courses (15 hours)

PSY 101: Introduction to Psychology (3)  
PSY 301: Child and Adolescent Psychology (3)  
PSY 370: Perspectives on Child Maltreatment (3)  
PSY 371: Forensic Investigation of Child Maltreatment (3)  
PSY 450: Intervention for Childhood Trauma (3)

## Elective Courses

### Select one 3 hour course

- CJ 205: Criminal Investigation (3)
- CJ/LAW 218: Criminal Law (3)
- CJ/SOC 310: Deviant Behavior (3)
- CJ/SOC 317: Juvenile Delinquency (3)
- CJ 340: Interview and Interrogation (3)
- CJ/SOC 418: Victimology (3)
- EDU 325: Psychology and Education of the Exceptional Child (3)
- HLT 209: Personal, School and Community Health (3)
- HLT 340: Drug Education (3)
- PSY 200: Lifespan Development (3)
- PSY 314: Abnormal Psychology (3)
- PSY 353: Biological Psychology (3)

## PSYCHOLOGY COURSES

### PSY 101: Introductory Psychology (3)

The course will draw heavily from the psychological principles of behavior such as motivation, learning, attitudes, personality, communication, and social psychology as it focuses on human relations and leadership skills necessary to be successful in students' personal and work life. Offered every semester during the 12-week session.

### PSY 180: Stress Management (3)

The purpose of this course is to familiarize students with the physiological and psychological aspects of the stress response. The course is intended to give students both a review of principles, research, and methods of stress management as well as in-person experience with various stress management techniques. Students will be expected to participate in evidence-based stress management activities both in class and out of class every day. Offered in the odd-numbered years in the fall 3-week session.

### PSY 200: Lifespan Development (3)

This course provides students with an understanding of the changes and continuities experienced by humans as they age. The course will examine physical, cognitive, and psychosocial development from conception to death. Prerequisite: PSY 101. Offered every semester online during the 12-week session.

### PSY 220: Professional Development in Psychology (3)

This course examines the aspects of career planning and courses of study for the psychology major. This course will explore the overview of the undergraduate major in psychology, career options in psychology, preparation for employment with a bachelor's degree in psychology, and preparation for graduate school in psychology or a related field. Professional-level writing in APA will be introduced and further refined. Prerequisite: PSY 101, Psychology major and sophomore standing. Offered every fall.

### PSY 240: Sport Psychology (3)

The purpose of this course is to familiarize students with psychological theory and research as it relates

to sport, fitness, and athleticism. Topics such as motivation, emotion regulation, coaching, and team dynamics will be discussed. Careers in sport psychology will also be considered. Prerequisite: PSY 101. Offered in the 3-week session as needed.

### PSY 250: Health Psychology (3)

This is a relatively new field of psychology that studies mental, emotional, and behavioral factors that affect the onset, duration, recovery, and prevention of physical illnesses. We will examine how psychological factors influence experiencing stress, substance use and abuse, and weight-related issues as well as coping and management of pain and disease. We will also investigate how psychological factors affect the promotion and maintenance of health, types of health care interactions, and compliance with healthcare recommendations. Prerequisite: PSY 101. Offered in the 3-week session as needed.

### PSY 276: Exploratory Internship in Psychology (1–3)

Set in an appropriate agency, industry, research, hospital, or other approved setting, this internship experience is designed to aid students in evaluating professional and career goals. Offered every semester and during the summer. Prerequisite: sophomore or higher standing. Internship Coordinator and faculty approval are required. [ExL](#)

### PSY 280: Statistics for the Social Sciences (3)

This course will provide an introduction to the use and interpretation of descriptive and inferential statistics and will focus on the application of these statistics to research within the behavioral and social sciences. Prerequisite: MAT 100 or equivalent. Offered every semester during the 12-week session.

### PSY 289: Selected Topics in Psychology (1–3)

A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. Offered as needed.

**PSY 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**PSY 301: Child and Adolescent Development** (3)  
Child development serves as an introduction to the study of child psychology from conception to adolescence. This course will provide students with broad knowledge of normal physical, cognitive, and social development as well as an understanding of the prominent theories in child psychology. In addition, students will be introduced to research methods appropriate for use with children. Prerequisite: PSY 101. Offered online every semester.

**PSY 302: Adult Development and Gerontology** (3)  
This course provides a comprehensive overview of the psychological and psychosocial aspects in development throughout adulthood. Course focus is on changes that occur in adults from young adulthood through old age in the following areas: biological development, sensation and perception, learning and memory, intelligence, creativity, and wisdom. Content includes mental health, personality, motivation, research methodology, social factors such as inter- and intra-generational relationships, work, leisure, and community involvement. Prerequisite: PSY 101. Offered online in fall of odd-numbered years in the 12-week session.

**PSY 303: Confidentiality and Ethics** (3)  
This course is designed as an exploration in the overview of confidentiality, the American Psychological Association Code of Ethics, and the Health Insurance Portability and Accountability Act (HIPAA). Students will be expected to reflect on various real-world situations that require informed deliberation. Students will become familiar with an in-depth understanding and exploration of various historical and current events, including but not limited to HeLa cells, abortion, assisted suicide, and hate crimes. Focus will be placed on differences and similarities regarding what is ethical, what is moral, what is legal, and what falls under issues such as FERPA, HIPAA, and the APA Code of Ethics. Prerequisite: PSY 101. Offered in the fall semester as needed.

**PSY 312: Research Methods** (3)  
The purpose of this course is to introduce students to the process and methods involved in conducting scientific research in psychology. Students will gain first hand experience in designing, conducting, and analyzing the results of a scientific research study. Students will also learn the skill of writing a scientific research paper in APA style. Prerequisite: PSY 280. Offered every fall during the 12-week session.

**PSY 314: Abnormal Psychology** (3)  
This course will study abnormal behavior as discussed in the Diagnostic and Statistical Manual of Mental Disorders. Disorders addressed include but are not limited to anxiety, schizophrenia, sexual disorders, and personality disorders. Prerequisite: PSY 101 and six credit hours of psychology or consent of the instructor. Offered every semester during the 12-week session.

**PSY 315: Theories of Personality** (3)  
This course examines the major theories and theorists of psychology, methods, and relevant research in the area of personality. Prerequisites: PSY 101 and PSY 200. Offered in the spring of even-numbered years in the 12-week session.

**PSY 325: Psychology and Education of the Exceptional Child** (3)  
See EDU 325.

**PSY 326: Social Psychology** (3)  
This course examines how people think about, influence, and relate to others. Topics will include attitude formation and change, helping and hurting others, romantic relationships, group dynamics, and social influence as well as prejudice and discrimination. Prerequisite: PSY 101. Offered every spring during the 12-week session.

**PSY 335: Learning Theories** (3)  
This course is a study of human learning and cognitive organization and process. The content will provide an overview of the scientific study of the human and learning and mental processes. Major theories concerning the learning process and their implications for the instructional process are investigated. Offered fall of odd-numbered years in the 12-week session.

**PSY 336: Adaptive Technology in the Global Setting** (3)  
This course examines the aspects of how adaptive technology past and present may be utilized for those in need. Discussions will include historical events such as the implementation of the Americans with Disabilities Act and how individuals with physical disabilities and limitations interact locally as well as globally. This course is highly interactive with many hands-on elements. A travel portion is also required for this course. Prerequisite: PSY 101 and consent of instructor. Offered in the spring 3-week session as needed. [ExL](#)

**PSY 337: Psychology of Marketing** (3)  
This course is an in-depth investigation into the psychology behind mainstream marketing practices in business. Disney will be used as a case study in which to understand these practices. Disney is one of the most successful global organizations due in large part to its use of psychological techniques in advertising, branding, and marketing. The course includes travel

to Disney World in Orlando, Florida. Prerequisite: PSY 101. Offered in the spring 3-week session as needed.

**PSY 353: Biological Psychology (3)**

The purpose of this course is to investigate the underlying biological foundations of behavior, cognitions, emotions, and other psychological processes. Prerequisite: PSY 101. Offered every fall during the 12-week session.

**PSY 370: Perspectives on Child Maltreatment (3)**

This course is the introductory course for child advocacy studies and covers the history, comparative perspectives, legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment and child advocacy. The field of child maltreatment is filled with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse professional perspectives. The course is designed for students majoring in psychology, criminal justice, education, legal studies, nursing, or other areas where knowledge of child maltreatment and advocating for children might be necessary and beneficial. Prerequisite: PSY 101. Offered in the fall 3-week session.

**PSY 371: Forensic Investigations of Child Maltreatment (3)**

This course will provide students with knowledge about the primary domains of child maltreatment and their impact on the development and functioning of children and adolescents. The course will use a multidisciplinary lens to explore theoretical frameworks, cultural considerations, and policy implications as they relate to the responses of child-serving systems such as law enforcement, child protective services, prosecution, and physical and mental health. Prerequisite: PSY 101, 301, and 370. Offered every spring in the 12-week session.

**PSY 422: History of Psychology (3)**

An examination of psychological thought from the time of the early Greek philosophers to the present. Important historical figures, the zeitgeist, the ortgeist, and schools of thought in relevant historical contexts are addressed. Prerequisite: PSY 101 and junior or senior standing. Offered in spring of odd-numbered years during the 12-week session.

**PSY 424: Human Sexuality (3)**

The purpose of this course is an exploration of human sexuality throughout the lifespan as well as throughout the ages. Cultural, historical, religious, and other contextual elements regarding human sexuality will be explored. This course provides information regarding sexual identity and how changing sexual attitudes influence culture as well as the media's impact on human sexuality. Prerequisites:

PSY 101 and junior or senior standing. Offered every semester during the 12 week session as needed.

**PSY 450: Interventions for Childhood Trauma (3)**

This course provides a conceptual framework that forms the foundation for planning effective trauma interventions. The course accelerates student's understanding and skill development by combining the twelve core concepts for understanding the impact of trauma on children and adolescents with using problem-based learning (PBL) principles and guided small group discussion of three in-depth case studies that further assessment, diagnostic, case formulation, and clinical judgment skills. The course highlights the role of development, culture, and empirical evidence in trauma-specific interventions with children, adolescents, and their families. The course offers a consistent systematic approach to using theoretically based core trauma concepts that enhance preparation to provide effective treatment. Prerequisite: PSY 101, 301, 370, 371, and consent of the instructor. Offered every spring.

**PSY 456: Psychological Assessment (3)**

This course addresses the ways to describe the differentiate tests, how to evaluate a test, and the specific names and uses of commonly utilized psychological tests and measures. Prerequisite: PSY 101 and junior or senior standing. Offered in the fall of odd-numbered years.

**PSY 476: Professional Internship in Psychology (1–6)**

This internship experience should provide the student with practical career experience in an appropriate agency, industry, research, hospital, or other approved setting. Prerequisite: junior or senior standing. [ExL](#)

**PSY 480: Independent Study (1–3)**

Individual or group projects in psychology under the supervision of the instructor. Prerequisite: consent of instructor, advisor, division chair, and VPAA/Provost Dean of the College.

**PSY 485: Independent Research (3)**

Students will complete a research project under the supervision of an instructor. Students taking this course should be prepared to complete a research project relatively independently with occasional guidance and direction. Students will be responsible for choosing their research project and experimental design as well as data collection. Students should also be prepared to complete an APA style scientific research paper and to present their work at a conference. Prerequisites: PSY 280, PSY 312, and consent of the instructor. Offered every spring during the 12-week session.

**PSY 489: Selected Topics in Psychology** (1–3)  
A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor. Offered as needed.

**PSY 490: Senior Capstone in Psychology** (3) (DW & CE)  
Students will select a specific topic in psychology and write a literature review using APA style. Students will also prepare to graduate by completing graduate school applications and/or submitting job applications. Prerequisite: PSY 312 and senior standing. Offered every semester.

**PSY 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content

of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**PSY 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## RELIGION AND PHILOSOPHY

### STATEMENT OF PHILOSOPHY

The Religion and Philosophy Department implements the general aims of the College by developing analytic, critical, and synthetic skills; offering guidance in discovery and choice of values; and furnishing a foundation for a mature religious life. The study of religion and philosophy continues to provide the broad intellectual foundation essential to assuming leadership and service roles in a quickly changing society. It provides appropriate preparation for theological seminary, law school, and various programs in management and human services as well as graduate academic programs in religion and philosophy.

### PROGRAM GOALS

- Students will be inspired to embrace the best values of faith and the human spirit.
- Students will be encouraged to develop an examined faith.
- Students will master the basic methods and theories associated with the academic study of religion.
- Students will be prepared for graduate and/or theological education.
- Students will be prepared students for immediate employment in a number of careers for which a religion and/or philosophy background is valuable.

### BACHELOR OF ARTS WITH A MAJOR IN RELIGION AND PHILOSOPHY (36 HOURS)

Core Courses (21 hours)

PHI 101: Introduction to Philosophy (3)  
PHI 206: Logic (3)  
PHI 304: Ethics (3)  
REL 102: New Testament (3)  
REL 103: Religion in America (3)  
REL 120: World Religions (3)  
REL 490: Senior Seminar (3)

Elective Courses (15 hours of religion electives with a maximum of 3 hours in internships)

Additional work in other academic fields such as languages, literature, history, psychology, sociology and speech, is highly recommended to supplement this major.

### MINOR IN RELIGION AND PHILOSOPHY (18 HOURS)

12 hours of religion courses  
6 hours of philosophy courses  
(A maximum of 3 hours in internships is allowed.)

## RELIGION AND PHILOSOPHY COURSES

### BIBLICAL STUDIES

#### REL 101: Hebrew Bible (3)

This introduction to the Bible will adopt historical, critical methods to explain the Old Testament. Students will explore each text in its original setting and examine its influence on the later Judeo-Christian traditions. Offered every spring.

#### REL 102: New Testament (3)

This introduction to the Bible will adopt historical, critical methods to explain the New Testament. Students will explore each text in its original setting and examine its influence on later Christian traditions. Offered every semester.

#### REL 315: Life and Teachings of Jesus (3)

Drawing upon the Bible and historical, critical scholarship, students will participate in the quest for the historical Jesus. Prerequisite: REL 102.

### RELIGION IN AMERICA

#### REL 103: Religion in America (3)

A study of the central themes and issues in the history of religious movements in America from the Colonial Period to the present. This course will map the religious landscape in the United States and explore the relationships between religion and American culture. This course will include field trips that highlight the diversity of religion in America. Offered every semester.

#### REL 322: Disciples of Christ in American Culture (3)

A study of the origins, history, beliefs, and practices of the Christian Church (Disciples of Christ), viewed in the theological, social, and political context of American culture. Prerequisite: REL 103 or consent of the instructor.

### TOPICS IN RELIGION

#### REL 288/488: Mission Trip (1–3)

Affirming the relationship between love of God and love of neighbor, this course will offer students an opportunity to serve others in need. The destinations will vary, and they will be posted at least one semester in advance. Additional costs may apply. This course may be repeated for credit. Prerequisite: consent of the instructor. Offered every spring during the three-week term or during spring break.

### COMPARATIVE STUDY OF RELIGION

#### REL 120: World Religions (3)

A study of the great religions of the world, including their history, beliefs, and practices. Special emphasis is placed on those religions that still exist. Offered every spring.

#### REL 320: Peace and Violence in the World Religions (3)

A study of world religions as both a resource for legitimizing violence and as a source for promoting peace and justice. Special emphasis is placed on the role of religious actors in contemporary conflicts. Offered in the fall of even-numbered years.

#### REL 340: Philosophy of Religion (3)

An exploration of diverse conceptualizations about ultimate reality, evil, morality, life after death, and religious experience in relation to reason, language, faith, and science. Offered in the fall of even-numbered years.

#### REL 325: Religion and American Popular Culture (3)

This course will examine the relationships between religion and American popular culture with particular attention to music, film, television, and the news media. Special emphasis will be placed upon the representations of religious beliefs, practices, and institutions. Offered in the spring of odd-numbered years.

#### REL 335: Religion and Contemporary American Politics (3)

This course will examine the intersection of the religious and political landscapes in the United States. The official resolutions of religious institutions will be compared to actual beliefs, practices, and voting patterns of religious Americans. Offered in the spring of even-numbered years.

#### REL 289: Selected Topics in Religion (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**REL 299: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**REL 319: Hymnology and Repertoire** (2)  
A survey of the historical developments of Western hymnology and of current American liturgical practices. Offered as needed.

**REL 476: Internship** (1–3)  
The student will receive supervised practical experience in ministry within an institutional setting such as a hospital, senior citizen facility, private school, or church. May be repeated, but no more than 3 hours may count toward the religion/philosophy major. Prerequisite: consent of instructor. [ExL](#)

**REL 480: Independent Study** (1–3)  
Individual or group projects in religion under the supervision of the instructor. Prerequisites: consent of the instructor and six hours in the field or consent of the instructor, academic advisor, division chair, and VPAA/Provost.

**REL 489: Selected Topics in Religion** 1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**REL 490: Senior Seminar** (3) (DW & CE)  
The capstone course for Religion and Philosophy majors includes a study of research methodology, a senior thesis, oral exams, and an eportfolio.

**REL 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**REL 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**PHI 245: Literary Theory** (3)  
See ENG 245.

**PHI 289: Selected Topics in Philosophy** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**PHI 304: Ethics** (3)  
A course designed to provide opportunity for the student to grow in sensitivity to ethical issues in contemporary life and to develop the student's ability to engage in ethical reflection and decision making. The major ethical theories and the moral problems of both the individual and society are studied. Offered every semester.

**PHI 340: Philosophy of Religion** (3)  
An exploration of diverse conceptualizations about ultimate reality, evil, morality, life after death, and religious experience in relation to reason, language, faith, and science. Offered in the fall of even-numbered years.

**PHI 480: Independent Study** (1–3)  
Individual or group project in religion and philosophy under the supervision of the instructor. Prerequisites: consent of the instructor and six hours in the field or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

**PHI 489: Selected Topics in Philosophy** (1–3)  
A study of selected issues not covered in other courses, which may involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor. Offered as needed.

**PHI 490: Senior Seminar** (3)  
This capstone course for the religion and philosophy major includes a study of research methodology, a senior thesis, and an e-portfolio. Prerequisite: consent of the instructor. Offered every fall.

## SOCIOLOGY

### STATEMENT OF PHILOSOPHY

Sociology can be defined as the systematic study of human societies. In order to engage in this study, students will be introduced to major theoretical and methodological issues of the discipline. Students will be able to choose from a wide selection of topical courses. These courses bring various theoretical and methodological understanding of the analysis of specific social structures and processes.

## MINOR IN SOCIOLOGY (18 HOURS)

### Core Courses (15 hours)

- SOC 102: Introduction to Sociology (3)
- SOC 203: Social Problems (3)
- SOC 315: Criminology (3)
- SOC 317: Juvenile Delinquency (3)
- SOC 326: Social Psychology (3)

### Elective Courses (3 hours)

3 hours of sociology electives

## SOCIOLOGY COURSES

### SOC 102: Introduction to Sociology (3)

A study of the central themes and issues in the history of religious movements in America from the Colonial Period to the present. This course will map the religious landscape in the United States and explore the relationships between religion and American culture. This course will include field trips that highlight the diversity of religion in America. Offered every semester.

### SOC 203: Social Problems (3)

Significant contemporary social problems are studied, including poverty, family disorganization, mental illness, population growth, social stratification, war, and crime. Prerequisite: SOC 102.

### SOC 211: Sociology of the Family (3)

A sociological survey of the aspects and issues of the family. Included are the demographics, issues, trends, definitions, problems, and the philosophies related to marriage and family. Prerequisite: SOC 102 or consent of the instructor.

### SOC 212: Corrections (3)

See CJ 212.

### SOC 289: Selected Topics in Sociology (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

### SOC 299: Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

### SOC 310: Deviant Behavior (3)

See CJ 310.

### SOC 311: Race and Ethnicity (3)

The ways in which race and ethnicity are socially constructed and the efforts on individuals and society of these constructions are examined in this intense, but exciting 3-week offering. It is not popular in today's cultural climate to be openly racist, yet we continue to see covert racism

practiced daily. From deciding on home loans to job interviews, from introducing a person of another race or ethnicity to the family, to securing a college education, we each experience discrimination or practice it, often without even realizing it. Who benefits, who loses, and what can be done about equalizing the playing field are central to understanding the impact of power and privilege and difference.

### SOC 313: Patterns of Social Class and Inequality (3)

A study of societal structures, patterns of stratification, functions and purposes of social inequality, and implications for the future. Prerequisite: SOC 102.

### SOC 315: Criminology (3)

See CJ 315.

### SOC 316: Violence and the Family (3)

Exploration of child abuse, intimate partner abuse, and elder abuse in what should be "loving relationships." Emphasis is on characteristics of abusers, effects on victims, and intervention strategies at the societal and individual levels.

### SOC 317: Juvenile Delinquency (3)

This course studies the nature, extent, causation, treatment, and prevention of juvenile delinquency. The course also focuses on understanding why juveniles become delinquent by examining various theories of explanations of delinquency. This course explores the extent to which delinquency is caused by individual traits, peer group, family, school, and other factors. Prerequisite: SOC 102 or CJ 105 or consent of the instructor. Offered every spring of even-numbered years.

### SOC 320: Introduction to Social Research (3)

See CJ 320.

### SOC 326: Social Psychology (3)

See Psy 326.

### SOC 401: Minority People and Race Relations (3)

Majority-minority relationships with special attention given to racial, religious, and ethnic

groups in the United States. Enduring patterns of majority-minority conflict are explained, and mechanisms for the resolution of conflict are outlined. Prerequisite: SOC 102 or consent of the instructor.

**SOC 418: Victimology** (3)  
See CJ 418

**SOC 483: Independent Studies and Sociological Research** (3)  
Individual or group projects in sociology under the supervision of the instructor. Prerequisites: consent of the instructor and six hours in the field.

**SOC 489: Selected Topics in Sociology** (1–3)  
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**SOC 490: Senior Seminar** (3)  
Assesses the graduating seniors in their major field and assists in preparing them for post graduate

studies and/or for their professional career.

**SOC 498: Global Studies** (1)  
This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**Soc 499: Study Abroad** (1–3)  
Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## SPORT MANAGEMENT

### STATEMENT OF PHILOSOPHY

The Bachelor of Science with a major in Sport Management is designed to educate students with academic and practical experience in the business and management aspects of sport. This degree is designed for students interested in a career in sport-related areas other than teacher education. A degree in sport management will prepare majors for careers with areas of concentration in Media Communication or Administration.

### PROGRAM GOALS

- Students will demonstrate proficiency in business and management concepts with an emphasis on the uniqueness of the sport industry.
- Students will produce professional written and oral communication and show competence with the use of technology.
- Students will demonstrate leadership and professional behavior in the work environment while pursuing a career in the sport industry.

### BACHELOR OF SCIENCE WITH A MAJOR IN SPORT MANAGEMENT (45 HOURS)

#### Core Courses (24 hours)

SPM 150: Introduction to Sport Management (3)  
SPM 225: Sport Ethics and Governance (3)  
SPM 250: Athletic Sport Administration (3)  
SPM 316: Athletic Event and Facility Management (3)  
SPM 365: Sport Finance (3)  
SPM 450: Legal Issues of Sport (3)  
SPM 476: Professional Internship in Sport Management (3)  
SPM 490: Senior Seminar (3)

#### Additional Required Courses (21 hours)

ACT 125: Principles of Accounting I (3)  
BUS 302: Management (3)  
BUS 308: Legal Issues I (3)  
MIS 225: Computer Applications in Business (3)  
PED 412: Psychological and Sociological Aspects of PE and Sport (3)

*Select 3 hours from the following courses:*

MKT 301: Marketing (3)

SPM 430: Sport Marketing (3)

*Select 3 hours from the following courses:*

COM 214: Mass Media and Society (3)

COM 302: Principles of Public Relations (3)

COM 303: Introduction to Radio and Television (3)

## MINOR IN SPORT MANAGEMENT (18 HOURS)

Core Courses (15 hours)

Core Courses (15 hours)

SPM 150: Introduction to Sport Management (3)

SPM 225: Sport Ethics and Governance (3)

SPM 250: Athletic Sport Administration (3)

SPM 316: Athletic Event and Facility Management (3)

SPM 450: Legal Issues of Sport (3)

Elective Courses (3 hours)

*Choose 3 hours from the following courses:*

PED 412: Psychological and Sociological Aspects of PE and Sport (3)

SPM 365: Sport Finance (3)

SPM 430: Sport Marketing (3)

## SPORT MANAGEMENT COURSES

SPM 150: Introduction to Sport Management (3)

This course will allow students the opportunity to investigate the profession and possible careers in sport management. Students will also be exposed to the various responsibilities of a sport management position. Offered every semester.

SPM 200: Fundamentals of Coaching (3)

This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the college and serious club levels.

Consideration is also given to coaching at other levels, such as youth, recreational and high school sport programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. Prerequisite: SPM 150 and 225. Offered every spring in the 3 week session.

SPM 225: Sport Ethics and Governance (3)

This course is designed to introduce students to the moral and ethical issues in organized sports. Basic governing principles such as athlete eligibility, government influence on sports, and sport organization constitutions and bylaws will be discussed. Offered every fall.

SPM 250: Athletic Sport Administration (3)

Administrative policies and procedures for high school, collegiate, and professional sports will be discussed. Concepts such as gender equity, sport scheduling and budgets, contracts, and sport operating procedures will be introduced. Prerequisite: SPM 150 or SPM 225. Offered every spring.

SPM 276: Exploratory Internship in Sport Management (1–3)

This course is designed to allow students to explore career opportunities within the sport management area. Prerequisites: advisor and Internship Coordinator approval and second-semester freshman standing. [ExL](#)

SPM 289: Selected Topics in Sport Management (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

SPM 299: Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

SPM 300: Mental Aspects of Coaching (3)

This course has been developed for students who study coaching and who want to learn more about applying sport psychology principles to coaching. This coursework provides the student with an understanding of how coaches can apply psychological principles to their coaching to maximize the enjoyment, learning and performance of the athletes that are coached. Prerequisite: SPM 150 and 225. Offered every fall online.

**SPM 316: Athletic Event and Facility Management (3)**

This course is designed to expose students to principles related to sport event and facility

**SPM 365: Sport Finance (3)**

A variety of financial aspects of the sports industry is examined in this course. Financial management skills are built through reading and problem solving utilizing real sports financing examples. The content of the course will support work within a variety of careers in the sport management field. Prerequisite: Act 125 and junior standing or consent of the instructor.

**SPM 430: Sport Marketing (3)**

The course setting includes working with various levels and forms of play. Environments incorporated in the course may include the classroom, sports administration offices, fields of play, and more. Students will learn sport marketing terminology and be introduced to the world of sport marketing through various issues and best practices. Offered every spring during the 3-week session.

**SPM 450: Legal Issues of Sport (3) (DW)**

This course is designed to introduce students to the basic legal issues involved in athletic sport participation. Concepts such as liability and risk management, legal requirements of drug testing, gender equity, and causes of sport litigation will be discussed in depth. Case studies will become primary teaching tools. Prerequisites: SPM 150 and SPM 225. Offered every fall.

**SPM 476: Professional Internship in Sport Management (3–6)**

This course allows students to gain practical experience under an internship supervisor in the field of sport management. Students should have completed all sport management major coursework under the 400 level. Prerequisites: junior standing, and approval of advisor and Internship Coordinator. [ExL](#)

management. Facility design, construction, and risk management along with event publicity, marketing, and sponsorship of sports events will be covered.

**SPM 489: Selected Topics in Sport Management (1–3)**

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

**SPM 490: Senior Seminar (3) (CE)**

This course serves as a capstone for the Sport Management major. It integrates current information to prepare students to enter the sport industry. Developing a professional and personal philosophy of sport management will be covered. Additionally, résumés, job searches, graduate school programs, and entry-level job requirements and expectations will be addressed. Offered every spring.

**SPM 498: Global Studies (1)**

This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion. Offered each 12-week session in conjunction with an international travel class being offered in the 3-week session.

**SPM 499: Study Abroad (1–3)**

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

## SUPPLY CHAIN MANAGEMENT

### STATEMENT OF PHILOSOPHY

The major in Supply Chain Management prepares students for careers in logistics, covering procurement, production, storage, shipment, and delivery of goods for businesses and organizations. Graduates may choose to pursue careers in purchasing, logistics, operations or to enter graduate school.

### PROGRAM GOALS

- Students will demonstrate the ability to communicate business information for informed decision making.
- Students will integrate the core areas of business to informed decision making in multiple environments.
- Students will demonstrate the ability to work with diverse colleagues in team situations.
- Students will apply business-related quantitative methods and tools to formulate management decision alternatives.
- Students will demonstrate appropriate and ethical leadership skills.
- Students will demonstrate advanced knowledge in their specific discipline.

## BACHELOR OF SCIENCE WITH A MAJOR IN SUPPLY CHAIN MANAGEMENT (60–61 HOURS)

### Foundation Courses (24 hours)

ACT 125: Principles of Accounting I (3)  
ACT 126: Principles of Accounting II (3)  
BUS 302: Management (3)  
BUS 308: Legal Issues I (3)  
ECO 201: Principles of Macroeconomics (3)  
ECO 202: Principles of Microeconomics (3)  
FIN 311: Finance (3)  
MKT 301: Marketing (3)

### Core Courses (18 hours)

ACT 301: Cost Management (3)  
BUS 411: Operations Management (3)  
BUS 465: Business Strategy (3) (capstone)  
SCM 200: Forecasting and Logistics (3)  
SCM 300: Sourcing and Operation (3)  
SCM 400: Supply Chain Management Practicum (3)

### Select 6 hours from the following courses:

BUS 125: Business Leadership (3)  
BUS 285/485: Practicum in Free Enterprise (1) (May be repeated 3 times)  
BUS/FIN 304: Risk Management (3)  
BUS 310: Organizational Behavior (3)  
BUS 412: Innovations in Business (3)  
BUS 470: Business Ethics (3)  
BUS 286: Corporate Experience (3)  
ACT 285/485: Professional Development (1) (May be repeated 3 times)  
ACT/BUS 321: Fraud Prevention (3)

### Experiential Course (3 hours)

SCM 476: Professional Internship (3)

### Support Courses (9–10 hours)

MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3), or MAT 115: Precalculus (4),  
or MAT 120: Applied Calculus (4).  
MAT 205: Elementary Statistics (3)  
MIS 225: Computer Applications in Business (3)

## SUPPLY CHAIN MANAGEMENT COURSES

### SCM 200: Forecasting and Logistics (3)

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts - forecasting and logistics. Offered every semester.

### SCM 276: Professional Internship (1–3)

Learning activities in connection with supply chain management. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator. [ExL](#)

### SCM 300: Sourcing and Operations (3)

This course provides an overview of sourcing and operations. It is divided into two parts. In the first part, students will learn the key components of sourcing - supplier selection, supplier

segmentation, make vs. buy decisions and supplier relationships. Prerequisite: SCM 200. Offered every semester.

### SCM 400: Supply Chain Management Practicum (3)

This course encapsulates all of the skills of the supply chain manager and asks students to apply these skills toward solving full scale supply chain challenges. Prerequisite: SCM 200 and 300. Offered every semester.

### SCM 476: Professional Internship (1–6)

An orientation to career areas is provided. Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor. [ExL](#)

## THEATRE

### STATEMENT OF PHILOSOPHY

Courses in theatre are designed to provide the student with a strong practical and theoretical foundation for careers in theatre. Students who major in Theatre are given the opportunity to pursue either a generalized course of study or an area of concentration within the major.

### PROGRAM GOALS

- Students completing a degree in theatre will direct a one-act play as their capstone project using their knowledge of theatre arts in both performance and technical areas to produce plays. The play will be presented to the public for two performances.

Programs and opportunities in Theatre include several major productions each season; student-directed projects; assistantships in areas such as costuming, administration, and technical theatre; fine arts scholarships; and summer-theatre opportunities. All programs in theatre are available to every Culver-Stockton student regardless of major.

### BACHELOR OF FINE ARTS WITH A MAJOR IN THEATRE (60 HOURS)

This course of study is recommended for those students wishing to pursue graduate and/or professional work in theatre. A minimum of 60 hours in theatre is required in addition to all other requirements listed under the BFA degree program of study.

#### Core Courses (25 hours)

THE 106/306: Theatre Lab (1–2) (A minimum of 4 hours is required.)  
THE 225: Acting I (3)  
THE 249: Introduction to Technical Theatre (3)  
THE 318: Theatre History through the 17th Century (3)  
THE 319: Theatre History from the 18th Century (3)  
THE 328: Applied Theatre Theories (3)  
THE 360: Directing (3)  
THE 476: Professional Internship (3)

#### Elective Courses (35 hours)

35 hours of theatre electives

### BACHELOR OF ARTS WITH A MAJOR IN THEATRE (30 HOURS)

This course of study is recommended for the student wishing to pursue further study in theatre or to pursue a double major. A minimum of 30 hours in theatre is required in addition to all other requirements listed under the BA degree program of study.

#### Core Courses (17 hours)

THE 106/306: Theatre Lab (1–2) (A minimum of 2 hours is required.)  
THE 225: Acting I (3)  
THE 249: Introduction to Technical Theatre (3)  
THE 328: Applied Theatre Theories (3)  
THE 360: Directing (3)

#### *Select 3 hours of the following courses:*

THE 318: Theatre History through the 17th Century (3)  
THE 319: Theatre History from the 18th Century (3)

#### Elective Courses (13 hours)

THE 319: Theatre History from the 18th Century (3)

### BACHELOR OF FINE ARTS WITH A MAJOR IN MUSICAL THEATRE (64 HOURS)

This course of study is recommended for those students who wish to pursue graduate study and/or professional work in theatre.

#### Theatre Performance Core Courses (24 hours)

THE 106/306: Theatre Lab (1–2) (3 hours required)  
THE 221: Oral Interpretation (3)

THE 225: Acting I (3)  
THE 304: Voice and Diction (3)  
THE 326: Acting II (3)  
THE 328: Applied Theatre Theories (3)  
THE 330: Audition Techniques (3)  
THE 476: Professional Internship (3)

Theatre Production/History Core Courses (12 hours)

THE 209: Makeup (3)  
THE 250: Drafting and Rendering (3)  
THE 335: Musical Theatre History (3)  
THE 360: Directing (3) (Senior Capstone Experience)

Dance and Movement Core Courses (8 hours)

THE 317: Stage Movement (3)

*Select 5 hours from the following courses:*

THE 120: Tap Dance (1)  
THE 130: Musical Theatre Dance (1)  
THE 140: Ballet I (1)  
THE 150: Jazz Dance I (1)  
THE 160: Modern Dance (1)  
THE 246: Jazz Dance II (1)  
THE 247: Tap Dance II (1)

Music Studies Core Courses (20 hours)

MUS 100: Fundamentals of Music (3) or MUS 101: Theory I (3)  
MUS 105: Intro to Music Technology (3)  
MUS 121: Aural Skills I (1)  
MUS 125: Class Piano Level I (1)  
MUS 375: Opera Workshop (1)

*Select 3 hours from the following courses:*

MUS 155/156: Collegiate Choir (.5) (may be repeated)  
MUS 359/360: Concert Choir (1)  
MUS 361/362: Chamber Choir (1)

*Select 8 hours from the following courses:*

MUS 131-132/431-432: Private Lessons in Voice (1–2) (may be repeated)

**BACHELOR OF SCIENCE WITH A MAJOR IN SPEECH AND THEATRE EDUCATION (CERTIFICATION IN GRADES 9–12) (30 HOURS)**

This course of study is recommended for those students wishing to attain education certification in speech and theatre. It is strongly recommended that Speech/Theatre Education majors also complete endorsement requirements in another endorsement area. Speech/Theatre majors wishing to be certified to teach in Missouri must have a GPA of 3.00 (or higher) in communication and theatre classes and must satisfy all professional education and certification requirements. (See Education requirements.)

Core Courses (27 hours)

COM 201: Advanced Public Speaking (3)  
COM 204: Interpersonal Communication (3)  
COM 206: Small Group Communication (3)  
COM 214: Mass Media and Society (3)  
COM 233: Argumentation and Debate (3)  
THE 225: Acting I (3)  
THE 249: Introduction to Technical Theatre (3)  
THE 318 OR THE 319: Theatre History (3)  
THE 360: Directing (Senior Capstone Course) (3)

Elective Courses (3 hours)

3 hours of theatre electives

## MINOR IN THEATRE (18 HOURS)

### Core Courses (12 hours)

THE 225: Acting I (3)

THE 249: Introduction to Technical Theatre (3)

THE 360: Directing (3)

### Select 3 hours from the following courses:

THE 318: Theatre History through the 17th Century (3)

THE 319: Theatre History from the 18th Century (3)

### Elective Courses (6 hours)

6 hours of theatre electives

## MINOR IN MUSICAL THEATRE (20 HOURS)

THE 130: Musical Theatre Dance (1)

THE 209: Makeup (3)

THE 225: Acting I (3)

THE 326: Acting II (3)

### Select 2 hours from the following courses:

THE 120: Tap Dance (1)

THE 140: Ballet I (1)

THE 150: Jazz Dance I (1)

THE 160: Modern Dance (1)

THE 246: Jazz Dance II (1)

THE 247: Tap Dance II (1)

MUS 100: Fundamentals of Music (3)

MUS 131–132/431–432: Private Lessons in Voice (5 hours required)

It is recommended that students choose as general electives additional theatre courses and MUS 150: Exploring Music Creatively (3).

## THEATRE COURSES

### THE 105: Introduction to Theatre (3)

An overview of all elements of the theatre, including history, production techniques, and personnel. Offered every semester. [ExL](#)

### THE 106/306: Theatre Lab (1–2)

A workshop in acting and/or technical theatre.

### THE 120: Tap Dance (1)

A beginning-level study and practice of the basic techniques of tap dance. Purchase of appropriate shoes is necessary. Offered as needed.

### THE 130: Musical Theatre Dance (1)

A beginning-level study and practice of the basic techniques of various types of dance steps commonly used in musical theatre and musical reviews. Purchase of appropriate shoes is necessary. Offered as needed.

### THE 140: Ballet I (1)

This course is designed to cover styles of ballet dance along with being able to communicate and express through correct ballet terminology.

### THE 150: Jazz Dance I (1)

A beginning-level study and practice of the basic techniques of jazz dance. Purchase of appropriate shoes is necessary. Offered as needed.

### THE 160: Modern Dance (1)

A beginning-level study and practice of the basic techniques of modern dance. Purchase of appropriate shoes is necessary. Offered as needed.

### THE 209: Makeup (3)

Design, materials, and techniques of theatrical makeup. Emphasis is placed on two-dimensional makeup application and design derived from character analysis. Purchase of personal makeup supplies is required. Offered spring of even-numbered years. [ExL](#)

### THE 221: Oral Interpretation (3)

An exploration of the creative techniques involved in the interpretation and oral presentation of literature. Offered every spring. [ExL](#)

### THE 225: Acting I (3)

Basic acting skills for the stage, including movement and voice. Offered every semester. Students may not take both THE 225 and THE 226 for credit. [ExL](#)

### THE 226: Acting for the Non-Major (3)

This course is for the non-Theatre or Arts Management major. Students will learn basic acting skills for the stage, including movement

and vocal work. Students may not take both THE 225 and THE 226 for credit. Offered as needed.

[ExL](#)

**THE 245: Children's Theatre (3)**

A study of the theatre literature and production techniques for children as audience and/or as participants. Offered spring of even-numbered years. [ExL](#)

**THE 246: Jazz Dance II (1)**

Advanced work on the techniques of jazz dance. Prerequisite: THE 150. Offered as needed.

**THE 247: Tap Dance II (1)**

This course is to improve advanced work on the techniques of tap dance. This class will cover many styles of tap dance. In addition, this course will cover proper tap technique and the terminology related to tap dance.

**THE 249: Introduction to Technical Theatre (3)**

A basic course addressing the elements and principles of design and the artistic role they play in a theatrical production. The student will work toward developing an understanding of the skills necessary to execute various design aspects of a production. Offered every semester. [ExL](#)

**THE 250: Drafting and Rendering (3)**

Study and practice of the graphic techniques used in theatrical design. Drafting, mechanical perspective, sketching, and color rendering as they apply to scenes, lighting, and costume design are emphasized. Offered every spring. [ExL](#)

**THE 276: Exploratory Internship in Theatre (1–3)**

Assignment and evaluation will be directed by the faculty advisor and Internship Coordinator. [ExL](#)

**THE 289: Selected Topics in Theatre (3)**

Specialized study in areas not covered in other course offerings. Course may be repeated. Prerequisite: consent of the instructor.

**THE 299: Study Abroad (1–3)**

Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of the instructor. Offered as needed.

**THE 303: Scenic Design (3)**

Principles and techniques of designing the scenic environment for theatrical production. Emphasis is placed on analysis of the play text for visual presentation on the stage. Prerequisites: THE 249 and 250 or consent of the instructor. Offered fall of odd-numbered years.

**THE 304: Voice and Diction (3)**

A beginning-level of study of proper voice usage for public speakers. Topics will include voice production, articulation, projection, and diction. Offered in the fall of odd-numbered years.

**THE 310: Scene Painting (3)**

A course in the study and application of the materials and techniques of the scenic artist. Emphasis on the analysis and execution of a wide variety of scene painting problems. There is a fee for course materials. Offered spring of even-numbered years. [ExL](#)

**THE 314: Costuming (3)**

Principles of construction are studied in a lecture/laboratory situation. Period research, script analysis, clothing construction, pattern drafting, and sketching and rendering are emphasized. Prerequisite: THE 250 or consent of the instructor. Offered in the spring of odd-numbered years. [ExL](#)

**THE 315: Lighting Design (3)**

Principles and practices of lighting design for the stage. Emphasis is placed on principles of electricity, script analysis, color theory, lighting instruments, dimming equipment, and organization of the documentation necessary for execution of the design. Prerequisites: THE 249 and 250 or consent of the instructor. Offered in the fall of even-numbered years. [ExL](#)

**THE 316: Playwriting (3)**

A study of basic dramatic-writing techniques. A series of exercises and two completed one-act plays or one full-length play are required. Students will receive both oral and written critiques. Offered spring of even-numbered years. [ExL](#)

**THE 317: Stage Movement (3)**

The student will acquire a basic understanding of stage movement through Augusto Boal's Image Theatre, movement exercises, and Arthur Lessac's Body Energy Movement Theory. Students will develop increased emotional and physical mobility. Offered in the fall of even-numbered years.

**THE 318: Theatre History through the 17th Century (3)**

A survey from the beginning of theatre through the 17th century. Offered in the fall of odd-numbered years.

**THE 319: Theatre History from the 18th Century (3)**

A survey from the 18th century to the present. Offered in the fall of even-numbered years.

**THE 326: Acting II** (3)  
Role-analysis and characterization. Prerequisite:  
The 225. Offered in the fall of odd-numbered  
years. [ExL](#)

**THE 327: American Indian Performance** (3)  
Study of American Indian Performance and theatre  
through lecture, presentation of research, the  
reading of play texts, interviews with playwrights,  
supporting articles, and viewing of videotaped  
performances when available. Attention will be  
paid to the contents for performance in Native  
communities, including cultural history, tribal  
heritage, and the background of ritual and  
spirituality in Native performance. Offered in the  
spring 3-week session. [ExL](#)

**THE 328: Applied Theatre Theories** (3) (DW)  
Role-analysis and characterization. Prerequisite:  
THE 225. Offered in the fall of odd-numbered  
years. [ExL](#)

**THE 330: Audition Techniques** (3)  
Students will learn basic theories of theatre  
surrounding performance theory, design theory,  
and historical/playwriting. Students will travel to  
various locations to see theatre productions and  
apply the theories taught in class to those  
productions in the form of class discussion and  
critical essays. Prerequisite: THE 225. Offered in  
the fall of even-numbered years. [ExL](#)

**THE 335: Musical Theatre History:** (3) (DW)  
**A Study of American Musical Theatre**  
from Its Inception to the Present Day  
Students will study the social implications of  
musical theatre by examining the political and  
social concerns of the 20th and the 21st centuries  
and specific musical productions.

**THE 360: Directing** (3) (CE)  
Techniques of stage direction. Each student will  
direct a one-act play. This is a Senior Capstone  
course. Prerequisite: consent of the instructor.  
Offered every fall. [ExL](#)

**THE 476: Professional Internship in Theatre** (1–6)  
Assignment and evaluation will be directed by the  
faculty advisor and Internship Coordinator. [ExL](#)

**THE 480: Independent Study** (1–3)  
Individual or group projects in theatre by special  
arrangement with the instructor. Prerequisites:  
consent of the instructor, academic advisor,  
division chairperson, and VPAA/Provost.

**THE 489: Selected Topics in Theatre** (1–3)  
Specialized study in areas not covered in other  
course offerings. Course may be repeated.  
Prerequisite: consent of the instructor.

**THE 498: Global Studies** (1)  
This course will focus on materials that will enable  
students to fully engage with the academic  
content of the immediately following 3-week travel  
course. This course will also enable travel course  
leaders to monitor passports, visas, payments, and  
application document completion. Offered each  
12-week session in conjunction with an  
international travel class being offered in the  
3-week session.

**THE 499: Study Abroad** (1–3)  
Students will study a variety of topics by  
combining college classroom activities with travel.  
Prerequisite: consent of the instructor. Offered as  
needed.

# ACADEMIC POLICIES AND REGULATIONS

## GRADUATE PROGRAMS

Culver-Stockton College offers graduate degree programs in the fields of athletic training, business, counseling and education. The Master of Athletic Training (MAT) program, the Master of Business Administration (MBA) program, the Master of Arts in Counseling (MAC), and the Master of Education (MEd) program each provide relevant and rigorous courses of study in a flexible schedule designed for working adults.

### GRADUATE PROGRAM FACULTY:

Faculty members teaching in the Graduate Program are experienced in online instruction. All faculty members have earned either a master's degree with certification or doctorate in their chosen field, and all have years of practical experience in their field as well.

### GRADUATE PROGRAM STAFF:

Culver-Stockton College has a variety of well-trained, experienced staff available to serve students in the areas of admissions, financial aid, career services, student accounts, and academic advising.

### ACADEMIC ADVISING:

Academic advising is available for all programs/degrees offered. Academic advising is required prior to each registration via email or telephone. Students will be assigned an academic advisor prior to course registration. When a student first enrolls in a graduate program, a degree audit should be completed. The degree audit will show the student what courses are needed to complete the degree. A degree audit is not, however, a binding contract and is to serve as a guideline only.

### PARTICIPATION REQUIREMENTS:

Regular participation is a requirement for the C-SC Graduate Program. Participation is required by the end of the drop/add period each term or the student may be administratively dropped from the course. Applicable adjustments will be made to tuition charges, financial aid and course fees if applicable.

### CREDIT HOURS:

The minimum academic load for purposes of classification as a full-time student is six (6) credit hours per semester. In the graduate programs, this is equivalent to taking one (1) course in each of the two 8-week accelerated terms in one semester. Students enrolled in the MAT program must be enrolled full-time and follow the prescribed curriculum sequence.

### DOUBLE-COUNTING CREDIT HOURS:

C-SC will allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers in a select accelerated, combined or bridge program (4+1, 2+3, 3+2, etc). Students enrolled in select professional graduate programs with "graduate" financial aid status may count up to 30 credits toward their undergraduate degree. Students not enrolled in select professional programs or with "undergraduate" financial aid status may count up to 9 credits (or up to 12 in programs greater than 48 credits) toward their degree(s), but must maintain full-time undergraduate enrollment. A student must earn at least 141 unique credits (i.e., any credits that "double-count" toward both degrees are counted only once toward the total number of "unique" hours). \*MBA courses are excluded from this policy.

### GRADING

Grading at Culver-Stockton College is on a 4.0 scale as follows:

- A=Work of outstanding quality; excellent mastery of coursework; 4.0 quality points
- B=Good work and achievement of course material; 3.0 quality points
- C=Satisfactory achievement of course material; 2.0 quality points
- D=Deficiency in mastering course material; 1.0 quality points
- F=Failure to meet course requirements; 0.0 quality points

The minimum cumulative grade-point average required for good standing in the Graduate Program is a 3.0. The grade-point average for determining good standing includes only the coursework completed at Culver-Stockton College. A student must be in good standing at the time of graduation.

#### ACADEMIC STANDING FOR GRADUATE STUDENTS:

Hours Earned	Good Standing	Contractual Good Standing	Probation
12 or less	3.0 or above	2.0-2.99	Below 2.0
13-21	3.0 or above	2.5-2.99	Below 2.5
22-29	3.0 or above	2.75-2.99	Below 2.75
30 or greater	3.0 or above	n/a	Below 3.0

Contractual good standing may be extended beyond the stipulated hours earned category if the student's ability to repeat the course is limited by the availability of the course offering or registration restrictions. Students who are not able to maintain good standing will be automatically restricted to one course per term unless otherwise appealed and approved by the student's advisor and Graduate and Professional Studies Committee (GPSC). A student is not subject to this policy until federal financial aid classifies them as a graduate student and having been enrolled in at least one semester in that classification. It is assumed that programmatic policy for academic good standing will follow these above parameters. Programs may be more restrictive or punitive, if stipulated by the program or accreditation standards. Graduate students are not subject to contractual good standing/probation requirements related to CS 102, and remediation should be addressed at the programmatic level.

The Graduate & Professional Studies Committee may, at their discretion, change the academic standing of a student based on extenuating circumstances. If circumstances necessitate, cases may be deferred to the Academic Standards Committee for consultation and final determination.

#### TECHNICAL SUPPORT:

Live assistance for all technical support questions is available during normal business hours. If students experience technical difficulties outside of normal business hours, please email Angela Kay at [akay@culver.edu](mailto:akay@culver.edu) to request assistance. Students' requests will be given priority with the IT department at the earliest convenience.

#### WITHDRAWAL AND DROP POLICY:

Once registered for a class, all drops/adds must be processed through the Registrar's Office. The drop/add period each term is from the first day of the term until 5 p.m. on the fifth calendar day of the term. Applicable adjustments will be made to tuition charges, financial aid and course fees, if applicable, during the drop/add period only. If a student drops a class during the drop/add period, the class is removed from the student's academic record. If a student drops a class after the drop/add period but before the published last drop date on the academic calendar, a final grade of W (withdrawn) is assigned to the class. Dropping a class may affect a student's financial aid. Contact Financial Aid for more information.

A student who requests a total withdrawal from all classes in a semester on or before the published last drop date will be dropped from all classes, and a final grade of W (withdrawn) will be assigned in each class. Students must initiate the official withdrawal in the Registrar Office. Students that withdraw from all classes in a semester are subject to the guidelines in the Withdrawal and Refund Policy in the Financial Information section of the catalog.

#### LEAVE OF ABSENCE

Students who are leaving Culver-Stockton College with extenuating circumstances (for example, medical) and who may wish to return at a later date are encouraged to apply for a leave of absence. If the student is in good standing at the time of departure, the leave of absence will eliminate the need for readmission and ensure that graduation requirements at the time of admission will remain in effect for the student. A Leave of Absence is arranged for up to two semesters. The leave of absence must be requested at the time of departure. If a student attends another institution as a full-time student while on leave of absence, the leave of absence is void.

## MASTER OF ARTS IN COUNSELING (MA)

The Culver-Stockton College Master of Arts in Counseling (MA) online program offers two specialty areas: Clinical Mental Health and School Counseling. This online program is designed for the working professional. Most courses are asynchronous online with regular access to live virtual classroom lectures and discussions. Skills courses (i.e., Practicum, Internship I, and Internship II) meet synchronously via a virtual platform. In addition, students must successfully complete two 1-week in-person intensive counseling simulations over two summer sessions to demonstrate individual and group counseling skills necessary to be an effective and competent counselor. In most states, this degree and these specialty areas meet the educational requirements for graduates to be eligible for licensure as a Clinical Mental Health Counselor, known as a Licensed Professional Counselor, and/or for certification as a School Counselor.

### ACCREDITATION STATEMENT:

Culver-Stockton College is accredited by The Higher Learning Commission (HLC), which accredits degree-granting colleges and universities that are based in the United States. The Culver-Stockton College Master of Arts in Counseling Program and its curriculum are aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditations standards.

### CLINICAL MENTAL HEALTH COUNSELING (CMHC):

The Clinical Mental Health Counseling specialty leads to eligibility, after passing the required examination and meeting the post-master's supervised experience requirement, as a Licensed Professional Counselor in Missouri and many other states. In addition, students will gain the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. It is imperative and required that students know the unique requirements in any state in which they intend to practice ensuring the coursework is sufficient. Academic Advisors will work with the student to assure coursework is available when classes are required for state licensure beyond those needed to complete the MA in Counseling degree. Visit <http://nbcc.org/directory> for specific state's requirements.

### SCHOOL COUNSELING:

The School Counseling specialty leads to eligibility, after submitting appropriate paperwork and passing the Missouri school licensure exam, for K-12 certification as a school counselor in Missouri. Students will gain the professional knowledge, skills, and practices necessary to promote the academic, career, and social/emotional development of all K-12 students. It is imperative and required that students know the unique requirements in any state in which they intend to practice ensuring the coursework is sufficient. Academic Advisors will work with the student to assure coursework is available when classes are required for state licensure beyond those needed to complete the MA in Counseling degree. Visit <http://www2.ed.gov/about/contacts/state/index.html> for specific state's requirements.

NOTE: The student may need to check requirements in any state in which they intend to practice to assure that the coursework is sufficient. Academic Advisors will work with the student to assure coursework is available when classes are required for state licensure beyond those needed to complete the Master's degree. School counselors in the State of Missouri must complete undergraduate/graduate courses in the following:

- EDU 402/502: Teaching Methods (3)
- EDU/PSY 325: Psychology of the Exceptional Child (3)
- EDU 420/520: Classroom Management (3)

### COHORT MODEL:

The Counselor Education program at Culver-Stockton College uses a cohort model for online students. Students join a cohort when they begin the program and are expected to stay within their cohort while progressing through their studies. Collaboration, trust, communication, and support are key to success in this program and as a future counselor. A cohort model facilitates an environment conducive to building these qualities. Research indicates that cohort models facilitate both personal and professional transformation for students within a cohort. Students who step out of their respective cohort are not guaranteed placement in subsequent courses needed for graduation, as courses and sequences are developed for cohorts. This may delay anticipated graduation.

### STUDENT RECRUITMENT:

The Counselor Education Department is committed to recruiting students from a variety of backgrounds, experiences, and cultural influences that reflect the multicultural society in which we live. We provide a rich, diverse cultural experience through course offerings, workshops, and regional cultural events. In interactions with students, from admission through graduation, the faculty does not discriminate based on race, age, color, religion, national origin, gender, sexual orientation, sex, veteran status, or disability.

### MISSION OF THE MASTER OF ARTS IN COUNSELING PROGRAM:

The mission of the Culver-Stockton College Department of Counselor Education is to prepare counselors with sound practical and relational skills, a comprehensive theoretical knowledge base, a strong counselor identity, and the personal & professional dispositions necessary to work in various professional settings with diverse clientele.

### PROGRAM GOALS

- To prepare and graduate skilled, knowledgeable, self-aware, and self-reflective counselors who are academically prepared to seek licensure.
- To continually evaluate the program curriculum, practices, and requirements to promote a comprehensive theoretical knowledge base.
- To promote professional identity through involvement in professional organizations, attaining leadership positions, and presenting at the national, regional, and state conferences.
- To prepare professional counselors with the necessary personal and professional dispositions to work with diverse populations.

### EXPECTATIONS OF MASTER OF ARTS IN COUNSELING GRADUATE STUDENTS:

Culver-Stockton Department of Counselor Education has expectations of graduate students, which includes advanced learning experiences, professional development, and explorations in education.

### ADVANCED LEARNING EXPERIENCES:

Students in the MA in Counseling Program will participate in advanced learning experiences that require students to communicate effectively, think critically, apply and evaluate best practices in counseling, and adhere to professional and ethical conduct.

### PROFESSIONAL DEVELOPMENT:

Students in the MA in Counseling Program will advance professionally in theoretical knowledge and counseling skills. Personal and professional dispositions will be required.

### EXPLORATIONS IN EDUCATION:

Students in the MA in Counseling Program will be required to explore diverse aspects of helping relationships and self-reflections that lead to knowledge and skills as a competent counselor.

### FINANCIAL AID:

While the primary responsibility for financing a college education rests with the student, C-SC will assist a student in utilizing the needed analysis information from the Free Application for Federal Student Aid (FAFSA).

### ACADEMIC REMEDIATION/SUSPENSION/DISMISSAL POLICY FOR MASTER OF ARTS IN COUNSELING STUDENTS:

Remediation: A student may receive remediation in the following situations: admission to the program with an undergraduate grade point average below 2.750, the cumulative grade point average in the program falls below 3.000, earning below a B in a skills course, and any time the faculty has concerns about a student's professional and/or personal dispositions. The student will receive a letter stating the terms of remediation as determined by the graduate program. Remediation may result in a student having restrictions placed on the number of graduate courses that may be taken per term, having to retake a course, being assigned additional counselor training, being required to attend counseling services on their own, and/or other relevant remediation to help the student meet the requirements of the program as a counselor-in-training.

Suspension: If a student fails to meet the terms of remediation, the student may be suspended for a specified period of time. Thereafter, the student may submit an Application for Readmission to the Office of Admission for the Graduate and Professional Studies Committee to review. If a student receives a second suspension, the student is subject to dismissal.

Appeal Process for Remediation/Suspension: Students may appeal remediation or suspension if unusual and/or mitigating circumstances have affected academic progress. Examples of such circumstances are severe illness, an injury that has affected student performance, an illness or injury of a student's immediate family member, death of a relative, student deployment or activation into military service, or other circumstances that have caused a student not to meet academic progress requirements. All appeals must be in writing and sent to the Vice President for Academic Affairs. The appeal will be reviewed by the Graduate and Professional Studies Committee and should clearly address the circumstances that led to the action. Students must appeal within one (1) month of notification of remediation or suspension. See Financial Aid section of the catalog for information on impact on federal financial aid.

#### REQUIRED FOR GRADUATION:

To fulfill the requirements for the MA in Counseling degree, Culver-Stockton College requires that the student:

- Complete the required courses.
  - A grade of at least a C must be earned in all MA in Counseling courses in order for graduate credit to be earned. Courses may be repeated, and the most recent grade will count toward graduation.
  - A grade of at least a B must be earned in all skills courses (Pre-Practicum, Practicum, Assessment, Group Counseling, Internship I, & Internship II) in order for graduate credit to be earned. Each course may be repeated up to 3 times, and the most recent grade will count toward graduation.
- Maintain a cumulative grade-point average of at least a 3.0 on a 4.0 scale.
- Submit a petition for transfer of credit to the MA in Counseling Graduate Committee. No more than four graduate courses (12 hours of credit) will be accepted. Transferred credits must be from a CACREP-accredited institution and earned within the last three years. Students must have earned at least a C in the transferred courses.
- The final 48 credit hours must be earned at Culver-Stockton College.

#### MASTER OF ARTS IN COUNSELING COURSES

##### COU 501: Lifespan Development (3)

This course is designed to provide an understanding of major influences of human development. Presentation of various developmental theories enable the student to understand the stages of the developmental process that include conception, childhood, adolescence, adulthood, aging process, and death and dying. Students will develop an appreciation and awareness of the complexity of human growth and development.

##### COU 505: Counseling Theories and Helping Relationships (3)

This course presents the major schools of thought influencing the practice of counseling. The relationship of philosophy, theory, and practice will be a primary focus. Students will understand the historical foundations of counseling and the beginnings of their own personal foundation of counseling.

##### COU 508: Ethical, Legal & Professional Issues (3)

This course focuses on the ethical standards that govern the counseling profession. Current legislation and court decisions affecting professional behavior are examined. Particular emphasis is placed on the individual counselor's development of a professional identity within legal and ethical parameters.

##### COU 512: Introduction to Research (3)

An introductory course to help students develop an understanding of the importance of professional

counseling research; overview basic elements of quantitative, qualitative, and action research methods; enhance skills to evaluate and critique research and literature; and gain an appreciation for conducting research and program evaluation.

##### COU 515: Pre-Practicum (3)

This course provides students an introduction to the counseling profession and helping relationships. The course will emphasize personal growth, self-awareness, and professional behavior. Students will experience the helping relationship as both client and counselor.

##### COU 519: Multicultural & Diversity Issues (3)

This course is designed to assist students in understanding the impact of social/cultural forces upon identity development and formation. Students will explore various components of our pluralistic society and how oppressive systems can exclude and harm individuals. Change theory and advocacy principles will be introduced to aid students in dealing with these issues in their communities and with clients.

##### COU 521: Career Development (3)

This course provides students an understanding of the career planning process. Key career development theories will be examined and applied. The counseling process, the world of work, and career information resources, including computerized career

assessment, will be examined in relation to career interventions.

**COU 528: Assessment in Counseling (3)**

This course provides students with an understanding of individual and group approaches to assessment and evaluation. Students will learn various assessment and appraisal techniques with emphasis on multicultural and diversity, ethical, and legal issues.

**COU 532: Counseling the Couple, Family and System (3)**

This course provides counseling students the theoretical background and therapeutic skills necessary for therapeutic intervention in families, couples, and systems. Students will examine systems theory as it relates to families, couples and within a professional context. Students will also develop knowledge and skill pertaining to family-of-origin issues, addictions, parenting, and professional consultation.

**COU 536: Foundations of Addictions Counseling (3)**

This course provides counselors in training with an overview of the addictive process and the practice of addiction counseling. Models of addiction along with professional issues in Addiction Counseling, Co-occurring disorders, such as process addictions and mental illnesses will be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the lifespan. An overview of assessment, diagnosis, and treatment of addictions with diversity & advocacy issues also being explored.

**COU 541: Crisis, Disaster & Trauma (3)**

This course focuses on knowledge of the types of interventions used to address a range of crises, disasters, and other trauma-causing events. Students will explore definitions and types of crises, disasters, and emergencies, as well as theory and models applied to specific situations. Students will explore the variety of emergency management systems and collaboration among schools, agencies, and governmental entities. Additionally, students will be introduced to trauma treatment.

**COU 544: Group Counseling (3)**

This course explores leadership styles, group dynamics, and group processes necessary to run successful groups. The major group counseling theories will be explored, and group skills will be practiced. The course requires that students gain experience as both a growth group participant and as a co-leader.

**COU 549: Practicum (3)**

Practicum is a clinical, experiential course that requires students to complete hours in a professional setting. The student will apply counseling techniques and skills in a supervised setting. The student will

participate in the counseling process, refine techniques, and further enhance their therapeutic development.

**COU 561: Diagnosis and Psychopathology (3)**

The evolution of the DSM, its organization, and use will be explored. The student will develop an understanding of the process of diagnosis and the classification of mental disorders. The etiology and treatment of psychological disorders will be reviewed. Clinical writing skills will be practiced.

**COU 563: Clinical Mental Health Counseling (3)**

This course focuses on issues in clinical mental health counseling including professionalism, roles and responsibilities, leadership, and management issues. The roles, responsibilities, and functions of the clinical mental health counselor will be discussed, showing the interrelatedness of community mental health counseling and other therapeutic professions (e.g., hospitals, law enforcement, and human services). In addition, the theoretical and historical framework within which the clinical mental health counselor has functioned in the past, the present, and the future will be explored.

**COU 565: Counseling Modalities for Clinical Mental Health (3)**

This course focuses on applying the skills, interventions and modalities learned in the counseling courses to the Clinical Mental Health setting. Emphasis will be on learning to use evidence-based practices, working with clients with co-occurring diagnoses, and collaborating with multidisciplinary teams.

**COU 571: Comprehensive School Counseling (3)**

This course offers an in-depth exploration of current professional school counseling. Students will understand the skills needed in counseling, consulting, advocacy, and collaboration to promote academic success for all students. The course offers a comprehensive approach to a school counseling program. Students will learn the mechanism with which school counselors and school counseling teams design, coordinate, implement, manage and evaluate their programs for student success.

**COU 573: Foundations of School Counseling (3)**

This course provides an introduction to professional school counseling, including historical perspectives, theory, practice, employment settings, credentialing, legislation, research, and ethical considerations.

**COU 575: Counseling Modalities in a School Setting (3)**

This course focuses on applying the skills, interventions and modalities learned in the counseling courses to the school setting. Emphasis will be on learning to use evidence-based practices to help K-12

students function more effectively in the academic, personal/social, and career domains.

#### **COU 579: Professional School Counseling Issues (3)**

This course will focus on the day-to-day life of the school counselor and current trends in school counseling. Specifically, students will gain an understanding of the counselor as an educational leader, working with parents and the community, diversity in schools, serving specific populations, crises/threat assessment, technology, career advisement, and ethical and legal issues.

#### **COU 590/591: Internship I (3)**

Students will utilize knowledge and skills gained in

coursework and the practicum experience in a supervised counseling setting. Students will receive supervision, increase knowledge of the profession, increase skill base, and continue the process of self-exploration and self-awareness.

#### **COU 595/596: Internship II (3)**

A continuation of Internship I, students will complete their supervised on-site experience, expand their acquired skills, and receive further supervision in a supervised counseling setting.

### **SAMPLE COURSE PROGRESSION**

#### **Year 1 Fall**

- Term 1 – COU 501: Lifespan Development
- Term 2 – COU 505: Counseling Theories

#### **Year 1 Spring**

- Term 3 – COU 508: Ethical & Professional Issues
- Term 4 – COU 519: Multicultural & Diversity Issues

#### **Year 1 Summer**

- Term 5 – COU 515: Pre-Practicum (8 weeks)
- Term 5 – COU 528: Assessment in Counseling (5 weeks)
- Term 6 – COU 532: Counseling the Couple, Family & System (5 weeks)
- Summer Intensives #1 (Labs)

#### **Year 2 Fall**

- Term 1 – COU 512: Introduction to Research
- Term 2 CMH Only – COU 561: Diagnosis & Pathology
- Term 2 SC Only – COU 573: Foundations in School Counseling

#### **Year 2 Spring**

- Terms 3 & 4 – COU 549: Practicum
- Term 3 – COU 541: Crisis, Disaster & Trauma
- Term 4 CMH Only – COU 563: Clinical Mental Health Counseling
- Term 4 SC Only – COU 579: Professional School Counseling Issues

#### **Year 2 Summer**

- Term 5 – COU 544: Group Counseling
- Term 6 – COU 521: Career Development
- Summer Intensives #2 (Labs)

#### **Year 3 Fall**

- Terms 1 & 2 – COU 590/591: Internship I
- Term 1 CMH Only – COU 565: Counseling Modalities for Clinical Mental Health
- Term 1 SC Only – COU 575: Counseling Modalities in a School Setting
- Term 2 - Elective

#### **Year 3 Spring**

- Terms 3 & 4 – COU 595/596: Internship II
- Term 3 – COU 536: Foundations of Addictions Counseling
- Term 4 – CMH Only - Elective
- Term 4 –SC Only – COU 571: Comprehensive School Counseling

## MASTER OF ATHLETIC TRAINING (MAT)

The MAT program is a hybrid program consisting of face-to-face, online, and blended learning experiences.

### ACCREDITATION STATEMENT:

Culver-Stockton College is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101 and offers a Master of Athletic Training (MAT). Upon completion of the program, a student would be eligible to take the Board of Certification examination to become a certified athletic trainer (AT). In order to enroll in coursework, students must fulfill the admission requirements for and be granted formal admission to the program. Entrance is competitive and not guaranteed.

### ADMISSION ROUTES AND REQUIREMENTS:

Culver-Stockton College offers two options for completion of the MAT. Degree conferment may be obtained through a 3 + 2 (accelerated) model in which the student completes 3 years of specified undergraduate and prerequisite coursework and an additional 2 years of MAT graduate courses to complete their BS in Health Science and MAT from Culver-Stockton College. Students from affiliate partner Colleges and Universities may also pursue the 3 + 2, conferring their undergraduate degree from their affiliate institution and MAT from C-SC. Traditional graduate students pursue the MAT through a 4 + 2 model, in which the student completes any bachelor-level degree and prerequisite coursework prior to entrance and completion of the graduate degree at C-SC.

Students with a 3.0 or greater, 90 credits, and program approval may also enroll in MAT coursework as an undergraduate student. The MAT at C-SC is a professional program that has multiple routes for admission. Admission is competitive and limited to 12 students per cohort. Cohorts may be uncapped with institutional approval and addition of appropriate faculty.

- **Direct Admission to Accelerated (3+2):** Only available for students enrolling at C-SC in the 3+2. Students must be an incoming freshman with a 3.5 GPA (4.0 scale), and have 50 hrs of observation under the direct supervision of a credentialed AT prior to enrollment. Students should indicate their intent for Direct Admission on their undergraduate application to Health Science major. Students maintain their guaranteed direct admission to the accelerated MAT by maintaining a 3.0 GPA and fulfilling the additional application requirements annually (see MAT Guide for details).
- **Accelerated Admission (3 + 2):** Only available to students at C-SC or affiliate institutions. Students must complete all application materials and have an endorsement from an AT at C-SC or the affiliate institution. Accelerated applicants should apply no later than January 15th of their third year (the semester preceding the start of the summer graduate year) through the C-SC admissions website to guarantee an automatic interview.
- **Traditional Admission (4 + 2):** Students must have a bachelor degree from an accredited institution, complete their application through ATCAS or Culver-Stockton College website, and meet all entrance requirements. Applications are due no later than March 15 for full consideration.

See the MAT guide (ATP Handbook) located on the major website for more specific and up-to-date information on admission criteria and deadlines. \*C-SC and affiliate institution students will be awarded priority points on evaluation ratings, but may not be guaranteed entrance.

### Application and Entrance Requirements:

1. Cumulative GPA of at least 2.75; have completed their bachelor's degree or enrolled in the last semester from an accredited college or university; or enrolled in, and complete prior to program start date, a minimum 90 credit hours for accelerated applicants.
2. A grade of "C" or higher, and minimum of 3 credit hours, in each of the following prerequisite courses:
  - a. Biology
  - b. Anatomy; or combination of two A&P courses
  - c. Physiology; or combination of two A&P courses

- d. Physics
- e. Chemistry
- f. Psychology

3. Foundational Coursework (can be fulfilled as prerequisite):

- a. Nutrition
- b. Exercise physiology
- c. Kinesiology or biomechanics

\*If a student did not complete foundational coursework as a prerequisite prior to matriculation into the program, they will have an individualized program of study to ensure all foundational coursework is completed prior to program completion.

Recommended coursework: Pathophysiology, Statistics (highly recommended), Medical Terminology (highly recommended),

Public Health, Epidemiology, Care and Prevention of Athletic Injuries, and Abnormal Psychology.

\*A student missing one or more of the application and entrance requirements may be eligible for conditional acceptance per institutional policy. Students seeking conditional acceptance are subject to approval by the Graduate and Professional Studies Committee. Conditions of acceptance will vary by applicant. Contact the Program Director for information on conditional acceptance.

3. Additional Application Requirements:

All applicants must also meet additional application requirements which include:

- a. Statement of professional interest/philosophy;
- b. 2 letters of recommendation/endorsement (1 must be supervising AT);
- c. 50 hours of observation under the supervision of and endorsement of an AT; and
- d. verification of ability to meet the "technical standards" and "additional requirements" of the Program. \*International applicants must also have the following:
- e. TOEFL > 79 (IBT), 213 (CBT) or 550 (PBT); IELTS 6.0 minimum; SAT >1050 or ACT >22; equivalent performance on accepted English proficiency exam (as determined by the College), or completion of 90 credit hours from accredited US College/University with a 3.0 or higher, if applicable.

4. Secondary Application & Entrance Requirements:

- a. Applicants will receive verification of application receipt, along with request for secondary application requirements and additional information needed (if applicable) by February 1 for Accelerated, and April 1 for traditional enrollments.
- b. Selected applicants will receive a request for interview; based upon approval of the application and interview, a letter of acceptance or denial will be distributed no later than April 15. Acceptance is rolling and available until filled. Students are highly encouraged to apply as early as possible.
- c. Upon acceptance, students are required to submit a nonrefundable deposit of \$150. The fee will cover the cost of background check and liability insurance (remaining funds will be credited to the student account upon enrollment).
- d. Accepted applicants are subject to a criminal background check, must provide a medical history, undergo a physical, and provide verification of current immunizations (must include Hep B, MMR and TB [valid within one year]) and proof of liability insurance prior to start of clinical coursework (failure to comply may result in revocation of acceptance and/or dismissal from program). Students must also be able to secure housing, be willing to relocate, and have reliable transportation.

**RETENTION/PROBATION/DISMISSAL CRITERIA:**

Students will be evaluated each semester for congruence with program conditions and retention criteria.

Retention requirements include FT enrollment in curriculum sequence; maintaining 3.0 GPA; C or better in all coursework (more than 2 C's results in recommendation for dismissal); passing of all semester comps and exit exam with 75% or better; adherence to all policies set forth in the MAT Guide; and continued ability to meet "technical standards" and "additional requirements". Students earning 2 C's, falling below a 3.0 GPA, or

violating program policies will be placed on programmatic remediation. Inability to meet the conditions of remediation may result in dismissal. Students placed on remediation or dismissed will be notified in writing, will be provided applicable terms of said actions, and will reserve the right to appeal that decision. All appeals should follow the Academic Policies and Regulations set forth in the current Academic Catalog.

## MASTER OF ATHLETIC TRAINING COURSES (56 HRS)

### ATR501 Clinical I: Prevention & Emergency Care (1)

This course is designed to give the athletic training student hands-on experience as it relates

to emergency care and the prevention of injuries and illnesses. Emphasis will be placed on the development of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will orient and introduce students to early foundations skills and expose the student to clinical experiences in the athletic training program. In addition, students will begin early implementation of these skills during their clinical experiences.

### ATR502 Clinical II: Foundations of Sports Medicine I (2)

This course is designed to give the athletic training student hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the development of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to build confidence in the implementation of foundational care skills. In addition, students will begin to demonstrate skills in injury evaluation, illness evaluation, and preventative techniques. Through this clinical experience and Foundations of Sports Medicine II, students can gain experiences in both men's and women's sports, upper and lower extremity dominant sports, equipment intense sports, and collision sports.

### ATR503 Clinical III: Foundations of Sports Medicine II (2)

This course is designed to give the athletic training student hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the advancement of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete clinical hours

under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to demonstrate improved competency in the implementation of foundational care skills. In addition, students will demonstrate skills in injury evaluation, illness evaluation, therapeutic interventions, and preventative techniques. Through this clinical experience and Foundations of Sports Medicine I, students can gain experiences in both men's and women's sports, upper and lower extremity dominant sports, equipment intense sports, and collision sports.

### ATR510 Foundational Concepts in Athletic Training (3)

This course is designed to provide foundational knowledge for individuals pursuing the athletic training profession. Content will focus on identifying the role and responsibilities of the AT within the interprofessional medical team, as it pertains to the prevention, care, and emergent intervention or triage of physically active individuals who are acutely injured or ill.

### ATR515 Functional Anatomy (3)

This course introduces the student to the concepts related to the anatomical and mechanical basis of human movement. Course materials will focus on how human anatomy, specifically the skeletal, muscular and articular systems, affect movement. A systematic method for examining the functional components of the musculoskeletal system as well as kinetic principles will be analyzed. Students will learn about common methods of instruction regarding the application and analysis of movement activities. Concepts of muscular imbalance and functional pathology are included.

### ATR520 Diversity & Cultural Competence for the Health Professional (3)

This course examines the importance and delivery of cultural competent services for health professionals. Content identifies disparities among individuals of different race, gender, ethnicity, socioeconomic status and other cultural factors affecting health services. Emphasis is placed on analyzing self-awareness and subsequent development and delivery of culturally competent systems, organizations, and health services. This course includes and requires an interactive session or workshop.

**ATR525 Clinical Diagnosis I (3)**

This course will investigate didactic knowledge and clinical applications in the areas of recognition, evaluation, and immediate care as they relate to musculoskeletal injuries. This course provides various methods of exposure and considerations in the recognition of acute and life-threatening medical conditions, comprehensive musculoskeletal functional assessment, and management techniques for injuries to the head, neck, thorax and upper extremity. Appropriate documentation systems will be discussed and integrated within laboratory activities. Laboratory focus will be on hands-on skill development as they relate to the evaluation process.

**ATR530 Evidence-Based Research & Clinical Practice (3)**

This course focuses on theory-guided and evidence-based research to prepare students to become proficient in translating research into practice. Students will learn to identify clinically focused problems and evaluate the best design to answer the question. The course will require critical analysis of informatics, descriptive and biostatistics, and evidence-based research to identify best practices and strategies for improved patient and client outcomes.

**ATR535 Pharmacology (2)**

This course will investigate didactic knowledge and clinical applications in the areas of basic pharmacological principles such as drug interactions, dosages, metabolism, absorption and indications/contraindications of drugs recognition. Appropriate federal and state regulations, as well as documentation systems, will be discussed and integrated within class activities. This course will also cover the proper management of pharmacological agents within a healthcare setting.

**ATR545 Therapeutic Interventions I (3)**

This course will investigate the theoretical and clinical application of therapeutic modalities and exercise as they relate to the promotion of musculoskeletal function, the therapeutic intervention process, and the inter-professional rehabilitation team. This course explores various considerations for effective therapeutic intervention strategies, including their basic physics, physiological effects, indications, contraindications, rationale for their evidence-based clinical application, and appropriate documentation. This course uses an integrated online lecture and laboratory format. Laboratory focus will be on therapeutic interventions as they relate to tissue healing, pain modulation, and tissue preparation for the physical rehabilitation process.

**ATR555 Physical Examination & Diagnostics (3)**

This course will investigate non-orthopedic, pathological conditions that affect or impede the physically active population. This course uses an integrated online lecture and laboratory format. Laboratory focus will be on the physical examination of the patient, use and interpretation of instrumentation and diagnostic tools for the differential diagnosis of general medical conditions, as well as appropriate clinical and basic pharmacological interventions or referral.

**ATR604 Clinical IV: Advanced Preventative & Emergency Care (1)**

This course is designed to give the athletic training student advanced hands-on experience as it relates to preventative and emergency care. Emphasis will be placed on the advancement of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an appropriate setting. Students will have the opportunity to apply advanced emergency care techniques and mentor first-year students.

**ATR605 Clinical V: General Medical & Behavioral Health (1)**

This course is designed to give the athletic training student advanced hands-on experience as it relates to the practice of health care with varied client/patient populations. In addition, students will begin to understand and implement concepts of care and treatment for a behavioral health crisis. Emphasis will be placed on the development of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training and general medical setting. This course will also provide students with clinical experiences in the behavioral health setting. Through this clinical experience, students will experience interprofessional collaboration, varied patient populations, and common medical coding and documentation systems.

**ATR606 Clinical VI: Advanced Athletic Training Immersion (3)**

This course is designed to give the athletic training students an immersive hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the development of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete a minimum of 4 weeks in fully immersed clinical hours under the supervision of a qualified clinical

preceptor in an athletic training or sports medicine setting. This course will allow students to implement many aspects of athletic training techniques utilizing a strong knowledge base. In addition, students will demonstrate higher-level critical thinking skills in injury evaluation, illness evaluation, therapeutic intervention, and preventative techniques. Through this clinical experience, students will gain an immersive day-to-day clinical experience in the traditional sports setting.

#### **ATR607 Clinical VII: Clinical Sports Medicine (3)**

##### **Immersion and Practice Advancement**

This course is designed to give the athletic training student an immersive hands-on experience as it relates to the practice of health care in the non-collegiate settings. Emphasis will be placed on the development of professional affective behaviors, integration of psychomotor competencies, and completion of select clinically integrated proficiencies. Students will complete a minimum of 4 weeks in fully immersed clinical hours under the supervision of qualified clinical preceptors in various healthcare and sports medicine settings, with opportunity to explore areas of practice advancement. This course will allow students to implement many aspects of athletic training techniques utilizing a strong knowledge base. In addition, students will demonstrate higher level critical thinking skills in injury evaluation, illness evaluation, therapeutic intervention and preventative techniques. Through this clinical experience, students will gain an immersive day-to-day clinical experience in the non-collegiate settings. This clinical will also allow students to experience interprofessional collaboration, varied patient populations, and common medical coding and documentation systems. Students will demonstrate advanced skill sets associated with Hospital/Physician based systems and non-traditional athletic training settings.

#### **ATR610 Behavioral Health (2)**

The purpose of this course is to study behavioral health-related conditions and practices, with focus on recognition, education, intervention and basic management or modification. These conditions and practices include, but are not limited to, suicidal ideation, depression, anxiety, psychosis, eating disorders, attention deficit disorder and substance abuse.

#### **ATR615: Community Health Promotion & Wellness (3)**

This course is a healthcare professional's guide to health, fitness, and wellness for clients/patients. Emphasis is on healthcare professionals' foundational knowledge in epidemiology, biometrics, and data analysis for implementing

primary, secondary, and tertiary prevention to healthy, at-risk, and disabled populations.

#### **ATR620 Capstone for Health Professionals (1)**

This course will focus on both retrospective review and prospective preparation for a career in the healthcare field. Heavy emphasis will be placed on self-reflection, KSA competency analysis, credentialing, continuing education, job market, as well as interviewing and negotiation strategies to prepare the entry-level professional for their career field.

#### **ATR625 Clinical Diagnosis II (3)**

This course will investigate didactic knowledge and clinical applications in the areas of recognition, evaluation, and immediate care as they relate to musculoskeletal injuries. This course provides various methods of exposure and considerations in the recognition of acute and life-threatening medical conditions, comprehensive musculoskeletal functional assessment, and management techniques for injuries to the spine, pelvis, and lower extremity. Appropriate documentation systems will be discussed and integrated within laboratory activities. Laboratory focus will be on hands-on skill development as they relate to the evaluation process.

#### **ATR630 Healthcare Administration (3)**

This course is a study of the organizational and administrative issues related to health care. This course identifies the key concepts of the management, leadership, organizational behavior, strategic planning, marketing, quality improvement, information technology and record keeping, finance and revenue, human resources, ethics, and lawful practice in the administration of a contemporary healthcare organization.

#### **ATR645 Therapeutic Intervention II (3)**

This course will investigate the theoretical and clinical application of therapeutic modalities and exercise as they relate to the promotion of musculoskeletal function, the therapeutic intervention process, and the interprofessional rehabilitation team. This course explores various considerations for effective therapeutic intervention strategies, including their basic physics, physiological effects, indications, contraindications, rationale for their evidence-based clinical application, and appropriate documentation. This course uses an integrated online lecture and laboratory format. Laboratory focus will be on therapeutic interventions as they relate to restoring or improving mobility, stability, strength, and functional return to activity through the physical rehabilitation process.

**ATR655 Therapeutic Intervention III (2)**  
This course expands on previous competencies throughout the curriculum. This course examines clinical cases in which the student must determine the appropriate clinical diagnosis, appropriate outcome measures, and intervention plan. Cases include a variety of simulations including orthopedic and non-orthopedic injuries/illnesses. In addition, there will be a variety of patient populations including athletes, non-athletes, and varying age, diversity, and gender.

**ATR665 Nutrition & Conditioning for Human Performance (3)**  
This course is a study of nutrition and conditioning principles that enhance human performance.

## **MASTER OF BUSINESS ADMINISTRATION (MBA)**

The Culver-Stockton College Master of Business Administration (MBA) Program is a 100% online program designed to meet the needs of working professionals who desire to advance their careers and further their knowledge in business. The MBA Program gives students the flexibility needed to complete their graduate studies while continuing their careers. There are no residency requirements for the MBA online program.

### **PROGRAM GOALS**

- Students will be able to demonstrate well-developed problem-solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adapt and innovate in new settings.
- Students will be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
- Students will be able to apply appropriate technological and quantitative methods and tools to the solution of practical management problems.
- Students will be able to create articulate forms of both narrative and persuasive types of communication, and present them in written form.
- Students will be able to demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.
- Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.

### **MISSION OF THE MBA GRADUATE PROGRAM**

The Mission of the Culver-Stockton College MBA Program is to provide superb, advanced learning experiences that allow students to achieve mastery-level competencies and professionally apply knowledge by building upon the foundations of their undergraduate studies.

### **EXPECTATIONS OF MBA GRADUATE STUDENTS**

The Culver-Stockton College MBA Program has the following expectations of graduate students, which includes advanced learning experiences, professional development, and strategic case analysis.

### **ADVANCED LEARNING EXPERIENCES**

Students in the MBA Graduate Program will build upon the foundations of undergraduate studies by participating in advanced learning experiences that require students to conduct strategic analyses, think critically, evaluate qualitative and quantitative data, and effectively communicate.

### **PROFESSIONAL DEVELOPMENT**

Students in the MBA Program will advance professionally through application of concepts and theory in a real-world setting. Active-learning experiences will be required through hands-on exposure in a business environment.

### **STRATEGIC CASE ANALYSIS**

Students in the MBA Program will conduct analyses and employ critical-thinking skills through applications in strategic case analysis, utilizing both quantitative and qualitative data for evaluation and professional communication of results and recommendations.

## PROGRAM PREREQUISITES

MBA students must meet the following prerequisites, the equivalency of Culver-Stockton College's undergraduate courses. Deficiencies may be completed through Culver-Stockton College's Online Program.

Program Prerequisite:

- MAT 110: College Algebra or MAT 111: Applied College Algebra or higher equivalent
- MAT 205: Elementary Statistics

Specific Course Prerequisites:

- ACT 125: Principles of Accounting I
- ACT 126: Principles of Accounting II
- ACT 410: Auditing
- ECO 201: Principles of Macroeconomics
- ECO 202: Principles of Microeconomics
- FIN 311: Finance

## CLEP

CLEP (College-Level Examination Program) may be an excellent way to accelerate a student's degree plan. CLEP allows a student to test and receive credit for certain courses. CLEP testing is available at many colleges throughout the United States. Tests are available in subjects such as Accounting, Biology, Business Law, Economics, Psychology, Sociology, etc. Additional information is available at [www.collegeboard.com/clep](http://www.collegeboard.com/clep). For a complete listing of CLEP examination equivalencies and fees, contact the Registrar's Office at 573-288-6000, ext. 6330, email at [registrar@culver.edu](mailto:registrar@culver.edu).

## FINANCIAL AID

While the primary responsibility for financing a college education rests with the student, C-SC will assist a student in utilizing the needed analysis information from the Free Application for Federal Student Aid (FAFSA).

## ACADEMIC PROBATION/SUSPENSION/DISMISSAL POLICY FOR MBA STUDENTS

**Probation:** A student whose cumulative grade point average falls below 3.000 will be placed on academic probation and will receive a letter stating the terms of probation as determined by the graduate program. Academic probation may result in a student having restrictions placed on the number of graduate courses that may be taken per term.

**Suspension:** If a student fails to meet the terms of probation, the student may be suspended for a specified period of time. Thereafter, the student may submit an Application for Readmission to the Admission Office for the Academic Standards Committee to review. If a student receives a second suspension, the student is subject to dismissal.

**Appeal Process for Probation/Suspension:** Students may appeal academic probation or suspension if unusual and/or mitigating circumstances have affected academic progress. Examples of such circumstances are severe illness, an injury that has affected student performance, an illness or injury of a student's immediate family member, death of a relative, student deployment or activation into military service, or other circumstances that have caused a student not to meet academic progress requirements. All appeals must be in writing and sent to the Vice President for Academic Affairs. The appeal will be reviewed by the Academic Standards Committee and should clearly address the circumstances that led to the action. Students must appeal within one (1) month of notification of academic probation or suspension. See Financial Aid section of the catalog for information on impact on federal financial aid.

## REQUIRED FOR GRADUATION

For a student to fulfill the requirements for the MBA degree, Culver-Stockton College requires that a student:

- Complete the required courses in his/her chosen specialization. A grade of at least a C must be earned in all MBA courses in order for graduate credit to be earned. No more than two grades of C will be allowed to count toward graduation. Courses may be repeated, and the most recent grade will count toward graduation.
- Maintain a cumulative grade-point average of at least a 3.0 on a 4.0 scale.
- Complete the entire program within five years from beginning the program once accepted into the MBA program.
- If an undergraduate, may take three graduate courses during his/her senior year, but the course(s) may not be used to fulfill an undergraduate requirement.
- Wishing to transfer credits into the MBA program may submit a petition for transfer of credit to the MBA Graduate Committee. No more than three graduate courses (9 hours of credit) will be accepted.

Transferred credits must be from an accredited institution and earned within the last five years. Students must have earned at least a B in the transferred courses. "Independent Study" courses will not be accepted as transfer credit.

## DEGREE SPECIALIZATIONS

The specializations offered in the MBA Program include the following:

- Master of Business Administration with a Specialization in Accounting
- Master of Business Administration with a Specialization in Accounting and Finance
- Master of Business Administration with a Specialization in Healthcare Management
- Master of Business Administration with a Specialization in Management
- Dual-track MBA-MSN offered jointly through Blessing-Rieman College of Nursing and Health Sciences

### MASTER OF BUSINESS ADMINISTRATION WITH A SPECIALIZATION IN ACCOUNTING (33 HOURS)

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- ACT 566: Not-For-Profit Accounting and Finance (3)
- ACT 567: Advanced Auditing (3)
- ACT 568: Taxation of Business Entities (3)
- BUS 540: Managers in Legal Environment (3)
- BUS 560: Ethical Decision Making (3)
- BUS 565: Data Analysis for Decision Making (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)

### MASTER OF BUSINESS ADMINISTRATION WITH A SPECIALIZATION IN ACCOUNTING AND FINANCE (33 HOURS)

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- ACT 566: Not-For-Profit Accounting and Finance (3)
- ACT 568: Taxation of Business Entities (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 540: Managers in Legal Environment (3)
- BUS 565: Data Analysis for Decision Making (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)
- FIN 572: Investment Analysis (3)

### MASTER OF BUSINESS ADMINISTRATION WITH A SPECIALIZATION IN HEALTHCARE MANAGEMENT (33 HOURS)

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- ACT 566: Not-For-Profit Accounting and Finance (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 540: Managers in Legal Environment (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)
- HCM 530: Critical Trends in Healthcare Administration (3)
- HCM 540: Change Management (3)
- HCM 550: Managing Healthcare HR (3)

### MASTER OF BUSINESS ADMINISTRATION WITH A SPECIALIZATION IN MANAGEMENT (33 HOURS)

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 530: Strategic Human Resource Management (3)
- BUS 533: Operations Management (3)
- BUS 540: Managers in Legal Environment (3)

- BUS 560: Ethical Decision Making (3)
- BUS 565: Data Analysis for Decision Making (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)

#### **DUAL TRACK MSN/MBA (31 HOURS)**

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- HCM 550: Managing Healthcare HR (3)
- NSG 505: Statistics for Health Professional (2)
- NSG 503: Professional Role Development (2)
- NSG 511: Advanced Evidence-Based Research (1)
- NSG 513: Research Methods for the Nurse Scientist (3)
- NSG 601: Health Policy (2)
- NSG 604: Econ in Health Care and Nsg Services (3)
- NSG 606: Org Cultural and Behavior Patterns (3)
- NSG 615: Nurse Administrator Practicum I (1)
- NSG 617: Nurse Administrator Practicum II (1)

#### **MSN/MBA Program Prerequisites:**

- ACT 125: Principles of Accounting I
- ACT 126: Principles of Accounting II
- NSG 505: Statistics for Health Professional
- NSG 604: Econ in Health Care and Nsg Services

#### **MASTER OF BUSINESS ADMINISTRATION 3+2 PROGRAM**

The Culver-Stockton College Master of Business Administration 3+2 Program is for driven C-SC undergraduate students who desire to accelerate their course of study. Students must pursue a bachelor's degree in business, accounting, finance, or a related field and fulfill the admission requirements. The programs offered in the MBA 3+2 Program includes the following:

- Master of Business Administration 3+2 with a Specialization in Accounting
- Master of Business Administration 3+2 with a Specialization in Accounting and Finance
- Master of Business Administration 3+2 with a Specialization in Healthcare Management
- Master of Business Administration 3+2 with a Specialization in Management

#### **MASTER OF BUSINESS ADMINISTRATION 3+2 WITH A SPECIALIZATION IN ACCOUNTING (33 HOURS)**

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- ACT 566: Not-For-Profit Accounting and Finance (3)
- ACT 567: Advanced Auditing (3)
- ACT 568: Taxation of Business Entities (3)
- BUS 540: Managers in Legal Environment (3)
- BUS 560: Ethical Decision Making (3)
- BUS 565: Data Analysis for Decision Making (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)

#### **MASTER OF BUSINESS ADMINISTRATION 3+2 WITH A SPECIALIZATION IN ACCOUNTING AND FINANCE (33 HOURS)**

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- ACT 566: Not-For-Profit Accounting and Finance (3)
- ACT 568: Taxation of Business Entities (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 540: Managers in Legal Environment (3)

- BUS 565: Data Analysis for Decision Making (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)
- FIN 572: Investment Analysis (3)

#### MASTER OF BUSINESS ADMINISTRATION 3+2 WITH A SPECIALIZATION IN HEALTHCARE MANAGEMENT (33 HOURS)

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- ACT 566: Not-For-Profit Accounting and Finance (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 540: Managers in Legal Environment (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)
- HCM 530: Critical Trends in Healthcare Administration (3)
- HCM 540: Change Management (3)
- HCM 550: Managing Healthcare HR (3)

#### MASTER OF BUSINESS ADMINISTRATION 3+2 WITH A SPECIALIZATION IN MANAGEMENT (33 HOURS)

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- BUS 515: Global Marketing Strategy (3)
- BUS 530: Strategic Human Resource Management (3)
- BUS 533: Operations Management (3)
- BUS 540: Managers in Legal Environment (3)
- BUS 560: Ethical Decision Making (3)
- BUS 570: Global Strategy (3)
- BUS 575: Strategic Management Capstone (3)
- FIN 562: Strategic Financial Management (3)

#### MASTER OF BUSINESS ADMINISTRATION COURSES

**ACT 555: Financial Reporting and Analysis** (3)  
A focus on financial accounting from both the user's and the preparer's perspective, including the language and preparation of financial statements. Utilizes actual annual reports, 10-Ks, and proxy statements for analysis and interpretation. Prerequisite: ACT 125 and ACT 126.

**ACT 556: Managerial Accounting Decisions** (3)  
A focus on managerial accounting from a management decision-making perspective. Course includes CVP analysis, systems design, and variable costing. Analysis and interpretation of cost data, segment reporting, relevant costing, and profit planning. Prerequisite: ACT 125 and ACT 126.

**ACT 566: Not-for-Profit Accounting and Finance** (3)  
Selected topics in accounting theory and external reporting for governmental and not-for-profit Entities. State and local government reporting, accounting for private not-for-profit organizations, college and university accounting, and accounting

for hospitals and other healthcare providers will be examined. Prerequisite: ACT 125 and ACT 126.

**ACT 567: Advanced Auditing** (3)  
This course builds on the concepts from the basic auditing course to design and perform audit procedures relative to the various balance sheet and income statement accounts. This course also emphasizes audit sample selection through statistical formulas as well as computerized software. Integrated audits; other attestation services; and internal, operational, and compliance auditing will also be discussed. Prerequisite: ACT 410.

**ACT 568: Taxation of Business Entities** (3)  
A study of federal income tax reporting for business entities, including C-Corporations, S-Corporations, and Partnerships. Current tax laws, regulations, and research are emphasized. Prerequisite: ACT 125 and ACT 126.

**ACT/BUS/FIN 576: Graduate Business Internship** (3)

The Graduate Business Internship provides the student with a professional work experience in a business environment. The internship is an extension of the curriculum and provides meaningful experience related to the student's area of concentration. The internship responsibilities must be approved in advance by the Internship Coordinator and a faculty sponsor. This course may be repeated for a total of 12 hours.

**ACT/BUS/FIN 584: Action Research Project (3)**

This course will integrate concepts and business applications learned throughout the MBA coursework. The student will work in collaboration with either a profit or nonprofit organization to identify an issue or organizational problem within the organization with the capacity for improvement or enhancement through a short-term needs assessment and intervention. The student must have access to the organization's employees (selected), information databases, reports, or other information pertinent to the completion of a relevant project with defined objectives and measurable project-oriented goals. At least one intervention or problem-solving event should be completed during the course schedule. A further plan of action may be submitted for future implementation. May be repeated.

**ACT/BUS/FIN 585: Special Topics: Research Paper (3)**

This course will integrate concepts and business applications learned throughout the MBA coursework. Students will research, analyze, and summarize a contemporary business situation, phenomenon, management theory, an emerging trend, environmental challenges, or other approved topic through a prescribed step-by-step research process guided by a research question. If required, C-SC IRB approval will be required. May be repeated.

**BUS 515: Global Marketing Strategy (3)**

This course is an examination of how a firm designs and implements the best combination of the marketing elements to best achieve its marketing objectives and serve its target markets. Principal topics include resource allocation, marketing research, segmentation and positioning, branding, distribution, pricing, and integrated marketing communications. Prerequisite: ECO 202.

**BUS 530: Strategic Human Resource Management (3)**

A study of the importance of human capital to the organization. Emphasis will be on strategic planning and the legalities of managing that capital.

**BUS 533: Operations Management (3)**

A class in operations, supply chain, and production management with applications. Includes project management, product and process design, production scheduling, process control, capacity management, facility layout, supply chain and inventory management, management resource planning, and just-in-time production scheduling.

**BUS 540: Managers in Legal Environment (3)**

A study of the legal issues of importance to business management at any level of the organization, including contracts, torts, commercial instruments, sales, and forms of business ownership.

**BUS 560: Ethical Decision-making (3)**

This course is an examination of situations that give rise to ethical issues that managers will encounter in a business setting, various ethical theories, the position of different stakeholders in ethical decision making, and legal issues in ethical decision making.

**BUS 565: Data Analysis for Decision Making (3)**

An introduction to business optimization, simulation, and decision modeling. Topics include optimization with linear and nonlinear programming, decision-analysis and decision trees, queuing models, deterministic and probabilistic simulations, forecasting techniques, Fourier transforms, and elements of expert systems and neural networks.

**BUS 570: Global Strategy (3)**

This course will present a global perspective of international management. Students will learn fundamental theories of international management in preparation for making business decisions in the future. Prerequisite: ECO 201.

**BUS 575: Strategic Management Capstone (3)**

This capstone course will integrate concepts and business applications learned throughout the MBA coursework. Students are expected to address a strategic challenge facing a host organization and to develop a proposed course of action designed for sustainability of the company's mission and operations. Extensive internal and external scanning and analysis will be required.

**BUS 580: Independent Study (3)**

Individual or group projects in business under the supervision of the instructor. Course may be repeated.

**FIN 562: Strategic Financial Management** (3)  
This course will cover the methods, policies, markets, and institutions involved in financing the business enterprise. Capital budgeting, theory of capital structures, and financial decision making are discussed. Prerequisite: FIN 311.

**FIN 572: Investment Analysis** (3)  
This course will cover asset allocation and practical application of investment theory. There is some emphasis on mathematical problems, but the course will concentrate on information that will help the students as practitioners in the accounting and financial fields. Prerequisite: ECO 202.

**HCM 520: Advocacy, Policy and Quality Review** (3)  
This course is a graduate level course and will focus on intensified management perspectives regarding the impact of advocacy in the healthcare market, policy formation and educating the public towards action and quality measurement of the services delivered in any healthcare business. Exercises will focus on change management and narrating the needs of the healthcare system while moving the collective actors toward solution oriented and ethical care processes.

**HCM 530: Critical Trends in Healthcare Administration** (3)  
This course will focus on risk management perspectives and the role of a leader in the healthcare market. Quality measurement of services delivered and documentation of services

billed in healthcare businesses protects organizational profitability. Exercises will focus on health standards, assessment of needs of the growing healthcare system, and successful, ethical practice in the 21st century. This course combines progressive healthcare initiatives and studies the successful practice mechanisms within healthcare businesses. Particular focus is paid to the customer experience, leading change, and potential risk management situations for consideration. This course ends with a case study presentation and prepares the student for a leadership role in a larger organization or system.

**HCM 540: Change Management** (3)  
A structured approach to change management that examines a systematic application of principles and concepts that enable individuals, teams, and organizations to transition to a future condition that meets business goals and objectives.

**HCM 550: Managing Healthcare HR** (3)  
This course examines management and leadership theories as they apply to the major issues the current challenges in healthcare human resource management (H-HRM). The course introduces the technical and legal aspects of HRM from a strategic business perspective and examines how HRM best practices can be applied to health service organizations. The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting healthcare organizations.

## MASTER OF EDUCATION (MED)

The Culver-Stockton College Master of Education Program (MEd) is a 100% online program designed for practicing educators who wish to further their knowledge of curriculum and instruction and complete a graduate degree. The Master of Education (MEd) Graduate Program gives practicing educators the flexibility needed to complete their education while continuing their careers. There are no residency requirements for the MEd online program.

### PROGRAM GOALS

- Students will build upon the foundations of the undergraduate studies by participating in advanced learning experiences that require students to communicate effectively, think critically, and evaluate educational programs and practices in real-world settings.
- Students will be able to use the knowledge gained during and upon completion of the program, to enhance their current teaching practice and achieve goals for moving forward in their career.

### MISSION OF THE MASTER OF EDUCATION PROGRAM

The mission of the Culver-Stockton College Master of Education Program is to prepare and support current and future educators who can effectively facilitate learning for every student. The experiential curriculum will allow these educators to develop and implement innovative pedagogical and technological practices within their classrooms while participating in a supportive online learning community.

## EXPECTATIONS OF MED GRADUATE STUDENTS

The Culver-Stockton Master of Education Program has the following expectations of graduate students, which includes advanced learning experiences, professional development, and explorations in education.

### ADVANCED LEARNING EXPERIENCES

Students in the Master of Education Program will build upon the foundations of the undergraduate studies by participating in advanced learning experiences that require students to communicate effectively, think critically, evaluate educational programs and practices, and conduct action research in the classroom setting.

### PROFESSIONAL DEVELOPMENT

Students in the Master of Education Program will advance professionally through developing and implementing innovative pedagogical and technological practices in the classroom. Active-learning experiences will be required through hands-on experiences in the education environment.

### EXPLORATIONS IN EDUCATION

Students in the Master of Education Program will be required to choose courses that meet their individual goals in the education environment. The selection of courses will allow students to explore diverse aspects of education that lead to improved instructional methods in the classroom.

### FINANCIAL AID

While the primary responsibility for financing a college education rests with the student, C-SC will assist a student in utilizing the needed analysis information from the Free Application for Federal Student Aid (FAFSA).

### ACADEMIC PROBATION/SUSPENSION/DISMISSAL POLICY FOR MED STUDENTS

**Probation:** A student whose cumulative grade point average falls below 3.000 will be placed on academic probation and will receive a letter stating the terms of probation as determined by the graduate program. Academic probation may result in a student having restrictions placed on the number of graduate courses that may be taken per term.

**Suspension:** If a student fails to meet the terms of probation, the student may be suspended for a specified period of time. Thereafter, the student may submit an Application for Readmission to the Admission Office for the Academic Standards Committee to review. If a student receives a second suspension, the student is subject to dismissal.

**Appeal Process for Probation/Suspension:** Students may appeal academic probation or suspension if unusual and/or mitigating circumstances have affected academic progress. Examples of such circumstances are severe illness, an injury that has affected student performance, an illness or injury of a student's immediate family member, death of a relative, student deployment or activation into military service, or other circumstances that have caused a student not to meet academic progress requirements. All appeals must be in writing and sent to the Vice President for Academic Affairs. The appeal will be reviewed by the Academic Standards Committee and should clearly address the circumstances that led to the action. Students must appeal within one (1) month of notification of academic probation or suspension. See Financial Aid section of the catalog for information on impact on federal financial aid.

### REQUIRED FOR GRADUATION

To fulfill the requirements for the MEd degree, Culver-Stockton College requires that the student:

- Complete the required courses. A grade of at least a C must be earned in all MEd courses in order for graduate credit to be earned. No more than two grades of C will be allowed to count toward graduation. Courses may be repeated, and the most recent grade will count toward graduation.
- Complete EDU 519: Education Capstone Seminar, which involves an action research project to be completed under the direction of a faculty mentor.
- Maintain a cumulative grade-point average of at least a 3.0 on a 4.0 scale.
- Is strongly recommended to complete the entire program within three years from beginning.
- The final 15 credit hours must be earned at Culver-Stockton College.

### MED 3+2

The Culver-Stockton College Master of Education 3+2 Program is for driven C-SC undergraduate students who desire to accelerate their course of study. Students must pursue a bachelor's degree in education and fulfill the admission requirements. Taking graduate courses during the student teaching semester is not recommended.

## MASTER OF EDUCATION (30 HOURS)

### Core Courses (24 hours)

- EDU 511: Issues in Education (3)
- EDU 512: Advanced Assessment in Education (3)
- EDU 513: Differentiated Instruction (3)
- EDU 514: Applications of Technology in the Classroom (3)
- EDU 515: Advanced Curriculum and Instructional Strategies (3)
- EDU 516: Literacy Instruction in the Content Areas (3)
- EDU 517: Introduction to Educational Research (3)
- EDU 519: Capstone Seminar in Education (3)

### Elective Courses (6 hours selected from the following courses)

- EDU 350: Curriculum Methods/Materials for Early Childhood (3)
- EDU 521: Legal and Ethical Issues in Education
- EDU 522: STEM Integration (3)
- EDU 530: Counseling Techniques
- EDU 531: Educational Leadership (3)
- EDU 532: Literacy Assessment (3)

## MASTER OF EDUCATION ALTERNATIVE CERTIFICATION (36–44 HOURS)^

### Core courses (36–44 hours)

- EDU 502: Secondary Methods of Teaching (3)
- EDU 512: Advanced Assessment in Education (3)
- EDU 513: Differentiated Instruction (3)
- EDU 514: Applications of Technology in the Classroom (3)
- EDU 515: Advanced Curriculum and Instructional Strategies (3)
- EDU 516: Literacy Instruction in the Content Areas (3)
- EDU 519: Capstone Seminar in Education (3)
- EDU 520: Advanced Classroom Management (3)
- EDU 521: Legal and Ethical Issues in Education (3)
- EDU 525: Educational Psychology (3) (or may take Undergraduate course EDU 201/PSY 301)
- EDU 526: Advanced Education of the Exceptional Child (3) (or may take Undergraduate course EDU 325)
- EDU 532: Literacy Assessment (3)
- EDU 550: Student Teaching (8) OR Provisional Certificate

## MASTER OF EDUCATION SPECIAL READING CERTIFICATION (33–39 HOURS)^

### Prerequisite courses (16–22 hours) (or concurrent):

- EDU 201/PSY 301: Child and Adolescent Development (3) (or may take Graduate course EDU 525)
- EDU 325: Psych and Education of Exceptional Children (3) (or may take Graduate class – EDU 526)
- SPD 318: Psychological Diagnosis of Children (2)
- SPD 326: Language Acquisition and Development of Children (2)
- SPD 342: Instruction Systems and Behavior Interventions for Special Education (3)  
(may be satisfied by taking EDU 511)

### Choose 1:

- EDU 319: Secondary Literacy Diagnosis and Remediation (3)
- EDU 419: Literacy Diagnosis and Remediation (3)

### Choose 2:

- EDU 307: Methods of Literacy Instructions (3)
- EDU 309: Methods of Teaching ELA in Elementary (3)
- EDU 335: Content Literacy (3)

### Core courses (36–44 hours)

- EDU 511: Issues in Education (3)
- EDU 512: Advanced Assessment in Education (3)\*
- EDU 513: Differentiated Instruction (3)\*
- EDU 514: Applications of Technology in the Classroom (3)\*
- EDU 515: Advanced Curriculum and Instructional Strategies (3)\*
- EDU 516: Literacy Instruction in the Content Areas (3)
- EDU 517: Introduction to Educational Research (3)\*
- EDU 519: Capstone Seminar in Education (3)\*
- EDU 530: Counseling Techniques (3)

EDU 532: Literacy Assessment (3)

EDU 545: Experience with Students Experiencing Reading Difficulties in Elementary (3)

EDU 549: Experience with Students Experiencing Reading Difficulties in Secondary (3)

For DESE certification in Special Reading a passing score on the MoCA exam is also required

\* Students seeking only Special Reading certification without their Masters will not need these courses.

## MASTER OF EDUCATION COURSES

### EDU 502: Secondary Methods of Teaching (3)

This course covers the objectives, materials, methods, and evaluation of teaching in the specific subject area. Students will complete all assignments based on their selected content area. Alternative certification candidates will complete 23 hours of field experience in their selected content area and collaborate with their cooperating teacher to prepare each student for a career through programs that provide in-depth knowledge; disciplinary methodologies, professional specialization, and experiential learning.

### EDU 511: Issues in Education (3)

This course is designed to enhance in-service teachers' knowledge in scientific, political, demographic, social, educational, technological, and environmental trends and issues that will contribute to the future structure and operation of education in the United States.

### EDU 512: Advanced Assessment in Education (3)

This is an advanced study of the cognitive process, the psychological foundations of educational practice, and the assessment processes utilized in the K-12 classroom setting. The course addresses cognition, conditions for optimal learning, assessment designs, formal/informal test construction, alternative assessment strategies, data collection and analysis, instructional decision making based on assessment results, and current issues/research regarding assessment.

### EDU 513: Differentiated Instruction (3)

Students will build conceptual understanding of the model of differentiated instruction (DI) and its psychological underpinnings. This course will explore characteristics and key elements of DI as well as beliefs that guide the DI model and the five non-negotiables of DI: high-quality curriculum, welcoming classroom environment, ongoing assessment, flexible grouping, and respectful tasks. Students will develop plans for implementing DI and obtaining buy-in from students, parents, and stakeholders. Alternative certification candidates will also complete 15 hours of field experience.

### EDU 514: Applications of Technology in the Classroom (3)

This course will cover principles, theory, and techniques of using information technologies to provide instruction to learners in educational settings. Students will learn how to facilitate pupils' use of technologies to allow them to make controlled observations, analyze data, recognize patterns, propose and revise their models of explanation, and communicate their models to their peers.

### EDU 515: Advanced Curriculum and Instructional Strategies (3)

As a course for the in-service teacher, major emphasis is placed on curriculum construction, types of curricula, the influence of social developments and the present-day student population on the school program, underlying psychological and education theory, and problems in curriculum development. Alternative certification candidates will also complete 15 hours of field experience.

### EDU 516: Literacy Instruction in the Content Areas (3)

This course provides skills and instructional strategies based on current theory and practice for developing and improving reading comprehension of written material associated with various content areas, thereby advancing higher-order, critical, and reflective thinking about texts. Alternative certification candidates will also complete 23 hours of field experience.

### EDU 517: Introduction to Educational Research (3)

This course includes philosophy, design, interpretation, and practice of scientific research in education with a particular focus on the skills necessary to be an effective and critical "consumer" of research that is practiced within the field.

### EDU 519: Education Capstone Seminar (3)

Students will explore specific content area technologies, instructional strategies, and assessments necessary in designing and developing a research-based, interdisciplinary, project-enhanced education environment. Students will experience, evaluate, and design

interdisciplinary, project-enhanced environments within their individual classroom curriculum. Alternative certification candidates will also complete 23 hours of field experience.

**EDU 520: Advanced Classroom Management (3)**

A study is made of modern elementary/secondary curricula, general methods of teaching, the use of instructional material and the organization and administration of the secondary and elementary school classroom. An emphasis is on classroom management and discipline.

**EDU 521: Legal and Ethical Issues in Education (3)**

This course is designed as a practical study of law as it pertains to the educational process in public and private schools. Areas to be covered in the course are study of the vocabulary and general process of law, history of legal issues in education, review of the legal educational documents for Missouri and the United States, review of current legal issues in education, and exploration of professional ethics associated with the education profession.

**EDU 522: STEM Integration (3)**

This course is designed to enhance in-service teachers' knowledge in teaching K-8 students science, technology, engineering, and mathematics (STEM). This includes developing rigorous standards-based lessons that are engaging, enjoyable, and meaningful to students. Opportunities will also be provided to explore, analyze, and incorporate digital resources for teaching STEM content.

**EDU 526: Advanced Education of the Exceptional Child (3)**

As a course for the in-service teacher, major emphasis is placed on psychology, identification and required special educational services of atypical children: mentally retarded, physically handicapped, behaviorally disordered, emotionally disturbed, sensory impaired, communication disordered, severely/multiply handicapped, learning disabled and gifted. Aspects of meeting their needs in either special or mainstreamed classrooms are included.

**EDU 530: Counseling Techniques (3)**

This course is designed to emphasize collaborating with families, and strategies for accessing community resources. Students learn how to consult and collaborate with families as well as identify resources to support the families.

**EDU 531: Educational Leadership (3)**

Topics covered in this course include leadership development for education settings; foundations of leadership theory and practice; techniques for developing leadership skills; development of understanding of group interactions and group leader roles, technical communication skills, interpersonal influence, commitment, and goals achievement strategies necessary for effective leaders in education.

**EDU 532: Literacy Assessment (3)**

This course involves evaluation and remediation of reading problems. Topics include remedial methods and materials for teaching reading, use of diagnostic instruments, and interpretation of test results. Students participate in laboratory/field experiences and prepare case studies with summaries of diagnosis emphasizing remediation procedures.

**EDU 545: Clinical Experience with Students (3)**

**Experiencing Reading Difficulties in K-6**

During this experience, the student will perform 120 or more clock hours of direct participation with selected teachers working with students that are experiencing reading difficulties. The coordinator of Field Experiences arranges selected sites.

**EDU 549: Clinical Experience with Students (3)**

**Experiencing Reading Difficulties in 7-12**

During this experience, the student will perform 120 or more clock hours of direct participation with selected teachers working with students that are experiencing reading difficulties. The coordinator of Field Experiences arranges selected sites.

**EDU 550: MEd Student Teaching (8)**

This course involves field experience to be completed at the appropriate grade level and/or the appropriate subject matter classroom(s) under competent supervision. Students will be enrolled in one 10 hour course completing at least 12 weeks in the classroom. Students may complete field experience in one classroom under supervision of a cooperating teacher or in an alternative setting under supervision of a mentor teacher.

# FACULTY & OFFICERS TO THE COLLEGE

Douglas B. Palmer, President of the College  
BA, 1996, University of North Carolina-Asheville;  
MA, 1999, University of Oregon; PhD, 2004, The  
Ohio State University. 2020–

Lauren Schellenberger, Vice President for Academic  
Affairs, Provost and Professor of Biology  
BS, 2001, University of Illinois-Urbana-Champaign;  
MS, 2003, PhD, 2009, Purdue University. 2008–

Scott Allison, Associate Professor of Music  
BME, 2005, Baker University; MM, 2007, Pittsburg  
State University; DMA, 2020, University of Iowa.  
2016–

Kanwal Alvarez, Assistant Professor of Biology  
BA, 2002, Lake Forest College; PhD, 2010,  
University of California. 2016–

Lane Bloome, Lecturer in Mathematics  
BA, 2013, Millikin University; MS, 2015, PhD, 2022,  
Purdue University. 2019–

Ralph Buckner, Assistant Professor of English  
BA, 2008, MA, 2010, University of Tennessee; MA,  
2011, Lee University; PhD, 2021, University of  
Louisiana. 2022–

Alissa Burger, Associate Professor of English,  
Department Chair of English and Director of  
Writing Across the Curriculum and Director of  
Student Success  
BA, 2002, MA, 2004, University of Northern Iowa;  
PhD, 2009, Bowling Green State University. 2016–

D'Ann Campbell, Professor of History and  
Retention Specialist  
BA, 1972, Colorado College; PhD, 1979, University  
of North Carolina-Chapel Hill. 2010–

Robert W. Carmichael, Head Athletic Trainer/Senior  
Lecturer in Athletic Training and Clinical Instructor  
BS, 1990, Northwest Missouri State University; MA,  
1992, University of Nebraska. 1994–

Carl Thomas Dean, Assistant Professor of  
Mathematics  
BS, 2016, Duquesne University; MS, 2019, PhD,  
2021, University of Illinois-Chicago. 2021–

Chad DeWaard, Professor of Political  
Science and Department Chair of Political Science  
BA, 1991, MA, 1994, University of Northern Iowa;  
PhD, 2006, Southern Illinois University. 2010–

Elizabeth Kay Dyer, Senior Lecturer in Foreign  
Languages  
BA, 1979, Knox College; MA, 1986, University of  
Illinois. 2015–

Mohamed A. El-Bermawy, Professor of Chemistry/  
Biology and Department Chair of Biology,  
Biological Chemistry, Chemistry and  
Mathematics  
BS, 1980, Zagazig University, Egypt; MS, 1989, PhD,  
1990, University of Connecticut. 1999–

Tammy Ellison, Director of Instructional Technology  
and Design and Lecturer in Instructional Technology  
and Design  
BA, 2000, Culver-Stockton College; MLIS, 2008,  
Drexel University; MSIDT, 2014, Western Illinois  
University. 2003–

Kimberly Gaither, Vice President for Enrollment  
Management and Professor of Finance  
BS, 1979, Culver-Stockton College; MBA, 1990,  
Western Illinois University; PhD, 2009, North Central  
University. 2003–

Scott Giltner, Professor of History, Chair of the  
Applied Liberal Arts and Sciences Division  
BA, 1996, Hiram College; MA, 1998, PhD, 2005,  
University of Pittsburgh. 2005–

Lacy Harrison, Lecturer in Education  
BS, 2009, University of Missouri-Columbia; MEA,  
2013, EdS, 2017, William Woods University. 2022–

Haidee Heaton, Professor of Theatre, Director of  
the Honors Program, Associate Chair of the Fine,  
Applied, and Literary Arts Division, and Department  
Chair of Communication and Theatre  
BFA, 1996, Wichita State University; MA, 1998,  
Oklahoma State University; PhD, 2004, University of  
Missouri-Columbia. 2002–

Jay Hoffman, Associate Professor of Athletic  
Training and Health Sciences, Athletic Training  
Education Program Director and Department Chair  
of Athletic Training and Health Sciences, Associate  
Dean of Graduate and Professional Studies  
BSS, 2000, Cornell College; MS, 2002, Illinois State  
University; DHSc, 2006, Nova Southeastern  
University. 2015–

Trent Hollinger, Professor of Music and  
Department Chair of Music  
BA, 2001, BS, 2001, Lebanon Valley College; MM,  
2003, DMA, 2015, Peabody Conservatory of the  
Johns Hopkins University. 2009–

Melissa Holt, Associate Professor of Psychology and Coordinator of Experiential Learning  
BS, 2004, University of Mary Washington; MS, 2009, PhD, 2012, Virginia Commonwealth University. 2012

C. Patrick Hotle, Professor of History, the John A. Sperry, Jr. Endowed Chair of Humanities and Department Chair of History and Foreign Languages  
BA, 1980, University of Iowa; MPhil, 1985, PhD, 1992, Cambridge University, England. 1993–

Dell Ann Janney, Professor of Accounting  
BA, 1987, Culver-Stockton College; MBA, 1990, Western Illinois University; CPA, 1991, DM, 1998, Webster University. 1992–

Jeanne E. Johnson, Senior Lecturer in Management Information Systems, Director of the Tutoring and Academic Support Center and Coordinator of Disability Services  
BS, 1993, Culver-Stockton College; MBA, 1997, Quincy University. 1999–

Sally Kintz, Lecturer in Graphic Design and Marketing and Public Relations Strategist  
AA, 2007, Moberly Area Community College; BSBA, 2013, Columbia College. 2019–

Angel Knoverek, Assistant Professor of Counselor Education and Director of Counselor of Education  
BS, BA, 1993, Culver-Stockton College; MS, 2000, Benedictine University; PhD, 2012, Regent University. 2017–

David Lane, Lecturer in Speech/Theatre Education and Director of the ACE Program  
BBA, 1987, University of Iowa; MA, 2006, Fontbonne University. 2018–

Eric Larson, Senior Lecturer in Business and Department Chair of Ag Business, Business, and Healthcare Management  
BS, 1994, MBA, 2007, Quincy University. 2011–

Joe Liesen, Assistant Professor of Computer and Data Science  
BS, 1989, Quincy University; MS, 2006, University of Illinois; DBA, 2016, Northcentral University. 2022–

Daniel Mahoney, Senior Lecturer in Sport Management, Department Chair of Sport Management, and Faculty Athletic Representative  
BA, 2003, Monmouth College; MS, 2006, Western Illinois University. 2013–

Dylan Marney, Associate Professor of Music and Chair of the Fine, Applied, and Literary Arts Division  
BM, 2004, MM, 2006, Central Washington University; MS, 2010, Indiana University, PUI; DMA, 2013, University of Arizona. 2013–

Katherine Marney, Library Director and Lecturer in History and Library Science  
BA, 2006, MA, 2008, Central Washington University; MA, 2010, PhD, 2017, University of Arizona. 2014–

Seth McBride, Senior Lecturer in Criminal Justice and Associate Division Chair of the Business, Education, and Law Division, and Department Chair of Criminal Justice and Legal Studies  
BS, 2009, Hannibal-LaGrange University; MS, 2012, Tiffin University. 2015–

Debra Myers, Associate Professor of Art, Art Gallery Supervisor, and Department Chair of Art & Design  
AA, 1974, Columbia College; BFA, 1976, Columbia College; MFA, 1983, University of Missouri-Columbia. 2011–

Shelley Oltmans, Lecturer of Organizational Leadership and IDEA Center Program Director  
BA, 2006, University of Minnesota; MS, 2013, Iowa State University. 2022–

Matthew Osborn, Assistant Professor of Business and Moorman Professor  
BS, 1981, Milligan College; MBA, 2007, DBA, 2020, Jacksonville University. 2018–

Kali Powell, Lecturer in Athletic Training, Associate Athletic Trainer, and Clinical Instructor  
BS, 2010, Iowa State University; ME, 2012, University of Nebraska-Lincoln. 2012–

Lisa Prowant, Assistant Professor of Biology  
BA, 2011, Benedictine College; MS, 2014, Fort Hays State University. 2020; PhD, 2021, Stony Brook University. 2020–

Sarah Reardon, Assistant Professor of Biology and Lab Coordinator  
AS, 2008, Moraine Valley Community College; BS, 2010, MS, 2012, Southern Illinois University; DHPE, 2021, Logan University. 2015–

William Schneider, Assistant Professor of Physical Education and Department Chair of Physical Education  
BS, 1987, Quincy University; MS, 1990, United States Sports Academy. 1987–

Kelli Stiles, Associate Professor of Psychology and Department Chair of Psychology  
AA, 1989, Iowa Central Community College; BS, 2005, Culver-Stockton College; MSE, 2008, Quincy University; PhD, 2015, Walden University. 2012–

Amy Stollberg, Instructor of Developmental Education/Music and Enrollment Management Specialist  
BM, 1987, Culver-Stockton College; MEA, 1992, Truman State University. 2021–

Julie Straus, Associate Professor of Accounting and Chair of the Business, Education, and Law Division  
BS, 1997, Culver-Stockton College; MBA, 2010, Quincy University. 2008–

Christe A. Thomas, Associate Professor of Athletic Training, Clinical Education Coordinator, and Associate Chair of the Applied Liberal Arts and Sciences Division  
BS, 1999, Old Dominion University; MS, 2002, University of Florida; DAT, 2019, A.T. Still University. 2002–

Tyler Tomlinson, Head Women's Soccer Coach and Lecturer in Communication  
BA, 2003, Culver-Stockton College; MA, 2009, University of Central Missouri. 2010–

Linyue (Vicky) Tong, Assistant Professor of Chemistry  
BE, 2009; ME, 2012, Beijing University of Chemical Technology; PhD, 2017, Binghamton University. 2018–

Gerald Trusley, Assistant Professor of Theatre Design and Production  
BA, 2010, MFA, 2021, Western Illinois University. 2021–

Lindsay Uhlmeier, Assistant Professor of Education  
BS/BA, 2004, Culver-Stockton College; MEd, 2014, University of Missouri-Columbia; EdD, 2019, Capella University. 2020–

Aren VanHouzen, Assistant Professor of Music  
BM, 1994, Hope College; MA, 1996, DMA, 2008, University of Iowa. 2018–

Richard Vogel, Assistant Professor of Communication  
BA, 1981, State University of New York; MA, 1985, Southern Illinois University; PhD, 1993, University of Tennessee. 2022–

Brian Walker, Senior Lecturer in Physical Education  
BS, 2006, Eastern Illinois University; EA, 2010, Concordia University Chicago. 2015–

Andrew D. Walsh, Professor of Religion and Philosophy and Department Chair of Religion and Philosophy, the McGlothlan Endowed Chair of Religion  
BA, 1988, North Central College; MTS, 1990, Garrett- Evangelical Theological Seminary; PhD, 1994, Drew University. 2001–

Cindy Whiston, Associate Professor of Education and Department Chair of Education  
BS, 2005, University of Missouri-Columbia; MEd, 2008, EdS, 2012, EdD, 2016, William Woods University. 2015–

Jennifer Winking, Assistant Professor of Legal Studies  
BA, 1993, Quincy University; JD, 1996, University of Missouri. 2021–

## COLLEGE OF NURSING FACULTY

A complete list of Blessing–Rieman College of Nursing and Health Sciences faculty can be found at [www.brcn.edu](http://www.brcn.edu).

## EMERITI

Sue Abegglen, Professor of Education Emeritus  
AB, 1968, Lincoln Christian College; BS, 1972, MS, 1975, Indiana University; EdD, 1984, Memphis State University. 1982–Emeritus 2011

Gregory Bohémier, Professor of Psychology Emeritus  
BA, 1975, Western New England College; MA, 1991, PhD, 1995, State University of New York at Binghamton. 1994–Emeritus 2016

John M. Brodmann, Professor of Chemistry Emeritus  
BS, 1955, Lynchburg College; MS, 1959, PhD, 1967, Emory University. 1957–Emeritus 1992

James M. Cosgrove, Professor of Business Administration Emeritus  
BBA, 1969, University of Notre Dame; JD, 1972, University of Illinois Law School. 1982–Emeritus 2021

Eugene H. Hall, Professor of Physical Education Emeritus  
BS, 1956, University of Missouri-Columbia; BSE, 1958, Washington University; MEd, 1962, University of Missouri-Columbia. 1978–Emeritus 2001

Lee Hammer, Professor of English Emeritus  
BA, 1968, MA, 1973, Western Illinois University; PhD, 1985, Marquette University 1987 – Emeritus 2013

Fred Helsabeck, Jr., Professor of Mathematics Emeritus  
BS, 1959, Lynchburg College; MA, 1963, University of Missouri; PhD, 1972, Michigan State University. 1991–Emeritus 2007

J. Michael Jones, Professor of Biology Emeritus  
BA, 1965, Culver-Stockton College; MS, 1967, University of Illinois; PhD, 1972, Indiana University. 1988–Emeritus 2008

Joseph E. Jorgensen, Professor of Art Emeritus  
AA, 1974, Hutchinson Community College; BA, 1977, MFA, 1982, Fort Hays State University. 1994–Emeritus 2021

Carolyn Kane, Professor of English Emerita  
BA, 1966, Hendrix College; PhD, 1973, University of  
Arkansas. 1977–Emeritus 2005

Thomas W. Kenney, Professor of Business  
Administration and Economics Emeritus  
BS, 1967, MS, 1968, University of Southern  
Mississippi. 1969–Emeritus 2011

Michael H. Kramme, Professor of Theatre Emeritus  
BA, 1968, MA, 1971, University of Northern Iowa;  
PhD, 1987, University of Missouri-Columbia.  
1984–Emeritus 2002

Carol Fisher Mathieson, Professor of Music Emerita  
BA, 1970, Maryville College; MM, 1974, University  
of Tennessee; DMA, 1981, University of Iowa. 1975–  
Emeritus 2014

David Larry McSpadden, Professor of Music  
Emeritus  
BME, 1962, Henderson State University; MEd, 1970,  
University of Missouri-Columbia. 1970–Emeritus  
2006

S. Kent Miller, Professor of Theatre Arts and  
Technical Director Emeritus  
BA, 1973, Culver-Stockton College; MFA, 1988,  
Western Illinois University. 1997–Emeritus 2018

Robert William Paige, Professor of Communication  
Emeritus  
BA, 1960, Albion College; MA, 1962, Michigan  
State University; PhD, 1969, Southern Illinois  
University-Carbondale. 1993–Emeritus 2008

Robert A. Sadler, Professor of Physical Sciences  
BS, 1968, University of Missouri-Rolla; MS, 1970,  
PhD, 1975, University of Wyoming. 1991–Emeritus  
2022

Phillip Ronald Stormer, Professor of English  
Emeritus  
BA, 1974, MA, 1980, University of Northern Iowa;  
PhD, 1992, Northern Illinois University.  
1997–Emeritus 2019

Kelly M. Thompson, President Emerita  
BFA 1979, University of Illinois-Champaign; MA,  
1982, University of Illinois-Chicago; CAS, 2004,  
National-Louis University-Chicago; EdD 2008,  
University of Pennsylvania. 2014–Emeritus 2020

Sharon Kay Upchurch, Librarian Emerita  
BA, 1970, Western Illinois University; AM, 1973,  
University of Northern Colorado; MA in LS, 1983,  
University of Missouri-Columbia. 1977–Emeritus  
2014

Richard D. Valentine, President Emeritus  
BS, 1970, Culver-Stockton College, 2009–Emeritus  
2014

R. Rodney Walton, Associate Professor of  
Psychology Emeritus  
BS, 1969, Illinois State University; ME, 1981,  
Nicholls State University. 1983–Emeritus 2012

C. Thomas Wiltshire, Professor of Biology Emeritus  
BA, 1963, Culver-Stockton College; MA, 1965,  
Drake University; PhD, 1973, University of Missouri-  
Columbia. 1966–Emeritus 2005

For a complete listing of all administration and staff,  
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# BOARD OF TRUSTEES

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David L. McClintock '71, New Lenox, Illinois  
Paul Reitz, Quincy, Illinois  
Charles W. Scholz, Quincy, Illinois  
C. Clark Todd, Hannibal, Missouri  
Terry Traeder, Quincy, Illinois

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Robin A. Taylor '78, Columbia, Missouri  
Kathy Turpin, North Port, Florida

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Jenkins Davis '70, Barrington, Illinois  
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Maureen Kahn, Quincy, Illinois  
Juliann Larimer, Lake Forest, Illinois  
Tory L. Lucas '92, Lynchburg, Virginia  
Stacy Raith '83, Hannibal, Missouri  
Jason R. Stratton '96, MBA '17, Quincy, Illinois  
H.B. Turner '79, Parkville, Missouri  
Nathan Zelinske '99, St. Louis, Missouri

## DESIGNATED TRUSTEES

Alissa Burger, Canton, Missouri  
Faculty Representative  
D.J. Jackson, Slidell, Louisiana  
Student Representative  
Raymond Hankins '76, Independence, Missouri  
Christian Church (Disciples of Christ)  
Steve Oslica '80, St. Louis, Missouri  
Alumni Association President

## DESIGNATED TRUSTEES

Joseph T. Charles '60, Jupiter, Florida  
Elaine E. English '67, South Padre, Texas  
Donald K. Gnuse '56, Quincy, Illinois  
Timothy M. James '74, Fishers, Indiana  
Leslie V. Kelsay '73, Santa Clara, California  
Michael G. McCay '68, Bentonville, Arkansas  
Jeffrey A. Stuermer '82, St. Charles, Missouri

# INDEX

## A

Academic Calendar, 8  
Academic Divisions, 55  
Academic Honesty, 36  
Academic Honors, 51  
Academic Load, 49  
Academic Overload, 49  
Academic Probation, 50  
Academic Scholarships, 31  
Academic Standing, 49  
Accountancy, 63  
Accreditation, 14  
Adding Classes, 54  
Admission, 15  
Advanced Placement, 52  
Advanced Standing, 52  
Agribusiness Management, 66  
Appeals, 24  
Applying to Culver-Stockton College, 15  
Arranged Courses, 55  
Art, 67  
Art Departmental Guidelines, 73  
Art Education, 68  
Arts Management, 73  
Attendance, 54  
Audit, 52  
Audit fee, 21

## B

Bachelor of Arts, 46  
Bachelor of Fine Arts, 47  
Bachelor of Music Education, 47  
Bachelor of Science, 46  
Bachelor of Science in Nursing, 47  
Biology, 75  
Blessing-Rieman College of Nursing Program, 156  
Board of Trustees, 214  
Books and Supplies, 23  
Business, 81

## C

Campus Safety, 32  
Campus Security Act, 11  
Chemistry, 89  
Choir, 154  
Classification of Students, 51  
CLEP tests, 52  
College Objectives, 11  
Commencement, 44  
Communication, 92  
Complaints, 37  
Computer and Data Science, 97  
Confirmation Fee, 22  
Contract Student Status, 50  
Counseling and Wellness Services, 32  
Course Descriptions, 56

Courses of Study, 63  
Criminal Justice/Law, 99

## D

Degree Requirements, 44  
Degree student, 51  
Degrees, 46  
Degrees with Distinction, 47  
Deposit, 22  
Digital Marketing, 104  
Double major, 48  
Dropping Courses, 54  
Dual Credit, 52

## E

Economics, 86  
Education, 106  
Elementary Education, 107  
Employment-Student, 29  
English, 114  
Ensembles, 154  
Esports and Gaming Administration, 117

## F

Faculty, 210  
FAFSA, 25  
Federal and State Aid Programs, 30  
Fee Payment, 22  
Fees, 21  
Final Examinations, 52  
Finance, 119  
Financial Aid, 24  
First-Year Experience, 39  
Foreign Language, 122  
Freshman, 51  
Full-time student, 53

## G

Good Standing, 50  
Grading, 49, 187  
Graduation, 44  
Graduation Requirements, 46  
Grants, 31

## H

Health Certification, 160  
Health Science, 123  
History, 128  
History of the College, 9  
Honor Roll, 51  
Honors Scholars Program, 62, 131  
Human Resource Management, 132

## I

Incomplete, 52  
Independent Study, 55  
Individualized Major, 134  
Insurance, 21  
Interdisciplinary Studies, 135

International Freshmen Student Admission, 17

## J

Junior, 51

## L

Late Payments, 23

Leave of Absence, 55

Legal Studies, 137

Library, Johann Memorial, 42

Loans, 31

## M

Majors, 47

Management Information Systems, 87

Marketing, 140

Masters Programs, 47

Mathematics, 143

Memberships, 14

Middle School Certification, 108

Military, 20

Minor, 48

Mission Statement, 9

Music, 146

Music Technology, 148

Musical Theatre, 184

## N

Natural Science, 155

No Grade, 52

Non-degree, 20

Non-degree student, 51

Nursing, 156

Nursing Admission Requirements, 158

Nursing Readmission, 158

## O

Officers of the College, 210

Online Campus, 17

## P

Part-time student, 51

Pass/No Pass Option, 51

Pell Grant, 30

Philosophy, 174

Physical Education, 160

Physics, 156

PLUS Loan, 31

Political Science, 164

Pre Professional Programs, 60

President's List, 51

Private Music Lesson Fees, 21

Private Music Lessons, 154

Professional Sales, 166

Provost's List, 51

Psychology, 167

## Q

Quantitative Literacy, 59

## R

Radiologic Science, 159

Readmission, 19

Refund Policy, 23

Regents Tests, 53

Religion, 174

Religious/Spiritual Life, 34

Repeating of Courses, 52

Residence Life, 34

Resolution of Commitment, 11

Respiratory Care, 158

Room and Board Fees, 24

Room and Board Refund, 23

## S

Scholarships, 31

Scholarships and Grants, 25

Second Degree, 19

Senior, 51

Senior Citizens, 23

Sociology, 176

Sophomore, 51

Spanish, 122

Speech and Theatre Education, 183

Sport Management, 178

Standards of Admission, 16

Statement of Nondiscrimination, 15

Statements of Compliance, 11

Student Activities, 34

Student Conduct, 35

Student Employment, 31

Student Government, 35

Student Life, 31

Student Organizations, 35

Student Right-to-Know Policy, 11

Student Teaching Program, 107

Student Teaching Fee, 21

Study Abroad, 43

Summer Session Tuition, 21

Supply Chain Management, 180

Suspension/Dismissal, 50

## T

Talent Scholarships, 31

Teacher Education Programs, 106

Theatre, 182

Transcript fee, 21

Transcripts, 43

Transfer, 19

Transfer Credit, 53

Transfer Credit for Summer Courses, 53

## V

Veterans Affairs Benefits, 23

## W

Waiver of Requirements, 46

Withdrawal, 54

Withdrawal Policy, 23

Work Study, 30



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