

**CULVER**  
**STOCKTON** COLLEGE

**GRADUATE  
ACADEMIC CATALOG**

**2024-2025**

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

2024-2025  
ACADEMIC CATALOG

# CULVER-STOCKTON COLLEGE



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[culver.edu](http://culver.edu)

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Dear Graduate Student,

Welcome to Graduate & Professional Studies at Culver-Stockton College (C-SC)! Graduate education is a key catalyst for social, economic, and global advancement that drives our ever-changing world. Graduate students at C-SC are preparing to engage with real-world issues and opportunities through our experiential curricula that enhances our knowledge, incorporates best practices, and develops professionalism across a variety of disciplines.

Innovative since its founding, C-SC was chartered as the first college west of the Mississippi to offer a co-education for both men and women. We are committed to this mission to provide a supportive learning environment for all students of promise. Through experiential curricula, problem-based learning, and delivery by exceptional faculty, C-SC seeks to foster the development of tomorrow's leaders.

This Graduate Catalog was designed to serve as a resource to graduate students. It addresses the various academic policies, procedures, and programs represented by the Office of Graduate & Professional Studies. While this document was designed for aspects related to graduate programs, there are some select institutional policies and additional information available in the Undergraduate Academic Catalog and Student Handbook.

Regardless of your preferred learning model, online or blended, we welcome you to The Hill. You are all now C-SC Wildcats. Go Wildcats!

Sincerely,  
Jay Hoffman, DHSc, ATC

## OVERVIEW

Culver-Stockton College offers graduate degree programs in the fields of athletic training, business administration, counseling, education, and organizational leadership. As well as certificates in healthcare management and management.

The Master of Arts in Counseling (MAC), the Master of Arts in Organizational Leadership (MAOL), the Master of Athletic Training (MAT), the Master of Business Administration (MBA), and the Master of Education (MEd) programs. C-SC also offers graduate certificates in Healthcare Management and Management. Each provides relevant and rigorous courses of study. An individual program section is provided for each program in this catalog.

### GRADUATE DEGREE PROGRAMS

Graduate degree programs require a minimum of 30 credit hours and are tailored for professionals aiming to expand their knowledge or transition within their careers. These advanced programs typically span one to three academic years to complete. Entrants must hold a bachelor's degree from an accredited institution, or be eligible for select accelerated program admission requirements, and maintain a minimum undergraduate GPA of 2.75 (some programs may require higher academic standards).

### GRADUATE CERTIFICATES PROGRAMS

Certificate programs are designed for professionals seeking to deepen their expertise or pivot to new areas within their fields. Requiring between 9 and 18 credit hours of graduate-level coursework, these programs can typically be completed within one to two academic years. Admission criteria include a bachelor's degree from an accredited institution and a minimum undergraduate GPA of 2.75, with some programs necessitating more rigorous standards. These certificates, aligned with market demands and the educational standards of the US Department of Education, offer an advanced curriculum for career advancement. No coursework earned from Culver-Stockton College for which the student was degree seeking and/or federal aid eligible may be applied to the certificate within their program of study. Transfer credits and credit for prior learning portfolio credits are not accepted for certificate programs. Graduate certificates must be completed within three years. Coursework earned as part of a certificate may be applied toward a degree.

### EXPECTATIONS OF GRADUATE STUDENTS

Culver-Stockton College has the expectations for graduate students, which include advanced learning experiences, professional development, and exploration in a chosen field of study. Students will participate in advanced learning experiences that require students to communicate effectively, think critically, conduct strategic analysis, and evaluate best practices. Students will advance their professional skills through application of concepts and theory in professionally authentic settings and will engage in active learning experiences with hands-on experiences allowing for in-depth exploration into the professional fields of study.

### GRADUATE TERMS

Graduate terms are G1/G2 for fall, G3/G4 for spring, and G5/G6 for summer. The G1 term begins in August, the G2 term begins in October, the G3 term begins in January, the G4 term begins in March, the G5 term begins in May and the G6 term begins in June/July.

### GRADUATE FACULTY

Faculty members teaching in graduate programs have earned either a doctorate in their chosen field or a master's degree with certification. In addition, faculty have years of practical experience in their field.

### GRADUATE PROGRAM STAFF

Culver-Stockton College has experienced staff available to serve students in the areas of admissions, financial aid, career services, student accounts, and academic advising.

## ADMISSION

### 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.

### FULL ADMISSION

All applicants seeking admission to graduate programs must have earned or be near completion of a bachelor's degree from an accredited institution. Priority consideration will be given to applicants who submit a completed

application prior to admission deadlines.

Please see individual program sections for specific full admission requirements.

### CONDITIONAL ADMISSION

Applicant credentials that do not meet all the requirements for admission may be considered for conditional admission. Applicants will be reviewed following recommendation of the program faculty by the Graduate and Professional Studies Committee. The recommendation may include conditions such as: enrollment restrictions on the number of graduate credits per graduate term or concurrent completion of prerequisite undergraduate coursework or other programmatic remediation plans. The conditions will be in place throughout the completion of the students' first semester or at least 6 credit hours.

### NON-DEGREE ADMISSION

Individuals who have not been admitted to any of the admissions categories described above may take courses as non-degree students with approval of the program faculty.

Should a non-degree student later be admitted to a graduate degree or certificate program, up to 12 credits of graduate coursework may be accepted toward a degree or certificate, provided such coursework is within the time limit for completion of the program requirements. For further information regarding applying for non-degree coursework, contact the Registrar's Office at 573-288-6330, email at [registrar@culver.edu](mailto:registrar@culver.edu).

### ACCELERATED ADMISSION (BACHELOR'S – MASTER'S)

An accelerated program allows high achieving undergraduate students to start earning a graduate degree while an undergraduate student.

These programs offer accelerated admission:

- Master of Arts in Counseling (MAC)
- Master of Arts in Organizational Leadership (MAOL)
- Master of Athletic Training (MAT)
- Master of Business Administration (MBA)
- Master of Education (MEd)

Applicants must meet the minimum cumulative GPA for accelerated admissions as determined by each program. Please see individual program sections for specific full admission requirements.

### INTERNAL TRANSFER PROCESS

Students wishing to internally transfer from one program to another must apply for admission to the new program through the Admissions Office. Students must meet the admission requirements for that program.

### READMISSION PROCESS

Students not in good standing at the time of departure, administratively withdrawn, or without a formal leave of absence must apply for readmission to the Admissions Office.

Decisions on readmission for graduate students are made by the Graduate and Professional Studies Committee.

Students who are readmitted may be placed on Probation based on GPA and programmatic requirements. Students who are readmitted are subject to the catalog requirements in effect at the time of readmission.

### REVIEW PROCESS FOR APPLICANTS WITH A FELONY CONVICTION

The following outlines the review process for applicants with a felony conviction who plan to live on campus or will take in-person classes on campus:

1. Applicant provides a full statement explaining the circumstances of the incident to the Admissions Office.
2. The applicant statement is forwarded to the Vice President of Student Experience, the Director of Campus Safety, and, in the case of an athlete, the Director of Athletics for review and recommendation.
3. All information is forwarded to the VPAA/Provost for review and recommendation.
4. Upon recommendation by all reviewers, the student's file is reviewed by the Graduate and Professional Studies Committee for acceptance.
5. All decisions are final and not subject to appeal.

### 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 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 the Program Director. Any applicant that wishes to appeal an admission decision of the Program Director may appeal to the Graduate and Professional Studies Committee to review and make a final decision.

## ONLINE CAMPUS ADMISSIONS

Location Verification for distance learning. Location of distance learning students is maintained for purposes of compliance with federal regulations. See the Online Campus Admission section for further details.

## APPLICATION REQUIREMENTS AND PROCEDURES

### DOMESTIC APPLICANTS

Application requirements vary by program. Please see individual program sections for specific full admission requirements.

### INTERNATIONAL APPLICANTS

Graduate international students have the same admission requirements as domestic students (see individual program sections for admission requirements also) but are required to be proficient in English. International students must submit a test score showing a TOEFL score of at least 61, IELTS score of 6.0 or Duolingo score of 90.

The TOEFL, IELTS or Duolingo scores may 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) or earned bachelor's degree from a US college or university.

### TRANSFER APPLICANTS

Graduate transfer applicants who are applying for admission will be assessed by the Program Director.

### CHANGING ACADEMIC PROGRAMS/ADDING A SECOND PROGRAM

Current graduate students who wish to change to a different graduate program or wish to add a second program will be assessed by the Program Director of the new program.

## TUITION AND FEES

### GRADUATE TUITION 2024-25

Master of Arts in Counseling, tuition per credit hour	\$525.00
Master of Arts in Organizational Leadership, tuition per credit hour	\$500.00
Master of Athletic Training tuition, per credit hour	\$400.00
Master of Business Administration tuition, per credit hour	\$500.00
Master of Education tuition, per credit hour	\$400.00
Online Campus Tuition per credit hour (fall/spring) (If applicable, for undergraduate prerequisite courses)	\$395.00
Audit fee, 50% of tuition rate per credit hour	varies

Tuition is refundable based on the Withdrawal Refund Schedule.

### SPECIAL FEES/OPTIONAL CHARGES (NON-REFUNDABLE)

Master of Arts in Counseling, Admission Deposit Fee	\$150.00
Master of Arts in Counseling, Summer Intensive Labs Fee	\$750.00
Master of Athletic Training, Admission Deposit Fee	\$150.00
Master of Athletic Training, per course	\$100.00
Master of Athletic Training, Annual Fee	\$750.00

Master of Athletic Training Unified Student Fee/Semester	\$297.50
Master of Education, Online Course Fee, per course	\$100.00
Course Fees (some courses have fees for equipment and supplies)	varies/course
Graduation Fee	\$150.00
Sport Medicine Fee (annual charge to athletes only)	\$150.00
Transcript/Certificate Fee (provided to current students or graduating students without charge)	\$10.00
Student ID card replacement	\$10.00
Late Registration Fee	\$150.00

#### \*HOUSING AND MEALS (IF APPLICABLE)

Housing (Stone Hall-\$5,360, Brown Hall-\$4,860, other options may be available)	\$4,360.00
Single room housing additional charge, if available	\$2,200.00
Meals (full meals, other options available)	\$5750.00
Parking Permit (annual charge to students living in campus housing)	\$85.00
Unified Student Fee/Semester (for students in campus housing)	\$297.50
Room Key Replacement Fee	\$100.00
Mailbox Key Replacement Fee	\$15.00

NOTE: \* Housing and meal options above reflect the combined fall and spring semester cost. Rates for summer are variable and will depend on program length or stay.

#### PAYMENT POLICIES

At the time a student formally registers for classes, either by signing and submitting the appropriate registration forms 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 regarding financial aid eligibility.
- Understand that refunds of credit balances resulting from the 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 in June, with payment due by August 1.
- Spring semester tuition statements will be emailed to the student in November, with payment due in full by January 1.
- Summer term statements will be published via email to the student in mid-April, with payment due in full by May 15, or upon registering for courses after May 15.
- Electronic statement notices are delivered to the student's email monthly.
- Student Account information is available 24/7 on MyCulver.com (allow 7-10 business days after registration confirmation) and should be reviewed frequently.
- Payment plans should be set up through MyCulver.com 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 account. If assistance is needed, please contact Student Billing: 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 AND DELINQUENT ACCOUNTS

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

- All accounts not paid in full by the due date 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 for students to enroll in succeeding terms 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 if 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 educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings.

## COMPLIANCE WITH VETERAN BENEFITS AND TRANSITION ACT OF 2018

Culver-Stockton College will allow an individual to attend or participate in a program of education if the Chapter 31 or Chapter 33 Beneficiary provides the school with a "Certificate of Eligibility" (COE). 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 before the start of the academic term. Students with credit balances on their student account may request a book voucher through Student Billing to use with the College's contracted online bookstore. 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.

## WITHDRAWAL AND REFUND POLICY

Students wishing to withdraw should refer to the procedures given in the catalog section "Official Withdrawal or 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, housing and food.

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

Tuition, housing and food are pro-rated according to the following schedule. All other fees are non-refundable.

### **TUITION, HOUSING AND FOOD**

- 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 the 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 educational activity 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 complete any educational activity may 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, HOUSING, AND FOOD ADJUSTMENT FOR DROPPED COURSES**

For the purpose of tuition, housing, and food adjustments, the term "semester" is a period of enrollment during a fall, spring or summer. Each semester may have classes with either the same or different beginning and ending dates but are still considered to be within the specific period of enrollment.

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. The tuition adjustment period is prorated for academic terms less than one semester in length; contact the Financial Aid Office 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.

NOTE: Please refer to the Financial Aid Policies and Procedures manual at <https://culver.edu/admissions/financial-aid-forms-and-resources/> for more information.

## FINANCIAL AID

### INTRODUCTION

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.

### DETERMINATION OF FEDERAL FINANCIAL AID ELIGIBILITY

All students applying for financial aid must complete the FAFSA need analysis form each year and designate Culver-Stockton College to receive the processed application.

The cost of attendance includes tuition, meals and housing, 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 the undergraduate institution where students received their bachelor's degree before any federal financial aid can be released. Failure to submit Final Grade Transcripts before mid-term of a semester will result in the cancellation of all federal financial aid. Students applying for renewal of federal financial aid must reapply each year.

**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 by submitting the required veterans' affairs forms. In order for eligible students to receive veterans' educational benefits, they must be certified for each enrollment period. The student must supply the Student Accounts Office with a copy of their class schedules each semester, and student accounts must be notified of any changes in enrollment.

The maximum gift aid award from all resources per semester will not exceed the total of tuition, some fees, meals, and housing for students receiving financial assistance and residing on campus. For all other students, the maximum gift aid award will not exceed tuition and fees by semester unless the funds are from sources outside the college.

Any institutional discounts that are reduced in one semester due to reaching the semester gift aid maximum will not be applied to any past or future semesters. Federal, state, and other rules (such as athletic conferences) may also apply.

Institutional discounts may be lowered if outside funds 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 the College and program guidelines.

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.

### 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 for most award years.. For the 2024-25 financial aid year, the FAFSA year will start on December 31, 2023, using 2022 tax information. Students must apply online at [fafsa.gov](https://fafsa.gov). (C-SC School Code is 002460.)

The financial aid priority deadline is February 1. A completed financial aid file consists of a valid FAFSA, expected family contribution, and any documents to verify their identity. Students who do not plan to file the FAFSA can notify the Financial Aid Office. 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 Work-Study, Federal Direct Unsubsidized Loan, or Graduate Federal Direct 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 documents to verify your identity will result in the withdrawal of all federal 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 FAFSA Submission Summary 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.

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.

## RIGHT TO APPEAL

All students have the right to appeal or reject any aid offered by the College. Appeal of the financial aid offer 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 amount of time following its receipt.

## FEDERAL FINANCIAL AID

Eligibility for the following programs is determined by filing the FAFSA need analysis form on a yearly basis. Students must be considered degree-seeking in order to receive federal financial aid. Students auditing a class are not considered degree-seeking.

**Teacher and Educator Assistance for College and Higher Education (TEACH) Grants:** 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 Unsubsidized Loan:** Graduate students may receive up to \$20,500 Federal Direct Unsubsidized loan per academic year. 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. Repayment of principal and any accrued interest begins six months after enrollment ceases. The interest rate is set each year on July 1. Graduate students that are taking undergraduate prerequisites may receive federal loans up to one year at an undergraduate level up to one year prior to starting the graduate program; see the Financial Aid Office for more specific eligibility guidelines. Students will start repaying their loans 6 months after they graduate or drop below part-time enrollment; this includes students that take a leave of absence.

**Graduate Plus Loan:** Direct Plus Loans are federal loans that graduate students can use to help pay for college. Students should utilize all Unsubsidized loan eligibility first, then can borrow through the Plus Loan program if additional funds are required.

## INSTITUTIONAL TUITION DISCOUNTS

Culver-Stockton Alumni receive a 15% tuition discount off all graduate level classes.

Culver-Stockton Alumni receive a 10% discount on required undergraduate prerequisites during the fall and spring semesters. The discount does not apply to undergraduate classes during the summer session as the classes are already discounted.

Students who matriculate into the MAT program and are transferring in from an Educational Partner will receive a 10% tuition discount. A list of Educational Partner schools is listed on our website.

<https://culver.edu/master-of-athletic-training/>

There is a 10% tuition discount for anyone who works full-time for an organization with an established organizational discount agreement. Refer to the website for a list of organizational discount agreements.

<https://culver.edu/organizational-discount-agreements/>

Full-time degree-seeking athletes receive a 15% tuition discount. The student must be identified by the Athletic Director, enrolled full-time, and have remaining athletic eligibility. The discount does not apply to undergraduate

prerequisites, fees or other charges. The discount is awarded through the duration of the athletes graduate program, even after athletic eligibility expires.

Culver-Stockton does not stack discounts.

## EMPLOYER TUITION BENEFITS AND PRIVATE SCHOLARSHIPS

If you are eligible for tuition benefits through your employer, you can submit proof of those benefits to the Financial Aid Office. The Financial Aid Office will review the policy as well as a commitment from the employer to either pay the college, or to reimburse the employee. The College may allow a deferment of payment, which would need to be within two weeks after the classes are complete. Contact the Financial Aid Office at 573-288-6307 or email [financialaid@culver.edu](mailto:financialaid@culver.edu) for more information.

<https://culver.edu/admissions/cost-financial-aid/>

## 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 financial aid.

Note: Requirements for federal financial aid and requirements for Academic Standards are two separate requirements.

### 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 Academic Standing for Graduate Students section of this catalog. Culver-Stockton College uses a graduated qualitative standard for Graduate students.

Graduate 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 Standards 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.

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.

#### *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*

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. 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 9 hours for the semester and completes 6, his/her Pace for the term is determined to be 67%. The same student will have a cumulative pace requirement. With 27 hours attempted and 31 achieved, the cumulative pace is 77%.

#### *Maximum Time Frame Requirement*

Graduate students 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 33 hours, a student cannot receive financial aid for more than 49 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. 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 a graduate student does not complete at least 6 hours and maintain the appropriate GPA 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 graduate program.
- Remedial, enrichment, and ESL courses will not be taken into consideration.
- Hours transferred in after matriculation 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. Federal Financial Aid and Academic Standing are two separate requirements.

### *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 discounts.

**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 will be appointed as needed by the Director of Financial Aid to include any 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 a team approved by the Financial Aid Office.

## REFUND OF FEDERAL FINANCIAL AID

Refund of a credit balance resulting from Federal Financial Aid will be refunded in the forms of a check within 14 days of the disbursement date. Title IV credit balances occur only if the total amount of FSA program funds credited to the student's account exceeds allowable charges within each 5-week or 8-week term of enrollment. Refunds for graduate programs are split in two for each semester.

## GRADUATE STUDENT SERVICES AND SUPPORT

### ACADEMIC ADVISING

Academic advising is available for all programs/degrees offered and is required prior to each registration either in person, online, or via telephone. Students will be assigned an academic advisor prior to course registration. When a student initially 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.

### TECHNICAL SUPPORT

Assistance for all technical support questions may be requested by completing a Campus Help Desk Request. Campus Help Desk Requests may be submitted via MyCulver.com from the Home tab. Students' requests will be addressed by the IT department at the earliest convenience. Questions related to specific course content should be directed to the instructor of the course.

### 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 area features a computer lab, a multi-purpose study area, and reference and information help desks for on-site research support. A computer lab classroom is 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 programs 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 from anywhere with network accessibility.

Culver-Stockton College belongs to the MOBIUS consortium, which provides free access to millions of resources 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 the 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.

Library resources, both digital and physical, are available for use by graduate students.

## ACCOMMODATIONS AND ACCESSIBILITY

Culver-Stockton College is committed to providing the best possible educational environment for all. The mission of Accommodations and Accessibility in Student Success is to provide appropriate assistance and reasonable accommodation for students with disabilities, so that those students can succeed. Visit <https://culver.edu/academics/student-success/> to learn more.

## 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 term 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 term will be handled on a case-by-case basis.

## DIVERSITY, EQUITY, INCLUSION, AND BELONGING

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.

## 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 and attain a high level of personal satisfaction in life.

Students desiring confidential assistance for their emotional well-being should contact the Director of Counseling and Wellness Services in the Gladys Crown Student Center 205 or via telephone at 573-288-6441.

## CAREER SERVICES

The Career and Internship Services Center supports graduate students in their professional development and provides resources to assist students with career exploration. 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.

## RESIDENTIAL LIFE

Graduate students are eligible to live on campus. Interested students must contact the Coordinator of Residence Life in the Gladys Crown Student Center or via telephone at 573-288-6000. All students residing on campus are required to have a meal plan during the Fall and Spring semesters. Meal plans are not available to students choosing to reside on campus during the summer semester and alternative meal planning should be made by the individual student.

## STUDENT EMPLOYMENT

### *Terms and Conditions of On-campus Employment*

- Graduate 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.
- Graduate students must take, within 5 hours of commencing work, a minimum 30-minute break. This break is unpaid.
- Graduate 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 graduate student per academic year.
- The College also reserves the right to make or change work assignments to accommodate the changing needs of the College.

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.

Graduate students with Graduate Assistantships are not eligible for additional on-campus employment beyond the terms of their Graduate Assistantship contract.

## GRADUATE ASSISTANTSHIPS

Graduate assistants are an integral part of the intellectual community at Culver-Stockton College. The purpose of graduate education is to develop scholars and professionals equipped with the knowledge and skills to succeed in their chosen fields. By working under the supervision of college professionals, graduate assistants gain valuable experience relevant to their profession.

The most up to date information on Graduate Assistantships is available online at <https://culver.edu/graduate-assistantships/>

## TRANSFER CREDIT

### EXTERNAL TRANSFER CREDIT

Transfer credits are accepted from regionally accredited colleges and universities. Transfer credits need to be earned within the last five years unless otherwise approved by the Program Director.

1. A limited number of credits (up to nine credit hours for programs of less than 48 and 12 credit hours for those 48 or more, unless otherwise noted by the program) may be accepted in transfer and included on a degree audit provided the following conditions are met:
2. The Program Director indicates approval of the transfer of credit(s) by signing the Transfer Credit Request Form as appropriate for the degree program.
3. The course is at a level appropriate for the student's graduate degree.
4. An official transcript of any coursework to be transferred is provided.

Once the Transfer Credit Request form is approved and submitted to the Registrar's Office, the transfer of credit is noted on the student's permanent academic record. No more than two C's will be considered for transfer credit.

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

### INTERNAL TRANSFER CREDIT

When graduate students begin in one program and change to another graduate program at Culver-Stockton College, a limited number of credits consistent with the External Transfer Credit maximum may apply to the new program.

Any duplicate courses shared by the two programs prior to transfer do not count against the transfer credit max. Credits transferred to the new program must meet the following conditions:

1. The Program Director indicates approval of the transfer of credit(s) by signing the Transfer Credit Request Form as appropriate for the degree program.
2. The course is at a level appropriate for the student's graduate degree.
3. No more than two "C's" will be accepted for transfer credits. Once approval is submitted to the Registrar's Office the transfer of credit is noted on the student's permanent academic record.

### CREDIT FOR PRIOR LEARNING/PRIOR LEARNING ASSESSMENT

Select departments may award academic credit for graduate equivalent work-related experience or training that has taken place post-baccalaureate. 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 be enrolled in at least 3 graduate credits, submit the appropriate evidence and/or an experiential learning portfolio for program review.

Course credit must be approved by the Program Director or a department designee.

Awarded credits may not exceed the External Transfer Credit maximum for graduate programs.

Approved credits are not subject to tuition but may incur a fee for the assessment process or a portfolio review.

## COURSE REGISTRATION

### REGISTRATION PROCESS

During registration periods, degree seeking students will receive an email message from the Graduate Program Advisor that will outline the courses from their degree audit in which they should register in the subsequent semester. The email will also include instructions for the Registration and Financial Agreement form that must be completed to process registration. Non-degree students must register through the Registrar's Office.

### 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. Practice (including clinical) or internship credit should be a minimum of 40 clock hours to each academic credit hour. Programs do have the discretion to exceed the minimum clock hours per academic credit hour to effectively achieve course learning outcomes. Direct instruction hours for courses including laboratory are approximately 1 laboratory hr. per week in 2-credit courses, 2 hrs. per week in 3-credit courses, or 3 hrs. per week in 4-credit courses. For example, a 3-credit course that contains a lab may have 2 hours of classroom and 2 hours of laboratory instruction.

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 met.
3. The Graduate and Professional Studies Committee reviews the stated hours on syllabi as a part of the approval process for new courses.

### COURSE NUMBERING

Graduate courses are numbered 500-699. This Catalog contains listings of graduate-level courses only.

Undergraduate courses are numbered 100-499. Upper-level undergraduate courses (300-499) may be necessary to fulfill graduate program requirements and therefore may be applied toward graduate degree programs per Program Director approval. However, undergraduate course credit previously applied in whole or in part toward conferral of an undergraduate degree may not be applied to a graduate degree.

### CREDIT LOAD

The minimum academic load for purposes of classification as a full-time student is six (6) credit hours per semester. Students enrolled in the MAT and MAC programs must follow the prescribed curriculum sequence. A part-time student is defined as a minimum of three (3) credit hours per semester.

### REPEATING COURSES

Graduate 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 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 recalculated as a repeated course.

### DROPPING AND ADDING COURSES

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 5pm on the fifth calendar day of the term. 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 the Financial Aid Office at 573-288-6307 or email [financialaid@culver.edu](mailto:financialaid@culver.edu) for more information.

## NONPARTICIPATION AND ADMINISTRATIVE DROPPING OF COURSES

Students enrolled in online graduate courses must show proof of academic progress and regular participation in the educational activities in their courses. Educational activities include but are not limited to submission of assignments, contribution to an online discussion, completion of an exam quiz, or instructional tutorial, interaction with the instructor, etc. Participation must be recorded in the first week of coursework.

Regular participation is a requirement for the Culver-Stockton College Graduate Program. Participation is required by the end of the drop/add period for each term, or the student may be administratively dropped from the course. Adjustments will be made to tuition charges, financial aid, and course fees if applicable.

## WITHDRAWAL PROCEDURES

A total withdrawal from all classes in a semester must be requested by the student through the Registrar's Office. Appropriate changes are made to the student's schedule (classes dropped or withdrawn with W grade), and the Financial Aid Office is notified. Adjustments to tuition and fees and financial aid are completed if warranted.

## LEAVE OF ABSENCE POLICIES AND PROCEDURES

Students who are leaving Culver-Stockton College with extenuating circumstances (for example, medical) and who may wish to return later are encouraged to apply for a leave of absence using the "Withdrawal/Exit/Leave of Absence - Online" form in MyCulver.com. 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 approved for up to one calendar year. A leave of absence must be requested at the time of departure.

## REINSTATEMENT AFTER LEAVE OF ABSENCE

Reinstatement from an approved leave of absence will occur at the beginning of the appropriate academic term. To request reinstatement from an approved leave of absence, the student should contact the Graduate Program Advisor.

## AUDITING COURSES

Courses that are taken for no credit and with no expectation of a grade are considered audit courses. Some programs have enrollment restrictions or class size capacities therefore Program Director approval is required for auditing courses.

For an audit course to appear on a student's transcript, the student must comply with the audit attendance policy established by the instructor. When audit 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.

Graduate students are charged one-half the regular tuition rate for audit courses. Students may switch from taking a class for credit to audit status or vice versa, providing they do so by mid-term of the term and pay any applicable price differential.

## ACADEMIC STANDING FOR GRADUATE STUDENTS

### GRADES

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

### INCOMPLETE GRADES

At the discretion of the faculty member and approval of the Dean of Graduate and Professional Studies, 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 Dean of Graduate and Professional Studies. 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).

## ACADEMIC STANDING EVALUATION

Students will be evaluated each semester for congruence with graduate program requirements. Graduate students must earn a "C" or better in all coursework. A student is subject to this policy once federal financial aid classifies them as a graduate student with at least one semester in that classification.

The following table is used to determine the 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 more	3.0 or above	n/a	Below 3.0

Students placed on Contractual Good Standing or Probation will be notified in writing and will be included in the student's permanent academic record.

The Graduate and Professional Studies Committee may, at their discretion, change the academic standing of a student based on extenuating circumstances. See Student Academic Standing Appeal Process section of this catalog.

## GOOD STANDING

The minimum cumulative grade-point average required for Good Standing in a graduate program is 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.

A student failing to maintain Good Standing will be placed on Contractual Good Standing, Probation, Suspension or Dismissal. With each standing, sanctions and remediation may apply.

## CONTRACTUAL GOOD STANDING

Contractual Good Standing is considered an academic warning. Students are limited to enrolling in one course per term as part of their remediation and/or any additional remediation measures as determined by the program administration.

Contractual Good Standing may be extended if the student's ability to repeat a course with a D or F grade is limited by the availability of the course offering or registration restrictions.

See the Financial Aid section of this catalog for information on any potential impact on federal financial aid.

## PROBATION

A graduate student on Probation is restricted to one class per term and any additional remediation measures as determined by the program administration.

A student failing to meet the terms of Probation within one semester is subject to Suspension.

Probation may be extended if the student's ability to repeat a course with a D or F is limited by the availability of the course offering or registration restrictions.

See the Financial Aid section of this catalog for information on any potential impact on federal financial aid.

## REMEDIATION

Remediation requirements may vary by program. A student who is admitted to a program conditionally, falls below academic Good Standing in any academic semester or fails to meet published program policies may be subject to programmatic remediation. Terms of remediation shall be outlined in writing by the respective program and be included in the student's permanent academic record.

Failure to meet criteria outlined in the remediation plan may result in that student's being placed on Suspension or Dismissal as stipulated in the written remediation plan.

## ACADEMIC SUSPENSION/DISMISSAL

Students placed on Suspension or Dismissal will be notified in writing and will be included in the student's permanent academic record.

### *Suspension*

A student on Probation must return to Contractual Good Standing within one semester. If a student fails to meet these terms, the student may be placed on Suspension for a specified period, but a minimum of one semester. Thereafter, the student may apply for Readmission to the Admission Office for the Graduate and Professional Studies Committee to review.

Suspension may be extended if the student's ability to repeat a course with a D or F is limited by the availability of the course offering or registration restrictions.

See the Financial Aid section of this catalog for information on any potential impact on federal financial aid.

### *Dismissal*

If a student is placed on Suspension a second time, then the student is subject to Dismissal.

Some programs may have more restrictive or punitive suspension or dismissal parameters. Please see the program for details.

## **GRADUATE STUDENT ACADEMIC STANDING APPEAL PROCESS**

Students may appeal a programmatic remediation plan, Suspension or Dismissal if unusual and/or mitigating circumstances have affected academic progress.

Examples of such circumstances include but are not limited to 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.

All appeals must be in writing within 15 business days of notification and sent to the Dean of Graduate and Professional Studies. The appeal will be reviewed by the Graduate and Professional Studies Committee and should clearly address the circumstances that led to the action, including supporting evidence.

See the Financial Aid section of this catalog for information on any potential impact on federal financial aid.

## **READMISSION AFTER PROBATION/SUSPENSION/DISMISSAL**

Students on Suspension or otherwise not in attendance without a formal leave of absence must apply for readmission to the Admissions Office.

Decisions on readmission after academic Suspension/Dismissal are made by the Graduate and Professional Studies Committee.

Students on Probation who are not in attendance without a formal leave of absence will be readmitted on academic Probation. Students who are readmitted will change to the catalog requirements in effect at the time of readmission.

## **RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

FERPA (Family Educational Rights and Privacy Act) for students. Students have certain rights with respect to their educational records. For a complete copy of these rights, contact the Registrar's Office, Henderson Hall, Room 109, Culver-Stockton College, Canton, MO 63435.

## **ACADEMIC POLICIES AND REGULATIONS**

### **TIME TO COMPLETION**

Students are expected to register for coursework with reasonable regularity and to complete all requirements for the degree within a moderate span of time to assure continuity and adequate familiarity with developments in the field of study.

All work for the master's degree must be completed within six years from the beginning of the student's matriculation in the degree program.

Failure to complete the work within the specified time limit or failure to maintain registration will require re-evaluation of the entire program and may result in a notice of termination or requirement to repeat coursework and meet current catalog requirements.



An extension of the student's terminal date is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of program requirements. A detailed recommendation to extend the terminal date must be signed by the Program Director and submitted to the Dean of Graduate Professional Studies for approval no later than one month before the student's current terminal date.

## EXTENDED ABSENCE POLICY

An extended absence in graduate programs is no participation in scheduled coursework or activities for 5 or more consecutive business days during an 8-week or 10-week session or 3 or more consecutive business days when classes are in session during a 5-week session. For example, if a student expects to be absent on a Thursday, Friday, Monday, Tuesday, and Wednesday of the 8 to 10-week session, it would be an extended absence. As another example, if a student expects to be absent for a Thursday, Friday and Monday during the 5-week session, it would be an extended absence. Unexcused extended absences may result in missed assignments or other coursework that cannot be made up for credit. If a student wishes to have an excused extended absence, they must first contact the Program Director.

For an extended absence to be excused, students must provide evidence as requested, such as documentation from a physician, etc. Excused absences may include events such as emergency surgery, documented physical or mental health issue, death of an immediate family member, hospitalization, jury duty, or active-duty military service. An immediate family member is defined as: spouse, child, legal ward, parents, guardians, siblings, grandparents, grandparent, or grandchild (in-laws and step relationships are implied). Students are expected to provide notification and seek approval of an expected extended absence prior to the absence, when possible. In the event of an emergency absence, students are expected to provide notification and seek approval no later than two business days following their return to campus or classes.

An excused extended absence is not a guarantee that the student will pass a class. Students are expected to maintain communication with faculty during the absence and complete assignments and other coursework as assigned. If an excused extended absence becomes longer than initially expected, the student must work with the faculty member and the Dean of Graduate and Professional Studies to provide additional documentation for approval. Students with extended absences are encouraged to seek potential alternative options provided in other policies including dropping courses, withdrawal, and temporary grades of incomplete. A student may also be administratively withdrawn from the course if not in compliance with the terms of this policy.

The extended absence policy does not apply to any of the following, which are typically considered unexcused extended absences: travel issues, technology issues, weather-related absences, jobs/internships, elective surgery or other medical events, undocumented illnesses, vacations, court appearances, family reunions, pet-related issues, and other circumstances as determined by the Program Director in coordination with the Dean of Graduate and Professional Studies.

If a student wishes to appeal a decision made regarding an extended absence request, an appeal must be made in writing to the Vice President for Academic Affairs (VPAA)/Provost no later than two business days following the initial decision made by the Dean of Graduate and Professional Studies. The VPAA/Provost will bring appeals to the Graduate and Professional Studies Committee for a review and final decision.

## PROFESSIONAL & ETHICAL CONDUCT

The institution is committed to upholding the highest standards of professional, legal, and ethical conduct across all its programs and reserves the right to place students on institutional probation, dismiss them, or deny program admission in cases where their conduct is deemed unprofessional, unlawful or unethical by the program or the institution. This policy applies to behaviors occurring within any academic or clinical setting, during any school-related activity, in any context involving representation of the institution. This can include incidents prior to program admission that would preclude the student from field placements, such as clinicals, practicums, or student teaching. Students may be subject to criminal background checks, drug tests, or other criteria determined required for field placement. Costs associated with such screenings are the responsibility of the student. Unprofessional, unlawful or unethical conduct includes, but is not limited to, violation of confidentiality, falsification of information, discrimination, harassment, criminal actions, and failure to comply with the legal and ethical standards of the profession or program. Decisions regarding probation, dismissal, or denial of admission will be made following a thorough review process, taking into account the nature of the conduct, its impact on the academic community, and any relevant mitigating circumstances, particularly as they relate to individual programs. Claims or evidence of misconduct can be submitted by either internal or external program stakeholders. This information will be reviewed by the student's program, and reported to the GPS Dean, if the program determines suspension or dismissal is warranted. A program, or the student, may request a review by committee. At that time the Graduate & Professional Studies Committee will rule on the case. This policy underscores our dedication to maintaining an academic environment that fosters integrity, respect, and professionalism among our students. Students found in

violation of this policy have the right to appeal the ruling to the GPS Dean within 15 business days and will be reviewed and voted on by the Graduate & Professional Studies Committee. If the Graduate & Professional Studies Committee determined the conduct suspension or dismissal the appeal will be forwarded to the VPAA/Provost for final determination.

### UNDERGRADUATE ELIGIBILITY FOR GRADUATE COURSEWORK (ADVANCED STUDENTS)

Culver-Stockton College will allow well-prepared advanced undergraduate students to take graduate coursework. Students must have at least 90 credits, have a 3.0 GPA or higher, and have approval of the Program Director and instructor of record.

### DOUBLE COUNTING FOR ACCELERATED STUDENTS (BACHELOR'S – MASTER'S)

Culver-Stockton College will allow 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, 3+3, etc.).

Students enrolled in select professional graduate programs with "graduate" financial aid status may count to 50%, but no more than 30 graduate credits toward their undergraduate degree.

Students not enrolled in select professional programs or with "undergraduate" financial aid status may count 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).

NOTE: MBA courses are excluded from this policy.

### DOUBLE COUNTING FOR SPECIALIZATIONS

Students must be officially enrolled in a master's program and have a declared specialization where double-counting is permitted. A maximum of 40%, but no more than 6 total credit hours, in a specialization may be double counted or transferred in. A specialization must have at least 9 unique credits. If appropriate, the Program Director may authorize a substitute course to meet this standard. Only courses of a B or higher may be double counted. Students earning two or more specializations only confer a single degree within the discipline. The official transcripts will reflect all applicable specializations.

## STUDENT ACADEMIC GRIEVANCE PROCEDURES

### STUDENT APPEALS/COMPLAINTS

Culver-Stockton College students who wish to appeal to the Graduate and Professional Studies Committee in matters of variance (substitution, waiver, exemption, etc.) from established policy may do so, in writing, through the Dean of Graduate and Professional Studies. Such petitions should show endorsement or acknowledgment by the student's faculty advisor.

### 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 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 Program Director for assistance in resolving the disagreement.

Cases in which resolution has not been achieved by negotiations among the student, faculty member, or Program Director may be remanded by the Dean of Graduate and Professional Studies and the Graduate and Professional Studies Committee for review. The Graduate and Professional Studies 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.

If a member of the Graduate and Professional Studies Committee is directly involved in the case, that member will not participate. If that member is the chair of the Graduate and Professional Studies Committee, the Committee will elect a chair, pro-tem.

The Graduate and Professional Studies Committee may decide with or without a hearing. In either case, the results will be communicated to the Dean of Graduate and Professional Studies who will communicate the final decision to the student, the appropriate Program Director, 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. Along with copies to the appropriate academic Program Chair and Dean of Graduate and Professional Studies no later than the fifteenth calendar day of the next succeeding semester.

## ACADEMIC HONESTY POLICY AND GUIDELINES

### 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 Dean of Graduate and Professional Studies.

### 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, submitting work that has previously been submitted as an assignment in another course without significantly enhancing or expanding it, 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 another source 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 Dean of Graduate and Professional Studies. A letter from the Dean of Graduate and Professional Studies 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 select members of the Graduate and Professional Studies Committee. The Dean and Graduate and Professional Studies Committee may also impose additional sanctions on the student up to and including Suspension. A letter from the Dean of Graduate and Professional Studies is also placed in the student's file. Upon graduation, the 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 Dismissal from the College as determined by the Graduate and Professional Studies Committee.

## APPEALS

Students may appeal any sanctions imposed for academic dishonesty to the Dean of Graduate and Professional Studies. The Dean will bring appeals to the VPAA/Provost for a review and final decision.

# CONFERRAL OF DEGREES

## GRADUATION REQUIREMENTS

Graduate students must complete the following requirements:

- Complete all required courses.
- Earn a C or better in all program courses.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 6 years from matriculation into the program.

Some programs may have additional requirements. Refer to respective programs for additional requirements.

## APPLICATION PROCESS FOR GRADUATION

Formal applications from degree candidates must be submitted via MyCulver.com no later than the end of the third week of classes of the semester in which the student expects to complete degree requirements.

## COMMENCEMENT

Commencement exercises. Commencement exercises are held during the last week of the spring semester. For a student to participate in the commencement exercises, the student must be in good academic standing and have completed, or the student must have 6 or fewer hours remaining in the graduate program to complete at the time of commencement exercises. These courses must be completed during the following summer terms. Prior to approval, a specific plan on how the student will complete the remaining degree requirements must be on file in the Registrar's Office. Students completing a graduate certificate without concurrent completion of a degree program are not eligible for commencement exercises.

## TRANSCRIPT REQUEST PROCEDURE

All requests, for both official and unofficial transcripts, must be made in writing to the Registrar's Office, or through electronic submission through MyCulver.com.

Official and unofficial transcripts will be mailed to all current students without charge. Transcripts will also be provided and mailed free of charge for all graduates and former students, up to 6 months after the last enrollment date.

No transcript, official or unofficial, will be issued for a student or former student who is delinquent in their financial obligation to the College.

Requests for transcripts 6 months after the last enrollment date must be ordered through the National Student Clearinghouse. (<https://tsorder.studentclearinghouse.org/school/select>)

The National Student Clearinghouse provides printed mailed or electronically transmitted transcripts. The National Clearinghouse processing fee is \$10.00 for each request.

# GRADUATE DEGREE PROGRAMS AND REQUIREMENTS

## MASTER OF ARTS IN COUNSELING (MAC)

The Culver-Stockton College Master of Arts in Counseling (MA) online program offers two specializations: 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) accreditation standards.

### 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.

### COMMITMENT TO DIVERSITY

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.

### ADMISSION REQUIREMENTS

Culver-Stockton College offers two options for admission to the Master of Arts in Counseling Program:

#### Traditional Admission

For applicants who have completed a bachelor's degree from an accredited institution or enrolled in the last semester from an accredited college or university.

#### Requirements:

- Completion of a bachelor's degree with a cumulative GPA of at least 2.75 on a 4.0 scale for full acceptance.
- Submission of official transcripts from your bachelor's degree conferring institution.

Conditional acceptance may be permitted for a GPA of 2.0-2.74 with the approval of the Graduate and Professional Studies Committee.

### Accelerated Admission (3+3)

For applicants who are currently Culver-Stockton College high-achieving students in their third year of an undergraduate program. Accelerated students enroll in both undergraduate and graduate-level courses in the third year of the undergraduate degree. A maximum of 12 graduate-level credits may be earned that apply to completing both the undergraduate and Master of Arts in Counseling degrees. Accelerated students continue as graduate students for an additional three years to complete the Master of Arts in Counseling degree.

#### Requirements:

- Completion of 84 undergraduate credits with a cumulative GPA of at least 3.0 on a 4.0 scale
- Conditional acceptance may be permitted for a GPA less than 3.0 with the approval of the Graduate and Professional Studies Committee.

## APPLICATION REQUIREMENTS

All applicants must meet application requirements:

1. Provide contact information for three professional references.
2. Submit written responses to prompts about goals as a counselor, therapeutic relationship and working with diverse populations.

## PROGRAMMATIC REMEDIATION FOR MAC STUDENTS

Remediation – A student may receive remediation based on the following situations:

- Admission to the program with an undergraduate grade point average below 2.75.
- A cumulative grade point average in the program that falls below 3.0.
- Earning below a B in a skills course.
- If 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 one or more of the following:

- 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.
- 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. Thereafter, the student may apply 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.

## GRADUATION REQUIREMENTS FOR MASTER OF ARTS IN COUNSELING STUDENTS

To fulfill the requirements for the MA in Counseling degree, Culver-Stockton College requires that the student:

- Complete the required courses (60 hours)
  - Culver-Stockton College may accept up to four graduate courses (12 hours of credit) from a CACREP-accredited institution and earned within the last three years. No more than two C's will be considered for transfer credit. Skills courses may not be accepted as transferred credits.
  - The final 48 credit hours must be earned from Culver-Stockton College.
- Earn a grade of B or better in all skills courses (Pre-Practicum, Practicum, Assessment, Group Counseling, Internship I, & Internship II) and earn a C or better in all other program courses.
- Each course may be repeated up to 3 times, and the most recent grade will count toward graduation.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 6 years from matriculation into the program.

## DEGREE REQUIREMENTS CLINICAL MENTAL HEALTH COUNSELING (CMHC) SPECIALIZATION (60 HOURS)

The Clinical Mental Health Counseling specialization 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

### Core Courses:

- COU 501: Lifespan Development (3)
- COU 505: Counseling Theories and Helping Relationships (3)
- COU 508: Ethical, Legal & Professional Issues (3)
- COU 512: Introduction to Research (3)
- COU 515: Pre-Practicum (3)
- COU 519: Multicultural & Diversity Issues (3)
- COU 521: Career Development (3)
- COU 528: Assessment in Counseling (3)
- COU 532: Counseling the Couple, Family and System (3)
- COU 536: Foundations of Addictions Counseling (3)
- COU 541: Crisis, Disaster & Trauma (3)
- COU 544: Group Counseling (3)
- COU 549: Practicum (3)

### Specialization Courses:

- COU 561: Diagnosis and Psychopathology (3)
- COU 563: Clinical Mental Health Counseling (3)
- COU 565: Counseling Modalities for Clinical Mental Health (3)
- COU 590: Internship I (3)
- COU 595: Internship II (3)
- COU 589: Selected Topics in Counselor Education (6)\*

NOTE: \* A variety of topics will be available from current related issues and trends relating to diverse populations in the field counseling.

## DEGREE REQUIREMENTS SCHOOL COUNSELING SPECIALIZATION (60 HOURS)

The School Counseling specialization 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.

### Core Courses:

- COU 501: Lifespan Development (3)
- COU 505: Counseling Theories and Helping Relationships (3)
- COU 508: Ethical, Legal & Professional Issues (3)
- COU 512: Introduction to Research (3)
- COU 515: Pre-Practicum (3)
- COU 519: Multicultural & Diversity Issues (3)
- COU 521: Career Development (3)
- COU 528: Assessment in Counseling (3)
- COU 532: Counseling the Couple, Family and System (3)
- COU 536: Foundations of Addictions Counseling (3)
- COU 541: Crisis, Disaster & Trauma (3)
- COU 544: Group Counseling (3)
- COU 549: Practicum (3)

### Specialization Courses:

- COU 571: Comprehensive School Counseling (3)
- COU 573: Foundations of School Counseling (3)
- COU 575: Counseling Modalities in a School Setting (3)
- COU 579: Professional School Counseling Issues (3)
- COU 591: Internship I (3)
- COU 596: Internship II (3)
- COU 589: Selected Topics in Counselor Education (3)\*

NOTE: \* A variety of topics will be available from current related issues and trends relating to diverse populations in the field counseling.

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:

- Teaching Methods (3)
- Psychology of the Exceptional Child (3)
- Classroom Management (3)

## MASTER OF ARTS IN COUNSELING COURSE DESCRIPTIONS

### 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 589: Selected Topics in Counselor Education (3)**

A study of selected issues not covered in other courses. Courses may be repeated.

**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

## MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

The Culver-Stockton College Master of Arts in Organizational Leadership (MAOL) is an online program designed to develop a comprehensive understanding of leadership theory and practice, along with management skills such as team building, planning and implementing change, communication, finance, navigating organizational behaviors and structures in nonprofit, government, education, and business sectors.

### MISSION OF THE MAOL GRADUATE PROGRAM

The mission of the Culver-Stockton College Master of Arts in Organizational Leadership (MAOL) is to prepare students of promise for successful careers in leadership and management through our distinctive experiential learning curriculum. The MAOL provides a supportive learning community that prepares students for a dynamic world by developing the students' core competence as a leader.

### PROGRAM GOALS

- Understand and reflect on various leadership styles
- Effectively manage, lead, and train employees
- Utilized effective communication strategies
- Engage in business planning and strategic thinking
- Utilize ethical decision-making
- Influence organizational behavior and culture

### ADMISSION REQUIREMENTS

Culver-Stockton College offers two options for admission to the Master of Arts in Organizational Leadership Program:

#### Traditional Admission

For applicants who have completed a bachelor's degree from an accredited institution or enrolled in the last semester from an accredited college or university.

#### Requirements:

- Completion of a bachelor's degree with a cumulative GPA of 2.75 on a 4.0 scale.

## Accelerated Admission (3+2)

For applicants who are currently Culver-Stockton College high-achieving students having completed at least 90 credits of an undergraduate program who desire to accelerate their course of study.

Requirements:

- Senior standing and a 3.0 GPA

NOTE: 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 unless specifically noted in an undergraduate degree.

## GRADUATION REQUIREMENTS FOR MAOL STUDENTS

Master of Arts in Organizational Leadership students must complete the following requirements:

- Culver-Stockton College may accept up to three graduate courses (9 hours of credit) from an accredited institution and earned in the last five years. No more than two C's will be considered for transfer credit.
- Complete all required courses.
- Earn a C or better in all program courses.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 6 years from their matriculation into the program.

## DEGREE REQUIREMENTS FOR MAOL (30 HOURS)

MAOL Core Courses (24 hours):

- ORL 510: Leadership and Personal Development (3)
- ORL 521: Managing an Organization (3)
- ORL 532: Organizational Behavior
- ORL 543 Organizational Development & Strategy (3)
- ORL 554: Organizational Communication (3)
- FIN 562: Strategic Financial Management (3)
- BUS 560: Ethical Decision Making (3)
- BUS 565: Data Analysis for Decision Making (3)

Elective Courses (select 6 hours)

- BUS 530: Strategic Human Resource Management (3)
- HCM 540: Change Management (3)
- ORL 576: Graduate Organizational Leadership Internship (3)
- ORL 589: Selected Topics in Organizational Leadership (3)

## MAOL COURSE DESCRIPTIONS

**ORL 510: Leadership and Personal Development (3)**  
This course is designed to provide students with an understanding of leadership approaches, principles and practical skills. Students will assess theirs and others personal leadership styles and traits. Students will develop a personalized leadership development plan.

**ORL 521: Managing an Organization (3)**  
This course is designed to provide students with an overview of the functions of management and organizational structures. Students will explore organizations, both historical and contemporary, to identify effective management strategies and organizational structures that contribute to organizational performance.

**ORL 532: Organizational Behavior (3)**

This course is designed to provide students with a comprehensive understanding of organizational behavior concepts, theories, frameworks, principles and practice. Students will use real-world case studies to examine behavior at the individual, group and organizational level to predict and change behavior at work.

**ORL 543 Organizational Development & Strategy (3)**  
This course is designed to provide students with a comprehensive understanding of organizational development and strategic planning models, approaches and practices. Students will assess an existing organization for their strengths and vulnerabilities and design a strategic planning process.

ORL 554: Organizational Communication (3)

This course is designed to provide students with an understanding of organizational communication theories, approaches, principles and practices. Students will use real-world case studies to examine communication strategies to provide meaning and promote effective communication.

ORL 576: Graduate Organizational Leadership (3)  
Internship

The Organizational Leadership internship provides the student with professional work experience in an organizational 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.

ORL 589: Selected Topics in Organizational Leadership (3)

A study of selected issues not covered in other courses. Potential course topics could be; conflict resolution, collaboration and group dynamics, research and organizational leadership, etc. Courses may be repeated.

## MASTER OF ATHLETIC TRAINING (MAT)

The Master of Athletic Training (MAT) at C-SC is a professional degree program that prepares 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 online coursework and face-to-face laboratory, simulation, and clinical education to produce competent, skilled, and committed AT professionals.

The MAT is a minimum two-year full-time hybrid program consisting of face-to-face, online, and blended learning experiences. Accepted students must be able to secure housing and be willing to relocate for the first year of the program. Students must also have access to reliable transportation.

### ACCREDITATION STATEMENT

Culver-Stockton College is 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).

### MISSION OF THE MASTER OF ATHLETIC TRAINING PROGRAM

The mission of the Culver-Stockton College Master of Athletic Training Program is to professionally prepare students of promise for successful careers and advanced studies in athletic training. The ATP is a supportive learning community that prepares students for a dynamic allied health care market by developing the students' core competence as a health care professional within a CAATE-accredited experiential learning curriculum.

### PROGRAM GOALS

Master of Athletic Training students will utilize a professional approach to demonstrating competence and skill in, as well as commitment to:

- Patient/Client-Centered Care
- Interdisciplinary Education & Practice
- Evidence-Based Practice
- Information-Driven Decisions & Health Care Informatics
- Quality Improvement

### ADMISSION REQUIREMENTS

Culver-Stockton College offers three options for admission to the Master of Athletic Training. Program acceptance is rolling and available until filled. All applicants are highly encouraged to apply as early as possible and may complete their application through ATCAS or Culver-Stockton College.

#### Traditional Admission

For applicants who have completed a bachelor's degree from an accredited institution or enrolled in the last semester from an accredited college or university. Applications are due by March 15 for full consideration but may be accepted until April 15.

#### Requirements:

- Completion of a bachelor's degree prior to program start date with a cumulative GPA of at least 2.75 on a 4.0 scale for full acceptance.
- Submission of official transcripts from your bachelor's degree conferring institution.

#### Accelerated Admission (3 + 2):

For applicants who are currently high-achieving Culver-Stockton College or affiliate institution students in their third year of an undergraduate program. 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.

Accelerated applicants should apply no later than January 15 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.

Requirements:

- Completion of 92 undergraduate credits with a cumulative GPA of at least 3.0 on a 4.0 scale.
- An endorsement must be from an AT from C-SC or the partner institution.

Direct Admission to Accelerated (3+2):

For incoming freshmen pursuing a Health Science major. Applicants should indicate their intent for Direct Admission on their undergraduate application. Students maintain their guaranteed direct admission to the 3+2 MAT by maintaining a 3.0 GPA in the Health Science major and fulfilling the additional application requirements annually (see the Master of Athletic Training Guide: Program Policies and Procedures on the Master of Athletic Training website (<https://culver.edu/master-of-athletic-training/>) for details).

Requirements:

- High school 3.5 GPA on a 4.0 scale.
- 50 hrs. of observation under the direct supervision of a credentialed AT prior to enrollment.

NOTE: International applicants must also meet the requirements for international admission in this catalog.

## ENTRANCE REQUIREMENTS

1. A grade of "C" or higher, and minimum of 3 credit hours, in each of the following prerequisite undergraduate 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
2. Foundational Coursework (can be fulfilled as prerequisite):
  - a. Nutrition
  - b. Exercise physiology
  - c. Kinesiology or biomechanics

NOTE: If a student did not complete foundational coursework or a prerequisite prior to matriculation into the program, they can 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 admission 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.

## APPLICATION REQUIREMENTS

All applicants must meet application requirements:

1. Submit a statement of professional interest/philosophy.
2. Provide 2 professional evaluations/endorsements (1 must be supervising AT).
3. Provide documentation of 50 hours of observation under the supervision of and endorsement by an AT.

4. Submit verification of ability to meet the “technical standards” and “additional requirements” of the MAT program.

## ACCEPTANCE PROCESS

1. Applicants will receive verification of application receipt, along with a request for secondary application requirements and additional information needed (if applicable).
2. Selected applicants will receive a request for an interview; based upon approval of the application and interview, a letter of acceptance or denial will be distributed by April 30.
3. 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).
4. 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 two-step 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 may also be subject to a drug-test at some clinical sites.

NOTE: See the Master of Athletic Training Guide: Program Policies and Procedures on the Master of Athletic Training website (<https://culver.edu/master-of-athletic-training/>) for more specific and up-to-date information on admission criteria and deadlines.

## PROGRAMMATIC REMEDIATION FOR MAT STUDENTS

Students will be evaluated each semester for congruence with program conditions as outlined in the Academic Standing for Graduate Students section of this catalog. Additionally, students falling below Good Standing, 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 Graduate Student Academic Standing Appeal Process section of this catalog.

## MASTER OF ATHLETIC TRAINING RETENTION CRITERIA

Requirements for retention in the MAT program include:

- Maintaining full-time enrollment in curriculum sequence
- Passing exit exam with 75% or better.
- Adherence to all policies set forth in the Master of Athletic Training Guide: Program Policies and Procedures.
- Continued ability to meet “technical standards” and “additional requirements”.

## GRADUATION REQUIREMENTS FOR MASTER OF ATHLETIC TRAINING STUDENTS:

Master of Athletic Training students must complete the following requirements:

- Complete all required courses (56 hours).
  - Culver-Stockton College may accept up to four graduate courses (12 hours of credit) from a CAATE-accredited institution and earned under the 2020 CAATE standards (or subsequent standards) or Program Director approval.
- Earn a C or better in all program courses.
- Courses may be repeated with the most recent grade counted toward graduation.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 6 years from their matriculation into the program.

## DEGREE REQUIREMENTS MASTER OF ATHLETIC TRAINING (56 HOURS)

### Required Courses:

- ATR 501: Clinical I: Prevention & Emergency Care (1)
- ATR 502: Clinical II: Foundations of Sports Medicine I (2)
- ATR 503: Clinical III: Foundations of Sports Medicine II (2)
- ATR 510: Foundational Concepts in Athletic Training (3)
- ATR 515: Functional Anatomy (3)
- ATR 520: Diversity & Cultural Competence for the Health Professional (3)
- ATR 525: Clinical Diagnosis I (3)
- ATR 530: Evidence-Based Research & Clinical Practice (3)
- ATR 535: Pharmacology (2)
- ATR 545: Therapeutic Interventions I (3)
- ATR 555: Physical Examination & Diagnostics (3)
- ATR 604: Clinical IV: Advanced Preventative & Emergency Care (1)
- ATR 606: Clinical VI: Advanced Athletic Training Immersion (3)
- ATR 607: Clinical VII: Clinical Sports Medicine (3)
- ATR 610: Behavioral Health (2)
- ATR 615: Community Health Promotion & Wellness (3)
- ATR 620: Capstone for Health Professionals (1)
- ATR 625: Clinical Diagnosis II (3)
- ATR 630: Healthcare Administration (3)
- ATR 640: Professional Development & Advocacy for Healthcare Professionals (1)
- ATR 645 Therapeutic Intervention II (3)
- ATR 655: Therapeutic Interventions III (2)
- ATR 665: Nutrition & Conditioning for Human Performance (3)

## MASTER OF ATHLETIC TRAINING COURSE DESCRIPTIONS

### 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 clinical standards. 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.

preventative techniques. Through this clinical experience students will gain experiences in varied client/patient populations in sport and general medical settings, as well as upper and lower extremity dominant sports, equipment intense, and/or collision sports.

### 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 clinical standards. 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

### 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 and general medical settings. Emphasis will be placed on the development of professional affective behaviors, integration of psychomotor competencies, and completion of select clinical standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training, sports medicine, or general medical 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 students will gain experiences in varied client/patient populations in sport and general medical settings, as well as upper and lower extremity dominant sports, equipment intense, 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 clinical standards. 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.

**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 clinical standards. 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. In addition, students will begin to implement concepts of care and treatment for a behavioral health crisis. Through this clinical experience, students will gain an immersive day-to-day clinical experience in the traditional sports setting as well as handling behavioral health crises.

**ATR607 Clinical VII: Clinical Sports Medicine Immersion and Practice Advancement (3)**

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 clinical standards. 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 the 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. This can also include general medical and behavioral health 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.

**ATR640 Professional Development & Advocacy for Healthcare Professionals (1)**

This course will focus on professional development and advocacy for health professionals. Emphasis will be placed on reflection of professional preparation and challenges in the field, then developing for and implementing professional advocacy, as well as developing and initiating a continuing education plan to enhance practice and marketability in the field.

**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.

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
- *\*Graduate certificates in Management and/or Healthcare Management can be applied to the MBA degree and the respective specializations. More information can be found in the Graduate Certificate section.*

### ACCREDITATION STATEMENT

The Master of Business Administration degree is accredited by the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300 in Overland Park, Kansas, 66213, USA.

### 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.

### 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.

### ADMISSION REQUIREMENTS

Culver-Stockton College offers two options for admission to the Master of Business Administration Program:

#### Traditional Admission

For applicants who have completed a bachelor's degree from an accredited institution or enrolled in the last semester from an accredited college or university.

Requirements:

- Completion of a bachelor's degree with a cumulative GPA of 3.0 on a 4.0 scale.
- Full acceptance is available and permitted with a GPA between 2.75 and 2.99 and a minimum of 5 years of managerial experience.
- Conditional acceptance is permitted with a GPA of 2.0-2.74
- Completion of prerequisite coursework with a minimum of a C or higher prior to taking courses with stated prerequisites
- Accelerated Admission (3+2)

For applicants who are currently Culver-Stockton College high-achieving students in their third year of an undergraduate program who desire to accelerate their course of study. Students must pursue a bachelor's degree in business degree in business, accounting, finance, or a related field and fulfill the admission requirements.

Requirements:

- Junior status and have a cumulative GPA of at least 3.2 on a 4.0 scale and a 3.5 cumulative GPA in the foundation and core coursework.

NOTE: 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.

## ENTRANCE REQUIREMENTS

A grade of "C" or higher, and minimum of 3 credit hours from an accredited institution, in each of the following prerequisite undergraduate courses:

- College Algebra or Applied College Algebra or higher equivalent
- Elementary Statistics
- Principles of Accounting I
- Principles of Accounting II
- Principles of Macroeconomics
- Principles of Microeconomics

## GRADUATION REQUIREMENTS FOR MBA STUDENTS

Master of Business Administration students must complete the following requirements:

- Culver-Stockton College may accept up to three graduate courses (9 hours of credit) from an accredited institution and earned in the last five years. No more than two C's will be considered for transfer credit.
- Complete all required courses.
- Earn a C or better in all program courses.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 6 years from their matriculation into the program.

## DEGREE REQUIREMENTS MBA WITH A SPECIALIZATION IN ACCOUNTING (33 HOURS)

MBA Core Courses:

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (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)

Accounting Specialization Courses:

- ACT 566: Not-For-Profit Accounting and Finance (3)
- ACT 567: Advanced Auditing (3)
- ACT 568: Taxation of Business Entities (3)
- BUS 560: Ethical Decision Making (3)
- BUS 565: Data Analysis for Decision Making (3)

## DEGREE REQUIREMENTS MBA WITH A SPECIALIZATION WITH A SPECIALIZATION IN ACCOUNTING AND FINANCE (33 HOURS)

MBA Core Courses:

- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (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)

Accounting and Finance Specialization Courses:

ACT 566: Not-For-Profit Accounting and Finance (3)  
ACT 568: Taxation of Business Entities (3)  
BUS 515: Global Marketing Strategy (3)  
BUS 565: Data Analysis for Decision Making (3)  
FIN 572: Investment Analysis (3)

## DEGREE REQUIREMENTS MBA WITH A SPECIALIZATION IN HEALTHCARE MANAGEMENT (33 HOURS)

MBA Core Courses:

ACT 555: Financial Reporting and Analysis (3)  
ACT 556: Managerial Accounting Decision Making (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)

Healthcare Management Specialization Courses:

ACT 566: Not-For-Profit Accounting and Finance (3)  
BUS 515: Global Marketing Strategy (3)  
HCM 530: Critical Trends in Healthcare Administration (3)  
HCM 540: Change Management (3)  
HCM 550: Managing Healthcare HR (3)

## DEGREE REQUIREMENTS MBA WITH A SPECIALIZATION IN MANAGEMENT (33 HOURS)

MBA Core Courses:

ACT 555: Financial Reporting and Analysis (3)  
ACT 556: Managerial Accounting Decision Making (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)

Management Specialization Courses:

BUS 515: Global Marketing Strategy (3)  
BUS 530: Strategic Human Resource Management (3)  
BUS 533: Operations Management (3)  
BUS 560: Ethical Decision Making (3)  
BUS 565: Data Analysis for Decision Making (3)

## DEGREE REQUIREMENTS DUAL TRACK MSN/MBA (31 HOURS)

Culver-Stockton Courses:

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)

Blessing-Rieman College of Nursing and Health Sciences Courses:

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:  
 Principles of Accounting I  
 Principles of Accounting II  
 NSG 505: Statistics for Health Professional  
 NSG 604: Econ in Health Care and Nsg. Services

## GRADUATE CERTIFICATE REQUIREMENTS

Healthcare Management (12 Hours):  
 HCM 530: Critical Trends in Healthcare Administration (3)  
 HCM 540: Change Management (3)  
 HCM 550: Managing Healthcare HR (3)  
 FIN 562: Strategic Financial Management (3)

Management (12 Hours):  
 BUS 530: Strategic Human Resource Management (3)  
 BUS 533: Operations Management (3)  
 BUS 565: Data Analysis for Decision Making (3)  
 FIN 562: Strategic Financial Management (3)

\*Credits earned in Graduate Certificates may be applied toward the MBA degree. See Graduate Certificate section for specific program information.

## MASTER OF BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

**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. (Please see the Undergraduate Academic Catalog for course descriptions.)

**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. (Please see the Undergraduate Academic Catalog for course descriptions.)

**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. (Please see the Undergraduate Academic Catalog for course descriptions.)

**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. (Please see Undergraduate Academic Catalog for course description.)

**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. (Please see the Undergraduate Academic Catalog for course descriptions.)

**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. (Please see Undergraduate Academic Catalog for course description.)

**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.



**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. (Please see Undergraduate Academic Catalog for course description.)

**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 curriculum of the Culver-Stockton College Master of Education Program (MEd) is 100% online. The program is truly flexible and meets the needs of a variety of professionals. There are no residency requirements for the MEd online program.

There are three areas of specialization: Curriculum and Instruction, Special Reading Certification, and Alternative Certification.

## ACCREDITATION STATEMENT

Culver-Stockton College's Master of Education is accredited by the Missouri Department of Elementary and Secondary Education (DESE).

## 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.

## PROGRAM GOALS

- Students will build upon the foundations of 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 careers.

## ADMISSION REQUIREMENTS

Culver-Stockton College offers two options for admission to the Master of Education Program:

### Traditional Admission

For applicants who have completed a bachelor's degree from an accredited institution or are enrolled in the last semester of their degree program at an accredited college or university.

Requirements:

- Completion of a bachelor's degree prior to program start date with a cumulative GPA of at least 2.75 on a 4.0 scale for full acceptance.
- Submission of official transcripts from the bachelor's degree conferring institution.
- Additional requirement for Curriculum and Instruction and Special Reading Certification MEd:
- Hold, or be qualified to hold, a current teaching certification in the state of Missouri or an equivalent state.

### Accelerated Admission (3+2)

For applicants who are currently high-achieving Culver-Stockton College students in their third year of an undergraduate program who desire to accelerate their course of study. Students must pursue a bachelor's degree in education and fulfill the admission requirements.

Requirements:

- Junior status and have a cumulative GPA of at least 3.0.

## APPLICATION REQUIREMENTS

All applicants must meet application requirements:

1. Provide a copy of Praxis, MoCA, or equivalent teaching certification exam scores.
2. Provide name and email addresses for two professional or educational references (preferably an administrator).

NOTE: A student missing one or more of the admission 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.

## PROGRAMMATIC REMEDIATION FOR MEd STUDENTS

Students will be evaluated each semester for congruence with program conditions as outlined in the Academic Standing for Graduate Students section of this catalog.

Additionally, students falling below Good Standing 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 Graduate Student Academic Standing Appeal Process section of this catalog.

## GRADUATION REQUIREMENTS FOR MEd STUDENTS

Master of Education students must complete the following requirements:

- Complete all required courses.
- Earn a C or better in all program courses. Courses may be repeated with the most recent grade counted toward graduation.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 6 years from their matriculation into the program.

## DEGREE REQUIREMENTS: MEd CURRICULUM AND INSTRUCTION SPECIALIZATION (30 HOURS)

The curriculum and instruction MEd is designed for currently practicing educators and is focused on helping students apply principles of pedagogy, methodology, and instruction to the classroom. Courses span a mix of core courses and electives covering instructional technology, real-life instructional challenges and issues, classroom management, curriculum development and planning, educational research, and student learning assessment and evaluation. A practice-based approach with hands-on experience includes a capstone final project aimed at addressing an educational problem or issue. The Master of Education (MEd) program gives practicing educators the flexibility needed to complete their education while continuing their careers.

### 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 521: Legal and Ethical Issues in Education
- EDU 522: STEM Integration (3)
- EDU 530: Counseling Techniques (3)
- EDU 531: Educational Leadership (3)
- EDU 532: Literacy Assessment (3)

## DEGREE REQUIREMENTS: MEd SPECIAL READING CERTIFICATION (36-42 HOURS)

A Master of Education with a specialization in Special Reading Certification is designed for practicing educators. It provides educators with specialized training in assisting struggling readers. Educators may earn the certificate only or earn the certificate and continue taking courses to earn the Master of Education degree.

### Special Reading Certification Courses (18 hours)

- EDU 511: Issues in Education (3)
- EDU 516: Literacy Instruction in the Content Areas (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)

### Additional Courses for MEd Completion (18-24 hours)

- 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 517: Introduction to Educational Research (3)
- EDU 519: Capstone Seminar in Education (3)
- EDU 525: Educational Psychology (3)\*
- EDU 526: Advanced Education of the Exceptional Child (3)\*

NOTES: \* These courses may have been completed as requirements in a bachelor's degree program. DESE certification in Special Reading requires a passing score on the MoCA exam.

## DEGREE REQUIREMENTS: MEd ALTERNATIVE CERTIFICATION (30-41 HOURS)

The Alternative Certification specialization of the Master of Education degree provides potential teachers who do not have an undergraduate degree in education the opportunity to earn certification in a variety of areas. A student may select an area of teacher education certification that may or may not be directly related to the focus of their undergraduate degree.

Program areas offered in the alternate certification track are art K-12, biology 9-12, business education 5-9 and 9-12, chemistry 9-12, English 9-12, health K-12, language arts 5-9, math 5-9 and 9-12, music instrumental K-12, music vocal K-12, physical education K-12, science 5-9, speech and theatre 5-9 and 9-12, and social science 5-9 and 9-12.

### Required Courses

- 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 520: Advanced Classroom Management (3)
- EDU 521: Legal and Ethical Issues in Education (3)
- EDU 525: Educational Psychology (3)
- EDU 526: Advanced Education of the Exceptional Child (3)
- EDU 532: Literacy Assessment (3) [Not required for K-12 subject majors, but is for secondary only]

Capstone Experience: Students will complete one of the following two courses.

EDU 519: Capstone Seminar in Education (3) - Students who are working as teachers in the state of Missouri and possess provisional certification by the Missouri Department of Elementary and Secondary Education.

EDU 550: Student Teaching (8) - Students who are not working as teachers in the state of Missouri under provisional certification by the Missouri Department of Elementary and Secondary Education.

\*Pass the relevant Praxis licensure examination for your subject area

## DEGREE REQUIREMENTS: MED ALTERNATIVE CERTIFICATION - SPECIAL EDUCATION (56 HOURS)

The Alternative Certification specialization of the Master of Education with certification in Special Education (Mild/Moderate Cross Categorical K-12) is variable in the number of credits depending on the undergraduate bachelor's degree of applicant.

NOTES: Many of the required courses may have been completed as requirements in a bachelor's degree in Elementary or Secondary Education program. A plan of study will be devised for each student in this program to address the requirements set forth by the Missouri Department of Elementary and Secondary Education (DESE). Therefore, the actual number of credits required to complete the program will change on a case-by-case basis.

Required Undergraduate Courses (Please see the Undergraduate Academic Catalog for course descriptions)

- 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)
- EDU 319: Secondary Literacy Diagnosis and Remediation (3)

Required Courses

- EDU 502: Secondary Methods of Teaching (3)
- EDU 511: Issues 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 520: Advanced Classroom Management (3)
- EDU 521: Legal and Ethical Issues in Education (3)
- EDU 525: Educational Psychology (3)
- EDU 526: Advanced Education of the Exceptional Child (3)
- EDU 530: Counseling Techniques (3)
- EDU 543: Clinical Experience with Students Experiencing Math Deficits (3)
- EDU 545: Clinical Experience with Students Experiencing Reading Difficulties in K-6 (3) OR
- EDU 549: Clinical Experience with Students Experiencing Reading Difficulties in 7-12 (3)
- EDU 589: Selected Topics in Education (3)

Capstone Experience: Students will complete one of the following two courses.

EDU 519: Capstone Seminar in Education (3) - Students who are working as teachers in the state of Missouri and possess provisional certification by the Missouri Department of Elementary and Secondary Education.

EDU 550: Student Teaching (8) - Students who are not working as teachers in the state of Missouri under provisional certification by the Missouri Department of Elementary and Secondary Education.

\*Pass the relevant Praxis licensure examination for your subject area

## MASTER OF EDUCATION COURSE DESCRIPTIONS

**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: hi-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 (3) in the Classroom**  
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 (3) and Instructional Strategies**  
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 (3) Content Areas**  
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 (3) in Education**  
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 525: Educational Psychology (3)**  
This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences.

**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 543: Clinical Experience with Students Experiencing Math Deficits (3)**  
During this experience, the student will perform 120 or more clock hours of directed curriculum planning and implementation with selected teachers working with students who are experiencing math difficulties in their own classroom, if applicable. The Coordinator of Field Experiences arranges selected sites, if necessary for those candidates that do not have a classroom of their own that will work for this placement.

**EDU 545: Clinical Experience with Students Experiencing Reading Difficulties in K-6 (3)**  
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 Experiencing Reading Difficulties in 7-12 (3)**  
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.

**EDU 589: Selected Topics in Education (3)**  
A study of selected issues not covered in other courses. Courses may be repeat.

## GRADUATE CERTIFICATE IN HEALTHCARE MANAGEMENT (HMC)

The curriculum of the Culver-Stockton College graduate certificate in Healthcare Management is an online program. This certificate offers a specialized curriculum designed to prepare professionals for leadership roles in the rapidly evolving healthcare sector. This program includes courses that form a comprehensive foundation for aspiring healthcare managers, providing them with the strategic, financial, and human resource management skills needed to excel in leadership positions within the healthcare industry.

Credits earned can be applied to the MBA with successful admission to the program.

### ADMISSION REQUIREMENTS

For applicants who have completed a bachelor's degree from an accredited institution or are enrolled in the last semester of their degree program at an accredited college or university.

Requirements:

- Bachelor's degree with cumulative GPA of 3.0 or conditional acceptance by the Graduate & Professional Studies Committee.
- No pre-requisite coursework required for admission.

\*This program is not eligible to accelerated degree candidates. Transfer credits will not be accepted in certificate programs.

### PROGRAMMATIC REMEDIATION FOR GRADUATE CERTIFICATE STUDENTS

Students will be evaluated each semester for congruence with program conditions as outlined in the Academic Standing for Graduate Students section of this catalog.

Additionally, students falling below Good Standing 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 Graduate Student Academic Standing Appeal Process section of this catalog.

### REQUIREMENTS FOR CERTIFICATE COMPLETION

Students must complete the following requirements:

- Complete all required courses.
- Earn a C or better in all program courses. Courses may be repeated with the most recent grade counted toward graduation.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 3 years from their matriculation into the program.

\*Certificate recipients are not eligible for participation in the commencement ceremony unless concurrently completed with a graduate degree.

### CERTIFICATE REQUIREMENTS: HEALTHCARE MANAGEMENT (12 HOURS)

HCM 530: Critical Trends in Healthcare Administration (3)

HCM 540: Change Management (3)

HCM 550: Managing Healthcare HR (3)

FIN 562: Strategic Financial Management (3)

\*Certificates are not currently eligible for federal financial aid, but students are eligible for private loans and grants.



## GRADUATE CERTIFICATE IN MANAGEMENT (MGC)

The curriculum of the Culver-Stockton College graduate certificate in Management is an online program. This certificate is designed to equip professionals with the advanced knowledge and skills necessary for strategic leadership roles within various organizational contexts. This comprehensive program encompasses strategies to develop a student's holistic understanding of how to manage and lead effectively, integrating human resource insights, operational strategies, financial acumen, and data analysis capabilities.

Credits earned can be applied to the MBA with successful admission to the program.

### ADMISSION REQUIREMENTS

For applicants who have completed a bachelor's degree from an accredited institution or are enrolled in the last semester of their degree program at an accredited college or university.

Requirements:

- Bachelor's degree with cumulative GPA of 3.0 or conditional acceptance by the Graduate & Professional Studies Committee.
- No pre-requisite coursework required for admission.

\*This program is not eligible to accelerated degree candidates. Transfer credits will not be accepted in certificate programs.

### PROGRAMMATIC REMEDIATION FOR GRADUATE CERTIFICATE STUDENTS

Students will be evaluated each semester for congruence with program conditions as outlined in the Academic Standing for Graduate Students section of this catalog.

Additionally, students falling below Good Standing 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 Graduate Student Academic Standing Appeal Process section of this catalog.

### REQUIREMENTS FOR CERTIFICATE COMPLETION

Students must complete the following requirements:

- Complete all required courses.
- Earn a C or better in all program courses. Courses may be repeated with the most recent grade counted toward graduation.
- A cumulative grade point average of at least 3.0 on a 4.0 scale and be in academic good standing upon completion to confer the degree.
- Complete the entire program within 3 years from their matriculation into the program.

\*Certificate recipients are not eligible for participation in the commencement ceremony unless concurrently completed with a graduate degree.

### CERTIFICATE REQUIREMENTS: MANAGEMENT (12 HOURS)

BUS 530: Strategic Human Resource Management (3)

BUS 533: Operations Management (3)

BUS 565: Data Analysis for Decision-Making (3)

FIN 562: Strategic Financial Management (3)

\*Certificates are not currently eligible for federal financial aid, but students are eligible for private loans and grants.

# FACULTY & OFFICERS TO THE COLLEGE

Lauren Schellenberger, President of the College and Professor of Biology  
BS, 2001, University of Illinois-Urbana-Champaign;  
MS, 2003, PhD, 2009, Purdue University. 2008–

Kimberly Gaither, Provost and Vice President for Academic Affairs and Professor of Finance  
BS, 1979, Culver-Stockton College; MBA, 1990, Western Illinois University; PhD, 2009, North Central University. 2003–

Kelly Berhorst, Lecturer in Agribusiness Management  
BA, 1990, University of Northern Iowa; MBA, 2000, Western Illinois University. 2024 -

Jennifer Bock-Nelson, Assistant Professor of Studio Art  
BA, 2001, Houghton College; MFA, 2004, Northern Illinois University. 2024 -

Ralph Buckner, Assistant Professor of English, Director of Writing Across the Curriculum  
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 the Wildcat Leadership Seminar  
BA, 2002, MA, 2004, University of Northern Iowa; PhD, 2009, Bowling Green State University. 2016–

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–

Lacy Chapel, Assistant Professor of Health Science and Athletic Training  
BS, 2004, Culver-Stockton College; MS, 2008, Western Illinois University; DAT, 2023, A.T. Still University. 2023–

Chad DeWaard, Professor of Political Science and Department Chair of Civic Engagement and Leadership  
BA, 1991, MA, 1994, University of Northern Iowa; PhD, 2006, Southern Illinois University. 2010–  
Mohamed A. El-Bermawy, Professor of Chemistry/

Biology and Department Chair of Biology, Biological Chemistry, Chemistry, Computer & Data Science and Mathematics  
BS, 1980, Zagazig University, Egypt; MS, 1989, PhD, 1990, University of Connecticut. 1999–

Tammy Ellison, Director of IT and IT Operations and Lecturer in Instructional Technology and Design  
BA, 2000, Culver-Stockton College; MLIS, 2008, Drexel University; MSIDT, 2014, Western Illinois 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, Assistant Professor of Education  
BS, 2009, University of Missouri-Columbia; MEA, 2013, EdS, 2017, EdD, 2023, William Woods University. 2022–

Haidee Heaton, Professor of Theatre, Director of the Honors Program, Associate Chair of the Fine, Applied, and Literary Arts Division  
BFA, 1996, Wichita State University; MA, 1998, Oklahoma State University; PhD, 2004, University of Missouri-Columbia. 2002–

Jay Hoffman, Professor of Athletic Training and Health Sciences, Athletic Training Education Program Director and Department Chair of Athletic Training and Health Sciences, Interim 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  
Benjamin Hooker, Assistant Professor of Criminal Justice/Business

BS, 2018, Culver-Stockton College; JD, 2021, Samford University Cumberland School of Law. 2024 -

Dell Ann Janney, Professor of Accounting and Department Chair of Business  
BA, 1987, Culver-Stockton College; MBA, 1990, Western Illinois University; CPA, 1991, DM, 1998, Webster University. 1992–

Robin Jarvis, Lecturer of Business  
AA, 1992, Northcentral Technical College; BA, 2009, MBA, 2017, Culver-Stockton College. 2023-

Sally Kintz, Lecturer in Graphic Design, and Department Chair of Art & Design  
AA, 2007, Moberly Area Community College; BSBA, 2013, Columbia College. 2019–

Lindsey Knochel, Lecturer in Psychology  
BS, 2006, MSW, 2008, Illinois State University. 2024-

Angel Knoverek, Associate 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–

Alexis Kubiak, Lecturer of Counselor Education  
BS, 2006, Texas A&M University; MA, 2011, University of Colorado; PhD, 2023, Adams State University. 2023 -

David Lane, Senior Lecturer in Speech/Theatre Education and Department Chair of Communication and Theatre  
BBA, 1987, University of Iowa; MA, 2006, Fontbonne University. 2018–

Eric Larson, Senior Lecturer in Business and Department Chair of Business  
BS, 1994, MBA, 2007, Quincy University. 2011–

Joe Liesen, Assistant Professor of Data Analytics  
BS, 1989, Quincy University; MS, 2006, University of Illinois; DBA, 2016, Northcentral University. 2022-

Daniel Mahoney, Senior Lecturer in 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–

Emily Mayne, Assistant Professor of English  
BA, 2011, MSt, 2013, PhD, 2017, University of Oxford. 2023-

Seth McBride, Senior Lecturer in Criminal Justice and Chair of the Business, Education, and Law Division, and Department Chair of Criminal Justice/Legal Studies  
BS, 2009, Hannibal-LaGrange University; MS, 2012, Tiffin University. 2015–

Robert Mevissen, Assistant Professor of History  
BA, 2009, Saint John's University; MA, 2013, PhD, 2018, Georgetown University. 2023-

Solomon Moore, Lecturer of Counselor Education  
BS, 2012, Pittsburg State University; MEd, 2015, Wichita State University; EdS, 2020, University of Missouri-Columbia; PhD, 2024, Adams State University. 2024 -

Chelsey Morrow, Assistant Professor of Math  
BS, 2010, University of Central Missouri; MS, 2017, PhD, 2023, North Dakota State University. 2023-

Lisa Prowant, Assistant Professor of Biology  
BA, 2011, Benedictine College; MS, 2014, Fort Hays State University. 2020; PhD, 2021, Stony Brook University. 2020–

Dustin Pruitt, Assistant Professor of Communication  
BS, 1999, University of Central Arkansas; MS, 2003, Arkansas State University; MFA, 2009, University of Central Arkansas. 2024 -

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–

Kailee Redmon, Lecturer in Finance  
BS, 2020, Culver-Stockton College; MBA, 2021, Wilmington University; MEd, 2022, Culver-Stockton College. 2023 -

William Schneider, Assistant Professor of Physical Education  
BS, 1987, Quincy University; MS, 1990, United States Sports Academy. 1987–

Andrew Schroetter, Assistant Professor of Music  
BME, 2002, Wartburg College; MME, 2009, Boston University; DA, 2024, Ball State University. 2024 -

Tong Si, Assistant Professor of Computer Science and Mathematics  
BS, 2020, Jilin University; MA, 2022, St. Louis University. 2024-

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–

Julie Straus, Associate Professor of Accounting and Vice President for Finance/Chief Financial Officer  
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 ALAS Division  
BS, 1999, Old Dominion University; MS, 2002, University of Florida; DAT, 2019, A.T. Still U. 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, Associate Professor of Chemistry  
BE, 2009; ME, 2012, Beijing University of Chemical Technology; PhD, 2017, Binghamton University. 2018–

Lindsay Uhlmeyer, Assistant Professor of Education  
BS/BA, 2004, Culver-Stockton College; MEd, 2014, University of Missouri-Columbia; EdD, 2019, Capella University. 2020–

Andrew D. Walsh, Professor of Religion and Philosophy, and 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, Associate Chair of the Business, Education, and Law Division, and Department Chair of Education and Physical Education  
BS, 2005, University of Missouri-Columbia; MEd, 2008, EdS, 2012, EdD, 2016, William Woods University. 2015–

Michael York, Lecturer in Theatre  
BFA, 2001, Culver-Stockton College. 2024 -

## 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 Emerita  
AB, 1968, Lincoln Christian College; BS, 1972, MS, 1975, Indiana University; EdD, 1984, Memphis State

University. 1982–Emerita 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

D'Ann Campbell, Professor of History Emerita and Retention Specialist  
BA, 1972, Colorado College; PhD, 1979, University of North Carolina-Chapel Hill. 2010–Emerita 2024

Gary Cochell, Professor of Mathematics Emeritus  
BS, 1971, Colorado School of Mines; MS, 1973, EdD, 1976, Oklahoma State University. 1979 - Emeritus 2019

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 Math Emeritus  
BS, 1959, Lynchburg College; MA, 1963, University of Missouri; PhD, 1972, Michigan State University. 1991–Emeritus 2007

C. Patrick Hotle, Professor of History Emeritus  
BA, 1980, University of Iowa; MPhil, 1985, PhD, 1992, Cambridge University, England. 1993–Emeritus 2023

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–Emerita 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

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

Debra Myers, Associate Professor of Art Emerita  
AA, 1974, Columbia College; BFA, 1976, Columbia College; MFA, 1983, University of Missouri-Columbia. 2011–Emeritus 2023

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  
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–Emerita 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–Emerita 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, see [culver.edu/directory](http://culver.edu/directory)

# BOARD OF TRUSTEES

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Larry Askew '94, Treasurer  
Jason R. Stratton '96, MBA '17, Secretary

## CLASS OF 2025

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Jenkins Davis '70, Barrington, Illinois  
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Maureen Kahn, Quincy, Illinois  
Juliann Larimer, Lake Forest, Illinois  
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

## CLASS OF 2026

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C.J. Davis '94, Springfield, Missouri  
Gina E. Driscoll '83, East Peoria, Illinois  
Laura Gerdes Ehrhart, Quincy, Illinois  
Charles W. Scholz, Quincy, Illinois  
C. Clark Todd, Hannibal, Missouri  
Terry Traeder, Quincy, Illinois

## CLASS OF 2027

Larry Askew '94, Overland Park, Kansas  
Caly Cramsey '08, MBA '14, Quincy, Illinois  
Susan E. Goderstad '81, Apple Valley, Minnesota  
Scott A. Johnson '71, New Albany, Ohio  
Robin A. Taylor '78, Columbia, Missouri  
Kathy Turpin, North Port, Florida

## EX-OFFICIO

Lauren Schellenberger, Canton, Missouri

## DESIGNATED TRUSTEES

Gabrielle Beffa, Festus, Missouri  
Student Representative  
Raymond Hankins '76, Independence, Missouri  
Christian Church (Disciples of Christ)  
Linda Hunsaker '93, Bettendorf, Iowa  
Christian Church (Disciples of Christ)  
Dell Ann Janney '87, Canton, Missouri  
Faculty Representative  
Steve Oslica '80, St. Louis, Missouri  
Alumni Association President  
Will Ryan '11, Columbia, Missouri  
Christian Church (Disciples of Christ)

## TRUSTEES EMERITI

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 BA '73, BS '24, Santa Clara,  
California  
Ronald W. Leftwich '64, Houston, Texas  
Joe MacDoniels '63, Holland, Michigan  
Michael G. McCay '68, Bentonville, Arkansas  
Jeffrey A. Stuerman '82, St. Charles, Missouri

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