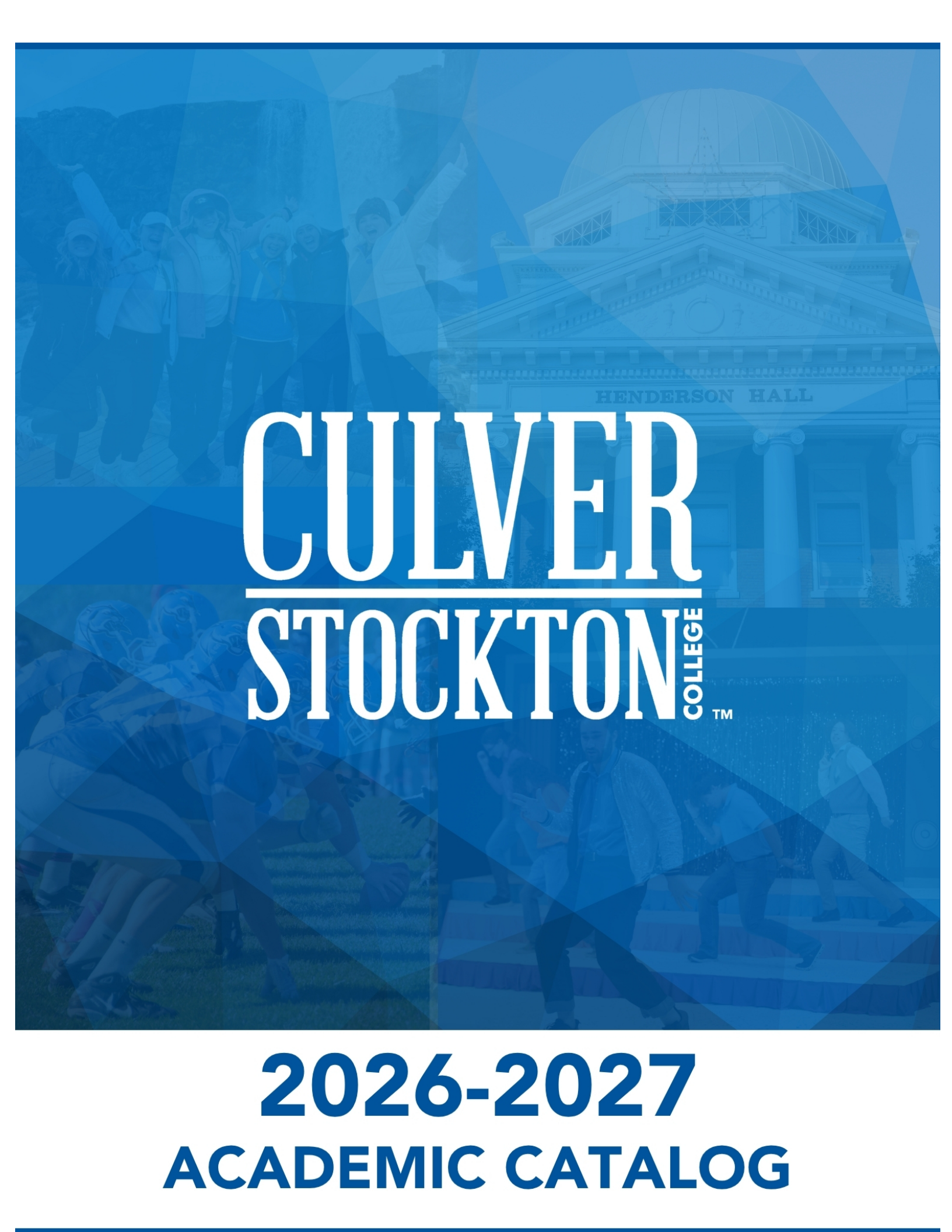


The background of the cover is a blue-tinted collage of various campus scenes. At the top right, there is a large image of Henderson Hall, a classical building with a prominent dome and columns. To the left of the hall, a group of students in winter clothing are cheering with their arms raised. In the bottom left, a basketball player in a striped jersey is shown in a dynamic pose, possibly during a game. In the bottom right, several students are walking up a wide set of stone steps. The entire collage is overlaid with a geometric pattern of translucent blue triangles.

CULVER STOCKTON^{COLLEGE}™

2026-2027
ACADEMIC CATALOG

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

2026-2027
ACADEMIC CATALOG



One College Hill
Canton, MO 63435-1299
Phone: 573-288-6000

culver.edu

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LETTER FROM THE PRESIDENT

Dear Student:

The mission and purpose of Culver-Stockton College is to prepare students to become leaders who will be bold, think big, and create change. Our hope is you will lead to serve others in your local and global communities. We believe a Culver-Stockton education is transformative for our students, and we expect you will then work to transform the lives of others as a student, and eventually, as a graduate of the Hill.

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

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

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

Best regards,

A handwritten signature in black ink, appearing to read 'LB Schellenberger', written in a cursive style.

Lauren B. Schellenberger, Ph.D.
President

CAMPUS OFFICE DIRECTORY

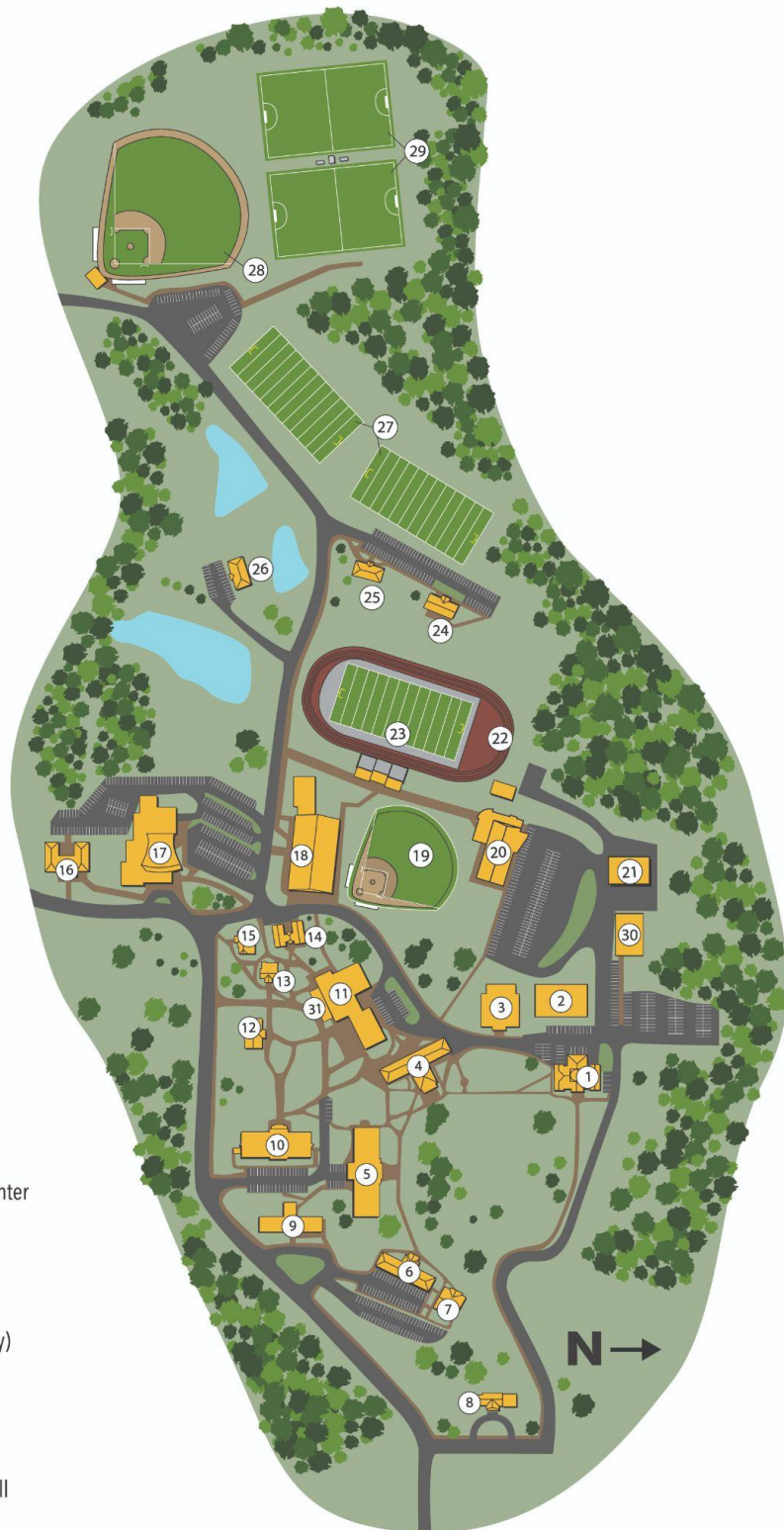
According to the nature of the inquiry, students may direct questions or requests for information to the appropriate office. For assistance, call 573-288-6000.

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

CAMPUS MAP

CULVER STOCKTON COLLEGE CAMPUS MAP

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



2026-27 ACADEMIC CALENDAR

FALL 2026 SEMESTER

August 24	Classes begin (12 week)	Monday
September 7	Labor Day (no classes)	Monday
October 2	Mid-term	Friday
October 2	Mid-Term Break (no classes)	Friday
November 16	Last day of classes (12 week)	Monday
November 17	Reading Day (no classes)	Tuesday
November 18-20	Final Exams	Wednesday–Friday
November 21-29	Thanksgiving Break	Saturday–Sunday
November 30	Classes begin (3 week)	Monday, 8 am
December 19	Last day of classes (3 week)	Friday
Dec. 19–Jan. 10, 2027	Christmas Break	

SPRING 2027 SEMESTER

January 11	Classes begin (12 week)	Monday
January 18	Martin Luther King Day (no classes)	Monday
February 19	Mid-term (classes in session)	Friday
March 6-14	Spring Break	Saturday–Sunday
March 26-29	Easter Break (no classes)	Friday–Monday
April 14	Last day of classes (12 week)	Wednesday
April 15-16, 19	Final Exams (12 week)	Thursday–Friday & Monday
April 20-21	Term Break (no classes)	Tuesday–Wednesday
April 22	Classes begin (3 week)	Thursday
May 12	Last day of classes (3 week)	Wednesday
May 15	Commencement	Saturday

SUMMER 2027 SEMESTER

1st 5-week session: May 24 to June 27
2nd 5-week session: June 28 to August 1

CULVER-STOCKTON MISSION AND VISION

THE PURPOSE

Culver-Stockton College prepares students to be bold, think big, and create change through experiential learning, innovation, and community engagement.

THE COMMUNITY

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

THE VISION

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



CULVER-STOCKTON COLLEGE: A BRIEF HISTORY

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

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

The early years of the College were challenging, most notably due to the Civil War. Through the fall and winter of 1861 and 1862, Union troops at various times occupied Old Main, then the only building on campus. Using the building as a hospital, prison, and barracks, the soldiers caused substantial damage and forced the school to cease operations until 1865. Christian University reopened under the leadership of President Ben H. Smith but did not see substantial growth until the early 20th century.

On March 23, 1903, Old Main burned down, but due to the leadership of President Carl Johann, was soon replaced by the new Henderson Hall. The early twentieth century also saw such additions as Culver-Stockton Hall (now Johnson Residence Hall), the L.L. Culver gymnasium (now the Herrick Foundation Center), and a new athletic field. In 1914, the Board of Trustees unanimously voted to rename the school Culver-Stockton College in honor of Mary Culver and Robert Stockton, long-time dedicated donors. The new name took effect in 1917. In the years after the name change, the College would adopt the Wildcat mascot, earn accreditation by the Missouri College Union and North Central Association, construct the Wood Residence Hall, and survive the Great Depression.

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

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

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

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

The Board of Trustees announces Dr. Lauren B. Schellenberger as 28th President of Culver-Stockton College. Culver-Stockton College (C-SC) Board of Trustee members unanimously approved Lauren B. Schellenberger, Provost and Vice President for Academic Affairs, to become the 28th president of Culver-Stockton College on July 1, 2023.

ACADEMIC INFORMATION

COLLEGE OBJECTIVES

The objectives of Culver-Stockton College are as follows:

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

RESOLUTION OF COMMITMENT TO INSTITUTIONAL EFFECTIVENESS

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

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

STATEMENTS OF COMPLIANCE

NON-DISCRIMINATION POLICY

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

STUDENT RIGHT-TO-KNOW POLICY

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

- **Athletic participation and EADA report/data.** Complete copies of the [EADA](#) (Equity in Athletics Disclosure Act) and [Athletic Graduation Rates](#) of intercollegiate sports offered at Culver-Stockton College are available in the Registrar's Office, Henderson Hall, Room 109, Culver-Stockton College, Canton, MO 63435.
- **Campus Crime Statistics and Institutional Security Policies for Culver-Stockton College.** The complete annual security report for Culver-Stockton College contains: 1) crime statistics, 2) current campus security policies, 3) current policies for reporting campus crimes, 4) policies for issuing security warnings to students/employees, 5) status of allowing confidential reports of crimes, 6) policies for addressing sexual assault and intimate partner violence, 7) policies for addressing missing students and 8) hazing incidents. The report is available in Campus Safety, Culver-Stockton College, Gladys Crown Student Center, Canton, MO 63435, or it can also be accessed online at culver.edu/campus-life/campus-safety/.
- **Campus Fire Safety Report.** The complete annual fire safety report for Culver-Stockton College contains: 1) fire statistics, 2) fire protection system information and fire evacuation drills, 3) general fire safety policies and rules, 4) training information for faculty, staff and students and, 5) statements which identify areas for fire safety improvement. The complete copy of this report is available in Campus Safety, Gladys Crown Student Center, Culver-Stockton College, Canton, MO.
- **Culver-Stockton College's Graduation/Completion rates.** The [Graduation Rate Survey](#) is completed annually for submission to the National Center for Educational Statistics. The report is mandatory by the federal government. A full copy of the report is available in the Registrar's Office, Henderson Hall, Room 109, Culver-Stockton College, Canton, MO 63435.

- **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.
- **Financial Assistance.** Culver-Stockton College shall provide information on financial assistance availability and eligibility. Information includes: type of aid available, application forms/ procedures to use in applying for aid, eligibility requirements, selection criteria, criteria used to determine amount of aid award, satisfactory student progress standards, how to re-establish satisfactory progress status, disbursement methods, loan qualifications and student employment conditions, and conditions for federal loan repayment for students who participate in volunteer services. Policies and procedures available in the Financial Aid Office, Henderson Hall, Room 102, Culver-Stockton College, Canton, MO 63435.
- **Institutional Information.** The following information is available in the Culver-Stockton College Academic Catalog: 1) requirements and procedures for withdrawing from the institution, 2) cost of attendance (tuition/fees charges, books/supplies costs, housing and food charges, related charges), 3) refund policy and summary of requirements for return of Title IV grants or loans, 4) current academic programs of the institution (current degree programs, educational/training programs, faculty), 5) names of associations, agencies accrediting the institution, 6) description of special facilities and services for disabled students, 7) the school's policy on enrollment in study abroad programs.
- **Privacy and Security of Information (Gramm-Leach-Bliley Act).** Culver-Stockton College takes your privacy seriously. In compliance with provisions of the Gramm-Leach-Bliley Act, a copy of our policy can be obtained from the Administration and Finance Office, Henderson Hall, Room 208, Culver-Stockton College, Canton, MO 63435.
- **Title II of the Higher Education Act Institutional Report.** Section 207 of **Title II** of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The Title II report is available in the Registrar's Office, Henderson Hall, Room 109, Culver-Stockton College, Canton, MO 63435.
- **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.

STUDENT COMPLAINTS

Students who wish to file a complaint regarding incidents with fellow students, faculty or staff of the college may do so by reporting their grievance with the Vice President for Student Experience. All complaints will be investigated, and outcomes will be kept on file in the Student Experience Division.

In addition, as an accredited institution of higher education through the Higher Learning Commission (HLC), students, faculty, staff and members of the public may submit a complaint about any HLC accredited institution. The link for an HLC complaint can be found at the following URL: hlcommission.org/Student-Resources/complaints.html?highlight=WyJzdHVkZW50liwic3R1ZGVudCdzliwic3R1ZGVudCdzXHUyMDFkliwiY29tcGxhaW50llo=.

GRADUATION RATE SURVEY

A complete report of graduation rates of first-time entering freshmen by race/ethnicity and gender for specific class years is available in the Registrar's Office, Culver-Stockton College, 109 Henderson Hall, Canton, MO 63435. Information can be found in the About section of the website.

GRAMM-LEACH-BLILEY ACT

Culver-Stockton College takes students' privacy seriously. In compliance with provisions of the Gramm-Leach Bliley Act, a copy of our policy can be obtained from the Administration and Finance Office, 208 Henderson Hall, Culver-Stockton College, Canton, MO 63435.

EQUITY IN ATHLETICS DISCLOSURE ACT

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

TITLE II

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

ACCESS TO STUDENT RECORDS

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

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

In conjunction with FERPA legislation, Culver-Stockton College designates the following items as directory information: student name, student address (including local, home, and email), student local and home phone

telephone number(s), student date and place of birth, academic field(s) of study, photograph(s), video(s), academic advisor, participation in officially recognized sports and activities, height and weight of athletes, dates of attendance, degrees, honors and awards received, most recent previous school attended, full-time/part-time status, and year in school.

Culver-Stockton College may disclose any designated directory information without prior written consent of the student in accordance with FERPA guidelines. Students do have the right to withhold any or all items designated as directory information from being released without prior written consent as long as the Registrar is notified in writing to the contrary by the end of the first week of the semester. However, please be advised that withholding certain designated directory information may hinder verification of educational information for employment opportunities. Students have the right to allow parents of dependent students access to copies of any and all academic information. Students must complete a form in the Registrar's Office to allow mailing of grade reports to parents.

ASSIGNMENT OF CREDIT HOURS

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

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

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

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

ACCREDITATION/MEMBERSHIPS

Culver-Stockton College is accredited by the Higher Learning Commission. The commission's website address is hlcommission.org, and the telephone number is 312-263-0456.

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

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

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

ADMISSION

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

Culver-Stockton College reserves the right to deny admission to any applicant judged to be unsuitable for college work, mission of the college, or living at Culver-Stockton College.

STATEMENT OF NONDISCRIMINATION

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

APPLYING TO CULVER-STOCKTON COLLEGE

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

1. **Application for admission.** Submit a completed and electronically signed online application form to the Admission Office. The application is available at culver.edu/apply.
2. **High school transcript.** Submit a transcript from an accredited high school or equivalent. It is the student's responsibility to submit transcripts early in the application process for evaluation for acceptance as well as an official final transcript when the course work at the institution is completed. The transcript must include a cumulative grade point average (GPA). For a student to be considered for full acceptance to the college, a minimum cumulative grade point average without an official test score of 2.75 OR a 2.25 on a 4.0 scale with an official test score (as noted in #3 below) must be submitted. If your GPA is lower than a 2.25, please see the Committee Admission section.
3. For those students with a GPA between 2.25 and 2.74 on a 4.0 scale, an **ACT or SAT score** showing a minimum 18 ACT or a minimum 960 SAT test score (critical reading and math scores only) must be submitted for full admission.

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

LOCATION VERIFICATION FOR DISTANCE LEARNING

Culver-Stockton College determines the location of its students for a variety of reasons including, but not necessarily limited to, compliance with various federal regulations and supplying relevant consumer protection information to prospective and admitted students.

- **Prospective Students:** During the admission process until the student's time of enrollment (following day after census date) the student location address is identified as the submitted home address.
- **Online/Distance Education Students:** At the time of enrollment, online students' home address continues as a location address unless physical location (address) is submitted or updated for participating in their studies.
- **On-Campus/Residential/Commuter Students*:** Students enrolled in on-campus programs are presumed to be residing at a reported home address unless they are identified as a resident college housing. Location address is assumed to be Missouri for all college housing residents.
- **Informal Notification:** A prospective or current student in an online program, in a discipline designed to prepare a student for professional licensure, indicates that they intend to seek licensure in a state other than that identified in their permanent or temporary address communication will be sent.

**On-campus programs must contain at least one distance education course in the first term of enrollment in the program for this policy to be applicable.*

HOME-SCHOOLED ADMISSION

1. **Application for Admission:** Submit a completed and electronically signed online application form to the Admission Office. The application is available at culver.edu/apply.
2. **Transcript:** Submit a transcript signed by the parent of the applicant from an accredited high school or accredited home-schooling agency. It is the student's responsibility to submit transcripts early in the application process including an official final transcript when the course work is completed. The transcript must include a cumulative grade point average (GPA). For a student to be considered for full acceptance to the college, a minimum cumulative grade point average without an official test score of 2.75 OR a 2.25 on a 4.0 scale with an official test score (as noted in #3 below) must be submitted. If your GPA is lower than a 2.25, please see the Committee Admission section.
3. For those students with a GPA between 2.25 and 2.74 on a 4.0 scale, an **ACT or SAT score showing a minimum 18 ACT or a minimum of 960 SAT test score** (critical reading and math scores only) must be submitted for full admission.

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

GED/HISET ADMISSION

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

SPECIAL ADMISSION CIRCUMSTANCES

Students that have been out of high school more than five years and have less than a 2.5 on a 4.0 scale high school grade point average or do not meet the GED requirement will be reviewed for Committee Admission as noted below.

The College allows non-degree-seeking students the opportunity to enroll in an online or on-campus undergraduate course for personal development. Non-degree seeking students are not eligible for Federal financial aid.

STANDARDS OF ADMISSION

FIRST-YEAR ADMISSION

Full/Test-Optional Admission

- A cumulative GPA of 2.75 on a 4.0 scale or higher with no official test (ACT or SAT) score submitted OR
- A cumulative GPA of 2.25 on a 4.0 scale or higher with a minimum composite ACT of 18 (SAT CR+M combined 960) or above

Committee Admission

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

TRANSFER AND RE-ADMIT ADMISSION

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

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

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

- Full Admission
 - o Admission is recommended by the Registrar based on courses completed and grades sent via a transcript. In general, students are admitted with a cumulative 2.3 on a 4.0 scale GPA determined by the Registrar after evaluation of courses accepted by the College.
- Committee Admission
 - o For students falling below a cumulative GPA of 2.30 after courses have been evaluated by the Registrar and accepted by the College, they may be reviewed by a faculty committee who will decide for acceptance or denial into the institution.
 - o Additional documentation will be required, and the student should work closely with their Admission Counselor to complete the process.
 - o Students admitted by committee will be enrolled in CS 101 or CS 102 as noted in their acceptance letter.

INTERNATIONAL STUDENT ADMISSION

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

International students must submit a test score showing a TOEFL score of at least 65, IELTS score of at least 6.0 or Duolingo score of at least 90.

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

- Prior to review for admission, the student was a resident of an English-speaking country.
- Have received a U.S. high school diploma or graduated from an international high school in their home country (with all English instruction).
- Enrolled for at least one semester at a college or university in the United States.
- Completed an English as a Second Language program (ESL or ELL).
- Further requirements are reviewed on a case-by-case basis and could include an interview and writing sample.
- International students who do not meet the English proficiency standards may be reviewed for admission or denial by a faculty committee. Students may be required to submit a writing sample/personal statement, recommendation from an educator and complete an interview as requested. If admitted by committee, the student will enroll in CS 101 or CS 102.

International students who are required to submit an English proficiency test may be required to take an English as a Second Language (ESL) course within their first year of enrollment. See English course descriptions for more information.

ONLINE CAMPUS ADMISSION

First-Year Admission for Online Undergraduate Programs

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

TRANSFER STUDENTS FOR ONLINE UNDERGRADUATE PROGRAMS

Transfer students for the online campus have the same admission requirements as on-campus students.

Requirements are listed above under Standards of Admission. Students admitted by committee may have additional restrictions including maintaining satisfactory academic progress and a credit hour limitation.

ADDITIONAL ADMISSION INFORMATION

Credit for Prior Learning: Recognition of credit for prior learning may be obtained through a variety of options at Culver-Stockton College.

Prior learning must match existing courses using the course description and course outcomes for guidance. Students may earn 25% (not to exceed 31 credits) of a degree plan through credit for prior learning. The following guidelines and methods are acceptable for validating prior learning for awarding credit:

- Degree-relevant prior learning credit awarded and transcribed by other accredited institutions
- Credit demonstrated by successfully passing national for-credit examination programs such as DSST Exams; Excelsior College Examinations, the College Board College Level Examination Program (CLEP), Advanced Placement (AP) exams, and International Baccalaureate (IB) Diploma and associated exams
- Credit recommendations listed in the American Council on Education (ACE) National Guide to College Credit for Workforce Training and the ACE Military Guide
- Individual portfolio review based on guidelines from the Council for Adult and Experiential Learning (CAEL).

- Institutionally prepared assessments (i.e., "challenge exams")
- Dual credit through high school earned at regionally accredited institutions with a grade of C or better. Students who have accumulated 64 or more college credits while in high school will be considered transfer students for admission purposes. Students must submit official transcripts of college credits
- Transfer credit earned at regionally accredited institutions prior to enrollment at Culver Stockton College (or earned thereafter in summer sessions)

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

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

Military: Active and retired U.S. military personnel find that Culver-Stockton College has and will make every consideration and provision to assist them in completing a degree at this college in a minimum period of time. Within guidelines, the college recognizes academic credit received through military experience and training credit as documented on a Joint Services Transcript (JST).

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

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

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

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

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

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

Review Process for Applicants with a Felony Conviction:

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

FINANCIAL INFORMATION

Culver-Stockton College is a nonprofit institution. Because of the generous support of many friends and alumni, the tuition and fees for attending the College remain moderate in comparison to those charged by many colleges of similar size and quality. The cost to educate a student at Culver-Stockton College is considerably more than that charged to each student. Often, scholarships and other financial aid are underwritten by endowment and gift income. Culver-Stockton College continues to keep the costs as low as possible, but the right to change fees, charges, or regulations listed in this catalog is reserved by the Board of Trustees should conditions make it necessary. General tuition and fees, as listed below, are for two semesters of study.

GENERAL TUITION AND FEES 2026-27

(REFUNDABLE WITH RESTRICTIONS)*

Tuition (12-18 hours)	\$32,100
Tuition, per hour (less than 12 hours).....	\$825
Tuition, per hour (more than 18 hours), exceptions may apply	\$400
Tuition, high school dual credit, per semester hour.....	\$80
Audit fee, per semester hour.....	\$415
Confirmation fee, first time students only (refundable through April 30)	\$200
Housing (Several options are available)	Varies
• Brown	\$5,550
• Fraternity	\$5,050
• Johnson (Community)	\$4,800
• Johnson (Suite)	\$5,050
• McDonald	\$5,050
• Sorority	\$4,800
• Sperry	\$4,550
• Stone	\$5,550
• Weldon	\$4,550
• Wood	\$4,800
Single-room housing additional charge, if available.....	\$2,500
Food (full meals, other options available).....	\$6,100
Tuition, LCMC Non-Major Tuition per course.....	\$500

Online Campus Tuition 2026-27 (refundable with restrictions)*

Tuition, per hour	\$400
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Summer Session 2026-27 (refundable with restrictions)*

Tuition, per hour	\$250
Audit fee, per semester hour.....	\$125
Room, per week.....	TBA

Special Fees/Optional Charges (non-refundable)

Wildcat Welcome Fee.....	\$325
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Unified student fee/semester (prorated for 6 through 11 hours)	\$487.50
Course fees (some courses have fees for equipment and supplies).....	(varies by class taken)
Program fees(varies by program)	
Student teaching fee.....	(varies)
Internship fee	\$50 – 100
Blessing-Rieman nursing lab fee and/or testing fee, per semester	(as determined by Blessing-Rieman)
Private music lessons (1/2-hour lesson weekly)	\$215
Graduation fee.....	\$150
Transcript (provided to current students without charge).....	\$10
Art supplies	(varies by class taken)
Sports medicine fee (annual charge to athletes only)	\$200
Late registration fee	\$150
Meal plan change - administrative fee	\$25
Parking permit (annual charge to students parking on campus).....	\$90
Student ID card replacement	\$20
Music ensemble fee	\$100
High school dual credit application fee	\$25
Room key replacement fee.....	\$100
Mailbox key replacement fee	\$15
Software Fee (per year).....	\$100

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

ATHLETIC INSURANCE

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

STUDENT HEALTH INSURANCE

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

CONFIRMATION FEE

A \$200 confirmation fee (for first-time domestic undergraduate students) is due after receipt of the acceptance letter. International students also have a \$200 confirmation fee but are required to deposit \$2,000 with \$1,800 of this amount applied towards the first semester's tuition. No class registration or room assignment in college housing will be made until this deposit is received. Confirmation fees are refundable up until May 1 prior to the start of the fall semester and December 1 prior to the start of the spring semester.

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

Returning students who are registered for classes for the fall semester can begin securing their fall housing in the spring semester during room draw.

PAYMENT POLICIES

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

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

TUITION AND FEE PAYMENT

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

- Fall semester tuition statements will be published via email to the student during the month of June, with payment due by August 1 (including online and graduate terms).
- Spring semester tuition statements will be published via email to the student the month of November, with payment due in full by January 1 (including online and graduate terms).
- Summer term statements will be published via email to the student in mid-April, with payment due in full by May 15.
- Electronic statement notices are delivered to the student's email monthly.
- Student Account information is available 24/7 on MyCulver.com and should be reviewed frequently.
- Payment plans must be set up through the student's MyCulver prior to the semester's payment due date.

PAYMENT PLANS

Payment plans are available through the College and can be set up on the student's 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.) A 3% fee may be assessed for credit card transactions.

The following options are available for students to make payments:

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

LATE PAYMENTS & DELINQUENT ACCOUNTS

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

- Student account balances are available online at MyCulver.com. Paper statements will not be mailed. Failure to review the student bill does not relieve the student of the obligation for payment.
- 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 in order for students to enroll in succeeding terms and diplomas may be held until all financial obligations are met. Transcripts for any terms with an unpaid balance may be withheld.
- Students with outstanding balances will be unable to participate in the commencement ceremony or receive their official diploma until the account is settled in full.
- 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.
- Culver-Stockton College reserves the right to recover all costs involved with the collection and/or litigation of delinquent accounts.
- If an account must be sent to collection or litigation due to nonpayment of the outstanding balance, the College reserves the right to demand payment in full for subsequent terms of enrollment, prior to the beginning of each term to ensure enrollment.
- The College reserves the right to demand payment in the form of a certified check, money order, cash, or credit cards in the event that one or more checks have been returned unpaid for any reason.
- A returned check fee of \$35 will be applied to the student's account for any returned checks.
- Culver-Stockton College is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings.

COMPLIANCE WITH VETERANS' BENEFITS AND TRANSITION ACT OF 2018

Culver-Stockton College will 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 by the student 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. The College has contracted with Barnes and Noble College as the official textbook vendor. Barnes and Noble College website can be accessed at: <https://bncvirtual.com/culver-stockton.htm>.

TUITION FOR HONORS PROGRAM STUDENTS

Honors Program students are allowed to take course overloads above the 18-credit hour limit (up to 22 credit hours each semester) without incurring additional charges.

TUITION FOR STUDENTS ENROLLED IN THE 3+2 PROGRAM

Students enrolled in a 3+2 program (MBA, MED, MAC, or MOL) may receive up to nine credit hours of free graduate tuition during the fall or spring semesters. Students must be enrolled in at least 12 Traditional program undergraduate hours, then may enroll in up to 6 graduate hours within the semester, to retain their institutional scholarships.

TUITION FOR SENIOR CITIZENS

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

WITHDRAWAL AND REFUND POLICY

Students wishing to withdraw should refer to the procedures given in the catalog section "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. The \$200 confirmation fee (for first-time students) will not be refunded after May 1st.

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 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, including charges for overloads.

Traditional students will be charged full-time tuition (12-18 hours) after the census of the semester. If the student does not later attempt at least 12 hours during the semester, tuition charges will not be adjusted unless the student completes a complete withdrawal from the college. Full-time, traditional enrolled students that request an exemption from taking a 3-week class, do not take a 3-week class, or drop a 3-week class will not receive a refund of any tuition, housing or food costs; federal and state financial aid may be reduced.

The tuition adjustment period is pro-rated for academic terms less than one semester in length. Students enrolled in the Graduate or Online Undergraduate program will receive a refund of tuition for classes where they do not complete any educational activity. This can be classes that students drop through their advisor, or students the College administratively drops. For example, if a student withdraws from a G1/T1 class and then drops classes in G2/T2 for that same term before those classes begin, a withdrawal calculation will be performed for only the number of days in the G1/T1 term, and tuition for the G2/T2 term will be credited to the student’s account.

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.

Further details can be found in the Financial Aid Policies & Procedures manual on the Culver-Stockton website.

FINANCIAL AID

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

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

DETERMINATION OF FEDERAL AND STATE FINANCIAL AID ELIGIBILITY

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

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

Final Grade Transcripts must be received from all high schools and colleges that a student has attended before any federal or state financial aid can be released. Failure to submit Final Grade Transcripts by mid-term of a semester will result in the cancellation of all federal and state financial aid. Students applying for federal and/or state financial aid must reapply each year by submitting their FAFSA at studentaid.gov.

ELIGIBILITY FOR UNDERGRADUATE COLLEGE SCHOLARSHIPS AND GRANTS

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

1. College aid awards are available to full-time, degree-seeking, Traditional undergraduate students only (enrolled in at least 12 credit hours per semester in on-campus classes) who are in good academic standing. Adjustments in institutional aid resulting from enrollment changes will not be made past the census date of each semester as set by the Registrar in conjunction with the College's policy of charge adjustments. If attendance in all classes cannot be verified by the College, then institutional aid may be removed.
2. Students who have earned a bachelor's degree are not eligible for institutional aid.
3. Scholarships and grants are awarded on a yearly basis but are subject to review at the end of each year or semester for probation students.
4. Students enrolled in summer classes have their renewal GPA computed following the summer session. Institutional scholarships can be renewed but not lost because of summer enrollment.
5. Students applying for renewal of either need or no-need college aid must reapply each year.
6. College funds are available for full-time, degree-seeking, traditional undergraduate students for up to 10 semesters.
7. Nursing with Blessing-Rieman School of Nursing and Health Sciences (BRCNHS): Nursing, Radiologic Science, Respiratory Care and Diagnostic Medical Sonography students will receive financial aid from BRCNHS during their junior and senior years. (See below for further details.)
8. Nursing with Hannibal Regional: Students enrolled in the 3-year program will have their financial aid awarded and disbursed in accordance with the program's enrollment structure.
 - a. During Years 1 and 2, aid will be divided equally between the fall, spring and summer semesters. During Year 3, financial aid is split evenly between the fall and spring semesters.
 - b. Students enrolled full time in the HR program are eligible to receive institutional scholarships and grants in accordance with College policies and scholarship requirements.
 - c. Students enrolled less than full-time will receive a 25% tuition discount.
9. Students who have previously attended Culver-Stockton and return following a leave of absence will return with the previous institutional aid, subject to available funding. A student who was previously enrolled and is classified as a "Readmitted" student is classified as a transfer student for the purpose of scholarship eligibility. If the student has earned more than 12 hours since his/her last term of attendance at Culver Stockton College, he/she is classified as a transfer student for financial aid purposes. Students who have earned 12 or fewer hours since their last term of attendance reenter under the criteria of any academic scholarship that they previously received, subject to available funding.
10. The maximum gift aid award from all resources per semester will not exceed the total of tuition (12 hours or more per semester), unified student fee, and housing and food for students receiving institutional financial assistance and residing on campus. For all other students, the maximum gift aid award will not exceed tuition (12 hours or more per semester) and unified student fee. Any institutional scholarships that are reduced in one semester due to reaching the semester gift aid maximum will not be applied to any future semesters. Any combination of college grants and scholarships will not exceed tuition. Federal, state, and other rules (such as athletic conference) may also apply.

11. Students who are considered dependent upon their parents according to FAFSA guidelines must live on campus or commute from their parents' home address (within a 50-mile drive from campus) to receive institutional grants and scholarships.
12. The Financial Aid Office is the only office at Culver-Stockton College authorized to offer financial aid to students. Only awards originating from this office will constitute a commitment on behalf of the College. Recommendations for scholarships can be made by faculty or staff, and these recommendations are considered before the award is sent.

BLESSING-RIEMAN STUDENTS

NURSING, RADIOLOGIC SCIENCE, RESPIRATORY CARE, AND DIAGNOSTIC MEDICAL SONOGRAPHY Freshman and sophomore level students in nursing, radiologic science, respiratory care, and diagnostic medical sonography apply to and receive financial assistance from Culver-Stockton College. Culver-Stockton scholarships of any kind are not renewable for the junior and senior years. Junior, senior level students in nursing, radiologic science, respiratory care, diagnostic medical sonography, LPN, RN, and advanced placement students apply to and receive financial assistance from Blessing-Rieman College of Nursing and Health Sciences. More information is available in the Blessing-Rieman financial aid brochure.

These students are permitted to live off campus during their junior and senior years, as their tuition, fees, and financial aid will be processed through Blessing. However, students may choose to continue living on campus. In that case, housing and food plan charges will be billed by Culver-Stockton. Students can cover these on campus expenses using a Culver-Stockton payment plan or a private student loan. Continued involvement in talent areas is encouraged, but no institutional financial assistance from Culver-Stockton College will be awarded.

COORDINATION OF FINANCIAL AID

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

FINANCIAL AID FOR STUDY IN OFF-CAMPUS PROGRAMS

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP) TO MAINTAIN FEDERAL AND STATE FINANCIAL AID ELIGIBILITY

Students who are not achieving the required cumulative GPA or not successfully completing their education programs at the required pace will have a one-semester grace period to continue receiving Title IV and/or state financial aid. NOTE: Requirements for federal and state financial aid and requirements for C-SC Academic Standards Committee are two separate requirements.

Satisfactory Academic Progress will be checked at the conclusion of each semester.

STANDARDS OF MEASURING SAP *Qualitative (GPA) Measurement*

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

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

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

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

Quantitative Pace (hours) Measurement

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

Proof of Academic Progress Requirement

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

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

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

Maximum Time Frame Requirement

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

Evaluation of Satisfactory Academic Progress

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

Undergraduate students: For traditional on-campus enrollment, fall, spring, and summer are considered three separate periods of enrollment. (Summer Terms 40 and 50 are considered one period of enrollment.) Online Campus terms are T1/T2 for fall, T3/T4 for spring, and T5/T6 for summer. If a student is enrolled in a combination of traditional campus classes and Online Campus classes, that determination will be made individually by the Financial Aid Office. Graduate classes taken by undergraduate students enrolled in a 3+2 program (and charged as a Traditional undergraduate) will not be considered in the SAP calculation, as those graduate classes are provided at no charge.

GPA and Pace requirements are affected as follows:

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

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 C-SC email and postal mail. A student's failure to receive or understand the notification does not change the student's status.

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 their next payment period. No appeal is necessary for this status. At the conclusion of the warning term, the student must meet SAP requirements.

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

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

SAP Appeal: A process by which a student who is not meeting the school's SAP standards petitions the College for reconsideration of Title IV and state aid eligibility. The appeal must include two components:

- why the student failed to make SAP, and
- what has changed that will allow the student to make SAP at the next evaluation.

Appeals without both components will not be considered. Students should include supporting documentation such as letters from outside sources. Appeals for lack of Pace can be considered for the death of a relative, student injury or illness, or other special circumstances. Other types of appeals will not be heard. Appeals for Maximum Time Frame Requirement will be heard for a change of major. Appeals must 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 still on SAP Suspension. Student is not eligible for Title IV or state financial aid but retains eligibility for institutional funding. Federal aid will be reinstated once the student makes up all deficiencies. All appeal decisions are final and rest within the Financial Aid Office; a student cannot appeal an appeal that is not approved.

The Appeal Committee consists of the Director of Financial Aid, a representative from the Student Success Office, and any other pertinent College faculty/staff.

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

TERMS AND CONDITIONS OF ON-CAMPUS EMPLOYMENT

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

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

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

Earnings from campus employment are not credited toward the balance due but are paid to the student as earned on a semi-monthly basis.

PAYMENT OF AWARDS

In most cases, one-half of the aid award is applied to the student's account for each semester; the billing statement from Student Billing will reflect the student's charges and financial aid.

RENEWAL AND ADJUSTMENT OF AID

Financial aid is not automatically renewed each year. In addition to specific requirements of the financial aid programs, students are encouraged to file the Free Application for Federal Student Aid (FAFSA). The federal aid processor emails a renewal reminder to all prior-year applicants each year. The FAFSA should be submitted online as soon as possible after October 1. The priority deadline for first-year students is February 1. For the 2026-27 financial aid year, the FAFSA year will start on October 1, 2025, using 2024 tax information. Students must apply online at fafsa.gov. (C-SC School Code is 002460.)

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

Each student must be able to document the information submitted on the FAFSA need analysis with tax transcripts and/or other data required by the College or federal government prior to the receipt of Federal Title IV financial aid – TEACH Grant, Federal Pell Grant, FSEOG, Federal Work-Study, Federal Direct Loan, or Federal 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 verification will result in the withdrawal of all federal and state aid funds. Students whose application information must be corrected by the College will be notified of these changes by the Department of Education by receiving an updated FAFSA Submission Summary (FSS) from the federal processor.

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

Award adjustments may occur at any time during the year and result from such reasons as adjustment to the financial need calculations due to a change in the family's financial condition, errors by the family or College, additional funds available for award, or reduction in funds from outside sources. Award adjustments can also be made if a student drops a class or does not attend a class in which he/she is enrolled. Students that request an exemption from a 3-week class, do not take a 3-week class, or drop a 3-week class may have an adjustment of their federal or state financial aid. Students that are enrolled full-time at the census of a semester, and do not attempt at least 12 credit hours may have their federal or state financial aid reduced.

Federal Direct Loan guidelines dictate that a student's annual Federal Direct Loan limit may be reduced for any student that achieves less-than-full-time enrollment. Federal Direct Loans (student and parent) may be pro-rated for students that enroll less-than-full-time during any semester. If a loan is reduced at any time after it was previously awarded, the student will be notified via Culver-Stockton email.

A student that drops a class after the census date of a semester, but before their Federal Direct Loan is disbursed, may have a reduction of their loan occur during the semester, and would immediately owe that difference to the College. If a loan is reduced during the semester, the student will be notified via Culver-Stockton email.

If a student or talent area chooses not to renew participation or scholarship, the student may write an appeal to the Director of Financial Aid regarding conversion opportunities.

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

Students that are academically suspended are considered non-degree-seeking for financial aid purposes. They are no longer eligible for institutional or federal financial aid. Students that participate in the *Culver Comeback* program may utilize a private lender that will loan to non-degree-seeking students.

RIGHT TO APPEAL

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

FEDERAL AND STATE AID PROGRAMS

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

Federal Pell Grant: Awards may range up to \$7,395 based on need and federal funding.

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

Access Missouri Award: Awards range from \$1,500 – \$2,700 and are given to Missouri residents based on need and state funding. Theology/Divinity majors are not eligible. FAFSA must be filed by February 2nd for the 2026-27 school year. Students must be full-time to be eligible. Renewal students must maintain a 2.5 cumulative GPA. If a student enrolls full-time (12 hours) and is awarded the grant, then later does not attempt 12 hours during the semester, the student is no longer eligible for the grant, and it will be removed from the student's financial aid awards and returned to the Missouri Department of Higher Education.

Teacher and Educator Assistance for College and Higher Education Grants (TEACH): Awards up to \$4,000 per year are available to students completing coursework necessary to begin a career in teaching. Must teach a minimum of four years (out of their first eight years out of college) at a Title I school in a high-need field. Lifetime Undergraduate Teach Grant eligibility is \$16,000.

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

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

Federal Direct PLUS Loan: These loans are available to parents with good credit histories for educational costs not met by other financial aid and are not need-based. An origination fee deducted proportionately from each disbursement is retained by the federal government. Repayment begins 60 days after the final disbursement, unless the parent elected to defer payments while applying on the original application. The interest rate is set each year on July 1. Federal law limits new Direct Loan Parent Plus Loan borrowers to a cap of \$20,000 per academic year, with a maximum aggregate limit of \$65,000 per student.

Veterans' Affairs Benefits: Culver-Stockton College is approved by the Missouri State Approving Agency to offer educational assistance benefits to eligible veterans and their dependents. Students who are eligible for military educational benefits should contact the Student Billing Office for guidance on how to access and manage their benefits.

To receive veterans' educational benefits, eligible students must submit all required Veterans Affairs forms. Certification is required for each enrollment period, and students must notify the Student Billing Office of any changes to their enrollment status.

To be considered full-time and eligible to receive 100% of their entitled benefits, students must be enrolled in at least 12 credit hours during the 12-week term and 3 credit hours during the 3-week term. Variations in course start and end dates within the 15-week semester may affect full-time eligibility as defined by VA regulations.

Students are encouraged to consult with the Student Billing Office to understand how their veterans' educational benefits will be applied based on their specific course schedules.

COLLEGE AID PROGRAMS

Academic Scholarships:

- Academic scholarships that vary in value are awarded on the basis of cumulative High School GPA for first time freshman and cumulative college GPA for transfer students. Academic scholarships are renewable if the student remains in good academic standing.
- Culver-Stockton offers the prestigious Pillars for Excellence Scholarship to qualifying high school students or Transfer for Excellence Scholarship for Transfer students. Students who qualify are invited to compete through essays and interviews. The scholarship is renewable annually if the student maintains a 3.2 cumulative GPA and participates in the college Honors Program. Pillars for Excellence Scholars are ineligible for additional institutional scholarships or awards throughout their career at Culver-Stockton.
- Academic scholarships remain at matriculation value for a student's entire undergraduate career at Culver-Stockton.

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

College Grants: Grants that vary in value are available based on need and other specific criteria. Special grants awarded include those for members of the Christian Church (Disciples of Christ) denomination, direct descendants (parent or grandparent) or siblings of Culver-Stockton College alumni, and financial need. Students that live in Lewis or Clark County, Missouri, may be eligible for the Opportunity Grant; qualifications and requirements are listed at culver.edu/admissions.

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

ENDOWED SCHOLARSHIP

The students, faculty, and staff at Culver-Stockton College are grateful for the support of our many alumni and friends. Alumni and friends of Culver-Stockton have established scholarship funds to be awarded on the basis of academic achievement, need, or other criteria established by the donor.

STUDENT EXPERIENCE

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

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

CAMPUS SAFETY

The mission of the C-SC Campus Safety Department is to assist all members of the community in the safe and secure pursuit of a superb education by providing an environment that promotes individual responsibility and protects human rights. Staffed by a director with more than 26 years in law enforcement and four full-time safety officers, the C-SC Campus Safety Department covers our campus 24 hours a day, seven days a week during the academic year. Each residence hall is locked at all times with only its residents having keys to the exterior doors. Maintaining a safe campus community requires the cooperation of all community members, which includes not propping doors, reporting suspicious persons or unsafe items, adhering to College policies, and openly communicating with Campus Safety staff. The Safety Office is located in the Gladys Crown Student Center. The Campus Safety phone number, 573-288-6300, diverts to the Campus Safety cell phone, 217-440-6394 when the officers are patrolling the campus.

CAREER AND INTERNSHIP SERVICES

The Career and Internship Services Center plays an important role in the C-SC student's collegiate experience and is designed to help students relate their education to a wide array of career options. Employers expect students to be savvy about using their college years to gain related work/internship experience, add leadership experiences through extracurricular organizational involvement and athletics, and take every advantage of opportunities to learn about their strengths as they relate to the marketplace. Students will be more successful in their post-graduation pursuits if they combine excellence in academics, campus involvement and leadership, and quality internship/work experiences before graduation. For graduate students, the Career Center is an important part of professional development and provides resources to assist students with career exploration, career education, and placement. Contact the Director of Career and Internship Services in the TASC on the third floor of Johann or via telephone at 573-288-6000, ext. 6343 or email at careercenter@culver.edu for more information.

UNDECIDED STUDENT ADVISING

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

CAREER EXPLORATION

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

INTERNSHIPS

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

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

1. XXX 276: Exploratory Internships (1–3 hours):
 - a. Freshman and sophomore students may earn one-to-three credit hours in an exploratory internship (granting a pass/no pass credit). Exploratory internships allow students the opportunity to explore career interests within their academic fields to further focus their course of study.
2. XXX 476: Professional Internships (1–6 hours):
 - a. Junior and senior students may earn one-to-six credit hours in a professional internship (graded). Professional internships are designed to help students practice the skills they have learned in the classroom to prepare for their future careers. Additional specifications may be required for specific majors.

If a student has an on-campus internship that was externally funded such as through Tri-State Development or grant work a student may be paid. Otherwise, the internship is unpaid. It must still have clear learning goals, and it must be understood that the internship is for the benefit of the student learning and not the benefit of the employer (C-SC).

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

COUNSELING AND WELLNESS SERVICES

The College recognizes that a student's emotional well-being has a profound impact on his/her ability to perform academically, adjust socially, and attain a high level of personal satisfaction in life. Students face many challenges that affect their ability to function optimally, including those related to adjustment to college, homesickness, study skills, time management, roommate conflicts, motivation, depression/thoughts of suicide, family, anxiety, alcohol or other drugs, eating disorders, relationships, and self-esteem. Students are also learning coping skills that are still being developed with life experience.

Counseling & Wellness Services provides short-term counseling focused on assessment, stabilization, and brief intervention. Students who schedule a 50-minute session with Counseling & Wellness Services should expect a referral to an appropriate community or telehealth provider following their initial counseling session if ongoing treatment appears likely to be needed. Students seeking ongoing or specialized treatment beyond three fifty-minute counseling sessions should expect to utilize community or telehealth providers.

If the Director of Counseling & Wellness Services determines that additional on-campus counseling sessions are clinically appropriate after the initial three sessions, those services will be provided at a rate of \$125 per 50-minute session. Students will be informed of the fee prior to scheduling any additional sessions and are expected to pay prior to their session. Counseling & Wellness Services may also provide wellness coaching and other non-clinical support services at its discretion.

Students desiring confidential assistance with these or related problems should contact the Director of Counseling and Wellness Services on the lowest floor of Johann Memorial Library or at 573-288-6441.

DINING SERVICES

Culver-Stockton College Dining Services strives to be a positive part of each student's dining experience. Students can expect our friendly staff to help make this time enjoyable for them by providing healthy, delicious, diverse, and attractive food options in their three dining areas. Dining Services is also the largest employer of students on campus.

Dining Hall

The main dining room is located on the main level of the Gladys Crown Student Center. Variety in an all-you-can-eat format is the featured attraction at this location. The menu consists of many options including fresh cooking while you watch, soups, salad bar, deli bar, desserts and many other selections. These programs are designed to fit a variety of lifestyles and tastes.

Cat's Pause Snack Bar

The Cat's Pause (CP) is located on the lower level of the Gladys Crown Student Center. Ordering from the CP is done through your MyCulver under the "Home" tab following the "CpOrder" link to the left. This is a spot where students can enjoy hot off the grill menu items and meals designed for students on the move.

The Lab Café

The Lab Café is located next to the library on the top floor of the Carl Johann Building. This is a great place to grab a cup of coffee, a light snack, or a complete meal.

FRATERNITY AND SORORITY LIFE

The mission of Culver-Stockton College Fraternity and Sorority Life is to provide an active community that is dedicated to integrity, academic excellence, leadership development, character development, and service to our campus and community. Culver-Stockton College has three national sororities and six national fraternities, all with specific residence hall suites/houses located on campus. Involvement in Greek life is proven to enhance academic success, connection within the collegiate community, and persistence to graduation. Our Director of Student Engagement works in conjunction with the Interfraternity Council (IFC), Panhellenic Conference (NPC) and National Pan-Hellenic Council (NPHC) to provide oversight for the Greek community. In addition, the Director of Student Engagement, a resident assistant, a faculty advisor, and an alumni advisor supervise each Greek house.

Sororities

Chi Omega
Delta Sigma Theta Sorority, Inc.
Sigma Kappa
Sigma Sigma Sigma

Fraternities

Alpha Phi Alpha Fraternity, Inc.
Alpha Tau Omega
Delta Upsilon
Kappa Alpha Psi Fraternity, Inc.
Lambda Chi Alpha
Tau Kappa Epsilon

C-SC ATHLETIC BANDS

Thrill on The Hill Marching Band and Pep Band

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

IMMUNIZATIONS

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

The College recommends that all new students consider vaccination for COVID-19 and hepatitis B. If a TB screening is positive, the student's physician will recommend a treatment or screening protocol. Students and their families should consult with their family physician about these matters.

If a student has a medical or religious reason for not wanting to be vaccinated for any of the abovementioned, the students' medical professional or clergy needs to provide that information on their letterhead for consideration to studentlife@culver.edu.

TUBERCULOSIS SCREENING POLICY

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

HEALTH SERVICES

Both Hannibal Regional Hospital and Quincy Medical Group have clinics and physicians located in Canton. Students are financially responsible for any health/medical services provided to them while enrolled as a student at Culver-Stockton College. The College strongly encourages students to have appropriate health/medical insurance coverage to meet their particular health/medical needs. Students are welcome to acquire health/medical insurance coverage through any provider of their choice. Students may contact the Student Experience Office to obtain other information about community medical services.

Culver-Stockton College partners with Blessing Health Services to provide healthcare at minimal cost. Students may enroll in the express clinic program at the beginning of each academic year. Students who begin school in the spring semester (January of an academic year) may also enroll at the start of their first semester. The cost for the program is \$99. This fee allows students to have unlimited access to basic care at the Blessing Health Services Express Clinic in Quincy. Extensive testing, x-rays, prescriptions, or other services are not covered, so students should check with their existing health/medical insurance for additional coverage.

MABEE CENTER

THE J.E. & L.E. MABEE RECREATION AND WELLNESS CENTER AND INTRAMURAL SPORTS

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

REGULAR OPERATIONAL HOURS

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

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

RELIGIOUS/SPIRITUAL LIFE

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

RESIDENCE LIFE

Culver-Stockton College is dedicated to the development of residential communities focused on open communication, respect for others, and a sense of shared responsibility. Community living enhances student learning and supports personal and academic success. The situations that occur in a group-living environment provide valuable opportunities for students to grow in their knowledge of themselves and others. Each member of our staff has a responsibility for maintaining the quality of the residential student experience at a high level, focusing particularly on identifying at-risk students. Our professional staff serve as educators, focusing their interactions with students toward the enhancement of academic and social learning. Because of this belief, residence hall living is required of all full-time dependent students. Students who have dependents, are married or living with their parents or a legal guardian may choose to live off campus. Students that attend Blessing-Rieman College of Nursing for their Junior and Senior years may reside on or off campus. Students may also appeal to the Director of Residence Life & Conduct for exemption from our residential living requirement. Contact the Residential Experience Coordinator and/or more information on Residence Life can found in the Campus Life section on the website. All students residing on campus are required to have a meal plan. In addition, the majority of residence halls are equipped with some kitchen spaces, featuring microwave ovens, refrigerators, and stoves.

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

STUDENT ENGAGEMENT

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

STUDENT CONDUCT

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

- **Responsibility:** Students use good judgment in their decision-making.
- **Civility:** Students are respectful and courteous to others at all times.
- **Accountability:** Students accept personal responsibility for their actions, and they accept the consequences of their decisions.

Regulations concerning students' conduct are detailed in the Cat Tracker, the student handbook which contains the Code of Student Conduct. Students can access the Cat Tracker on Canvas, or information can be found in the Campus Life section of the website. Culver-Stockton College takes a restorative approach to student conduct, working with the student to identify better choices, acknowledge how their choices impact themselves, others, and their future, and work with the student to create a plan so that future violations are less likely to occur. Students found in violation of College policy may receive a written warning, community service requirement, probation, suspension, or other sanctions as described in the student handbook. It is expected that each student be aware of all policies and procedures listed in the Cat Tracker. Questions regarding the Code of Student Conduct should be made to the Director of Residence Life & Conduct.

STUDENT GOVERNMENT

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

STUDENT ORGANIZATIONS

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

STUDENT SUCCESS

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

- Academic Advising
 - Monitoring academic performance
- Tutoring and Academic Support Center (TASC)
 - Group study sessions
 - One-on-one tutoring
- Transition programs
 - Conditional Admission Program
 - Academic Probation Program
- First Gen Program
 - International Student Support
 - Accommodations and Accessibility

ACADEMIC ADVISING

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

MONITORING ACADEMIC PERFORMANCE

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

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

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

TUTORING AND ACADEMIC SUPPORT CENTER (TASC)

The Tutoring and Academic Support Center (TASC) is centrally located in the Student Success wing of Johann Library. TASC serves students from all majors and provides a range of assistance and support. Peer-facilitated study groups also meet regularly to help students prepare for exams, learn content, and apply that knowledge efficiently and effectively. One-on-one tutoring is also available by appointment. Students can also use TASC to get tips on time management, study strategies, and notetaking. Students can locate tutors under Quick Links on MyCulver and in the Wildcats Connect app.

CULVER-STOCKTON CATALYST

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

CONDITIONAL ADMISSION PROGRAM

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

PROBATION PROGRAM

Students who are placed on warning or on academic probation are identified by the Academic Standards Committee as needing additional assistance in order to ensure their academic success. Those students must enroll in CS 102: Strategies for Success the semester immediately following placement on warning or probationary status. These students will have a contract and weekly meetings with a Student Success Coach to help ensure their academic success.

FIRST GEN PROGRAM

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

INTERNATIONAL STUDENT SUPPORT

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

ACCESSIBILITY AND ACCOMMODATIONS

Culver-Stockton College (C-SC) is committed to ensuring that all qualified individuals with disabilities have the opportunity to participate in educational programs and services on an equal basis. The College supports the integration of all qualified students into all programs provided by the College and is committed to full compliance with all laws regarding equal opportunity for all students with a disability. At the College, the Office of Accessibility & Accommodations, faculty, academic deans, and department chairs all play a joint role in promoting equal access to campus facilities and programs.

Under the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act, all qualified students with a disability (as defined under the law) are eligible for reasonable accommodations or modifications in the academic environment that allow the qualified individual to enjoy equal access to the College's programs, services, and activities. The College is not required to provide any aid or service that would result in a fundamental alteration to the nature of the program.

The Office of Accessibility & Accommodations provides disability consultation, advocacy, and the coordination of support services and accommodations to all qualified students with disabilities. All services and accommodations are determined individually based on disability documentation. In order to receive accommodations, students must self-disclose their disability to the Office of Accessibility & Accommodations and be found eligible for an accommodation.

The College is committed to promoting full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the College. The College can only support disability needs through a student's voluntary disclosure of their disability and request for accommodations. Students who do not voluntarily self-disclose their disability and request accommodations are not eligible for services.

Students who have a disability and wish to make a request for disability-related accommodations and services must do so through the Office of Accessibility and Accommodations. Each student must submit their documentation along with an application for accommodations in order to apply for services. Students are encouraged to register with the Office of Accessibility and Accommodations prior to their arrival on campus for the upcoming semester. Once eligibility is determined, appropriate accommodations based on the approved documentation are put in place. All accommodations are determined on an individual, case-by-case basis.

ACCESS TO FACILITIES BY DISABLED PERSONS

Culver-Stockton College will take necessary steps to ensure that a person with a disability is provided access to any program or activity provided by the College. As the scheduling of classes and arrangement of housing may require advanced planning, any student seeking accommodations due to their disability should contact the Office of Accessibility and Accommodations at least two months prior to the beginning of the semester in which they are requesting services.

OTHER REGULATIONS

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

ACADEMIC POLICY AND REGULATIONS

ACADEMIC HONESTY

EXPECTATIONS OF STUDENTS AND FACULTY

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

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

DEFINITIONS

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

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

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

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

SANCTIONS FOR DISHONESTY

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

FIRST OFFENSE

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

SECOND OFFENSE

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

THIRD OFFENSE

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

APPEALS

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

STUDENT APPEALS/COMPLAINTS

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

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

COURSE GRADE APPEALS

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

The Academic Standards Committee will consider each case, has the authority to make final recommendations, and will make every effort to preserve both the substance and the appearance of impartiality and fairness. In the event that a member of the Academic Standards Committee is directly involved in the case, that member will not participate. If that member is the chair of the Committee, the Committee will elect a chair, pro tem.

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

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

An appeal must be made in writing to the faculty member who taught the course (copies to the appropriate academic division chair or program supervisor and VPAA/Provost) no later than 15 days from completion of the course. Any grade not appealed prior to 15 days from completion of the course is considered final. The appeal process will be deemed exhausted if not made within the time frame specified.

Included within the grade appeal/change process are requests for late withdrawal from class (letter grade changed to W (withdrawn)). These requests are limited to meeting the withdrawal date deadlines and should not extend beyond 15 days from completion of the course.

The only exception to this time limit would be in the case of a miscalculation error on the part of the faculty member. Students are not allowed to resubmit work for evaluation to improve a grade past the time frames specified above.

COURSE GRADE APPEAL FOR NURSING STUDENTS THROUGH HANNIBAL-REGIONAL HOSPITAL PROGRAM

Nursing students enrolled at the program with Hannibal Regional Hospital who wish to appeal a decision must do so within three (3) business days from the date they were informed of the decision or issue in question. This time frame ensures timely resolution, maintains program integrity and supports student success. A written response will be provided to the student within five (5) business days of receipt of the appeal. Additional information about the appeal process for nursing students can be found in the nursing program handbook.

OTHER ACADEMIC SERVICES AND OPPORTUNITIES

4-YEAR GRADUATION GUARANTEE

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

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 classes, have full access to library services and the online catalog. The library has numerous locations for group collaboration or private study. The library commons features a computer lab, a multi-purpose study area, and reference and information help desks for on-site research support. A computer lab classroom is also available to students after classroom hours. Single-user desks are located throughout the library stacks for private, silent study. The library also features a children's area for education majors and community patrons. Services, equipment, and materials that support academic programs are offered to all students and faculty, and the library's online catalog and digital collections are accessible on the campus network, in the

library, and anywhere in the world. Culver-Stockton College belongs to the MOBIUS consortium, which provides free access to millions of books and DVDs from libraries in and around Missouri with 2–4 business day shipping, and traditional Interlibrary Loan services provide access to materials held in libraries in this country and abroad. The Culver-Stockton Archives contain items on College and local history in the lowest level of the Johann building and can be viewed by appointment. The library staff regularly develop and conduct orientation programs for new students, provide instruction on finding reliable academic content, and are available to provide one-on-one reference services for any student seeking support.

TRAVEL STUDY PROGRAMS

Culver-Stockton College offers a varied range of domestic and study-abroad opportunities and extensive financial resources. Many students choose to participate in one of our short-term, faculty-led travel study courses during the 3-week term of the semester. Culver-Stockton offers variety in courses of study and locations. Because of generous gifts by donors to the college, Culver-Stockton offers scholarships to almost all students who apply for domestic and international travel study courses. Another source of financial support exists in the form of the Travel Study Grant given to Culver-Stockton College students.

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

TRANSCRIPTS

All requests for official transcripts must be made in person through the Registrar's Office, or online through electronic submission in MyCulver or www.culver.edu. Phone or email requests are not acceptable. Official transcripts may be mailed to any current student without charge. Electronically transmitted transcripts are processed through the National Student Clearinghouse. The National Clearinghouse processing fee is \$10.00 for each request. If a student is delinquent in their financial obligation to the College, a partial transcript will be issued.

ACADEMIC HONOR SOCIETIES

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

- Alpha Chi: national honor society for undergraduate juniors and seniors in all academic disciplines
- Alpha Phi Sigma: national honor society for students of criminal justice
- Beta Beta Beta: national honor society for students of biological studies
- IMA Accounting Society: national honor society for students of accountancy and finance
- Kappa Pi: international honor society for students of design and visual arts
- Lambda Pi Eta: national honor society for students of communication
- Phi Alpha Theta: international honor society for students of history
- Phi Eta Sigma: national honor society for first-year students
- Pi Lambda Theta: international honor society for students of education
- Psi Chi: international honor society for students of psychology
- Sigma Beta Delta: international honor society for students of business
- Sigma Phi Zeta: national honor society for students of music
- Sigma Tau Delta: international honor society for students of English
- Sigma Theta Ta: international honor society for students of nursing

GRADUATION

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

Degrees are conferred for students who complete degree requirements at the end of the fall semester. Those students may request their diploma be issued at that time, or they may participate in the spring Commencement exercises.

Per institutional policy, students with outstanding balances will be unable to participate in the commencement ceremony or receive their official diploma until the account is settled in full.

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

Posthumous Recognitions: Degrees and Certificates

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

Guidelines for granting posthumous degrees:

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

Guidelines for granting posthumous certificates:

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

UNDERGRADUATE ACADEMIC PROGRAMS

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

EXPERIENTIAL LEARNING

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

Experiential learning at C-SC requires students to engage with the real world as well as the theoretical one, to sometimes expand their learning beyond the confines of the classroom, and to frequently leave their comfort zones. Experiential learning might best be understood as operating within a cycle wherein students:

1. act;
2. engage in guided reflection on that action;
3. conceptualize what they have learned; and
4. apply what they have learned to the next action.

EXPERIENTIAL LEARNING GOALS

Culver-Stockton College aims to ensure that all experiential learning opportunities are of the highest quality by following best practices in experiential learning as outlined by the Society for Experiential Education. Before a course is listed as an experiential opportunity for students, it is reviewed to make sure that it adheres to these

Principles of Good Practice for Experiential Learning

Culver-Stockton College aims to ensure that all experiential learning opportunities are of the highest quality by following best practices in experiential education as outlined by the Society for Experiential Education. Before a course is listed as an experiential opportunity for students, it is reviewed to make sure that it adheres to these

Principles of Good Practice for Experiential Learning:

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

At Culver-Stockton, students benefit from our seven pillars of Experiential Learning:

- **Creative Expression**
 - Students will create or actively contribute to one or more creative projects or activities during the course.
 - Students will reflect on their learning experiences at its conclusion indicating their increased grasp of concepts integral to the creative project or activity.
- **Leadership**
 - Students will create a presentation on a leadership concept or theory or based on an identified leader demonstrating professional communication skills as well as the ability to disseminate instructive information about what successful leaders need to know and are able to do.
 - Students will reflect on their learning experiences at its conclusion indicating their increase grasp of concepts integral to leadership including their own self-assessment of their leadership skills based on the Leadership Attributes List.
 - Students will apply their leadership skills or demonstrate the understanding of leadership skills through contribution to a group project.
- **Service Learning**
 - Students will actively participate and contribute to a service-learning project that is designed to promote civic engagement and responsibility.
 - Students will reflect on their learning experiences either during their service-learning activities or at its conclusion indicating their increased grasp of concepts integral to civic engagement and responsibility, noting how the service project contributed to the betterment of the community at large.

- **Simulations**
 - Students will actively participate and interact with other students during the simulation or in the online environment.
 - Students will reflect on their learning experiences either during their simulation activities or at its conclusion indicating their increased grasp of concepts integral to the simulation.
- **Travel Study**
 - Students will become informed and open-minded, attentive to broad spectrums of diversity
 - Students will analyze and understand the interaction between local and global communities through the lens of the academic discipline.
 - Students will acquire the practical skills to travel responsibly in a diverse world.
- **Research and Innovation**
 - Students will effectively utilize professional and scholarly resources to identify the relevance of the investigation and evidence in supporting conclusions, authentic scientific methodology, and appropriate methods to communicate outcomes/results for the project.
 - Students will reflect on their research learning experience showing an increased understanding of the steps and results of the research process.
- **Professional Experience**
 - Students will complete all requisite activities to obtain, document, and complete a professional experience of at least 40 hours or more per credit hour as determined by their faculty supervisor and their performance will be evaluated by a professional in the field.
 - Students will complete a reflective activity that addresses and discusses their growth in their professional field and its connection to the liberal arts education of the institution.

GENERAL REQUIREMENTS FOR AN UNDERGRADUATE DEGREE

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

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

Any student wishing to appeal any academic or graduation policy shall put the appeal in writing addressed jointly to the College Registrar and the VPAA/Provost who will make a final determination on the appeal. Any appeal of a graduation policy must be submitted within 60 days of the graduation date.

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

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

DEGREES

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

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

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

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

The Bachelor of Science in Nursing (Hannibal Regional Hospital program) candidate must successfully complete 66 hours in nursing, satisfy 17 hours of nursing support course requirements, 5-6 hours of electives, and meet all General Education requirements.

The Bachelor of Science in Nursing (BRCN & Health Sciences program) candidate must successfully complete 61 semester hours in nursing, satisfy 17 hours of prerequisite course requirements, 17 hours of electives, and meet all General Education requirements. The Bachelor of Science degree in Radiologic Sciences must successfully complete 71 semester hours in radiologic science, satisfy 20 hours of prerequisite course requirements, 7 hours of electives, and meet all General Education requirements. The Bachelor of Science degree in Respiratory Care must successfully complete 71 hours in respiratory care, satisfy 20 hours of prerequisite course requirements, 7 hours of electives, and meet all General Education requirements. The Bachelor of Science degree in Diagnostic Medical Sonography must successfully complete 66 semester hours in diagnostic medical sonography, satisfy 20 hours of prerequisite course requirements, 9 hours of electives, and meet all General Education requirements. These degrees are offered jointly with the Blessing-Rieman College of Nursing and Health Sciences.

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

Degrees with Distinction are awarded at Culver-Stockton College for the following accomplishments:

- Summa cum laude, with highest distinction, 3.85 cumulative GPA
- Magna cum laude, with great distinction, 3.75 cumulative GPA
- Cum laude, with distinction, 3.50 cumulative GPA

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

MAJORS

The majors offered within each degree are as follows:

- Master's Degree programs:
 - Master of Arts (Clinical Mental Health or School Counseling)
 - Master of Arts (Organizational Leadership)
 - Master of Athletic Training
 - Master of Business Administration
 - Master of Education
- Bachelor's Degree programs:
 - Bachelor of Arts (BA): Art, English, English Education, History, History Education, Media Communication, International Studies, Music, Political Science, Public Relations, Sport Communication, Theatre, and Individualized Studies
 - Bachelor of Science (BS): Accountancy, Agribusiness Management, Art Education, Biology, Biology Education, Biological Chemistry, Business, Business Education, Chemistry, Chemistry Education, Computer and Data Science, Criminal Justice, Diagnostic Medical Sonography, Elementary Education, Finance, Health Science, Interdisciplinary Studies, Marketing, Mathematics, Mathematics Education, Music Technology, Physical Education, Psychology, Radiologic Science, Respiratory Care, Special Education, Speech and Theatre Education, Sport Management, and Individualized Studies
- Bachelor of Fine Arts (BFA): Studio Art, Arts Management, Graphic Design, Musical Theatre, and Theatre
- Bachelor of Music Education (BME): Music Education
- Bachelor of Science in Nursing (BSN): Nursing
- Bachelor of Applied Arts and Sciences (BAAS): Criminal Justice Administration
- Students may complete a degree entirely online in the following majors: Accountancy, Business, Criminal Justice, Criminal Justice Administration, Marketing, Psychology, and Sport Management.

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

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

SELECTION OF A MINOR

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

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

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

- **Business, Education, Art and Media:** Accountancy, Art, Athletic Coaching, Business, Business Leadership, Digital Media, Finance, Forensic Accounting, Health, Marketing, Media Communication, Public Relations, Sport Management
- **Computational, Health and Natural Sciences:** Applied Programming, Biology, Chemistry, Child Advocacy Studies, Data Analytics, Forensic Science, Health Promotion, Mathematics, Physical Science, Political Science, Psychology, Religion and Philosophy
- **Civic Engagement, Humanities, and Performing Arts:** Criminal Justice, Arts Management, Creative Writing, English, History, International Studies, Music, Music Technology, Musical Theatre, Political Science, Sociology, Theatre.

CERTIFICATES

UNDERGRADUATE CERTIFICATES

Certificate programs are specialized knowledge and skills in a variety of disciplines. Designed to be completed within one to two academic years, these programs require between 12 and 30 credit hours, aligning with industry standards and the educational framework outlined by the US Department of Education. Admission is open to individuals who have completed a high school diploma or equivalent, adhering to standard undergraduate criteria. With a focus on practical application, these certificates prepare students for immediate employment, enhancing their professional portfolio. 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. Programs must be completed within five years. Coursework earned as part of a certificate may be applied toward a degree.

GRADUATE CERTIFICATES

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 U.S. 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.

CONCENTRATIONS & SPECIALIZATIONS

A program concentration (or specialization, track, or emphasis) involves less than half of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program. Addition of a concentration or specialization that is a significant departure from the original program approval. A concentration or specialization may be considered a significant departure from the original program approval based on a variety of factors, including, but not limited to, whether the institution plans to hire additional faculty with new expertise or to acquire specialized accreditation.

Concentration

A sub-set of a discipline organized in clusters of focused courses taken within an undergraduate major. A minimum of 9 semester credit hours must be earned in the concentration.

Specialization

An integrated, coherent set of courses that define a limited topic or field of study at the graduate level that is taken within the degree program. A minimum of 12 semester credit hours must be earned in the specialization.

COURSE REGULATIONS

ACADEMIC LOAD

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

Students in fully or blended online programs are subject to a maximum credit of enrollment. Undergraduate students are enrolled in up to 6 credits per online term (12 credits per semester). A student may request an exception to this standard if they are in good academic standing or other reasonable requests, such as adjustment for course offerings or curricular plan. Students should submit a request to the online advisor. Requests must be approved by the advisor, Division Chair and Provost.

GRADING

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

- A = work of outstanding quality; excellent mastery of coursework; 4.0 quality points
- B = good work and achievement of course material; 3.0 quality points
- C = satisfactory achievement of course material; 2.0 quality points
- D = deficiency in mastering course material; 1.0 quality points
- F = failure to meet course requirements; 0.0 quality points

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

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

enroll in online classes will show proof of academic progress when they complete any educational activity for the class. Educational activities include but are not limited to submitting an academic assignment, participating in an online discussion, taking a quiz or exam, interactive tutorials, initiating contact with a faculty member, etc.

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

The grade of FA will be used for a student that failed because they stopped completing educational activities (not because they exceeded the absence policy for an individual faculty member). The academic record will reflect an F.

When final grades are submitted, faculty will be asked to document the last day of attendance/educational activity for those students who earned an FA grade. Federal financial aid may be returned for students who have not completed any educational activity past 60% of the semester based on an instructor's classroom records.

ACADEMIC STANDING

After final grades are submitted at the end of the spring semester, the Academic Standards Committee reviews the grade information for all undergraduate students that are not in good academic standing. Students' academic standing is determined by the cumulative number of credit hours earned and cumulative grade point average in the following table:

Credit Hours Earned	Good Standing	Warning	Probation	Suspension
1-30 hours	2.00 or higher	1.75-1.99	1.5-1.74	Below 1.50
31-60 hours	2.00 or higher	1.85-1.99	1.6-1.84	Below 1.60
61 and above	2.00 or higher	n/a	1.75-1.99	Below 1.75

Any student who earns below a 1.00 semester grade point average may be suspended, regardless of their cumulative grade point average.

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

The grade point average for determining academic standing at the end of the first semester at Culver-Stockton College for transfer students is calculated using all grades earned at the previous colleges or universities AND the first semester grade point average at Culver-Stockton. Thereafter, only the grade point average earned at Culver-Stockton is used to determine academic standing.

Part-time, degree-seeking students are subject to the same academic requirements.

After the Academic Standards Committee review, the Provost will inform each student in writing of the decision.

After final grades are submitted at the end of the fall semester, the Registrar will provide grade information to the Provost's Office, Financial Aid Office and Student Success Office. Academic sanctions may be assigned or altered at this time by the Provost, if warranted.

ACADEMIC SANCTIONS

WARNING

Students who are placed on warning will be enrolled in CS 102 Strategies for Success unless previously passed. Requests for exemption from taking the class must be submitted in writing to the Vice President for Student Experience.

In addition, students will be assigned a success coach by the Student Success Office. Students will create an academic contract and schedule weekly meetings with the success coach. Failure to comply with these requirements may result in additional sanctions.

ACADEMIC PROBATION

Students who are placed on probation will be subject to certain sanctions, which may include:

1. Limit on credit hours taken.
2. Changes of housing assignment.
3. Repeating courses to improve grade point average.
4. Limitation on participation in college-sponsored activities (e.g. athletics, music groups).
5. Restrictions on holding student office.
6. Financial aid restrictions. Please contact the Financial Aid office for specific information about how probation affects financial aid.
7. Will be enrolled in CS 102 Strategies for Success, unless previously passed. Requests for exemption from taking the class must be submitted in writing to the Vice President for Student Experience.
8. Will be assigned a success coach by the Student Success Office. Students will create an academic contract and schedule weekly meetings with the success coach.
9. A student on academic probation who fails to adhere to the stipulations of their probation may be referred to the Academic Standards Committee for possible suspension or dismissal at any time during the semester.

Failure to comply with these requirements may result in additional sanctions.

SUSPENSION/DISMISSAL

Students who fail to meet published academic standards or fail to show satisfactory progress during the period of probation may be suspended or dismissed from the College at any time during the semester or after the review of grade information at the end of a semester. Students that are academically suspended may be invited to reapply to the College after a semester break. Students that are dismissed from the College are not invited to reapply.

Students that are suspended and wish to immediately continue their enrollment may request to participate in the *Culver Comeback* program or appeal. The appeal must be submitted in writing to the Provost. The appeal should include an explanation of any extenuating circumstances that contributed to poor academic performance and any documentation that would support the appeal. Students may also include support documentation from their academic advisor and any other college official. Students that wish to appeal are encouraged to seek advice from the Vice President for Student Experience. The "Application to Appeal Suspension Worksheet" must also be submitted. The link to the worksheet is sent to students in the notification from the Provost.

The *Culver Comeback* program allows students to enroll in at least six (6) hours of courses in the immediate summer sessions at Culver-Stockton College. If the student achieves a grade point average of 2.0 or higher in those courses, the suspension is lifted for the immediately following fall semester, and the student is placed on academic probation. The student will also be assigned a student success coach for the summer classes.

READMISSION AFTER SUSPENSION

After a one-semester suspension, students may petition the Enrollment Management Committee for readmission. The petition should include a plan for being successful upon returning to the college. Decisions are based on compliance with suspension requirements and potential for future academic success; however, readmission is not guaranteed. All returning students will be placed or continued on academic probation for their first semester.

ACADEMIC HONORS

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

CLASSIFICATION OF STUDENTS

- Full-time student: a student registered for 12 or more hours in a given semester is classified as a full-time student. Full-time status is determined by totaling all credit hours taken in a semester by a traditional, undergraduate student (classroom and online classes). Full-time tuition is charged accordingly.
- Part-time student: a student registered for less than 12 hours in a given semester is classified as a part-time student.
- Non-degree student: a student who is enrolled in classes but is not a candidate for a degree is classified as a non-degree student. Non-degree students are independent of the College's degree program but are bound by individual course prerequisites. When requesting non-degree enrollment in graduate coursework as an undergraduate student, the student must meet the criteria for a well-prepared advanced student. These students must have earned a minimum of 90 undergraduate credits and 3.0 undergraduate cumulative GPA; or may enroll based on a combination of previous coursework and/or professional experience with approval by the Program Director.
 - Any non-degree seeking student currently enrolled in high school is limited to enrollment in only 100-200 level courses. The student may appeal to enroll in a higher-level course by submitting a letter to the Academic Standards Committee of the College. The letter may be emailed to provost@culver.edu.
 - Non-degree seeking students that wish to take online program courses must be rising juniors in high school or older.
- Degree student: A student who is enrolled in the College in pursuit of a baccalaureate degree.

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

- Freshman: a student who has been admitted to the College and who has not yet earned 30 semester hours.
- Sophomore: a student who has earned at least 30 semester hours, but less than 60 semester hours.
- Junior: a student who has earned at least 60 semester hours, but less than 90 semester hours.
- Senior: a student who has earned at least 90 semester hours.

PASS/NO PASS OPTION

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

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

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

To receive a grade of P (pass), the student must perform at a level of C or better. The pass/no pass grade will not affect the student's GPA. All exploratory internships, either inside or outside of a student's major, are taken for a pass/no pass grade. MAT 100 Beginning Math is taken for a pass/no pass grade. Other exceptions to this policy are included in individual course descriptions.

INCOMPLETE

At the discretion of the faculty member and approval of the VPAA/Provost, a student may receive a grade of incomplete. The requirements for the course must be completed by the date determined by the faculty member, which may not exceed 60 calendar days from the end of the course. The Incomplete Grade Request form must be completed by the faculty member and signed by the student. Incomplete grades are recorded with the grade earned if no further work takes place (e.g. I/F, I/D, I/C, I/B, I/A) and are calculated into the GPA as if that letter grade had been earned. Grades recorded as an 'I' will be calculated in the GPA as an 'F'. If the required work is completed within the time limitation, the faculty member submits an Incomplete Removal Request form to assign a final grade. If the remaining course requirements are not completed during the time limitation, the original grade entry becomes the permanent grade (e.g. I/F reverts to an 'F' grade). A grade submitted as 'I' will revert to 'F'. The faculty member may request an extension through the Registrar's Office of up to an additional 120 days (total of 180 days) for completion of the course, at which time the grade will become final, as described above. Any internship that is not completed at the end of a term may be left ungraded for one semester (fall or spring) only. At the conclusion of the following semester, if the internship is not completed, the faculty member must submit the Incomplete Grade Request form with the student's signature indicating the incomplete grade, as described above. The time limitation for completion of the internship begins at the time of the incomplete request.

REPEATING OF COURSES

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

NO GRADE

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

AUDIT

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

FINAL EXAMINATIONS

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

ADVANCED STANDING

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

- **CLEP — College Level Examination Program:** Culver-Stockton College recognizes and accepts credit for most of the subject-matter CLEP tests. Students interested in learning more about CLEP tests should contact the Registrar's Office.
- **Dual Credit:** Students who have received dual credit through their high school with an accredited institution of higher education can transfer acceptable coursework with a grade of C or better. Students who have accumulated 60 or more college credits or who have earned an associate's degree while in high school will be considered a transfer student for admission purposes. Students must submit official transcripts of college credits.
- **Regents Tests:** Culver-Stockton College accepts selected Regents tests (formerly ACT PEP tests) for RN students interested in obtaining credit for nursing and related science courses. Students interested in learning more about Regents tests should contact the registrars of Blessing-Rieman College of Nursing and Health Sciences.

Select departments may award academic credit for equivalent work-related experience or training. Applicants who intend to pursue credit for prior learning should contact the relevant Program Director prior to application for consultation. Upon consultation, those applicants choosing to petition for credit for prior learning must submit the appropriate evidence and an experiential learning portfolio for program review. Course credit must be approved by the Program Director or department designee. Awarded credits may not exceed 30 credits toward undergraduate or the equivalent transfer credit max for graduate programs. Approved credits are not subject to tuition but may incur a fee for portfolio review.

TRANSFER CREDIT

Culver-Stockton College awards college credit in transfer for courses completed at colleges and universities accredited by the following accrediting agencies: Higher Learning Commission, Middle States Commission on Higher Education, New England Commission of Higher Education, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools Commission on Colleges, Western Association of Schools and Colleges, and the Accrediting Commission for Community and Junior Colleges. Graduate students may only transfer a maximum of 9 program-approved credits, or 12 for programs that require over 40 credits for completion, and no more than two Cs toward degree completion from an accredited institution unless otherwise stipulated by the program/accreditation and approved by the respective Program Director.

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

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

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

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

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

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

Culver-Stockton is a member of the Online Consortium of Independent Colleges and Universities (OCICU), which provides Culver-Stockton students access to hundreds of online courses. Courses taken through a consortium provider school is considered a Culver-Stockton College course and is not a transfer course. Registration is through the online program advisor. Additional fees will apply to traditional undergraduate students taking an OCICU course. Students may also access courses through ACADEUM, another online consortium of courses. As with OCICU, we will assist with registration. There are charges for taking these courses.

CLASS ATTENDANCE

Students are expected to attend classes regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course. Online coursework utilizes seat equivalencies such as, but not limited to, discussion boards to denote attendance. Failure to participate in these activities may make online students subject to this policy. If a student must be absent for an extended period of time, they must follow the processes outlined in the Cat Tracker to request an extended absence from classes.

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

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

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

When final grades are submitted, students that failed all classes will be reviewed. Federal financial aid may be returned for students who have not completed any educational activity past 60% of the semester based on an instructor's classroom records.

DROPPING AND ADDING CLASSES

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

If a student drops a class during the drop/add period, the class is removed from the student's academic record. If a student drops a class after the drop/add period but before the published last drop date on the academic calendar, a final grade of W (withdrawn) is assigned to the class. Applicable adjustments are made to tuition charges, financial aid, and course fees only during the drop/add period. Traditional students will be charged full-time tuition (12-18 hours) after the census date of the semester. If the student does not later attempt at least 12 hours during the semester, tuition charges will not be adjusted unless the student completes a complete withdrawal from the college. Full-time, traditional enrolled students that request an exemption from taking a 3-week class, do not take a 3-week class, or drop a 3-week class will not receive a refund of any tuition, housing or food costs. If a student drops a class after the published last drop date, the final grade is an F.

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

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

OFFICIAL WITHDRAWAL

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

LEAVE OF ABSENCE

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

INDEPENDENT STUDY

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

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

ARRANGED COURSES

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

ACADEMIC DIVISIONS

Courses in the College are organized into three academic divisions: Business, Education, Art and Media; Computational, Health and Natural Sciences; and Civic Engagement, Humanities and Performing Arts. Each division embodies certain disciplines.

- **BUSINESS, EDUCATION, ART AND MEDIA**
 - Julie Straus, Chairperson, Professor of Accountancy
 - Disciplines represented: Accountancy, Art, Business, Economics, Education, Finance, Graphic Design, Health, Marketing, Media, Physical Education, and Sport Management.
- **COMPUTATIONAL, HEALTH, AND NATURAL SCIENCES**
 - Christe Thomas, Chairperson, Associate Professor of Athletic Training
 - Disciplines represented: Athletic Training, Biology, Chemistry, Computer and Data Science, Counseling, Health Science, Mathematics, Natural Science, Nursing, Physics, and Psychology.
- **CIVIC ENGAGEMENT, HUMANITIES AND PERFORMING ARTS**
 - Dylan Marney, Chairperson, Associate Professor of Music
 - Disciplines represented: Arts Management, Criminal Justice, English, Foreign Language, Geography, History, Music, Political Science, Religion, Philosophy, Sociology, and Theatre.

COURSE DESCRIPTIONS

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

- Departmental listings: The academic departments are generally listed in alphabetical order. All courses are listed under the department that offers them.
- Course number: Courses numbered 100–199 and 200–299 are generally freshman- and sophomore-level courses; courses numbered 300–399 and 400–499 are generally junior- and senior-level courses.
- Course title
- Credit: Indicates the number of credit hours awarded for successful completion of the course.
- Course description
- Prerequisites: Courses, material, or standing required for entrance into the course. Courses with prerequisites normally build upon content taught in previous courses.
- Sequencing: Culver-Stockton College seeks to assist students, faculty, and advisors with academic planning by publishing anticipated course sequencing where possible. Publishing this information should not be construed as a commitment by the College to offer specific courses at specific times. When indicating sequencing, the College uses following conventions:
 - “Fall of an odd-numbered year” would indicate the fall term of 2027 (August – December 2027)
 - “Spring of an even-numbered year” would indicate the spring term of 2026 (January – May 2026).
 - “Fall of an even-numbered year” would indicate the fall term of 2026 (August –December 2026).
 - “Spring of an odd-numbered year” would indicate the spring term of 2027 (January – May 2027).
- Experiential Learning: Experiential Learning courses are denoted by ExL.

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

GENERAL EDUCATION

At Culver-Stockton College, our General Education program helps students CLIMB to new heights of intellectual and personal achievement. By focusing on Critical Thinking, Literacy, Innovation, Mindfulness, and Broadening Perspectives, the program nurtures essential competencies for thriving in today's interconnected world. Through a rich blend of theory and practice, students gain the ability to think critically, communicate clearly, act innovatively, practice holistic wellness, and engage as responsible global citizens, ready to navigate the challenges of the 21st century.

PROGRAM GOALS

Critical Thinking and Problem Solving

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

Literacies

- Students will identify the appropriate context for communication and use appropriate content to organize thoughts in a logical fashion.
- Students will demonstrate awareness of information literacy as they locate credible evidence and use it to effectively support an argument.
- Students will utilize appropriate professional language and communication strategies.

Innovation and Creative Thinking

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

Mindfulness and Wellness

- Students will identify a variety of factors that contribute to wellness, including physical, mental, emotional, and social perspectives.
- Students will identify the interconnection of factors that contribute to wellness.
- Students will effectively apply wellness factors to their own lives through personal application.

Broadening Perspectives and Global Engagement

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

Foundations:

- All of the following are required:
 - ENG 101: Composition I (3)
 - ENG 202: Composition II (3)
 - EXP 301: Problem Based Learning (3)
 - WSL 100: Wildcat Seminar in Leadership (3)
- Select one of the following:
 - COM 115: Fundamentals of Speech (3)
 - COM 206: Small Group Communication (3)
 - THE 221: Oral Interpretation (3)
 - THE 225: Acting I (3)
- Select one of the following:
 - REL 102: New Testament (3)
 - REL 103: Religion in America (3)
 - REL 202: Bible and Immigration (3)
 - REL 203: Bible, Sex, and Marriage (3)
 - REL 204: Bible, Peace, and Violence (3)
 - REL 205: Bible, Wealth, and Poverty (3)

- Academic and Cultural Events (ACE) (1); 24 events or prorated for transfer students or students graduating early
- WSL 100: WILDCAT SEMINAR IN LEADERSHIP (3)
 - This course is required for all incoming freshmen and introduces students to the culture, expectations, and resources of Culver-Stockton College through academic and professional exploration, hands-on experiential learning, and leadership discussions and activities. The Wildcat Seminar in Leadership helps students lay the foundation for their success at Culver-Stockton College as they begin building connections, relationships, and skills that will help them pursue their goals both inside and outside of the classroom.
- EXP 301: Problem-Based Learning (3)
 - Problem-Based Learning is a teamwork-oriented, experiential learning course designed to encourage students to research and confront real-world challenges posed in their respective disciplines by using their academic coursework to design solutions to benefit both themselves and the world around them. EXP 301 courses emphasize active learning, problem solving, and collaboration. Prerequisite: Junior or senior standing.

Transfer students who have attended at least one full-time semester at another accredited college are not required to take WSL 100: Wildcat Seminar in Leadership.

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

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

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

- **FINE ARTS (choose one):**
 - ART 115: 2-Dimensional Design
 - ART 119: Drawing I
 - ART 245: Clay
 - ART 255: Painting
 - ART 262: Digital Photography
 - ART 275: Sculpture
 - ART 289: Special Topics
 - COM 221: Oral Interpretation
 - ENG 217: Introduction to Creative Writing
 - MUS 100: Intro to Music Creation
 - MUS 150: Music in Culture
 - MUS 205: Digital Audio Production
 - THE 105: Introduction to Theatre
 - THE 217: Stage Movement
 - THE 221: Oral Interpretation
 - THE 225: Acting I
 - THE 245: Children's Theatre
 - THE 249: Introduction to Technical Theatre
- **HUMANITIES (choose one):**
 - ENG 130: Literary Experience
 - ENG 205: Intro to Literary Studies
 - ENG 220: World Roots of British Literature
 - ENG 221: World Roots of American Literature
 - ENG 222: British Literature
 - HIS 105: Modern World History
 - HIS 107: United States Democracy to 1865
 - HIS 108: United States Democracy Sn 1865
 - HIS 208: Modern Military History
 - HIS 215: History in Blue and White
 - HIS/POS 216: Reacting to the Past
 - HIS 240: Race in American History
 - HIS 245: U.S. Women's History
 - HIS 292: Sports in American History
 - PHI 204: Ethics
- **SOCIAL SCIENCE (choose one):**
 - BUS 210: Principles of Org Structure and Mang
 - BUS 275: Entrepreneurship Skills
 - COM 206: Small Group Communication
 - CJ 105: Introduction to Criminal Justice
 - ECO/HIS 106: Econ History of the US
 - ECO 202: Principles of Microeconomics
 - POS 203: Social & Global Issues
 - POS 205: Amer Govt and Politics
 - POS 209: State and Local Government
 - POS 289: Campaigns and Elections
 - PSY 101: Introduction to Psychology
 - SOC 102: Introduction to Sociology
- **SCIENCE (choose one):**
 - BIO 110: Bio: Molecules and Cells
 - BIO 111: Bio: Unity and Diversity of Life
 - BIO 112: Intro to Anatomy & Physiology
 - BIO 210: Anatomy & Physiology
 - BIO 265: Animal Behavior
 - BIO 270: Debates in Science
 - CHE 112: Introductory Chemistry
 - NAS 112: Introduction to Physical Science
 - NAS 200: Astronomy
 - NAS 204: Geology

- **QUANTITATIVE LITERACY (choose one):**
 - MAT 110: College Algebra
 - MAT 111: Applied College Algebra
 - MAT 115: Precalculus
 - MAT 120: Calculus I
 - MAT 203: Math for Ele/Mid School Teachers
 - MAT 205: Elementary Statistics
 - MAT 206: Logic
- **WELLNESS (choose one):**
 - COM 204: Interpersonal Communication
 - DMS 203: Fundamentals of Sonography
 - ENG 226: Yoga and Literature
 - NUR 212: Health Promotion in the Lifespan
 - PSY 180: Stress Management
 - PSY 250: Health Psychology
 - RAD 203: Advanced Patient Care
 - RCS 207: Cardiopulmonary Disease Management

Global Engagement

These classes foreground critical analysis of and an engagement with diversity and the complex, interdependent global systems and legacies that impact people's lives and the earth's sustainability. Students that take a travel study abroad under the EXP 301 designation may also count that course for intercultural learning. A Global Engagement course may be taken within the students' major, if one is offered (see list below). If a major does not have such a course, a student must take an intercultural learning course in another discipline to fulfill this requirement.

- **GLOBAL ENGAGEMENT (choose one):**

○ COM 214: Mass Media and Society ○ COM 311: Gender and Intercultural Comm ○ ECO 201: Principles of Macroeconomics ○ GEO 201: Human Geography ○ HIS 212: Asian Civilization ○ HIS 280: World Revolutions ○ HIS 320: Modern Middle East ○ HIS 324: Environmental History ○ HSC 460: Health Promotion Diverse People ○ NSG 401: Community Health Nursing	○ POS 210: Politics of the Developing World ○ POS 304: Comp Politics and International Relations ○ POS 489: European Politics ○ PSY 326: Social Psychology ○ RAD 202: Patient Care ○ RCS 301: Current Events in Respiratory Care ○ SOC 311: Race and Ethnicity ○ SPN 105: Beginning Spanish I ○ SPN 106: Beginning Spanish II ○ THE 328: Applied Theatre Theories
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ACADEMIC AND CULTURAL EVENTS PROGRAM (ACE)

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

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

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

The ACE program includes three components

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

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

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

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

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

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

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

GED 100: Academic and Cultural Experiences

(1)

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

PRE-PROFESSIONAL AREAS

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

PRE-HEALTH SCIENCES

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

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

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

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

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

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

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

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

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

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

Pre-Physical Therapy: A pre-professional program is offered to allow students to meet requirements of individual schools of physical therapy. This program requires a strong background in liberal arts and general education. Specific requirements include courses in psychology, biology, physics, statistics, chemistry, health science, physical education, English, speech and humanities. Students usually complete a BS in health science or biology at Culver-Stockton College and then complete a master's degree at an accredited school of physical therapy. Students are expected to complete an internship with a physical therapist mentor and also to do volunteer work. Students work closely with their faculty advisor to learn more about available programs and course requirements. Students interested in the program should contact Jay Hoffman, professor of athletic training & health science and Master of Athletic Training program director. Physical therapy applicants are advised to take the Graduate Record Exam (GRE) during the fall of their senior year.

Corresponding information regarding physical therapy schools can be accessed online at www.apta.org.

Clarke University Doctorate of Physical Therapy (DPT): Culver-Stockton has an articulation agreement with Clarke University for entrance into the 3+3 DPT. Students complete 3 years of the health science major with rehabilitation science concentration and then complete their DPT at Clarke University. C-SC is guaranteed up to 2 cohort seats annually (remaining students and 4+3 candidates get priority consideration), must have a 3.3 GPA, completed the rehabilitation science concentration, minimum 90 total credit hours, no more than two courses repeated for credit, and 30 hours of PT observation.

PRE-LAW

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

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

PRE-ART THERAPY

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

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

HONORS SCHOLARS PROGRAM

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

COURSES OF STUDY

ACCOUNTANCY

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

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

Additional content courses required for Accountancy majors to be certified to teach are:

- COM 310: Organizational Communication (3)
- BUS 403: Coordination of Cooperative Education (3)

STATEMENT OF PHILOSOPHY

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

PROGRAM GOALS

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

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

- Foundation courses (24 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - ECO 201: Principles of Macroeconomics (3)
 - ECO 202: Principles of Microeconomics (3)
 - MKT 301: Marketing (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - FIN 311: Finance (3)
- Core courses (28 hours):
 - ACT 225: Intermediate Accounting I (3)
 - ACT 226: Intermediate Accounting II (3)
 - ACT 301: Cost Management (3)
 - ACT 302: Advanced Cost Management (3)
 - ACT 321: Fraud Prevention through Internal Controls (3)
 - ACT 343: Income Tax Accounting (3)
 - ACT 410: Auditing (3)
 - ACT 416: Advanced Accounting (3) (Capstone Course)
 - ACT 485: Professional Development (1)
 - BUS 330: Business Analytics (3)
- Experiential Courses (5 hours):
 - ACT 476: Professional Internship in Accounting (3) (required)

- Choose 2 experiential courses (ACT 285/286 may be repeated):
 - ACT 285: Professional Development (1)
 - ACT 286: Corporate Experience (3)
 - BUS 245: QuickBooks and Excel (3)
 - BUS 470: Business Ethics (3)
- Support courses (9-10 hours):
 - MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3), or MAT 115: Precalculus (4), or MAT 120: Calculus I (4).
 - MAT 205: Elementary Statistics (3)
 - BUS 225: Computer Applications in Business (3)

MINOR IN ACCOUNTANCY (18 hours)

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

- Core courses (12 hours)
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - ACT 225: Intermediate Accounting I (3)
 - ACT 226: Intermediate Accounting II (3)
- Elective Courses (6 hours) — *Select 6 hours from the following courses:*
 - ACT 301: Cost Management (3)
 - ACT 302: Advanced Cost Management (3)
 - ACT 321: Fraud Prevention through Internal Controls (3)
 - ACT 343: Income Tax Accounting (3)
 - ACT 410: Auditing (3)

MINOR IN FORENSIC ACCOUNTING

Available only to majors in Accountancy; 18 hours:

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 416: Constitutional Law (3)
- CJ 487: Advocacy Through Mock Trial (3)

ACCOUNTING COURSES

ACT 125: Principles of Accounting I (3)

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

ACT 126: Principles of Accounting II (3)

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

ACT 225: Intermediate Accounting I (3)

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

ACT 226: Intermediate Accounting II (3)

Topics include accounting for liabilities, stockholders' equity, earnings per share, and other financial accounting concepts. Prerequisite: ACT 225. Offered every spring.

ACT 245: QuickBooks and Excel (3)

See BUS 245.

ACT 276: Exploratory Internship in (1–3) Accounting

Experience in the workplace designed to help the student make career choices in accounting. Prerequisites: approval of advisor and Internship Coordinator.

ACT 285: Professional Development in Finance and Accounting (1)

Course of study will include participation in continuing professional education activities and development of the strategic plan for the award of excellence program. Students will be required to assist in organizing the professional development activities, including participation in the Business Leadership Exchange Series. May be repeated for a maximum of 6 hours. Offered every semester.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AGRIBUSINESS MANAGEMENT

STATEMENT OF PHILOSOPHY

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

PROGRAM GOALS

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

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

- Foundation Courses (24 hours)
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - ECO 201: Principles of Macroeconomics (3)
 - ECO 202: Principles of Microeconomics (3)
 - FIN 311: Finance (3)
 - MKT 301: Marketing (3)
- Core courses (15 hours):
 - AGM 125: Introduction to Agribusiness Management (3)
 - AGM 225: Emerging issues in Agribusiness Management (3)
 - AGM 325: Agricultural Finance (3)
 - AGM 330: Agricultural Economics (3)
 - BUS 465: Business Strategy (3)
- Select 9 hours from the following courses:
 - BUS 245: QuickBooks and Excel (3)
 - BUS 285/485: Practicum in Free Enterprise (1) (May be repeated 3 times)
 - BUS/ACT 286: Corporate Experience (3)
 - BUS/FIN 304: Risk Management (3)
 - BUS 411: Operations & Supply Chain Management (3)
 - BUS 415: Global Business (3)
 - BUS 470: Business Ethics (3)
 - BUS 499: Study Abroad (3)
 - ECO/FIN 403: Financial Institutions and Monetary Policy (3)
- Experiential Course (3 hours)
 - AGM 476: Professional Internship (3)
- Support Courses (9-10 hours)
 - MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3), or MAT 115 Precalculus (4) or MAT 120 Calculus I (4)
 - MAT 205: Elementary Statistics (3)
 - BUS 225: Computer Applications in Business (3)

AGRIBUSINESS MANAGEMENT COURSES

AGM 125: Introduction to Agribusiness (3)

Management

Introduction to business principles, such as economics, management and marketing to the agricultural industry.

AGM 225: Emerging Issues in Agribusiness (3)

Management

Introduction and study of emerging issues in agribusiness management, including a focus on sustainability, the development of AgTech, water and labor shortages, increasing consumer demand for healthy, organic food products, and improving yields.

AGM 276: Exploratory Internship in (1–3)

Agribusiness Management

Learning activities in connection with an agribusiness management enterprise. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisite: consent of faculty advisor and Internship Coordinator.

AGM 325: Agricultural Finance (3)

Study of financial markets and institutions in agribusiness, including accounting, taxation and legal implications of entity choice. This course will study commodities, futures and hedging.

AGM 330: Agricultural Economics (3)

A study of agricultural economics, including production principles and costs, profit maximization, supply and demand, market price determination and consumption. This course will study the role of agriculture in the United States and around the world.

AGM 476: Professional Internship (1–6)

An orientation to career areas is provided. Prerequisites: junior standing and consent of the Director of Career and Internship Services and faculty advisor.

ART AND DESIGN

PROGRAM GOALS

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

BACHELOR OF ARTS WITH A MAJOR IN ART (42 HOURS)

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

- Foundation courses (24 hours):
 - ART 115: Two-Dimensional Design (3)
 - ART 117: Digital Studio (3)
 - ART 119: Drawing I (3)
 - ART 225: Fibers (3)
 - ART 230: Printmaking (3)
 - ART 245: Clay (3)
 - ART 255: Painting (3)
 - ART 275: Sculpture (3)
- Core courses (6 hours) chosen from the following:
 - ART 340: Art History I (3)
 - ART 341: Art History II (3)
 - ART 342: Art History III (3)
- Intermediate and advanced courses in Art (6 hours):
 - The student must take a minimum of 6 hours of upper-division courses in one art discipline. Courses to be chosen in consultation with the student's advisor.
- Capstone courses (6 hours):
 - ART 490: Art and Design Capstone (3)
 - ART 492: Creative Professional and Portfolio (3)

BACHELOR OF SCIENCE WITH A MAJOR IN ART EDUCATION (K–12) (39 HOURS)

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

Art majors wishing to be certified to teach in Missouri must have a GPA of 2.500 (or higher) in art courses and must satisfy all professional education and certification requirements (See education requirements).

- Foundation courses (21 hours):
 - ART 115: Two-Dimensional Design (3)
 - ART 119: Drawing I (3)
 - ART 225: Fibers (3)
 - ART 230: Printmaking (3)
 - ART 245: Clay (3)
 - ART 255: Painting (3)
 - ART 275: Sculpture (3)
- Core courses (Select two courses — 6 hours):
 - ART 340: Art History I (3)
 - ART 341: Art History II (3)
 - ART 342: Art History III (3)
- Select two intermediate courses (6 hours — any extra intermediate courses taken will count as an art elective):
 - ART 331: Intermediate Printmaking (3)
 - ART 335: Intermediate Drawing (3)
 - ART 345: Intermediate Clay (3)
 - ART 355: Intermediate Painting (3)
- Select one course (3 hours):
 - ART 253: Graphic Design (3)
 - ART 262: Digital Photography (3)
 - ART 289: Selected Topic (3)
 - ART 422: Advanced Drawing (3)
 - ART 423: Advanced Printmaking (3)
 - ART 424: Advanced Clay (3)
 - ART 426: Advanced Painting (3)
 - ART 489: Selected Topic (3)
 - ART 499: Study Abroad (3)
- Capstone course (3 hours):
 - ART 490: Art and Design Capstone (3)

BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN ART WITH A CONCENTRATION IN GRAPHIC DESIGN (60 HOURS)

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

- Foundation courses (15 hours):
 - ART 115: Two-Dimensional Design (3)
 - ART 117: Digital Studio (3)
 - ART 119: Drawing I (3)
 - ART 230: Printmaking (3)
 - ART 255: Painting (3)
- Core courses (24 hours):
 - ART 253: Graphic Design (3)
 - ART 340: Art History I (3)
 - ART 341: Art History II (3)
 - ART 342: Art History III (3)
 - ART 353: Intermediate Graphic Design (3)
 - ART 362: Typography (3)

- ART 392: User Experience (UX) and User Interface (UI) Design (3)
- ART 476: Professional Internship in Art and Design (3)

Students must take a minimum of 9 hours of upper-division (300–400) courses. Courses should be chosen in consultation with the student's advisor from ART 331, 335, 345, 355, 361, 364, 422, 423, 424, 425, 426, 427, 489, 498 or 499. Any of these upper-division courses completed over the 9 required hours may count as electives in this major.

- Elective Courses (6 hours):
 - Students must take a minimum of 6 hours of elective courses in art and design from ART 225, 245, 262, 275, 289, or CDS 201.
- Capstone Courses (6 hours):
 - ART 490: Art and Design Capstone (3)
 - ART 492: Creative Professional and Portfolio (3)

MINOR IN ART (18 HOURS)

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

- ART 115: Two-Dimensional Design (3)
- Select 9 hours from the following courses:
 - ART 117: Digital Studio (3)
 - ART 119: Drawing I (3)
 - ART 225: Fibers (3)
 - ART 230: Printmaking (3)
 - ART 245: Clay (3)
 - ART 253: Graphic Design (3)
 - ART 255: Painting (3)
 - ART 262: Digital Photography (3)
 - ART 275: Sculpture (3)
- Select 3 hours from the following courses:
 - ART 340: Art History I (3)
 - ART 341: Art History II (3)
 - ART 342: Art History III (3)
- 3 hours of art electives

MINOR IN DIGITAL MEDIA (18 HOURS)

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

- ART 117: Digital Studio (3)
- ART 253: Graphic Design (3)
- ART 262: Digital Photography (3)
- ART 392: User Experience (UE) and User Interface (UI) Design (3)
- Select 6 hours from the following courses:
 - ART 342: Art History III (3)
 - ART 353: Intermediate Graphic Design (3)
 - ART 364: Motion Design (3)
 - CDS 201: Web Programming (3)

BACHELOR OF FINE ARTS WITH A MAJOR IN ART WITH A CONCENTRATION IN STUDIO ART (60 HOURS)

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

- Foundation courses (24 hours):
 - ART 115: Two-Dimensional Design (3)
 - ART 117: Digital Studio (3)
 - ART 119: Drawing I (3)
 - ART 225: Fibers (3)
 - ART 230: Printmaking (3)
 - ART 245: Clay (3)
 - ART 255: Painting (3)
 - ART 275: Sculpture (3)
- Core courses (15 hours):
 - ART 335: Intermediate Drawing (3)
 - ART 340: Art History I (3)
 - ART 341: Art History II (3)
 - ART 342: Art History III (3)
 - ART 476: Professional Internship in Art and Design (3)
- Intermediate and Advanced Courses (12 hours):
 - Students must enroll in a minimum of 12 hours of upper-division courses. Courses are to be selected in consultation with the student's advisor.
- Elective courses (3 hours):
 - Students must enroll in a minimum of 3 hours of art electives.
- Capstone courses (6 hours):
 - ART 490: Art and Design Capstone (3)
 - ART 492: Professional Portfolio (3)

ART COURSES

ART 115: Two-Dimensional Design (3)

This studio course introduces students to the elements and principles of design. The coursework is designed to enhance critical thinking and problem-solving skills. An emphasis is placed on foundational tools and techniques including compositional layout, measuring, cutting, adhesives, ink, collage, drawing and painting. Offered every fall.

ART 117: Digital Studio (3)

This course introduces students to Adobe Creative Cloud digital workspace. The coursework is designed to enhance critical thinking and problem-solving skills. An emphasis is placed on foundational skills such as scanning, printing, photo-manipulation, vector graphics, digital typesetting and video editing. Offered every spring.

ART 119: Drawing I (3)

Introductory studio drawing, covering a variety of approaches to traditional subject matter. The primary emphasis will be on objective analysis through accurate measure. Other topics include composition and design, presentation, expression, and utilization of the vocabulary of drawing. Offered every fall.

ART 225: Fibers (3)

A survey of various natural fibers and their applications in fiber arts. Projects may include making handmade paper, paper casting, weaving, basketry and fiber sculpture. Emphasis will be placed on design and development of finished pieces using fiber. Offered every other fall.

ART 230: Printmaking (3)

An introduction to the materials, equipment and processes involved in traditional and contemporary printmaking techniques. This course will include work in a variety of printing methods, including relief, silkscreen/serigraph, intaglio and stone lithography. Prerequisite: ART 115 and ART 119. Offered every spring, recommended spring of sophomore year.

ART 245: Clay (3)

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

ART 253: Graphic Design (3)

An introduction to graphic design and the visual organization of information. Students will be introduced to the current design theory, including the elements and principles of design (the FUNdamentals of composition), methods of visual research and ideation, typography, and grid systems. Prerequisite: ART 117. Offered every fall.

ART 255: Painting (3)

Students will paint a variety of subjects in oil, acrylic or watercolor. Color theory, composition, and other design issues are addressed through painting problem solving, class critiques, and homework assignments. Offered every spring.

ART 262: Digital Photography (3)
The study of digital photography, including the camera, image editing, software (raster graphics) and preparation of images for print, web and other digital media. Students will learn the artistic, theoretical and technical aspects of digital photography through hands-on exploration. Students must have their own digital camera - minimum of 12 megapixels. Offered every semester.

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

ART 276: Exploratory Internship in Art (1-3)
An internship with a company or organization where professional experience can be related to the student's academic program of study. Prerequisite: Art faculty sponsor and Internship Coordinator approval.

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

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

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

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

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

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

ART 342: Art History III (3) (DW)
This course focuses on modern and contemporary art from 1900-present and covers historical, social, cultural and technological influences on art movements within the timeframe. Design history is included in the survey along with an emphasis on visual literacy and culture.

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

ART 353: Intermediate Graphic Design (3)
This course is a continuing exploration of graphic design concepts and methods, focusing on developing layout and typographic skills, visual literacy, and branding and packaging systems. Students will practice critical engagement through research, written annotations, presentations, group work and critique. Prerequisite: ART 253. Offered every spring.

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

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

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

ART 362: Typography (3)
This course intends to instill a sense of responsibility relative to typographic and production design, while developing the student's capacity for critical thinking and general typographic rules, visual hierarchy of typographic elements, classical typographic tradition, book design, and keen awareness of typographic aesthetic. Prerequisite: ART 253. Offered every other spring.

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

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

This course focuses on user experience and user interface design. Emphasis will be on app design, development and testing the application of user-centered design techniques allowing for good user experience. Offered every other spring.

ART 422: Advanced Drawing (3)

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

ART 423: Advanced Printmaking (3)

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

ART 424: Advanced Clay (3)

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

ART 425: Advanced Graphic Design (3)

Advanced study in graphic design with emphasis on multi page design, package design, production schedules, problem solving and a higher level of aesthetic development using a variety of modes of output: print, web, digital and video. Prerequisite: ART 353. Offered every other spring.

ART 426: Advanced Painting (3)

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

ART 427: Advanced Digital Photography (3)

Advanced study in photography with emphasis placed on personal subject matter, style, and techniques. Prerequisite: ART 361. May be repeated for credit. Offered as needed.

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

Students will work on-site in a professional setting under the supervision and monitoring of practicing professionals in their area of specialization. Internships must relate to the student's academic program of study. Prerequisite: junior or senior standing, approval by an art & design faculty sponsor, advisor, host site, and Internship Coordinator.

ART 489: Selected Topics in Art (1–3)

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

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

Senior Art majors will create a major body of highly evolved work in the student's major area of emphasis. Capstone projects must have related subjects, ideas or images. This body of work will be displayed in the Art & Design Senior Show. Prerequisite: advanced course in major area of study and senior standing. Offered every fall.

ART 492: Professional Portfolio (3) (CE)

Students will produce professional portfolios, resumes and freelance business collateral. Industry professionals may be invited to speak and provide mock interviews. This class prepared students for the workforce and graduate school. Prerequisite: junior or senior standing. Offered every fall 3-week term.

ART 498: Global Studies (1)

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

ART 499: Study Abroad (1–3)

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

ART DEPARTMENTAL GUIDELINES

1. Students enrolled in 3-credit-hour art courses will be expected to work a minimum of six hours per week outside of class in order to complete coursework given. This includes time spent on research, presentations, papers, and hands-on projects.
2. Students seeking a BS in Art Education should make applications for acceptance into the Teacher Education Program during their sophomore year. For more information on teacher certification, refer to the Education section of this catalog.
3. Students are encouraged to enter artwork in our annual Student Honors Art Show held in April each year. The exhibition is a juried show with Best of Show, Artistic Excellence, and Merit awards given by a professional judge. The department also presents a number of annual awards to outstanding students who have shown exceptional talent and dedication to art.

4. **Sophomore Portfolio Review:** The Sophomore Portfolio review is a course requirement to complete Printmaking during the spring of their sophomore year. Students are asked to present their best work to the art faculty. Students will be asked questions related to technical competence, sensitivity to artistic style, and general knowledge of art and art history. The purpose of this review is to provide the student and art faculty with a preliminary look into the student's continuing development as an artist and provide insight into the student's artistic direction. The Sophomore review also provides focus and direction as students begin to specialize in materials and techniques in preparation for their senior year, and for the senior portfolio project.
5. **Senior Portfolio Review:** Students who are completing their senior year are required to present their digital portfolio to the art faculty during finals week. Degree candidates will be asked questions related to knowledge of media and techniques and influence(s) from historic or contemporary artists relevant to their own work. Degree candidates will also be asked questions related to aesthetics, composition, subject matter, creativity, technique, craftsmanship, and presentation. The purpose of this review is to provide the art faculty with a comprehensive look at the student's development as an artist.

ARTS MANAGEMENT

PROGRAM GOALS

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

BACHELOR OF FINE ARTS WITH A MAJOR IN ARTS MANAGEMENT (56 HOURS)

- Core courses (17 hours):
 - ART 253: Graphic Design (3)
 - ARM 251: Intro to Arts Management (3)
 - ARM 355: Managing a Nonprofit Organization (3)
 - ARM 360: Publicity and Promotion for Non-Profit Organizations (3)
 - Select 3 hours from the following courses:
 - ARM 376: Practicum in Arts Management (1–3)
 - ARM 476: Internship in Arts Management (1–3)
 - Select 2 hours from 2 lab areas (courses may be repeated):
 - ARM 305: Arts Management Lab in Music (1)
 - ARM 307: Arts Management Lab in Art (1)
 - ARM 308: Arts Management Lab in Theatre (1)
- Communication/Business Required Courses (12 hours)
 - BUS 302: Management (3)
 - COM 206: Small Group Communication (3)
 - COM 221: Oral Interpretation (3)
 - MKT 301: Marketing (3)
- Fine Arts support courses (27 hours).
 - Select 3 hours from the following theatre courses:
 - THE 105: Introduction to Theatre (3)
 - THE 318: Theatre Hist through the 17th Century (3)
 - THE 319: Theatre Hist from the 18th Century (3)
 - Plus 6 hours of theatre electives
 - ART 119: Drawing I (3)
 - Plus 6 hours of art electives
 - Select 3 hours from the following music courses:
 - MUS 100: Fundamentals of Music (3)
 - MUS 101: Theory I (2)
 - Select 3 hours from the following music courses:
 - MUS 102: Theory II (2)
 - MUS 105: Introduction to Music Technology (3)
 - MUS 112: History of Popular Music (3)
 - MUS 150: Exploring Music Creatively (3)
 - MUS 160: Non-Western World Music (3)
 - Plus 3 hours of music electives

MINOR IN ARTS MANAGEMENT (18 HOURS)

- Core courses (9 hours):
 - ARM 251: Intro to Arts Management (3)
 - ARM 376 or 476: Practicum/Internship in Arts Management (3)
 - ART 253: Graphic Design (3) (requires ART 117 Digital Studio as a pre-requisite)
- Elective courses (9 hours):
 - Select 3 hours from the following courses:
 - MUS 105: Intro to Music Technology (3)
 - MUS 150: Exploring Music Creatively (3)
 - MUS 160: Non-Western World Music (3)
 - THE 105: Introduction to Theatre (3)
- Select 6 hours from business or communication courses:
 - BUS 302: Management (3)
 - BUS 429: Human Resource Management (3)
 - COM 302: Principles of Public Relations (3)
 - COM 310: Organizational Communication (3)
 - MKT 301: Marketing (3)

ARTS MANAGEMENT COURSES

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

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

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

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

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

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

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

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

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

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

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

ARM 476: Professional Internship in Arts Management (1–6)

The faculty advisor and Internship Coordinator will direct assignment and evaluation. Offered as needed.

ARM 489: Selected Topics in Arts Management (1–3)

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

ARM 498: Global Studies (1)

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

ARM 499: Study Abroad (1–3)

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

BIOLOGY

STATEMENT OF PHILOSOPHY

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

PROGRAM GOALS

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

DEPARTMENTAL RECOMMENDATIONS

Biology majors applying to graduate school need the following:

- Biology major and a Chemistry minor OR
- Biological Chemistry major
- two courses of physics
- at least one calculus course and one statistics course

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY (58–59 HOURS)

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

- Core courses (40 hours):
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
 - BIO 303: Genetics and Evolution (4)
 - BIO 402: Ecology (4)
 - BIO 404: Molecular and Cell Biology (4)
 - BIO 485: Research Problem I (2)
 - BIO 486: Research Problem II (3)
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - MAT 205: Elementary Statistics (3)
- Select 5 courses from the following for a minimum of 15 hours:
 - BIO 210: Human Anat/Phys I (4)
 - BIO 211: Human Anat/Phys II (4)
 - BIO 220: Medical Terminology (3)
 - BIO 260: Microbiology (4)
 - BIO 265: Animal Behavior (3)
 - BIO 270: Debates in Science (3)
 - BIO 305/CHE 305: Biochemistry (4)
 - BIO 309: General Physiology (4)
 - BIO 310: Pathophysiology (3)
 - BIO 323: Field Biology (4)
 - BIO 330: Immunology (3)
 - BIO 407: Developmental Biology (4)
 - BIO 476: Professional Internship in Biology (1–3)
 - BIO 489: Selected Topics in Biology (1–3)
 - CHE 302: Organic Chemistry II (4)
 - CHE 310: Instrumental Analysis (4)
 - PHY 201: General Physics I (4)
 - PHY 202: General Physics II (4)
 - NAS 200: Astronomy (3)
 - NAS 204: Geology (3)
- Select one math course (3-4 hours):
 - MAT 110: College Algebra (3)
 - MAT 115: Precalculus (4)
 - MAT 120: Calculus I (4)

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGICAL CHEMISTRY (55-61 HOURS)

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

- Core courses (includes support courses in physical science and mathematics) (53 hours):
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
 - BIO 404: Molecular and Cell Biology (4)
 - BIO 485/CHE 485: Research Problem I (2)
 - BIO 486/CHE 486: Research Problem II (3)
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - CHE 302: Organic Chemistry II (4)
 - CHE 305/BIO 305: Biochemistry (4)
 - CHE 310: Instrumental Analysis (4)
 - MAT 120: Calculus I (4)
 - PHY 201: General Physics I (4)
 - PHY 202: General Physics II (4)

- Select two courses from the following (2-8 hours):
 - MAT 205: Elementary Statistics (3)
 - BIO 260: Microbiology (4)
 - BIO 303: Genetics & Evolution (4)
 - CHE 303: Analytical Chemistry (4)
 - CHE 476: Professional Internship (3)
 - CHE 489: Selected Topics in Chemistry (1-3)
 - CHE 498: Global Studies (1)

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY WITH A BIOLOGY TEACHING CERTIFICATION, GRADES 9-12 (35 HOURS)

Biology majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in biology courses and must satisfy all professional education and certification requirements. (See education requirements.)

- Core courses (31 hours)
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
 - BIO 260: Microbiology (4)
 - BIO 303: Genetics and Evolution (4)
 - BIO 402: Ecology (4)
 - CHE 251: General Chemistry I (4)
 - PHY 201: General Physics I (4)
 - NAS 204: Geology (3)
- Select one course from the following:
 - BIO 210: Human Anat/Phys I (4)
 - BIO 323: Field Biology (4)
 - CHE 252: General Chemistry II (4)

Elementary Education majors may complete an add-on certification in Middle School Science. See the requirements in the Elementary Education section of the catalog.

BACHELOR OF SCIENCE WITH A MAJOR IN GENERAL SCIENCE EDUCATION, GRADES 9-12 (35 HOURS)

General Science majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in major courses and must satisfy all professional education and certification requirements. (See education requirements.)

- Core courses (25 hours):
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
 - CHE 251: General Chemistry (4)
 - NAS 112: Introduction to Physical Science (3)
 - NAS 200: Astronomy (3)
 - NAS 204: Geology (3)
 - PHY 201: General Physics I (4)
- Select 10 hours from the following courses (one chemistry and two biology courses are recommended):
 - BIO 210: Human Anat/Phys I (4)
 - BIO 211: Human Anat/Phys II (4)
 - BIO 260: Microbiology (4)
 - BIO 265: Animal Behavior (3)
 - BIO 270: Debates in Science (3)
 - BIO 303: Genetics (4)
 - CHE 252: General Chemistry II (4)
 - PHY 202: General Physics II (4)

MINOR IN BIOLOGY (18 HOURS)

- Core courses (8 hours)
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
- Select 10 hours from the following courses:
 - BIO 210: Human Anat/Phys I (4)
 - BIO 211: Human Anat/Phys II (4)
 - BIO 220: Medical Terminology (3)
 - BIO 260: Microbiology (4)
 - BIO 265: Animal Behavior (3)
 - BIO 270: Debates in Science (3)
 - BIO 305/Che 305: Biochemistry (4)
 - BIO 309: General Physiology (4)
 - BIO 310: Pathophysiology (3)
 - BIO 323: Field Biology (4)
 - BIO 330: Immunology (3)
 - BIO 402: Ecology (4)
 - BIO 407: Developmental Biology (4)
 - BIO 476: Professional Internship in Biology (1–3)
 - BIO 489: Selected Topics in Biology (1–3)
 - CHE 302: Organic Chemistry II (4)
 - CHE 310: Instrumental Analysis (4)

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

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 416: Constitutional Law (3)
- CJ 487: Trial Advocacy (3)

BIOLOGY COURSES

BIO 110: Biology: Molecules and Cells (3)

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

BIO 111: Biology: Unity and Diversity of Life (3)

Students will study the structure and function of organisms, diversity of life, ecology, and evolution. In addition, several human organ systems are examined. This course is appropriate for non-majors and satisfies part of the science requirement for Elementary Education majors. This course includes both lecture and laboratory instruction. This course cannot be counted toward a major or minor in biology.

BIO 112: Intro to Anatomy & Physiology (3)

This is a course designed for students to appreciate the beauty and complexity of the human body. Some fundamental skills of measurement and evaluation will be taught by using different equipment and conducting various tests. Body functions will be studied by relating to daily activities. This class is appropriate for non-majors and satisfies part of the science requirement for Elementary Education majors. This course includes both lecture and laboratory instruction. This course cannot be counted toward a major or minor in biology. Offered every spring during the 3-week session.

BIO 201: General Biology I (4)

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

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

BIO 210: Human Anatomy and Physiology I (4)
The essentials of the structure and function of the human body, beginning with basic chemistry, cells, and tissues and proceeding through the skeletal, muscular, and cardiovascular systems. Three lectures and one laboratory. Prerequisites: two years of high school biology or consent of the instructor. Students must also be a Biology major, Biological Chemistry major, Athletic Training major, P.E. major, Nursing or pre-Nursing major, or must have had college-level biology or chemistry or consent of the instructor. Offered every fall.

BIO 211: Human Anatomy and Physiology II (4)
The essentials of the structure and function of the human body, including endocrine, nervous, respiratory, digestive, and urogenital systems. Three lectures and one laboratory. Prerequisite: BIO 210 or consent of the instructor. Offered every spring.

BIO 215: Issues in Environmental Biology (3)
The objective of this course is to examine the various aspects of environmental issues, problems and solutions. We will discuss the biological, political, ethical and economic aspects of environmental issues. This course is appropriate for non-majors and satisfies a science requirement in general education. This course includes both lecture and laboratory instruction. Cannot be counted toward a major or minor in biology. Offered every spring.

BIO 220: Medical Terminology (3)
Designed to provide a background in the language of medicine and health care. The course utilizes a system of learning medical terms from root words, combining forms, prefixes, and suffixes. At the completion of this course the student will be able to recognize, build, define, and correctly spell medical terms. Offered every fall.

BIO 250: Genomics Research I (3)
The theory and practice of modern molecular methods. Students will isolate microorganisms from the environment, purify their genomic DNA, and characterize them by electron microscopy and nucleic acid analysis. Must be taken in sequence with Genomics Research II and Genomics Research III. Offered every fall during the 12-week session.

BIO 251: Genomics Research II (1)
A continuation of the genome characterization project from Genomics Research I. Students will prepare the isolated DNA samples for sequence analysis, collate their data, and make formal presentations of their fall research efforts. Must be taken in sequence with Genomics Research I and Genomics Research III. Offered every fall during the 3-week session.

BIO 252: Genomics Research III (3)
Students will annotate the DNA sequence of the microorganisms isolated in Genomics Research I and II. The genome and amino acid sequences will be compared to other microorganisms using computational methods and bioinformatics. Must be taken in sequence with Genomics Research I and Genomics Research II. Offered every spring during the 12-week session.

BIO 260: Microbiology (4)
Study of the structure, classification, and physiology of microorganisms as well as their impact on immunity and disease. Three lectures and one laboratory. Prerequisite: either BIO 201, BIO 202, BIO 210, or BIO 211 or consent of the instructor. Offered every spring.

BIO 265: Animal Behavior (3)
Through lecture, experimentation, direct observation, and videos, this course will explore the basics of animal behavior. We will begin with an overview of what animal behavior is and how scientists study it and then move into how behaviors evolve. The course will then dive into specific behaviors more deeply, including how organisms find food and shelter, social organization, and mating systems. The lecture will be supplemented with daily videos showing a wide variety of animal behaviors and an experiment. The experiment will involve coding animal behaviors and making and testing predictions about the results of animal interactions. The students will present the results of their experiment in a final paper. Offered as a Catalyst class and in the 3-week session in the spring.

BIO 270: Debates in Science (3)
This course will explore some of the hot-button issues surrounding scientists today. Should we act on climate change? Should we vaccinate our kids? Is evolution real? Students will research a wide range of topics and use facts from reliable scientific sources to make logical arguments in structured and respectful debates. Offered in the fall semester in the 12-week or 3-week session.

BIO 276: Exploratory Internship in Biology (1–3)
The internship offers experience in an appropriate agency, hospital, industry, research setting, or other approved setting. Prerequisites: consent of faculty advisor and Internship Coordinator.

BIO 289: Selected Topics in Biology (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

BIO 299: Study Abroad (1–3)

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

BIO 303: Genetics and Evolution (4)

The genetic basis of inheritance, molecular biology, and evolution. Three lectures and one laboratory. Prerequisite: BIO 202. Offered every fall.

BIO 305: Biochemistry (4)

An examination of the molecular properties of cellular components, emphasizing the structure and function of proteins, nucleic acids, carbohydrates, and lipids. Discussion of metabolic processes and their control, signal transduction pathways, and photosynthesis; introduction to molecular biology. Three lectures. Prerequisites: CHE 301 or consent of the instructor. Offered in the spring of odd-numbered years.

BIO 309: General Physiology (4)

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

BIO 310: Pathophysiology (3)

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

BIO 323: Field Biology (4)

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

BIO 330: Immunology (3)

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

BIO 402: Ecology (4)

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

BIO 404: Molecular and Cell Biology (4)

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

BIO 407: Developmental Biology (4)

Study of the underlying principles of development, including fertilization, genetic control, cell differentiation, and morphogenesis. Three lectures and one laboratory. Prerequisite: BIO 202. Offered as needed.

BIO 476: Professional Internship in Biology (1–3)

Internship in an appropriate agency, hospital, industry, research setting, or other approved setting. Prerequisites: second-semester junior standing.

BIO 480: Independent Study (1–3)

An individual project in biology under the supervision of the instructor. Prerequisites: six hours in biology, and consent of instructor, advisor, division chairperson, and VPAA/Provost.

BIO 485: Research Problem I (2) (CE)

An individual project in biology. The student must design and complete a project culminating in a written paper and oral presentation. Prerequisite: sophomore standing. Offered every fall during the 12-week session.

BIO 486: Research Problem II (3) (DW)

A continuation of the individual project in BIO 485. Prerequisite: senior standing and BIO 485. Offered every spring during the 12-week session.

BIO 489: Selected Topics in Biology (1–3)

A study of selected issues not covered in other courses. This course may involve field trips and/or travel and may be repeated. Prerequisites: 12 hours of biology and consent of the instructor.

BIO 498: Global Studies (1)

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

BIO 499: Study Abroad (1–3)

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

BUSINESS ADMINISTRATION

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

PROGRAM GOALS

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

BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION (60-61 hours)

- Foundation courses (24 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - ECO 201: Principles of Macroeconomics (3)
 - ECO 202: Principles of Microeconomics (3)
 - FIN 311: Finance (3)
 - MKT 301: Marketing (3)
- Core courses (15 hours):
 - BUS 310: Organizational Behavior (3)
 - BUS 415: Global Business (3)
 - BUS 429: Human Resource Management (3)
 - BUS 465: Business Strategy (3) (capstone course)
 - FIN 362: Corporate Financial Management (3)
- Select 9 elective hours from the following courses:
 - AGM 125: Introduction to Agribusiness Management (3)
 - BUS 125: Business Leadership (3)
 - BUS 210: Principles of Organizational Structure & Management (3)
 - BUS 245: QuickBooks and Excel (3)
 - BUS 275: Entrepreneurship Skills (3)
 - BUS 285: Practicum in Free Enterprise (1) (May be repeated 3 times)
 - BUS/ACT 286: Corporate Experience (3)
 - BUS 304: Risk Management (3)
 - BUS/ACT 321: Fraud Prevention (3)
 - BUS 411: Operations & Supply Chain Management (3)
 - BUS 412: Innovations in Business (3)
 - BUS 470: Business Ethics (3)
 - BUS 485: Professional Development (1)

- BUS 499: Study Abroad (3)
- ECO/FIN 403: Financial Institutions and Monetary Policy (3)
- FIN 230: Personal Finance (3)
- Experiential Course (3 hours)
 - BUS 476: Professional Internship (3)
- Support courses (9-10 hours):
 - MAT 110: College Algebra (3), or MAT 111 Applied College Algebra (3), or MAT 115: Precalculus (4), or MAT 120: Calculus I (4).
 - MAT 205: Elementary Statistics (3)
 - BUS 225: Computer Applications in Business (3)

BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION AND SECONDARY EDUCATION REQUIREMENTS

Business majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in Business courses and must satisfy all professional education and certification requirements (See education requirements).

- Foundation courses (30 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - ECO 201: Principles of Macroeconomics (3)
 - ECO 202: Principles of Microeconomics (3)
 - MKT 301: Marketing (3)
 - BUS 403: Coordination of Cooperative Education (3)
 - COM 310: Organizational Communication (3)
 - BUS 225: Computer Applications in Business (3)
- Select 3 hours from the following courses:
 - FIN 311: Finance (3)
 - BUS/ACT 286: Corporate Experience (3)
 - BUS 304: Risk Management (3)
 - BUS/ACT 321: Fraud Prevention (3)
 - BUS 411: Operations & Supply Chain Management (3)
 - BUS 412: Innovations in Business (3)
 - BUS 429: Human Resource Management (3)
 - BUS 470: Business Ethics (3)
 - BUS 499: Study Abroad (3)

MINOR IN BUSINESS ADMINISTRATION (18 HOURS)

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

- Courses (18 hours)
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - ECO 201: Principles of Macroeconomics (3)
 - FIN 311: Finance (3) (this course requires a prerequisite of BUS 225 or consent of instructor)

MINOR IN BUSINESS LEADERSHIP (19-22 HOURS)

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

- Courses (19-22 hours):
 - HON 301 Leadership (3) OR BUS 125 Business Leadership (3)
 - XXX 498 Global Studies (1) and XXX 499 Study Abroad (3) OR any 3-hour foreign language course (3)
 - HON 302 Service Learning (3)* OR Spring Mission Trip (1-3)*

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

- Choose 3 hours from the following courses:
 - BUS 470 Business Ethics (3)
 - PHI 206 Logic (3)
 - PHI 204 Ethics (3)
 - BUS 302 Management (3)
- Choose 3 hours from the following courses:
 - BUS 415 Global Business (3)
 - FIN 410 International Corporate Finance (3)
- Choose 3 hours from the following courses:
 - COM 204 Interpersonal Communication (3)
 - COM 206 Small Group Communication (3)

MINOR IN BUSINESS ANALYTICS (18 HOURS)

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

Courses (18 hours)

- BUS 230: Databases & SQL Programming (3)
- BUS 240: Data Visualization (3)
- BUS 330: Data Analytics (3)
- BUS 340: Data Mining & Machine Learning (3)
- BUS 411: Operations & Supply Chain Management (3)
- BUS 440: Artificial Intelligence (3)

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

MINOR IN ENTREPRENEURSHIP (15 HOURS)

The minor in Entrepreneurship is designed for students who seek to combine the critical thinking and interdisciplinary breadth of a liberal arts education with the practical skills required to launch and scale new ventures.

- Required course (3 hours):
 - BUS 275: Entrepreneurial Skills (3)
- Accounting/Finance; Select 3 hours from the following:
 - ACT 125: Principles of Accounting (3)
 - FIN 230: Personal Finance (3)
- Management: Select 3 hours from the following:
 - BUS 125: Business Leadership (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues (3)
 - BUS 429: Human Resource Management (3)

- Marketing: Select 3 hours from the following:
 - MKT 301: Marketing (3)
 - MKT 305: Social Media Marketing (3)
 - MKT 315: Sales (3)
 - MKT 414: Advertising & Content Marketing (3)
 - ART 253: Graphic Design (3)
 - ART 392: User Experience (UE) and User Interface (UI) Design (3)
 - COM 215: Media Writing (3)
 - COM 310: Organizational Communication (requires COM 115 prereq) (3)
- Experiential: Select 3 hours from the following:
 - XXX 476: Internship (chosen in consultation with advisor) (3)
 - BUS 210: Principles of Organizational Structures (3)
 - BUS 286: Corporate Experience (3)
 - BUS 412: Innovations in Business (3)
 - MUS 205: Digital Audio Production (3)
 - EXP 301: Problem Based Learning (chosen in consultation with advisor and approved in advanced, depending on topic) (3)
 - COM practicums (COM 216/416 Newspaper, COM 217/417 Radio, COM 218/418 TV) (1-2 hours each)

BUSINESS ADMINISTRATION COURSES

BUS 125: Business Leadership (3)

Students in this course will examine management and leadership styles and theories. It will also give students the opportunity to review current literature about leadership and to give professional presentations. Offered in the 3-week as needed.

BUS 210: Principles of Organizational Structures and Management (3)

A survey course of the principles of organizational functions, environments, and systems. Specific topics include social responsibilities, ethics, marketing, finance, human resources, and financing organizations. Offered every semester.

BUS 225: Computer Applications in Business (3)

An overview of computer applications, including spreadsheets, database, presentation graphics, and word processing. Advanced concepts and specific implementations will be presented. Both individual and group work will be utilized to give the student an understanding of the use of computer applications as tools in business analysis. Offered every semester.

BUS 230: Databases & SQL Programming (3)

A study of relational database concepts, principles, and techniques related to the design, implementation and access of data through the structured query language (SQL). Prerequisites: MAT 100 if required. Offered every fall.

BUS 240: Data Visualization (3)

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

BUS 245: QuickBooks and Excel (3)

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

BUS 275: Entrepreneurship Skills (3)

This course is an overview of the process of identifying a problem or need for which an entrepreneurial solution may be proposed, examining the solution, understanding protections of entrepreneurial products, and hands-on learning about the creation and promotion of those solutions. The course covers creating goals for a potential business, assessing your own background including previous failures, understanding your own strengths, identification of an ideal customer, interviewing of customers, solution ideation, revenue modeling, pricing, business modeling, creating an experiment design, and launching your experiment. Offered every semester.

BUS 276: Exploratory Internship in Business (1–3)

Learning activities in connection with a business enterprise. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator.

BUS 285: Practicum in Free Enterprise (1)

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

BUS/ACT 286: Corporate Experience (3)

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

BUS 289: Selected Topics in Business (1–3)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated.

BUS 299: Study Abroad (1–3)

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

BUS 302: Management (3)

Study of the systematic approach to the management of the firm and its resources. Administrative and operative management principles applicable to all organizations are discussed. Objectives, policies, functions, leadership, organizational structure, coordination, and control procedures are also examined. Prerequisite: sophomore standing or consent of instructor. Offered every semester.

BUS 304: Risk Management (3) See FIN 304**BUS 308: Legal Issues I (3)**

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

BUS 321: Fraud Prevention through Internal Controls (3)

See ACT 321.

BUS 330: Data Analytics (3)

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

BUS 340: Data Mining & Machine Learning (3)

A study of data science concepts related to big data and access to it using data mining techniques with the latest programming tools. The course will access, explore, clean, prepare, visualize and report data so that it can be analyzed to create exploratory data models. Prerequisites: MAT 205. Offered every other spring.

BUS 403: Coordination of Cooperative Education (3)

The strategies of creating and maintaining partnerships and working with cooperative education programs. Prerequisite: Admission to Teacher Education program.

BUS 411: Operations & Supply Chain Mgt (3)

Introduction to operations management. Includes product and process design, production scheduling, capacity management, facility layout, dispatching, management resource planning, and optimized production technology. Prerequisite: MAT 205 and BUS 225. Offered online.

BUS 412: Innovations in Business (3)

An introduction to the concepts of “entrepreneurial” activity, including the introduction of new products or processes, identification of new markets or sources of supply, or the creation of new types of organization. Course of study will include case studies, field trips, and presentations by successful entrepreneurs. Prerequisites: Junior standing or consent of the instructor. Offered odd-numbered years in the spring 3-week term.

BUS 415: Global Business (3)

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

BUS 429: Human Resource Management (3)

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

BUS 440: Artificial Intelligence (3)

An overview of artificial intelligence and its relation to modern business practices. The course will introduce essential AI algorithms and overview their application in several business areas. A state-of-the-art business AI program will be accessed for laboratory exercises. Prerequisite: MAT 205. Offered every other spring.

BUS 465: Business Strategy (3) (DW)

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

BUS 470: Business Ethics (3)

An examination of situations and facts that give rise to ethical problems in a business setting and alternative courses of action that might be taken. Various ethical theories will be discussed as will the constituencies that will be affected by making certain decisions. Offered every spring during the 12-week term or as needed.

ECONOMICS COURSES**ECO 201: Principles of Macroeconomics (3)**

Economic aggregates, including employment, production, purchasing power, government revenue, and expenditure. Offered every semester.

ECO 202: Principles of Microeconomics (3)

The theory of the individual business firm, behavior of households, price, wage, and income determination. Offered every semester.

BUS 476: Professional Internship in Business (1–6) (CE)

An orientation to career areas in business enterprises is provided. Prerequisites: junior standing and consent of the Internship Coordinator and faculty advisor.

BUS 480: Independent Study (1–3)

Individual or group projects in business under the supervision of the instructor. Course may be repeated. Prerequisite: junior standing or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

BUS 485: Professional Development (1)

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

BUS 489: Selected Topics in Business (1–3)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisites: consent of instructor. Offered as needed.

BUS 498: Global Studies (1)

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

BUS 499: Study Abroad (1–3)

Students will study a variety of topics by combining college classroom activities with travel abroad. Prerequisite: consent of instructor.

ECO 480: Independent Study (1–3)

Individual or group projects in economics under the supervision of the instructor. Prerequisites: consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

ECO 289/489: Selected Topics in Economics (1–3)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

CHEMISTRY

STATEMENT OF PHILOSOPHY

The chemistry offerings are designed to familiarize the student with the basic areas within chemistry. The Biological Chemistry major is designed for students who plan to pursue careers in the molecular life sciences. Students in this major have the advantage of having hands-on experiences of both chemistry and biology. It is suited for students who plan to attend graduate school to study molecular biology, biochemistry, and other life sciences programs. It is also geared toward students who plan to enter pre-health programs such as pre-medicine, pre-pharmacy, pre-veterinary, and pre-dentistry. Students will learn from lectures and hands-on experiences utilizing our innovative curriculum.

PROGRAM GOALS

- Students will be skilled in critical thinking, effective communication, and creative problem solving through pre-course and post course testing.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies and professionalization as measured by passing standardized testing such as MCAT, PCAT, and other professional testing.
- Students will be provided with opportunities for social and leadership development through co-curricular activities, Research and organizations and prepare them for future careers through research, social and leadership opportunities.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGICAL CHEMISTRY (55-61 HOURS)

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

- Core courses (includes support courses in physical science and mathematics):
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
 - BIO 404: Molecular and Cell Biology (4)
 - BIO 485/CHE 485: Research Problem I (2)
 - BIO 486/CHE 486: Research Problem II (3)
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - CHE 302: Organic Chemistry II (4)
 - CHE 305/BIO 305: Biochemistry (4)
 - CHE 310: Instrumental Analysis (4)
 - MAT 120: Calculus I (4)
 - PHY 201: General Physics I (4)
 - PHY 202: General Physics II (4)
- Select two courses from the following: (2-8 hours):
 - MAT 205: Elementary Statistics (3)
 - BIO 260: Microbiology (4)
 - BIO 303: Genetics & Evolution (4)
 - CHE 303: Analytical Chemistry (4)
 - CHE 476: Professional Internship (3)
 - CHE 489: Selected Topics in Chemistry (1-3)
 - CHE 498: Global Studies (1)

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY (59-60 HOURS)

The Chemistry major is designed to familiarize students with the basic areas within the field of chemistry. The core courses provide a solid foundation for students who plan to engage in industrial manufacturing, research, further study in professional programs, or graduate work leading to advanced degrees.

- Core courses (45 hours):
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - CHE 302: Organic Chemistry II (4)

- CHE 303: Analytical Chemistry (4)
- CHE 305: Biochemistry (4)
- CHE 310: Instrumental Analysis (4)
- CHE 401: Physical Chemistry I (4)
- CHE 485: Research Problem I (2)
- CHE 486: Research Problem II (3)
- PHY 201: General Physics I (4)
- PHY 202: General Physics II (4)
- Select 7 hours from the following:
 - CHE 289: Selected Topics in Chemistry (1-3)
 - CHE 402: Physical Chemistry II (4)
 - CHE 476: Professional Internship (1-6)
 - CHE 489: Selected Topics in Chemistry (1-3)
 - CHE 498: Global Studies (1)
- Select 2 Math courses from the following (7-8 hours):
 - MAT 120: Calculus I (4)
 - MAT 205: Elementary Statistics (3)
 - MAT 210: Calculus II (4)

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY EDUCATION (35 HOURS)

The Chemistry Education major is designed to familiarize students with the basic areas within the field of Chemistry. The core courses provide a solid foundation for students who plan to engage in teaching Chemistry for grades 5-12. Chemistry majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in chemistry courses and must satisfy all professional education and certification requirements. (See education requirements.)

- Core courses (35 hours):
 - BIO 201: General Biology I (4)
 - BIO/CHE 305: Biochemistry (4)
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - CHE 303: Analytical Chemistry (4)
 - CHE 310: Instrumental Analysis (4)
 - NAS 112: Intro to Physical Science (3)
 - PHY 201: General Physics I (4)

MINOR IN CHEMISTRY (20 HOURS)

- Core courses (16 hours):
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - CHE 302: Organic Chemistry II (4)
- Elective courses (4 hours):
 - Select one of the following courses:
 - CHE 305: Biochemistry (4)
 - CHE 310: Instrumental Analysis (4)

CHEMISTRY COURSES

CHE 112: Introductory Chemistry with Lab (3)

A survey of selected basic concepts in chemistry designed for the non-science major. Applications in everyday life are emphasized. No prior study of chemistry is assumed. Two lectures and one laboratory per week. Offered spring of even-numbered years.

CHE 125: Chemistry for the Life Sciences (4)

A survey of the fundamental concepts of inorganic chemistry, organic chemistry, and biochemistry. Three lectures and one three-hour laboratory each week. Prerequisite: high school chemistry and algebra or equivalency or consent of the instructor. Offered in the fall of even-numbered years.

CHE 251/252: General Chemistry I and II (4/4)

A study of the fundamental concepts and quantitative relationships of chemistry, including atomic and molecular structure, the periodic table, stoichiometry, thermodynamics, states of matter, solutions, chemical equilibrium, kinetics of reactions, acid-base titration, electrochemistry, descriptive chemistry, and/or a brief introduction to organic chemistry. Three hours of laboratory per week designed to illustrate and reinforce lecture material. A year of high school chemistry is presumed for students in this course. Prerequisite: MAT 100 if required. Offered every fall and spring.

CHE 276: Exploratory Internship in Chemistry (1-3)

The internship offers experience in an appropriate agency, hospital, industry, research setting, or other approved setting. Prerequisites: consent of faculty advisor and Internship Coordinator.

CHE 299: Study Abroad (1-3)

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

CHE 301/302: Organic Chemistry I and II (4/4)

Principles and theories of carbon compounds, including nomenclature, stereochemistry, reaction mechanisms, characteristic reactions of the various functional groups, synthesis, and applications of spectroscopy. Three hours of laboratory per week to accompany the lecture are designed to cover basic laboratory techniques, preparations and reactions of representative compounds, and identification of the unknown. Prerequisites: CHE 251 and 252. Offered every fall and spring.

CHE 303: Analytical Chemistry (4)

A study of typical methods of volumetric and gravimetric quantitative analysis. The lectures deal with the fundamental principles of analytical chemistry. Considerable emphasis is placed on stoichiometry. Three lectures and one laboratory period. Prerequisites: CHE 251 and 252.

CHE 305: Biochemistry (4) (DW)

See BIO 305. Offered in the spring of odd-numbered years.

CHE 310: Instrumental Analysis (4)

Study of various instrumentation techniques such as infrared spectrophotometry, nuclear magnetic resonance, mass spectrometry, ultraviolet, gas, and liquid chromatography. Three lectures and one laboratory designed to illustrate and reinforce lecture material. Prerequisites: CHE 301. Offered in the fall of odd-numbered years.

CHE 401/402: Physical Chemistry I and II (4/4)

Detailed studies of solid, liquid, and gas phases, equilibria, thermodynamics, kinetics, quantum mechanics, and atomic structure will be undertaken. In addition, selected topics in areas of electrochemistry and chromatography will be studied. Three lectures and one laboratory period. Prerequisites: CHE 252, MAT 210 and PHY 202.

CHE 476: Professional Internship in Chemistry (1-6)

The internship offers experience in an appropriate agency, hospital, industry, research setting or other approved setting. Prerequisites: second-semester junior standing.

CHE 480: Independent Study (1-3)

An individual project in chemistry under the supervision of the instructor. Prerequisites: consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

CHE 485: Research Problem I (2) (CE)

An individual project in chemistry. The student must design and complete a project culminating in a written paper and oral presentation. Prerequisite: sophomore standing. Offered every fall during the 12-week session.

CHE 486: Research Problem II (3) (DW)

A continuation of the individual project in CHE 485. Prerequisite: CHE 485. Offered every spring during the 12-week session.

CHE 289/489: Selected Topics in Chemistry (1-3) (CE)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

CHE 498: Global Studies (1)

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

CHE 499: Study Abroad (1-3)

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

COLLEGE SUCCESS

CS 100: Communication and Academic Success (3)

This course is designed for incoming international students who speak a first language other than English to prepare them for the cultural, written, and spoken communication skills necessary for future success at Culver-Stockton College. Areas of study include adapting to the cultural and communication norms on campus and in the surrounding community (through discussion, guided role-play, etc.); discovering classroom expectations and utilizing study skills (time management, note-taking, etc.); examining social, moral, and legal issues students may have to face; and building language fluency (by reading, vocabulary building) as well as improving oral presentation and writing skills.

CS 101: Orientation to College Learning (1)

This course is designed to assist students in developing study strategies and executive functioning skills necessary for academic success in college. Students will increase

understanding of and use of study techniques, create a functional understanding of their learning styles, and learn to effectively manage time and priorities in college through the use of planning and time management techniques. Successful students will learn to apply study techniques to enhance their success in other courses and in their college career. Offered every semester.

CS 102: Strategies for Success (1)

This course is designed to help students create greater success in college and in life by learning strategies for creating greater academic, professional, and personal success. Intended outcomes include accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and developing emotional intelligence. Offered every semester.

COMMUNICATION

STATEMENT OF PHILOSOPHY

The communication program serves the mission of the College and the needs of an information and communication age through a wide range of interdisciplinary courses offering both theory and practice in a variety of forms of communication. Development of communication skills not only enhances personal relationships, self-esteem, and self-perception, but also serves as a pathway to greater career opportunities. The program serves the general student as well as majors preparing for direct access into the world of work or entry to graduate studies as communication specialists.

PROGRAM GOALS

- Students will be proficient in their knowledge of communication theories, concepts and principles.
- Students will demonstrate their ability to apply communication and career concepts by completing required job shadowing and mock interview projects, and/or optional internships, tying together several areas of their studies.

BACHELOR OF ARTS IN COMMUNICATION WITH A CONCENTRATION IN MEDIA COMMUNICATION (36 HOURS)

The Communication Major with a Media Communication concentration prepares students for news media and other media-related careers, including radio production and broadcasting, television production and broadcasting, and social-network management. Students in this concentration become well versed in proper journalistic principles through experiential learning in media writing, communication law, and mass media and society. Students have the opportunity to develop their skills by working on The Megaphone, the College's bimonthly award-winning newspaper; on the KCSW Radio staff, the College's fully operational, FCC-licensed radio station; or on KATZ-TV, the College television station.

- Core courses (24 hours):
 - COM 201: Advanced Public Speaking (3)
 - COM 204: Interpersonal Communication (3)
 - COM 214: Mass Media and Society (3)
 - COM 215: Media Writing (3)
 - COM 303: Introduction to Radio and Television (3)
 - COM 401: Communication Law (3)
 - COM 490: Senior Seminar (3)
 - Select 3 hours from the following courses:
 - COM 216/416: Practicum in Newspaper (0-2)
 - COM 217/417: Practicum in Campus Radio Station (0-2)
 - COM 218/418: Practicum in Campus Television (0-2)
- Elective courses (12 hours):
 - 12 hours of communication electives (COM 115 does not count toward electives.)

BACHELOR OF ARTS IN COMMUNICATION WITH A CONCENTRATION IN PUBLIC RELATIONS (36 HOURS)

The Communication Major with a Public Relations concentration prepares students for media-related careers such as advertising, marketing, and public relations. Students in this concentration become skilled at spoken and written communication at many levels, including interpersonal, group, organizational, and media communication. Small classes, hands-on classroom activities, and internships provide students with an excellent background for communication careers or graduate school pursuits.

- Core courses (27 hours):
 - COM 201: Advanced Public Speaking (3)
 - COM 204: Interpersonal Communication (3)
 - COM 214: Mass Media and Society (3)
 - COM 302: Principles of Public Relations (3)
 - COM 311: Gender and Intercultural Communication (3)
 - COM 318: History of Communication (3)
 - COM 401: Communication Law (3)
 - COM 490: Senior Seminar (3)
 - Select 3 hours from the following courses:
 - COM 216/416: Practicum in Newspaper (0-2)
 - COM 217/417: Practicum in Campus Radio Station (0-2)
 - COM 218/418: Practicum in Campus Television (0-2)
- Elective courses (9 hours):
 - 9 hours of communication electives (COM 115 does not count toward electives.)

BACHELOR OF ARTS IN COMMUNICATION WITH A CONCENTRATION IN SPORTS COMMUNICATION (39 HOURS)

The Communication Major with a Sports concentration prepares the students for a career in sports media, sports information, sports public relations, and several other media-related careers. Students receive a perfect blend of instruction from communication, sports management, and business courses to help develop their needed skills. With opportunities like working on The Megaphone newspaper; being a part of the KCSW Radio staff; and working with KHQA-TV, a CBS television news affiliate, students will be fully prepared to enter the workforce.

- Core courses (24 hours):
 - COM 214: Mass Media and Society (3)
 - COM 215: Media Writing (3)
 - COM 302: Principles of Public Relations (3)
 - COM 303: Introduction to Radio and Television (3)
 - COM 305: New Media (3)
 - COM 401: Communication Law (3)
 - COM 490: Senior Seminar (3)
 - Select 3 hours from the following courses:
 - COM 216/416: Practicum in Newspaper (0-2)
 - COM 217/417: Practicum in Campus Radio Station (0-2)
 - COM 218/418: Practicum in Campus Television (0-2)
- Sports Communication courses (15 hours):
 - PED 412: Psychological and Sociological Aspects of PE/Sport (3)
 - SPM 150: Introduction to Sport Management (3)
 - SPM 225: Sport Ethics and Governance (3)
 - SPM 430: Sport Marketing (3)
 - SPM 450: Legal Issues of Sport (3)

BACHELOR OF SCIENCE WITH A MAJOR IN SPEECH AND THEATRE EDUCATION (CERTIFICATION IN GRADES 9–12) (30 HOURS)

This course of study is recommended for those students wishing to attain education certification in speech and theatre. It is strongly recommended that speech/theatre education majors also complete endorsement requirements in another endorsement area. Speech/Theatre majors wishing to be certified to teach in Missouri must have a GPA of 2.500 (or higher) in communication and theatre classes and must satisfy all professional education and certification requirements. (See Education requirements.)

- Core courses (27 hours):
 - COM 201: Advanced Public Speaking (3)
 - COM 204: Interpersonal Communication (3)
 - COM 206: Small Group Communication (3)
 - COM 214: Mass Media and Society (3)
 - COM 233: Argumentation and Debate (3)
 - THE 225: Acting I (3)
 - THE 249: Introduction to Technical Theatre (3)
 - THE 318 OR The 319: Theatre History (3)
 - THE 360: Directing (Senior Capstone Course) (3)
- Elective courses (3 hours):
 - 3 hours of theatre electives

MINOR IN MEDIA COMMUNICATION (18 HOURS)

- COM 201: Advanced Public Speaking (3)
- COM 204: Interpersonal Communication (3)
- COM 214: Mass Media and Society (3)
- COM 215: Media Writing (3)
- 6 hours of communication electives (COM 115 does not count toward electives.)

MINOR IN PUBLIC RELATIONS (18 HOURS)

- COM 201: Advanced Public Speaking (3)
- COM 204: Interpersonal Communication (3)
- COM 214: Mass Media and Society (3)
- COM 311: Gender and Intercultural Communication (3)
- 6 hours of communication electives (COM 115 does not count toward electives.)

COMMUNICATION COURSES

COM 115: Fundamentals of Speech (3)

This introductory course is designed for students to learn how to prepare and deliver informative and persuasive speeches. COM 115 requires performance of at least three substantial speeches. Offered every semester.

COM 201: Advanced Public Speaking (3)

Principles of formal communication in the public context. Attention will be given to the roles of speakers and critical listeners. Course includes formal oral presentations. Prerequisite: COM 115.

COM 204: Interpersonal Communication (3)

The focus of this course is on communication in interpersonal relationships, including aspects such as empathy, self-disclosure, and self-esteem. Consideration of such topics as language acquisition, the relationship between thought and language, basic phonetic structure of general American speech, nonverbal communication, and the principles of general semantics are placed in the context of the interpersonal process. The course is activity oriented. Prerequisites: COM 115 and sophomore standing.

COM 206: Small Group Communication (3)

A study of procedures, processes, and dynamics of small groups. Students engage in small-group projects throughout the semester to gain understanding and experience in small-group theory and behavior.

COM 214: Mass Media and Society (3) (DW)

A study of the roles that mass media play in society. Focus is on the interdependence of the media and the economic, technological, and value structures of society. American and Western media are primarily discussed although some attention is given to non-Western societies. Offered every fall.

COM 215: Media Writing (3)

The techniques of evaluating, gathering, and reporting news are developed through written assignments dealing with various types of stories. Prerequisite: keyboard proficiency.

COM 216: Practicum in Campus Newspaper(0–2)

Designed to develop skills in writing, layout, photography, management, and other skills used in the production of the campus newspaper. Students will receive practical experience as editors and staff members of the campus newspaper, The Megaphone. The editor may take the course for 2 hours of credit. May be repeated up to four times for a maximum of 4 hours per course number. Three hours count toward the core of the major, and only 3 additional hours can be counted as major electives. Academic ranking will determine which number students enroll in (freshmen and sophomores 200, juniors and seniors 400). May count as English credit. Offered every semester.

COM 217: Practicum in Campus Radio Station (0–2)

Practical experience in the production of news, sports, cultural, and music programming, accomplished through regular shifts on the campus radio station. Students are expected to attend all staff meetings and training sessions as well as maintain a regular shift schedule. May be repeated up to four times per course number. Three hours count toward the core of the major, and only 3 additional hours can be counted as major electives. Academic ranking will determine which number students enroll in (freshmen and sophomores 200, juniors and seniors 400). Station managers may enroll for 2 credit hours.

COM 218: Practicum in Campus Television (0-2)

Designed to develop skills in video photography, production, anchoring, audio production, and technical directing among other skills. Students will receive practical experience in television broadcasting with KATZ-TV. May be repeated up to four times for a maximum of four hours per course number. Three hours count toward the core of the major. Offered every semester.

COM 221: Oral Interpretation (3)

See THE 221.

COM 233: Argumentation and Debate (3)

An investigation of the theories and structure of argument, research, and debate techniques. Prerequisite: COM 115.

COM 253: Graphic Design (3)

See ART 253.

COM 262: Digital Photography (3)

See ART 262.

COM 276: Exploratory Internship (1–3)

The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator.

COM 289: Selected Topics in Communication (1–3)

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

COM 299: Study Abroad (1–3)

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

COM 302: Principles of Public Relations (3)

A study of current methods of dissemination of public information by business, industry, and organizations. Emphasis is placed upon the role and process of public relations and its trends and principles in modern society. Prerequisite: sophomore standing.

COM 303: Introduction to Radio and Television (3)

Exploration of the growth, impact, criticism, and challenges of electronic media in American society. Some attention is given to the writing and reporting of news and to the organizational structure of electronic media. Prerequisites: COM 214, COM 215, or consent of the instructor.

COM 305: New Media (3)

Study of and practice in the creation and social impact of new forms of mass media, which exist alongside of and in competition with the traditional mainstream media.

COM 310: Organizational Communication (3)

Principles of communication applied to the organizational context. Course covers various topics, including information flow, organizational structure, and leadership styles related to communication and communication problems within organizations. Prerequisites: COM 115 and junior standing.

COM 311: Gender and Intercultural Communication (3)

An examination of current theories in gender and intercultural communication. Approximately one-half of the semester will be spent discussing each area. Class participation and skills development will be emphasized.

COM 312: Interviewing (3)

An examination of the various types of interviews. Students will develop techniques in conducting and participating in interviews.

COM 318: History of Communication (3)
By tracing the history of rhetoric from ancient Greece to the present, this course will focus on the relationship between theories of language use and cultural practice during the Classical, Medieval, Renaissance, Early Modern, Modern, and Post-modern ages. Therefore, this course will introduce students to a range of methods for understanding communication that have developed over time and that are still in use today.

COM 325: Advanced Media Writing (3)
Study of and practice in feature stories, interpretive and investigative stories, and editorial and opinion writing in mass communication. The course will include practice in writing stories of various lengths. Prerequisite: COM 215. Offered every fall.

COM 361: Intermediate Digital Photography (3)
See ART 361.

COM 392: Media Design (3)
See ART 392.

COM 401: Media Law and Ethics (3) (DW)
A study of the rights and limitations of the press, as well as clarity of ethics as it pertains to the media. This course will emphasize the origin and development of the First Amendment, libel, privacy, obscenity, freedom of information, free press/fair trial conflicts, broadcasting regulation, advertising regulation, antitrust regulation, and copyright. Prerequisite: COM 214.

COM 414: Advertising (3)
See MKT 414.

COM 416: Practicum in Newspaper (0-2)
See COM 216.

COM 417: Practicum in Campus Radio Station (0-2)
See COM 217

COM 418: Practicum in Campus Television (0-2)
See COM 218

COM 425: Public Relations Strategies and Campaigns (3)
This course offers the opportunity for the development and execution of a public relations campaign for a nonprofit organization. Students will learn public relations theory and practice in-depth case study analysis. Public relations is a communication-driven practice, used to develop and manage mutually beneficial relationships between an organization and its various constituencies. Individual writing and case study assignments help to prepare students for successful participation in a team campaign project serving a nonprofit client. Prerequisite: COM 302. Offered every spring.

COM 476: Professional Internship (1-6)
The student will receive supervised practical experience in communication arts by working as a full-time staff member for a newspaper, magazine, broadcasting station, advertising agency, or public relations office. The student will carry out duties assigned by the faculty sponsor and site supervisor. May be repeated.

COM 480: Independent Study (1-3)
Individual or group projects in communication arts under the supervision of the instructor. Prerequisites: consent of instructor and six hours in the field, or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

COM 489: Selected Topics in Communication (1-3)
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

COM 490: Senior Seminar (3) (CE)
Required of all majors in communication. Offered every spring.

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

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

COMPUTER AND DATA SCIENCE

STATEMENT OF PHILOSOPHY

The Computer and Data Science major focuses on the development of algorithms and software to solve problems that drive the world's technology, and to gather and organize the data that these programs use. This program will provide the student with a thorough understanding of the terminology, concepts, and application of Data Analytics techniques and will be presented using the very latest analysis and visualization technologies and tools. Students will acquire a solid background in software development, data analytics, web development and applied programming. This major provides an entry portal for students interested in Science, Technology, Engineering and Math (STEM) careers.

BACHELOR OF SCIENCE WITH A MAJOR IN COMPUTER AND DATA SCIENCE (45-46 HOURS)

- Core courses (33 hours):
 - CDS 201: Web Programming (3)
 - CDS 215: Computer Programming in Python (3)
 - CDS 230: Databases & SQL Programming (3)
 - CDS 240: Data Visualization (3)
 - CDS 265: Applications Python Programming (3)
 - CDS 330: Data Analytics (3)
 - CDS 340: Data Mining & Machine Learning (3)
 - CDS 347: Data Structures & Algorithms (3)
 - CDS 440: Artificial Intelligence (3)
 - CDS 450: Systems Analysis & Design (3)
 - CDS 490: Computer & Data Science Capstone (3)
- Select one course from:
 - CDS 335: Introduction to Game Design (3)
 - MAT 225: Discrete Mathematics (3)
 - BUS 411: Operations/Supply Management (3)
- Support courses (9-10 Hours):
 - MAT 110: College Algebra (3) or MAT 115: Precalculus (4) or MAT 120: Calculus I (4)
 - MAT 205: Elementary Statistics (3)
 - BUS 225: Computer Applications in Business (3)

MINOR IN DATA ANALYTICS (18 HOURS)

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

- Core courses (18 hours):
 - CDS 230: Databases & SQL Programming (3)
 - CDS 240: Data Visualization (3)
 - CDS 330: Data Analytics (3)
 - CDS 340: Data Mining & Machine Learning (3)
 - BUS 411: Operations/Supply Management (3)
 - CDS 440: Artificial Intelligence (3)
- Support courses (Math requirements):
 - MAT 100: Beginning Math (3) if required
 - MAT 205: Elementary Statistics (3)

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

MINOR IN APPLIED PROGRAMMING (21 HOURS)

The Applied Programming minor is a useful addition to a major in any quantitative field of study. It offers a comprehensive introduction to computer programming and programming applications that provide a background for software development, software project management, web design and applied programming. It should be a useful and enlightening supplement to students majoring in mathematics, the sciences or business areas.

- Core courses:
 - CDS 201: Web Programming (3)
 - CDS 215: Computer Programming in Python (3)
 - CDS 230: Databases & SQL Programming (3)
 - CDS 265: Applications in Python Programming (3)
 - CDS 347: Data Structures & Algorithms (3) (prerequisite is MAT 205)
 - BUS 411: Operations/Supply Management (3)
- Support courses (Math requirements):
 - MAT 100: Beginning Math (3) if required
 - MAT 205: Elementary Statistics (3)

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

COMPUTER AND DATA SCIENCE COURSES

CDS 201: Web Programming (3)

An introduction to the internet and the World Wide Web and web design and web programming. Construction and publication of web documents using XHTML, CSS, and XML are featured. Server-side programming and database access using MySQL are also introduced. The class is conducted in a hands-on laboratory environment. Prerequisite: MAT 100 if required. Offered every spring.

CDS 215: Computer Programming in Python (3)

An introductory course in computer programming featuring the language Python. The class will be offered at the introductory level and will assume no previous experience with programming concepts. Prerequisite: MAT 100 or consent of the instructor. Offered every fall.

CDS 230: Databases & SQL Programming (3)

A study of relational database concepts, principles, and techniques related to the design, implementation and access of data through the structured query language (SQL). Prerequisites: MAT 100 if required. Offered every fall.

CDS 240: Data Visualization (3)

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

CDS 265: Applications of Python Programming (3)

A focused course in computer programming featuring applications of the programming language Python. The course covers applications of Python programming in several areas including GUI programming, object-oriented programming, recursive programming, simulations, data analytics and data visualization. Essential packages such as Tkinter, Numpy, Pandas and Matplotlib are introduced. Prerequisite: CDS 215. Offered online every fall and spring.

CDS 330: Data Analytics (3)

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

CDS 335: Game Design (3)

An introduction to the process of designing games and playful experiences using a digital design interface. Students are familiarized with methods, concepts and techniques used in the design of games. Prerequisite: MAT 100 if required. Offered every other spring.

CDS 340: Data Mining & Machine Learning (3)

A study of data science concepts related to big data and access to it using data mining techniques with the latest programming tools. The course will access, explore, clean, prepare, visualize and report data so that it can be analyzed to create exploratory data models. Prerequisite: MAT 205. Offered every other spring.

CDS 347: Data Structures and Algorithms (3)

A study of concepts related to computer data structures and algorithms using the Python programming language, which introduces programming constructs of data structures and algorithms including their design, analysis and implementation. Prerequisite: MAT 205 and CDS 215. Offered in the spring semester.

CDS 389: Introduction to Autonomous Robotics (3)

An introduction to autonomous robotic systems using industry-standard mobile robot platforms. Students explore perception, sensing, localization, navigation and decision-making using ROS 2 and modern robotic software tools. Emphasis is placed on system architecture, sensor integration, debugging and safe deployment of AI-enabled physical systems. The course culminates in a team-based autonomous navigation demonstration. Offered in the three-week term of the Spring semester.

CDS 440: Artificial Intelligence (3)

An overview of artificial intelligence and its relation to modern business practices. The course will introduce essential AI algorithms and overview their application in several business areas. A state-of-the-art business AI program will be accessed for laboratory exercises. Prerequisite: MAT 205. Offered every other spring.

CDS 450: Systems Analysis and Design (3)

A senior-level course in the design of a computer information system, including general systems theory, analysis, and design methods; system development life cycles; logical and physical design; and project management. Prerequisites: MIS 225. Offered as needed.

CDS 476: Professional Internship (1-6)

Assignment and evaluation will be directed by the faculty advisor and Internship Coordinator. ExL

CDS 489: Selected Topics (1-3)

Specialized study in areas not covered in other course offerings. Course may be repeated. Prerequisite: consent of instructor.

CDS 490: Computer and Data Science Capstone (3)

Major software/data modeling project to be taken in a student's final year of study. Topics include project planning, software requirements analysis, design and specification. Requirements include written reports and oral presentations in a technical setting. Prerequisite: CDS 265, 330 and 347. Offered every spring.

CRIMINAL JUSTICE**STATEMENT OF PHILOSOPHY**

The criminal justice program provides educational preparation for students desiring entry-level positions in both public and private agencies concerned with the administration of justice. The major is founded on a broad-based liberal education and is designed to provide the student with knowledge specific to the institutions and processes of criminal justice.

Men and women interested in working with people and improving society will find a career in criminal justice satisfying. Some of the potential career tracks are local, state, and federal law enforcement or corrections; various types of protective services; private security; and graduate school. The concentration in Law Enforcement is designed for those students who plan to pursue careers in law enforcement. Students in this major will receive instruction on a variety of innovative courses to prepare them for the academy, and on-going changes with the criminal justice profession. This concentration also requires students to complete courses in areas such as community policing, race and ethnicity and de-escalation and management.

BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE (42 HOURS)

- Core courses (30 hours):
 - CJ 105: Introduction to Criminal Justice (3)
 - CJ 205: Criminal Investigations (3)
 - CJ 211: Policing (3)
 - CJ 218: Criminal Law (3)
 - CJ 315: Criminology (3)
 - CJ 320: Introduction to Social Research (3)
 - CJ 416: Constitutional Law (3)
 - CJ 476: Professional Internship (3)
 - CJ 487: Trial Advocacy (3)
 - CJ 490: Senior Seminar (3)

- Elective courses (12 hours selected from the following courses):
 - CJ 212: Corrections (3)
 - CJ 276: Exploratory Internship in Criminal Justice (3)
 - CJ 289/489: Selected Topics in Criminal Justice (3)
 - CJ 302: In the Line of Duty (3)
 - CJ 310: Deviant Behavior (3)
 - CJ 311: Community Policing (3)
 - CJ 317: Juvenile Delinquency (3)
 - CJ 330: Homeland Security (3)
 - CJ 340: Interview and Interrogation (3)
 - CJ 350: Comparative Criminal Justice (3)
 - CJ 410: Criminal Justice Management (3)
 - CJ 418: Victimology (3)
 - CJ 435: Current Issues in Criminal Justice (3)
 - CJ 480: Independent Study (3)
 - CJ 488: Alternative Dispute Resolution (3)
 - CJ 499: Study Abroad (3)

BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE WITH A CONCENTRATION IN LAW ENFORCEMENT (42 HOURS)

- Core courses (42 hours):
 - CJ 105: Introduction to Criminal Justice (3)
 - CJ 205: Criminal Investigation (3)
 - CJ 211: Policing (3)
 - CJ 218: Criminal Law (3)
 - CJ 311: Community Policing (3)
 - CJ 315: Criminology (3)
 - CJ 320: Introduction to Social Research (3)
 - CJ 340: Interview and Interrogation (3)
 - CJ 410: Criminal Justice Management (3)
 - CJ 418: Victimology (3)
 - CJ 476: Professional Internship (3)
 - CJ 490: Senior Seminar (3)
 - CJ/LAW 488: Alternative Dispute Resolution (3)
 - SOC 311: Race and Ethnicity in the Region (3)

BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE WITH A CONCENTRATION IN FORENSIC ACCOUNTING (42 HOURS)

An ACT score of 21 or higher for incoming students is required for this major. A minimum grade point average of 2.75 or higher is required after the freshman year.

- Core courses (24 hours):
 - CJ 105: Introduction to Criminal Justice (3)
 - CJ 205: Criminal Investigation (3)
 - CJ 211: Policing (3) OR CJ 212: Corrections (3)
 - CJ 218: Criminal Law (3)
 - CJ 315: Criminology (3)
 - CJ 320: Introduction to Social Research (3)
 - CJ 476: Professional Internship (3)
 - CJ 490: Senior Seminar (3)
- Forensic Accounting concentration courses (18 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - ACT 225: Intermediate Accounting I (3)
 - ACT 226: Intermediate Accounting II (3)
 - ACT 321: Fraud Prevention through Internal Controls (3)
 - ACT 410: Auditing (3)

BACHELOR OF APPLIED ARTS AND SCIENCES WITH A MAJOR IN CRIMINAL JUSTICE ADMINISTRATION (36 HOURS)

Students may receive up to 31 hours of college credit by successfully documenting their prior relevant training and experience. To apply for course credit, students prepare a portfolio to be assessed by the faculty that provides evidence they have achieved the learning goals for specific courses. Each section in the portfolio application must include 1) the Culver-Stockton College Criminal Justice course for which credit is being requested, 2) a brief narrative describing how the student's prior training and experiences satisfy the course learning goals, and 3) documentation supporting the student's prior training and experience.

MILITARY TRAINING

To receive college credit for military training, transcripts/documents from the following agencies will be evaluated: 1) Army American Council on Education Registry Transcript Service (AARTS), 2) Community College of the Air Force (CCAF), 3) Sailor/Marine American Council on Education Registry Transcript (SMART), 4) US Coast Guard Institute (CGI), and 5) DD214.

PROFESSIONAL TRAINING

To receive college credit for professional training, the following documents will be evaluated: 1) Police Officer Standards and Training (POST) under the auspices of a state licensing authority, 2) in-service training supporting a professional license issued by the state licensing authority, and 3) employer training records. A minimum of 40 training hours is required for a training course to qualify for credit.

EXAMPLES OF EXPERIENCE DOCUMENTATION

To receive college credit for prior professional experience, the following documents will be evaluated: 1) employer job assignment descriptions; 2) employer performance reports; 3) professional résumé; and 4) direct supervision letters attesting the dates of employment, assignments, specific duties, and quality of work performed.

A maximum of 30 criminal justice credit hours and one physical education (Intro to Fitness) credit earned from prior experience may be applied toward the BAAS degree.

Course credit will be awarded after the student completes three semester hours of credit towards a BAAS degree in Criminal Justice Administration either on campus or in the Culver-Stockton online program and pays all related fees.

Course credit may not be used as part of the college residency requirements. Course credits are not awarded a letter grade and are not applied to the minimum number of credits required to graduate with honors.

Students who plan to attend graduate school after completing the BAAS degree are advised to check with respective graduate schools regarding their policy in accepting prior learning credit.

- Core courses (21 hours):
 - CJ 320: Introduction to Social Research (3)
 - CJ 350: Comparative Criminal Justice (3)
 - CJ 410: Criminal Justice Management (3)
 - CJ 416: Constitutional Law (3)
 - CJ 418: Victimology (3)
 - CJ 435: Current Issues in Criminal Justice (3)
 - CJ 487: Advocacy Through Mock Trial (3)
- Elective courses (15 hours which may include the following):
 - Up to 31 hours from experience and training
 - Physical Education (PE XXX – 1 hour)
 - CJ 105: Introduction to Criminal Justice (3)
 - CJ 205: Criminal Investigation (3)
 - CJ 211: Policing (3)
 - CJ 212: Corrections (3)
 - CJ 218: Criminal Law (3)
 - CJ 315: Criminology (3)
 - CJ 317: Juvenile Delinquency (3)
 - CJ 330: Homeland Security (3)
 - CJ 340: Interview and Interrogation (3)
 - CJ 435: Current Issues in Criminal Justice (3)
 - CJ 480: Independent Study (3)
 - CJ 489: Selected Topics in Criminal Justice (3) (Course may be repeated.)

MINOR IN CRIMINAL JUSTICE (18 HOURS)

- Core courses (15 hours):
 - CJ 105: Introduction to Criminal Justice (3)
 - CJ 205: Criminal Investigation (3)
 - CJ 211: Policing (3) OR CJ 212: Corrections (3)
 - CJ 315: Criminology (3)
 - CJ 320: Introduction to Social Research (3)
- Elective courses (3 hours selected from the following courses):
 - CJ 289: Selected Topics in Criminal Justice (3)
 - CJ 317: Juvenile Delinquency (3)
 - CJ 330: Homeland Security (3)
 - CJ 340: Interview and Interrogation (3)
 - CJ 350: Comparative Criminal Justice (3)
 - CJ 410: Criminal Justice Management (3)
 - CJ 416: Constitutional Law (3)
 - CJ 418: Victimology (3)
 - CJ 435: Current Issues in Criminal Justice (3)
 - CJ 489: Selected Topics in Criminal Justice (3)

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

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 416: Constitutional Law (3)
- CJ 487: Advocacy Through Mock Trial (3)

MINOR IN FORENSIC ACCOUNTING FOR STUDENTS MAJORING IN ACCOUNTING (18 HOURS)

- CJ 105: Introduction to Criminal Justice (3)
- CJ 205: Criminal Investigation (3)
- CJ 218: Criminal Law (3)
- CJ 315: Criminology (3)
- CJ 416: Constitutional Law (3)
- CJ 487: Advocacy Through Mock Trial (3)

CRIMINAL JUSTICE COURSES

CJ 105: Introduction to Criminal Justice (3)

The historical development and contemporary function of the subsystems of criminal justice: police courts and corrections. Prerequisite to all other CJ courses. Offered every semester.

CJ 205: Criminal Investigation (3)

A study of criminal investigation procedures, which include search and seizure, interview and interrogation, crime scene investigation, collection and preservation of evidence, report writing, ethical issues, and trial presentation. Prerequisite: CJ 105 or Soc 102 or consent of the instructor. Offered every fall.

CJ 211: Policing (3)

This course is an introduction to the police profession. Topics include organization of law enforcement agencies, the police role in society, police operations, discretion, corruption, minority relations, and current and emerging issues. Prerequisite: CJ 105 or Soc 102 or consent of the instructor. Offered every fall of odd- numbered years.

CJ 212: Corrections (3)

An overview of the field of corrections, consisting of its objectives, practices, strengths, and weaknesses. Topics include the historical, theoretical, ideological, sociological, and philosophical foundation of the corrections systems and their impacts. Prerequisite: CJ 105 or SOC 102 or consent of the instructor. Offered in the fall of even-numbered years.

CJ 218: Criminal Law (3)

This course provides a survey of basic criminal law. At the conclusion of this course, students will be familiar with relevant legal terminology and be capable of identifying the elements of common crimes as well as the defenses and immunities available. Students will also become familiar with criminal procedural law and the steps involved in a prosecution. Prerequisite: CJ 105, POS 205 or consent of the instructor. Offered every spring as needed.

CJ 276: Exploratory Internship in Criminal Justice(1-3)

Designed to acquaint students with criminal justice work in a particular setting and help the students to evaluate career and professional goals. Prerequisites: consent of faculty advisor and Internship Coordinator.

CJ 289: Selected Topics in Criminal Justice (1-3)

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

CJ 302: In the Line of Duty (3)

This course is centered on Law Enforcement Officers. This course is broken down into two separate studies with Law Enforcement Officers. One is the study and research of officers who have made the ultimate sacrifice while on duty. The second will be the study and analysis of officer involved shootings and what those officers have to go through after the shooting incident. The student will research, present and complete a community service act in remembrance of the fallen law enforcement officer he/she has chosen. The student will have to be committed to participating in all of the milestones in this course. This course will teach students research methods, communications and community service actions. Students will participate in the Badge of Honor Run (Poplar Bluff, Missouri). If not able to participate in the run, an alternative assignment will be done. Offered every spring. Prerequisite: CJ 105, junior or senior standing and consent of the instructor.

CJ 310: Deviant Behavior (3)

The study of deviant behavior from a sociological context. The course examines the difficulty in properly defining deviance, reviews theories of deviance, and profiles various types of deviance. Prerequisite: CJ 105 or SOC 102 or consent of the instructor. Offered in the spring of odd-numbered years.

CJ 311: Community Policing (3)

The purpose of this course is to provide students with a practical understanding of history, theories and methods of community policing. Students will learn about the importance of being in a diverse society, related to community policing in the United States. The course introduces students to the roles within the criminal justice system in relation of community policing, including the vital role of the citizens in a diverse society as participants. Prerequisites: CJ 105 and 211. Offered spring of odd-numbered years in the 3-week session.

CJ 315: Criminology (3)

This course surveys the depth and scope of criminology as a science. Students will learn the methods in measuring crime, historical and modern theories offered to explain criminal behavior, and the sociological profiles of most types of crimes and the people who commit them. Prerequisite: CJ 105 or Soc 102 or consent of the instructor. May count as sociology. Offered every fall.

CJ 317: Juvenile Delinquency (3)

See SOC 317.

CJ 320: Introduction to Social Research (3) (DW)

The purpose of this course is to introduce students to the process and methods involved in conducting scientific social research. Students will gain firsthand experience in designing, conducting, and analyzing the results of a scientific research study. Students will also learn the skill of writing a scientific research paper in APA style. Prerequisite: consent of instructor. Offered every fall.

CJ 330: Homeland Security (3)

An in-depth study of strategic, legal, policy, operational, and organizational issues associated with the defense of the US homeland from foreign and domestic terrorist threats. Topics include psychology of mass movements; terrorists' ideology; religion and terror; legal issues in homeland security; weapons of mass destruction; effective interfacing between local, state and federal agencies; emergency management operations; and dealing with mass casualties. Prerequisite: CJ 105. Offered in the spring of even-numbered years.

CJ 340: Interview and Interrogation (3)

Emphasis on current methods of interviewing and interrogation, the fundamental characteristics of good questions, and the use of psychological influences. How to obtain a statement, how to prepare for a questioning session, how to understand and work with the subject's emotions, ethics, and standards are also included. Prerequisite: CJ 105 or consent of instructor.

CJ 350: Comparative Criminal Justice (3)

A study of criminal justice systems around the world. The organization, administration, and philosophy of various criminal systems will be examined, along with the cultural and historical environment in which they developed and exist. Prerequisite: CJ 105 or consent of the instructor.

CJ 410: Criminal Justice Management (3)

A study of theories and principles of supervision as applied to criminal justice agencies. Topics include organization, leadership, motivation, human resources flow, managerial ethics, communication, decision making, team building, performance appraisal, discipline, cultural diversity, and others. Offered in the spring of odd-numbered years.

CJ 416: Constitutional Law (3)

An introduction to constitutional law and its ramifications on the entire legal structure of the United States. This course is relevant to students in the fields of pre-law, political science and criminal justice. The course studies issues and principles related to the US constitution. Prerequisites: CJ 105 or POS 205. Offered every spring.

CJ 418: Victimology (3)

An analysis of crime and justice from a victim's perspective. Crime victimization will be analyzed within the context of specific social structural relationships, such as economics, politics, culture, class, race, ethnicity, gender, religion, nationality, and age. Prerequisite: SOC 102 or CJ 105 or consent of instructor. Offered in the spring of odd-numbered years.

CJ 435: Current Issues in Criminal Justice (3)

This course is designed to focus on current criminal justice issues, such as rural crime, enforcement and judicial discretion in sentencing, capital punishment, gang violence, illegal immigration, and the associated theoretical and policy issues. Offered during the 3-week term.

CJ 476: Professional Internship in Criminal Justice (1–6) (CE)

An internship in line with a criminal justice agency, such as a police department, probation department, or juvenile facility. This course may be repeated with the consent of the Internship Coordinator. Prerequisites: upper-division Criminal Justice major and permission of the Internship Coordinator.

CJ 480: Independent Study (1–3)

Individual or group projects in criminal justice under the supervision of the instructor. Prerequisite: consent of the instructor and six hours in the field, or consent of the instructor, academic advisor, division chairperson, and VPAA/Provost.

CJ 487: Advocacy Through Mock Trial (3)

A study of courtroom practice, demeanor and procedure.

CJ 488: Alternative Dispute Resolution (3)

This course will provide students with a working knowledge of the basic theories underlying negotiation, mediation and arbitration. Students will learn the important distinguishing characteristics of these "alternative" approaches to resolving disputes, along with how to address the ethical and legal issues that may arise in pursuit of these remedies. Offered every fall.

CJ 489: Selected Topics in Criminal Justice 1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

CJ 490: Senior Seminar (3) (CE)

Assesses the graduating seniors in their major field and assists in preparing them for postgraduate studies and/or for their professional career. Required for all majors in sociology and criminal justice. Offered every spring.

CJ 498: Global Studies (1)

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

CJ 499: Study Abroad (1–3)

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

EDUCATION

PROGRAM GOALS

- Students will demonstrate proficiency in attaining the professional knowledge base necessary for success in the teaching profession as measured by the MEES and the MOCA exit exams.
- Students will demonstrate proficiency in the application of content knowledge to stimulate critical thinking and create a positive classroom environment.
- Students will become employed in public and private schools and will respond positively to their professional preparation.

AUTHORIZATION TO OFFER TEACHER EDUCATION PROGRAMS

The Teacher Education Program of Culver-Stockton College is authorized by the Missouri State Board of Education to offer programs leading to the certification of teachers in the following areas:

- Early Childhood Birth-Grade 3 (recommended to complete with elementary certification)
- Early Childhood Special Education Birth-Grade 3 (recommended to complete with elementary certification)
- Elementary Grades 1–6
- Middle School
 - Language Arts 5–9
 - Social Science 5–9
 - Chemistry 5–9
 - Mathematics 5–9
 - Science 5–9
- Secondary Education
 - Biology 9–12
 - English 9–12
 - Chemistry 9–12
 - Business 9–12
 - Mathematics 9–12
 - General Science 9–12
 - Social Science 9–12
 - Speech and Theatre 9–12 (recommended to complete certification in another area)
- K–12 Education
 - Art K–12
 - Music K–12
 - Physical Education K–12
 - Health K–12 (must complete physical education certification)
 - Special Education K–12

Students wishing to certify to teach must complete with qualifying score the assessment tests specified by the Department of Elementary and Secondary Education. Students will be responsible for all costs involved for testing and for certification.

Culver-Stockton College reserves the right to change courses, regulations, and policies (at any time) in order to comply with the Missouri Department of Elementary and Secondary Education.

In compliance with Title II, Sections 207 and 208 of the Higher Education Act, Culver-Stockton College publishes the Annual Institutional Report on Teacher Preparation. The most recent report is available in the Registrar's Office, Culver-Stockton College, 109 Henderson Hall, Canton, MO 63435.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

- submit a formal application
- have advisor's approval
- have a minimum cumulative 2.75 GPA (includes all transfer coursework taken)
- have a minimum cumulative 2.50 GPA in content area coursework and professional coursework
- have successfully completed EDU 101 or equivalent
- be in compliance with Department of Elementary and Secondary Education Certification requirements
- demonstrate a professional attitude in personal and academic integrity and class attendance on the disposition form
- have a cleared background check with the Education Department

Students enrolled in EDU 101: Exploration and Foundation of Education, EDU 249: Sophomore Early Field Experience, EDU 349: Junior Early Field Experience, any education practicum coursework, and student teaching will be required to request and clear a criminal background check. Prior to certification, a second clearance for criminal background check in a child abuse/neglect screening is required by the state of Missouri. A TB test is also required by some school systems. Students will be responsible for any costs involved. Students seeking two or more endorsement areas may take longer than four years to complete the endorsement areas.

The Department of Elementary and Secondary Education in Missouri requires that candidates for teacher certification possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

ADMISSION TO THE STUDENT TEACHING PROGRAM

An eligible student should apply for the Student Teacher Program through the Council on Teacher Education, preferably in the semester or two before the student plans to student-teach.

To secure approval to student-teach a student must:

- have been admitted to the Teacher Education Program
- have advisor's approval
- have a minimum cumulative average 2.75 GPA in all course work attempted at all institutions.
- have a minimum GPA of 2.50 in the subject and concentration area in which certification is being sought as well as a 3.00 GPA in professional education coursework.
- have passed prerequisite courses, including EDU 249 and EDU 349.
- have no grade lower than a C in any professional education course.
- complete EDU 402 (if required) before enrolling in secondary student teaching.
- be recommended by three full-time faculty members (one outside of the major).
- demonstrate a professional attitude in personal and academic integrity and class attendance, on the disposition form.

Transfers and students seeking only certification must first successfully complete 6 hours in the major area on campus before student teaching can be approved.

The application should be filed with the Council on Teacher Education and will be used as a basis for final approval of the applicant.

BACHELOR OF SCIENCE WITH A MAJOR IN ELEMENTARY EDUCATION (77-78 HOURS)

- Core courses (53 hours):
 - EDU 101: Foundations and Philosophy of Education (3)
 - EDU 219: ELL Instructional Strategies (1)
 - EDU 249: Sophomore Early Field Experience (1)
 - EDU 300: Literacy Practicum I (1)
 - EDU 307: Methods of Literacy Instruction (3)
 - EDU 309: Methods of Teaching Language Arts and Literature in the Elementary Schools (3)
 - EDU 310: Methods of Teaching Mathematics in the Elementary Schools (3)
 - EDU 311: Methods of Teaching Social Studies in the Elementary Schools (3)
 - EDU 312: Methods of Teaching Science in the Elementary Schools (3)
 - EDU 317: Integrated Creative Arts & Movement in Elem Educ Classroom (3)
 - EDU 325: Psychology and Education of Exceptional Children (3)
 - EDU 335: Content Literacy (3)
 - EDU 349: Junior Early Field Experience (1)
 - EDU 400: Literacy Practicum II (1)
 - EDU 404: Assessments & Professional Communication (3)
 - EDU 405: Student Teaching (12)
 - EDU 419: Literacy Diagnosis and Remediation (3)
 - EDU 420: Classroom Organization and Management (3)

- Additional required courses (24-25 hours):
 - EDU 201: Educational Needs for Child and Adolescent Development (3)
 - EDU 365: Instructional Technology (3)
 - HIS 107: United States Democracy to 1865 (3)
 - HIS 108: United States Democracy since 1865 (3)
 - MAT 203: Mathematics for Elementary/Middle School Teachers I (3) or MAT 204: Math for Elementary/Middle School Teachers II (3)
 - POS 205: American Government and Politics (3)
 - PSY 101: Introduction to Psychology (3)
 - One science course with lab: (3–4)

ELEMENTARY EDUCATION MAJORS SEEKING MIDDLE SCHOOL CERTIFICATION ADD-ON

Student teaching will be split between middle school and elementary school settings. In addition to completing the coursework for the elementary major, the following course work is required:

- Core courses (5 hours) (required for all areas of middle school certification):
 - EDU 355: Middle School Philosophy (2)
 - EDU 360: Middle School Curriculum/Lab (3)
 - Additional coursework in each area of concentration:
 - Language Arts (grades 5–9) (15 additional hours)
 - ENG 420: Teaching of Writing (3)
 - One course (3 hours) chosen from:
 - ENG 220: British Literature I
 - ENG 221: American Literature
 - ENG 222: British Literature II
 - ENG 303: Shakespeare
 - One course (3 hours) chosen from:
 - ENG 324: History of the English Language
 - ENG 325: Modern English Grammar
 - 6 hours of English electives (ENG 101 and 202 do not apply)
 - Mathematics (grades 5–9) (21 additional hours):
 - MAT 120: Calculus I (4)
 - MAT 205: Elementary Statistics (3)
 - 14 hours math electives (MAT 203 does not apply)
 - Science (grades 5–9) (21 additional hours):
 - BIO 201: General Biology (4)
 - 17 hours of science electives (not including the science with lab taken for degree)
 - Social Science (grades 5–9):
 - 12 hours of social science (HIS/POS/ECO/GEO) electives (HIS 107, 108, and POS 205 do not apply)

BACHELOR OF SCIENCE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

Certification to teach early childhood classes (birth-grade 3) in Missouri can be met by successfully completing the following courses. Students completing the Early Childhood endorsement will complete student teaching in grades K–3.

- Required courses (95-96 hours):
 - Complete all coursework listed above in the Elementary Education major (77-78 hours)
 - ECE 250: Family and Community Resources for Special Education and Early Childhood (3)
 - ECE 300: Early Childhood Program Administration and Management (2)
 - ECE 350: Curriculum Methods/Materials for Early Childhood (3)
 - HLT 333: Nutrition (3)
 - PED 326: Physical Growth and Motor Development (3)
 - SPD 318: Psychological Diagnosis of Children (2)
 - SPD 326: Language Acquisition and Development of Children (2)

Students seeking Early Childhood Education take EDU 406: Student Teaching in the Elementary Schools (6 hours) AND ECE 408: Student Teaching in Pre-K or Kindergarten (6 hours) in place of EDU 405: Student Teaching in the Elementary Schools (12 hours).

BACHELOR OF SCIENCE WITH A MAJOR IN EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON

Certification to teach early childhood special education classes (birth-grade 3) in Missouri can be met by successfully completing the following courses in addition to completing the Elementary Education major and Early Childhood. Students completing the Early Childhood Special Education Add-on will complete student teaching in an early childhood special education setting.

- Required Courses (103-104 hours):
 - Complete all coursework listed above in the Early Childhood Education major (95-69 hours)
 - SPD 308: Methods of Instruction in Special Education (3)
 - SPD 334: Transition Processes and Career Readiness (2)
 - SPD 342: Instruction Systems and Behavior Interventions for Special Education (3)

Students seeking Early Childhood Special Education take EDU 406: Student Teaching in the Elementary Schools (6 hours), or EDU 407: Student Teaching in the Special Education (6 hours), AND ECE: 408 Student Teaching in Pre-K or Kindergarten (6 hours) in place of EDU: 405 Student Teaching in the Elementary Schools (12 hours).

MIDDLE SCHOOL OR SECONDARY EDUCATION REQUIREMENTS

For certification in Biology (grades 5–9 or 9–12), Business (grades 9–12), Chemistry (Grades 9–12), English (grades 5–9 or 9–12), Math (grades 5–9 or 9–12), Social Science (grades 5–9 or 9–12), and Speech and Theatre (grades 9–12) students must complete the following professional classes, as well as the courses outlined in their content area (see other areas for details).

- Required Professional courses (45-48 hours):
 - EDU 101: Foundations and Philosophy of Education (3)
 - EDU 201: Educational Needs for Child and Adolescent Development (3)
 - EDU 249: Sophomore Early Field Experience (1)
 - EDU 319: Secondary Literacy Diagnosis and Remediation (3)
 - EDU 325: Psychology and Education of Exceptional Children (3)
 - EDU 335: Content Literacy (3)
 - EDU 349: Junior Early Field Experience (1)
 - EDU 355: Middle School Philosophy (2)
 - EDU 365: Instructional Technology (3)
 - EDU 401: Student Teaching in the Secondary School (12)
 - EDU 404: Assessments & Professional Communication (3) (Except English)
 - EDU 420: Classroom Organization and Management (3)
 - PSY 101: Introductory Psychology (3)
- Select one course from: (Business must take both)
 - EDU 360: Middle School Curriculum (3)
 - EDU 402: Methods in Secondary Subject Areas (2) (BUS EDU 203 = 3 hours)

K–12 CERTIFICATION

Students may become eligible for certification in K–12 in the teaching areas of Art, Music, Health, Physical Education, and Special Education. The candidates must have a minimum GPA of 2.75 overall and 2.50 in the subject area. Students will be required to teach in both elementary and secondary classrooms.

- Professional courses for certification in Art (grades K-12), Instrumental Music (grades K-12), Physical Education/Health (grades K–12), and Vocal Music (grades K–12) (33–35 hours):
 - EDU 101: Foundations and Philosophy of Education (3)
 - EDU 201: Educational Needs for Child and Adolescent Development (3)
 - EDU 249: Sophomore Early Field Experience (1) (Music majors take EDU 313 P)
 - EDU 219: ELL Instructional Strategies (1)
 - EDU 325: Psychology and Education of Exceptional Children (3)
 - EDU 335: Content Literacy (3)
 - EDU 349: Junior Early Field Experience (1) (Music majors take EDU 402 P)
 - EDU 365: Instructional Technology (3) (not required for PED/HLT)(Music majors take MUS 105)
 - EDU 401: Student Teaching in the Secondary School (12) (Music majors take EDU 403)
 - EDU 402: Methods in Secondary Subject Areas (2) (MUS only) (ART takes EDU 316)
 - PSY 101: Introductory Psychology (3)

MILD-MODERATE CROSS CATEGORICAL SPECIAL EDUCATION

Certification to teach Mild-Moderate Cross Categorical Special Education classes (K–12) in Missouri can be met by successfully completing the following courses. Students completing the Mild-Moderate Cross Categorical Special Education will complete student teaching in a special education classroom grades K–12.

- Required courses (89-90 hours):
 - *Complete all coursework listed above in the Elementary Education major (77-78 hours)*
 - SPD 308: Methods of Instruction in Special Education (3)
 - SPD 318: Psychological Diagnosis of Children (2)
 - SPD 326: Language Acquisition and Development of Children (2)
 - SPD 334: Transition Processes and Career Readiness (2)
 - SPD 342: Instruction Systems and Behavior Interventions for Special Education (3)

Students seeking the Mild-Moderate Cross Categorical Special Education take EDU 406: Student Teaching in the Elementary Schools (6 hours) AND EDU: 407 Student Teaching in Special Education (6 hours) in place of EDU: 405 Student Teaching in the Elementary Schools (12 hours).

THE STUDENT TEACHING SEMESTER IN EDUCATION

One term of the senior year must be reserved for student teaching. No other classwork may be engaged in during this professional semester without permission from the Director of Education. Students must have completed special methods courses that correspond to their major prior to the professional semester.

The student teacher must also make arrangements so that personal affairs, extracurricular activities, and employment does not interfere with professional experience.

Students who anticipate excessive absences from the classroom due to campus responsibilities (music, athletics, etc.) should apply for permission to student teach during the semester with the fewest obligations.

The student teaching semester will consist of approximately 16–18 weeks under the supervision of a College supervisor and the cooperating teacher at the school. During that time, 5–10 days will be spent on campus for coursework and job-embedded professional development.

- Students seeking certification in elementary will enroll in EDU 405.
- Students seeking certification in both elementary and early childhood will enroll in EDU 406 and ECE 408.
- Students seeking certification in both elementary and early childhood special education will enroll in EDU 406 or 407 and ECE 408.
- Students seeking certification in both elementary and special education will enroll in EDU 406 and EDU 407.
- Students seeking secondary, middle school, and K–12 certification will enroll in EDU 401.
- Students seeking certification in music will enroll in EDU 403.

EDUCATION COURSES

EDU 105: Introduction to Chess

(1)

Learn about one of the classic strategy games played throughout the world. Students will learn the rules, basic checkmates, and tactics of the game. This course is for beginners who want to learn how to play and intermediate students who want to play better.

EDU 101: Foundations and Philosophy of Education

(3)

An introduction to the Culver-Stockton College Teacher Education Program, its philosophy, mission and purpose, conceptual framework, student expectations and its entrance and exit requirements. A study of the sociological foundations of education will be explored as necessitated by diversity in society, social challenges in schools and education that is multicultural. A study of the legal, historical, philosophical and ethical foundations of education will also be covered. This course is required for all certification areas. Five hours of observation is required. Offered every semester.

EDU 201: Educational Needs for Child and Adolescent Development (3)

This course will introduce developmental issues encountered in childhood and adolescence. This course will place an emphasis on exploring and understanding changes occurring during physical, cognitive, and psychosocial development, placing emphasis on cultural and educational considerations. This course is designed following an educational format. Prerequisite: PSY 101. Offered every semester

EDU 219: ELL Instructional Strategies (1)

Examines the diverse needs of English Language Learners in the school setting. Strategies and techniques to be used. This diverse population will be discussed. Offered every spring.

EDU 249: Sophomore Early Field Experience (1)

The student will perform 30 or more clock hours of direct consultation and collaboration with a master teacher in selected classrooms. Students will be required to teach two lessons. Early Childhood majors will complete clock hours in an infant/toddler setting. Prerequisite: PSY 101 and successful completion of MoGEA. Offered every semester.

EDU 289: Selected Topics in Education (1-3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Courses may be repeated. Prerequisite: consent of the instructor.

EDU 299: Study Abroad (1-3)

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

EDU 300: Literacy Practicum I (1)

Taken concurrently with EDU 307, this class provides instructional experience with teaching and assessing literacy instruction with varied leveled elementary students. Required for all ECE and ELE majors. Prerequisite: admission to the Teacher Education Program. Offered every fall.

EDU 307: Methods of Literacy Instruction (3)

Examines the methods, techniques, and materials for literacy instruction. An emphasis on the reading process, reading strategies, assessing reading progress, and the reading-writing connection will be explored. Prerequisite: admission to the Teacher Education Program. Offered every fall.

EDU 309: Methods of Teaching Language Arts and Literature in the Elementary Schools (3)

The fundamental methods, materials, techniques, and evaluation of teaching reading and writing in elementary education classrooms. There is an emphasis on using children's literature, interdisciplinary units, and language acquisition. Prerequisite: admission to the Teacher Education Program. Offered every spring.

EDU 310: Methods of Teaching Mathematics in the Elementary Schools (3)

The fundamental methods, materials, techniques, and evaluation of teaching mathematics in elementary education classrooms. Prerequisites: admission to the Teacher Education Program. Offered every fall.

EDU 311: Methods of Teaching Social Studies in the Elementary Schools (3)

The fundamental methods, materials, techniques, and evaluation of teaching social studies in elementary education classrooms. Prerequisites: admission to the Teacher Education Program. Offered every spring.

EDU 312: Methods of Teaching Science in the Elementary Schools (3)

The fundamental methods, materials, techniques, and evaluation of teaching science in elementary education classrooms. Prerequisites: admission to the Teacher Education Program. Offered every fall.

EDU 313P: Methods in Elementary Music/Field Experience (3)

A study of the goals and problems of music instruction in the first six grades. Offered spring semester of odd-numbered years in the 3-week session for Music Education majors. Includes field experience (EDU 249). Prerequisite: Psy 101 and successful completion of MoGEA.

EDU 316: Methods in Art K-12 (3)

This course will incorporate objectives, materials, methods, sequential curriculum, organization, and assessment within the K-12 art classroom. Prerequisite: admission to the Teacher Education Program. Offered every fall.

EDU 317: Integrating Creative Arts and Movement in the Elementary Education Classroom (3)

An examination of the principles and practices of teaching art, music, and physical education to children from preschool through middle school. This course will incorporate objectives, materials, methods, sequential curriculum, organization, and assessment for integrating art, music, and movement in the classroom. For elementary education majors only. Prerequisite: EDU 101 and PSY 101. Offered in the spring semester as needed.

EDU 319: Secondary Literacy Diagnosis and Remediation (3)

Examines the methods and instructional strategies for literacy to meet the needs of diverse learners, including struggling readers and writers and English-language learners. Prerequisite: admission to Teacher Education Program.

EDU 325: Psychology and Education of Exceptional Children (3)

An introduction to the psychology, identification, and required special educational services of atypical children: ELL, intellectually and physically disabled, behaviorally disordered, emotionally disturbed, sensory impaired, communication disordered, severely/multiply disabled, and learning disabled. Methods of meeting their needs in either special or main-streamed classrooms are included. Prerequisite: EDU 201 and/or PSY 301. May also count as psychology credit. Offered every semester.

EDU 335: Content Literacy (3)

Prospective teachers discover how to use reading to learn in the various content areas. Differentiation of instructional strategies to enhance critical thinking and the learning of students is explored. Prerequisite: admission to the Teacher Education Program.

EDU 349: Junior Early Field Experience (1)

The student will perform 45 or more clock hours of direct consultation and collaboration with a master teacher in selected classrooms. Students will teach six lessons in the classroom setting. Early Childhood majors will be placed in Pre-K or K classrooms. Prerequisite: EDU 249 and admission to the Teacher Education Program. Offered every semester.

EDU 355: Middle School Philosophy (2)

A study of the importance of a well-designed philosophy of education specific to middle school students. Educational philosophies that have had an impact on American education are reviewed and analyzed. This course is required for certification in all areas taught in a middle school setting (grades 5–9). Prerequisite: EDU 201. Offered as needed in the fall.

EDU 360: Secondary Methods of Teaching (3)

The fundamental steps in developing curriculum and instruction specific to the middle school classroom. An emphasis will be placed on utilizing an interdisciplinary approach. This course is required for certification in all areas taught in a middle school setting (grades 5–9). A 15-hour lab will be included. Prerequisite: EDU 355. Offered as needed in spring.

EDU 365: Instructional Technology (3)

An introduction to computer hardware, software, audio techniques, imaging techniques, video techniques and web features of interest to elementary and secondary school teachers. Creation, administration and evaluation of online courses will also be presented. Hands-on exercises are emphasized. Offered every semester.

EDU 400: Literacy Practicum II (1)

Taken concurrently with EDU 419, this class is a continuation of EDU 300 in literacy instruction and assessment working with varied leveled elementary students. Required for all ECE and ELE majors. Prerequisites: EDU 300 and EDU 307. Offered every spring.

EDU 401: Student Teaching in the Secondary School (12) (DW & CE)

Student teaching is done in a normal school situation and under competent supervision. Prerequisite: admission to student teaching (professional semester fee required).

EDU 402: Methods in Secondary Subject Areas (2)

Objectives, materials, methods, and evaluation of teaching in specialized secondary subject areas. Prerequisite: admission to the Teacher Education Program. Offered as needed.

EDU 402P: Methods in Secondary (3)

Music/Field Experience (for Music Education Majors) Objectives, materials, methods, and evaluation of teaching in secondary music. Includes the equivalent of Field Experience (EDU 349). Offered fall semester of odd-numbered years in the 3-week session. The completion of this course serves as a prerequisite for admission to student teaching. Prerequisite: EDU 313P and admission to the Teacher Education Program.

EDU 403: Student Teaching in Music (12) (DW & CE)

Student teaching is done in a normal school situation and under competent supervision. Prerequisites: admission to student teaching and consent of advisor in music.

EDU 404: Assessments & Professional Comm (3)

This course acquaints the student with techniques of assessment and data-based decision making to inform the teaching process. Prerequisite: admission to Teacher Education Program. Offered every semester.

EDU 405: Student Teaching in the Elementary Schools (12) (DW & CE)

Student teaching is done in the normal school situation and under competent supervision. Students desiring middle school certification should request grades 5–6. Prerequisite: admission to student teaching (professional semester fee required).

EDU 406: Student Teaching in the Elementary Schools (6)

Student teaching is done in the normal school situation under competent supervision. Prerequisite: admission to student teaching (professional semester fee required).

EDU 407: Student Teaching in Special Education (6) (DW & CE)

Student teaching is done in the normal school situation and under competent supervision. Prerequisite: admission to student teaching (professional semester fee required).

EDU 419: Literacy Diagnosis and Remediation (3)

Examines the methods and instructional strategies for literacy to meet the needs of diverse learners including struggling readers and writers and English language learners. Prerequisite: EDU 307 and admission to Teacher Education Program. Offered every spring.

EDU 420: Classroom Organization and Management (3)

Examines research-based strategies to create an orderly classroom environment. Students will also study effective discipline strategies and theories to manage student behavior. Prerequisite: admission to Teacher Education Program. Offered every semester in the 12- week session.

EARLY CHILDHOOD EDUCATION

ECE 250: Family and Community Resources (3) for Special Education and Early Childhood

The use of family and community resources and organizations, including Parents as Teachers, is explored from both the social and psychological points of view. Participants will examine the roles of families and professional organizations in designing family education and involvement programs. Offered in the fall of even-numbered years.

ECE 300: Early Childhood Program (2)

Administration and Management
Examines the organization and management of early childhood facilities, including licensing procedures, and the roles and responsibilities of the facility director. Offered in the fall of odd-numbered years.

EDU 470: Problems in Education (2-3)

Teaching methods or general problems in elementary or secondary education are investigated. The course is open to juniors and seniors. A student must file content and procedure of the project with the chairperson of the division and obtain the approval of the faculty member who has agreed to supervise the project. Offered as needed.

EDU 480: Independent Studies (1-3)

Individual or group projects in the field of education under the supervision of the instructor. Prerequisites: consent of instructor, advisor, division chairperson, and VPAA/Provost.

EDU 489: Selected Topics in Education (1-3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Courses may be repeated. Prerequisite: consent of the instructor.

EDU 498: Global Studies (1)

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

EDU 499: Study Abroad (1-3)

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

ECE 350: Curriculum Methods and Materials (3) for Early Childhood

Examines the methods and materials for teaching early childhood curriculum. Includes a close evaluation of the techniques involved with the differentiated instruction and learning in an early childhood setting. Course includes observing and assessing children in a classroom setting. Prerequisite: admission to the Teacher Education Program. Offered in the spring of odd-numbered years.

ECE 408: Student Teaching in Kindergarten (6) (DW & CE)

Student teaching is done in the kindergarten classroom and under competent supervision. Students majoring in Elementary Education with an Early Childhood Education Endorsement will complete 6 credit hours of student teaching in a kindergarten classroom combined with 6 credit hours of student teaching in a primary grade (EDU 406). Prerequisite: admission to student teaching.

SPECIAL EDUCATION

SPD 308: Methods of Instruction in Special Education (3)

Presentation of appropriate instructional procedures and methods for teaching individuals identified for special education services. Focus on developing IEPs, understanding the referral and evaluation process, and developing lesson plans and goals which include instructional interventions in the areas of math, reading, and writing. Curriculum and instructional planning and intervention techniques in the least restrictive environment will be discussed. Offered in the spring of odd-numbered years.

SPD 318: Psychological Diagnosis of Children (2)
The fundamental methods of assessment and diagnosis for prescriptive placement and teaching of children.
Prerequisite: Psy 325. Offered in the fall of odd-numbered years.

SPD 326: Language Acquisition and Development of Children (2)
A brief overview of language development. Various language problems will be studied together with diagnostic and treatment procedures to be utilized. Offered in the fall of even-numbered years.

SPD 334: Transition Processes and Career Readiness (2)

The purpose of this course is to provide an overview of transition education and services for individuals with disabilities from childhood through adulthood. Emphasis is placed on career readiness, identification and documentation of transition skills, collaboration with key stakeholders, the nature of the transition process, and curricular implications. Offered in the fall of even-numbered years.

SPD 342: Instruction Systems and Behavior (3)
Interventions for Special Education
Educational and behavioral management aspects exceptional students will be studied. Emphasis will be placed on techniques and interventions in the classroom along with diagnostic, corrective, and behavior measures available to the classroom teacher. Offered spring of even-numbered years.

ENGLISH

STATEMENT OF PHILOSOPHY

English courses at Culver-Stockton College are designed to increase skill in written composition, to provide liberal arts electives for students majoring in other fields, to offer specialized work for English majors, and to provide study in the English language and in literature as part of the preparation for such vocations as teaching, business, law, library science, and the ministry. The general areas of study include courses in the English language, literature, composition, and creative writing.

PROGRAM GOALS

- Students will have the opportunity to explore a wide range of topics within the discipline and be well-prepared to produce high-quality scholarly work on a disciplinary topic of their choosing
- Students will demonstrate critical thinking and problem-solving skills through successful work in core major courses
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies, professionalization, and experiential learning.

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH (36 HOURS)

- Core courses (24 hours):
 - ENG 205: Introduction to Literary Studies (3)
 - ENG 220: British Literature I (3)
 - ENG 221: American Literature (3)
 - ENG 222: British Literature II (3)
 - ENG 303: Shakespeare (3)
 - ENG 324: History of English Language or ENG 325: Modern English Grammar (3)
 - ENG 276 or 476: Internship (3)
 - ENG 490: Senior Seminar (3)

- Elective courses (at least 12 hours):
 - 3 hours *Writing* chosen from:
 - ENG 217: Introduction to Creative Writing (3)
 - ENG 301: Fiction Workshop (3)
 - ENG 302: Poetry Workshop (3)
 - 3 hours of *Diverse Perspectives* chosen from:
 - ENG 305: Gender in Literature (3)
 - ENG 308: Multicultural Literature (3)
 - 3 hours of *Concentration* chosen from:
 - ENG 425: Major Authors (3)
 - ENG 450: Period Studies (3)
 - 3 hours of English electives at the 300- and 400-level

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH AND SECONDARY EDUCATION CERTIFICATION (39 HOURS)

English majors wishing to be certified to teach in Missouri must have a GPA of 2.500 (or higher) in English courses and must satisfy all professional education and certification requirements. (See education requirements.)

- Core courses (18 hours):
 - ENG 205: Introduction to Literary Studies (3)
 - ENG 220: British Literature I (3)
 - ENG 221: American Literature (3)
 - ENG 222: British Literature II (3)
 - ENG 303: Shakespeare (3)
 - ENG 490: Senior Seminar (3)
- Required English Education courses (18 hours):
 - ENG 217: Introduction to Creative Writing (3)
 - ENG 308: Multicultural Literature (3)
 - ENG 309: Adolescent/Young Adult Literature (3)
 - ENG 324: History of the English Language (3)
 - ENG 325: Modern English Grammar (3)
 - ENG 420: Teaching of Writing (3)
- Elective courses (at least 3 hours):
 - 3 or more hours from English electives at the 300- and 400-level

Elementary Education majors may complete an add-on certification in Middle School Language Arts. See the requirements in the Elementary Education section of the catalog.

MINOR IN ENGLISH (18 HOURS)

The English minor is designed to provide students with a foundation in English literature, American literature, or world literature as well as in writing and language. The minor complements majors such as business, communication, history, music, psychology, religion and philosophy, and theatre.

The minor includes 18 hours of English electives with 9 hours at the 300- and 400-level but no more than 6 hours in creative writing courses. Three hours of Practicum in Literary Magazine are allowed. ENG101 and ENG202 may not be counted toward this minor.

MINOR IN CREATIVE WRITING (18 HOURS)

The minor in creative writing is designed to provide students with a foundation in the various genres of creative writing.

- Core courses (15 hours):
 - ENG 215/415: Practicum in Literary Magazine (3)
 - ENG 217: Introduction to Creative Writing (3)
 - ENG 301: Fiction Workshop (3)
 - ENG 302: Poetry Workshop (3)
 - THE 316: Playwriting (3)
- Elective courses (3 hours) chosen from:
 - ENG 324: History of the English Language (3)
 - ENG 325: Modern English Grammar (3)

English majors may minor in Creative Writing, but they must take both ENG 324 and ENG 325, one to satisfy the requirements for the major, the other to satisfy the requirements for the minor. Because ENG 324 and ENG 325 are both required for the major, they must take an additional 3-hour English elective approved by their advisors.

ENGLISH COURSES

ENG 100: English as a Second Language (4)

This course is for speakers of English as a Second Language (ESL). It focuses intensively on the development of the speaking, reading, writing and listening skills that are required for successful completion of college coursework in English-speaking environments. Students are expected to achieve an upper B2/emerging C1 level of competency in the CEFR (Common European Framework of Reference for Languages). This class is required within the first year of enrollment for any student scoring below 100 in the TOEFL, below 115 in the Duolingo, and below 6.5 in the IELTS English proficiency tests.

ENG 101: Composition I (3)

A basic composition course using scholarly ideas from across the disciplines as the basis for learning a range of college-level writing strategies and effective grammatical, mechanical, and stylistic skills. Offered every semester.

ENG 130: Literary Experience (3)

An introductory course to the field of literary study in its many forms. Coursework may include reading of traditional and nontraditional forms, film, literary theory, creative writing, and nonfiction writing. Topics will vary from semester to semester and by instructor. Offered every semester.

ENG 202: Composition II (3)

A writing course designed to introduce students to the conventions of academic research in preparation for the reading and research common to the disciplines of their majors. Prerequisite: ENG 101 or equivalent. Offered every semester.

ENG 205: Introduction to Literary Studies (3)

This course serves as the foundation for the English and English Education major, providing students with a strong understanding of literary terminology, theory and analysis. Students will learn how to critically analyze and respond to a wide range of genres, including poetry, drama, short fiction, and novels, including considerations of both form and history, cultural and literary contests. Offered every fall.

ENG 215: Practicum in Campus Literary Magazine (1)

Designed to develop a range of skills – promotional, critical, literary, artistic – used in the creation, from inception to publication, of the campus literary magazine, Harmony. Offered every 12-week session. Graded on a pass/no pass basis.

ENG 217: Introduction to Creative Writing (3)

An introductory course in creative writing, focusing on fiction and poetry writing. Prerequisite: ENG 101 or consent of the instructor. Offered every fall.

ENG 220: British Literature I (3)

Ages to the Renaissance Readings and analysis of the works of early British literature, including selected antecedents from the ancient literary tradition. Periods covered include Old English literature, Middle English literature (including Chaucer), and Early Modern Literature up to the time of Shakespeare. Offered in the spring of odd-numbered years.

ENG 221: American Literature (3)

This course will provide an overview of American literature from exploration and settlement through the 20th century, with genres including journals, poetry, short stories and novels, with the emphasis on the historical and cultural context of these works. Offered fall of odd-numbered years.

ENG 222: British Literature II (3)
Reading and analysis of selected influential works of British literature starting with Milton and ending with Dickens. Works are examined within their specific historical and cultural contexts. Offered in the spring of even-numbered years.

ENG 226: Yoga Literature and Practice (3)
This course combines reading and analysis of key yoga texts, such as the *Bhagavad Gita* and the *Yoga Sutras of Patanjali*, mindfulness, and active yoga practice. Featured yoga styles may include vinyasa, yin and others.

ENG 276: Exploratory Internship (1–3)
Internship designed to acquaint students with the field of English in order to evaluate career choices.

ENG 289: Selected Topics in English (1–3)
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

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

ENG 301: Fiction Workshop (3)
A course in which students plan individual fiction programs and schedules for written work with the instructor and discuss one another's works in a group setting. Prerequisite: ENG 217 or consent of instructor. Offered in the spring of even-numbered years.

ENG 302: Poetry Workshop (3)
A course in which students plan individual poetry programs and schedules for written work with the instructor and discuss one another's works in a group setting. Prerequisite: ENG 217 or consent of instructor. Offered in the fall of odd-numbered years.

ENG 303: Shakespeare (3)
This course will focus on reading, discussion, and analysis of Shakespeare sonnets and plays. Topics will include the cultural context of the Renaissance, literary analysis of form and content, discussion of key themes and debates, and Shakespeare in performance and adaptation. Offered in the fall of even-numbered years.

ENG 305: Gender in Literature (3)
Gender in literature examines a wide range of literary texts with a focus on representations of women, men, trans, and non-binary people. This course will feature a wide range of literary texts, including fiction, young adult literature and graphic narratives. Offered in the spring of odd-numbered years.

ENG 308: Multicultural Literature (3)
This course foregrounds a range of multicultural literature traditions and genres, emphasizing a diversity of experiences and perspectives. Reading will include classic and contemporary literary works representing a variety of cultures and races, including Native American, African American, Asian American and Chicano/a and Latino/a literature. Offered in the fall of even-numbered years.

ENG 309: Adolescent/Young Adult Literature (3)
In this course, students will read and critically analyze a wide range of adolescent and young adult literature, including key themes and trends in the genre. This course will establish a critical framework of the history, characteristics and unique features of adolescent and young adult literature in addition to selected adolescent and young adult novels. Offered in the spring of even-numbered years.

ENG 324: History of the English Language (3)
A study of the origins and evolution of the English language centering on how historical and cultural forces have influenced changes in sound, grammar, and meaning. Required for secondary certification in English. Offered in the fall of odd-numbered years.

ENG 325: Modern English Grammar (3)
A study of the structure of the English language, with an emphasis on the diversity of language and current usage, including intercultural communication and sociolinguistics, the influence of new technologies, and English language learning. Offered in the fall of even-numbered years.

ENG 415: Practicum in Literary Magazine (1–2)
Continuation of ENG 215. Designed to continue development of skills used in the creation of the campus literary magazine, *Harmony*. Literary and art editors may enroll for 2 credit hours. Prerequisite: JR or SR standing and 2 hours of ENG 215. Offered every 12-week session. Graded on a pass/no pass basis.

ENG 420: Teaching of Writing (3)
An intensive survey of knowledge and skills necessary for effective writing instruction in secondary schools. Review of state-required competencies, theories and methods of teaching and evaluating writing, approaches to designing assignments and using classroom materials, and issues in current research. Required for secondary certification in English. Prerequisite: admission to the Teacher Education Program. Offered in the fall of odd-numbered years.

ENG 425: Major Authors (3)
A course in one major author such as Chaucer, Milton, Wordsworth, Hawthorne, or O'Neill. Emphasis on the author's major works, development as a writer, and influence on other writers. May be repeated for credit when the author varies. Offered in the spring of odd-numbered years.

ENG 450: Period Studies (3)
A course in one of the major literary periods of world, English, or American literature examining major works and authors as well as major literary and critical movements. May be repeated for credit when the period varies. Offered in the fall of even-numbered years.

ENG 476: Professional Internship in English (3–6)
Independent internship with public or private business.

ENG 480: Independent Study (1–3)
Individual or group projects in literature, language, or creative writing under the supervision of a member of the English faculty. Prerequisites: consent of the instructor and credit in 6 hours of English or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

ENG 489: Selected Topics in English (1–3)
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

ENG 490: Senior Seminar (3) (DW & CE)
A capstone course for majors featuring concentrated critical study of a particular author, literary movement, or literary topic, culminating in a major research project. The course also features a comprehensive oral examination of general literary knowledge. Offered each fall.

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

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

FINANCE

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

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

Additional content courses required for Finance majors to be certified to teach are:

- COM 310: Organizational Communication (3)
- BUS 403: Coordination of Cooperative Education (3)

STATEMENT OF PHILOSOPHY

The major in Finance prepares students for careers in corporate finance, banking, investment analysis, or financial planning. The finance curriculum provides students with necessary skills in forecasting, analysis, and financial management.

PROGRAM GOALS

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

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN FINANCE (56 HOURS)

- Foundation courses (24 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - ECO 201: Principles of Macroeconomics (3)
 - ECO 202: Principles of Microeconomics (3)
 - FIN 311: Finance (3)
 - MKT 301: Marketing (3)
- Core courses (16 hours):
 - ACT 485: Professional Development (1) (May be repeated for a maximum of 3 hours)
 - BUS 465: Business Strategy (3) (Capstone Course)
 - FIN 362: Corporate Financial Management (3)
 - FIN 403: Financial Institutions and Monetary Policy (3)
 - FIN 407: Investments (3)
 - FIN 410: International Corporate Finance (3)
- Select 9 hours from the following courses (only 3 of the elective hours may be taken from the courses noted with *):
 - ACT 225: Intermediate Accounting I (3)
 - ACT 226: Intermediate Accounting II (3)
 - ACT 301: Cost Management (3)
 - ACT 302: Advanced Cost Management (3)
 - BUS 245: QuickBooks and Excel (3)
 - BUS 285: Practicum in Free Enterprise (1) (may be repeated for a maximum of 3 hours in this category)*
 - BUS/ACT 286: Corporate Experience (3)*
 - FIN 230: Personal Finance (3)
 - FIN 304: Risk Management (3)
 - FIN 379: Real Estate (3)
 - FIN 385: Portfolio Management (1) (may be repeated for a maximum of 3 hours in this category)*
 - FIN 499: Study Abroad (3)*
- Experiential course (3 hours):
 - ACT/BUS/FIN 476: Professional Internship in Finance (3)
- Support courses (9–10 hours):
 - MAT 110: College Algebra (3) OR MAT 111 Applied College Algebra (3) OR MAT 115: Precalculus (4) OR MAT 120: Calculus I (4).
 - MAT 205: Elementary Statistics (3)
 - BUS 225: Computer Applications in Business (3)

MINOR IN FINANCE (18 HOURS)

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

- Core courses (9 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - FIN 311: Finance (3) (this course requires a prerequisite of ECO 201 and BUS 225 or consent of instructor)
- Select 9 hours from the following courses:
 - FIN 304: Risk Management (3)
 - FIN 362: Corporate Financial Management (3)
 - FIN 379: Real Estate (3)
 - FIN 385: Portfolio Management (1) (May be repeated for a maximum of 3 hours)
 - FIN/ECO 403: Financial Institutions and Monetary Policy (3)
 - FIN 407: Investments (3)
 - FIN 410: International Corporate Finance (3)

FINANCE COURSES

FIN 230: Personal Finance (3)

An introductory course to personal financial decision-making with a life-cycle approach to financial planning. The course will help students develop a financial plan for their own future in areas such as money management, purchasing decisions, and investment decisions. Some of the topics that will be covered include constructing and interpreting their own personal financial statements and budgets, investment options, credit management, insurance, and how taxation affects their personal finances.

FIN 276: Exploratory Internship in Finance (1–3)

Experience in the workplace designed to help the students make career choices in finance. Prerequisites: consent of advisor and Internship Coordinator.

FIN 289: Selected Topics in Finance (1–3)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

FIN 299: Study Abroad (3)

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

FIN 304: Risk Management (3)

A study of risk management for the firm, the individual, and as a career. Included is a study of the basic principles of the insurance industry, loss exposure, risk management techniques other than insurance, and tort concepts. Prerequisite: junior standing or consent of the instructor. Offered as needed.

FIN 311: Finance (3)

Survey of financial decision making within a business enterprise. Emphasis is placed upon basic quantitative techniques utilized in financial decision making, such as valuing streams of cash flows, planning the capital structure, managing working capital, estimating cash flows of potential investments, and selecting appropriate investments. Prerequisites: ACT 125, ECO 201, BUS 225, and junior standing or consent of instructor. Offered every semester.

FIN 362: Corporate Financial Management (3)

Methods, policies, markets, and institutions involved in financing the business enterprise. Capital budgeting, theory of capital structures, and financial decision making are discussed. Quantitative techniques solved through Excel or financial calculators are stressed in this course. Prerequisite: FIN 311 and junior standing or consent of the instructor. Offered every semester.

FIN 379: Real Estate (3)

Principles, practices, and legal environment of the real estate industry, ownership, contracts, conveyances, mortgages, leases, liens, and titles will be studied. Real estate marketing and property management are also studied. Prerequisite: junior standing or consent of instructor. Offered during the fall 3-week term of odd-numbered years.

FIN 385: Portfolio Management (1)

Utilizes a hands-on approach to investing with appropriate research and decision-making tools. The participants learn about investing and portfolio management by investing a portion of the College's endowment. May be repeated for a maximum of 6 credit hours. Offered every semester.

FIN 403: Financial Institutions and Monetary Policy (3)

Payment and banking system, financial markets, financial instruments, financial institutions, financial regulations, Federal Reserve System, and monetary policy. Prerequisites: ECO 201 and ECO 202. Offered in the fall of odd-numbered years.

FIN 407: Investments (3)

Financial market structure, business financing alternatives, financial instruments, and financial planning for the firm. Development and management of a personal investment portfolio is studied. Students will experience the thrill and the agony of participating in financial markets through investment simulations. Prerequisites: FIN 311 and junior standing or consent of the instructor. Offered in the spring of odd-numbered years.

FIN 410: International Corporate Finance (3)

Economic trade theory, exchange-rate determination, balance of payments, global financial markets and institutions, risk management, global capital budgeting, and multinational cost of capital. Prerequisites: ECO 201, ECO 202 & FIN 311. Offered in the spring of even-numbered years.

FIN 476: Professional Internship in Finance (1–6) (CE)

An orientation to finance in the business enterprise or accounting firm is provided. Prerequisites: junior or senior standing, consent of Internship Coordinator and major advisor.

FIN 480: Independent Study (3)

Individual or group projects in finance under the supervision of the instructor. Prerequisite: consent of instructor, advisor, division chairperson, and VPAA/Provost.

FIN 489: Selected Topics in Finance (1–3)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

FIN 499: Study Abroad (3)

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

FIN 498: Global Studies (1)

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

FOREIGN LANGUAGES**STATEMENT OF PHILOSOPHY**

The objective in teaching modern foreign languages is to give students a knowledge and understanding of other cultures and the ability to use a foreign language by acquiring an oral and written proficiency. The study of foreign languages and cultures also prepares students to be more productive citizens in an increasingly competitive world community. Learning a foreign language increases the ability of students in their native language by making them more aware of grammatical conventions and embedded culture.

SPANISH COURSES**SPN 105: Beginning Spanish I (3)**

This course is an introduction to the Spanish language and Hispanic culture with emphasis on the development of listening, speaking, reading, and writing skills. Grammar and vocabulary will be used as effective tools in real-life situations with the aid of audiovisuals, classroom activities, and homework. The development of an appreciation of the similarities and differences between cultures is a major instructional goal. No prior knowledge of Spanish is required. Offered every fall.

SPN 106: Beginning Spanish II (3)

This is a continuation of SPN 105 designed to achieve better fluency in the language through oral activities, writing, vocabulary expansion, and grammar instruction. Strengthening cultural understanding continues to be a major instructional goal. Prerequisite: SPN 105 or by placement/instructor evaluation. Offered every spring.

GEOGRAPHY**GEO 201: Human Geography (3)**

This course is a study of human societies in relation to their physical environments. Emphasis is on natural resources, topography, food, clothing, shelter, cities, technology, and migration. Offered in the spring of even-numbered years.

HEALTH SCIENCE**STATEMENT OF PHILOSOPHY**

The Health Science major is designed for individuals who have an interest in pursuing entry-level careers or a professional degree program in a health-related profession. Students will complete core coursework in the health sciences, and then choose an appropriate concentration based on their professional goals.

PROGRAM GOALS

- Students will be prepared for a career or advanced studies in a health-related field.
- Students will be provided a supportive learning environment for student learning.
- Students will be skilled in critical thinking, effective communication, and creative problem solving.

Concentrations are designed to help students focus and specialize within an area of the health sciences or meet prerequisite admission requirements for graduate and professional schools. These concentrations include Health Promotion, Rehabilitative Science (pre-Physical Therapy), Sports Medicine and Performance (pre-Athletic Training/Certified Strength and Conditioning Specialist), and Nutrition and Performance (pre-Dietetics/ Certified Strength and Conditioning Specialist). Culver-Stockton College offers a Master of Athletic Training and currently has an articulation agreement with Logan University and the Master of Dietetics program. Acceptance to graduate and professional programs is not guaranteed.

BACHELOR OF SCIENCE WITH A MAJOR IN HEALTH SCIENCE (43-58 HOURS)

- Core courses (25-30 hours):
 - BIO 210: Human Anatomy & Physiology I (4)
 - BIO 211: Human Anatomy & Physiology II (4)
 - HSC 110: CPR and AED for Professional Rescuer (1) (or BLS certification)
 - HSC 220: Health Assessment (2)
 - HSC/PED 336: Kinesiology (3)
 - HSC 455: Evidence Based Practice in Health Professions (3) (Disciplinary Writing)
 - HSC 460: Health Promotion in Diverse and Special Populations (3) (Intercultural Learning)
 - HSC 476: Professional Internship in Health Science (1-6) (Professional Experience)
 - HSC 490: Capstone in Health Sciences (1) (Culminating Experience)
 - PSY 101: Introduction to Psychology (3)
- *Not required but recommended for students interested in graduate programs:
 - MAT 205: Elementary Statistics (3)
- Must select one of the concentrations below in addition to the core:
 - Health Promotion concentration (18 hours):
 - HLT 209: Personal, School & Community Health (3) OR HLT 225: Community Health (3)
 - HLT 333: Nutrition (3)
 - HSC 385: Fitness Assessment and Prescription (3) OR HSC465: Essentials of Strength & Conditioning (3)
 - PED 326: Physical Growth and Development (3)
 - Select one of the following:
 - PSY 200: Lifespan Human Development
 - PSY 240 Sport Psychology
 - PSY 250 Health Psychology
 - PSY 314 Abnormal Psychology
 - SOC 311 Race & Ethnicity
 - PED 412 Psychological & Sociological Aspects of PE & Sport (3)
 - Select one of the following:
 - BUS 302 Management
 - MKT 301 Marketing
 - SPM 316: Event and Facility Management
 - SPM 430: Sport Marketing (3)

Pre-Professional/Graduate Study Concentrations

- Rehabilitation Science concentration (pre-PT) (27 hours):
 - BIO 201: General Biology I (4)
 - BIO 202: General Biology II (4)
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - MAT 205: Elementary Statistics (3)
 - PHY 201: General Physics I (4)
 - PHY 202: General Physics II (4)
 - Not required but recommended for pre-PT:
 - PSY 200 Lifespan Psychology (3)
 - PSY 314 Abnormal Psychology (3)
 - HSC 475: Basic Concepts in Rehabilitation (3)

- Sports Medicine and Performance (pre-AT/CSCS) (18-19 hours):
 - Any 3-credit hour BIO course (BIO 201 recommended) (3–4)
 - HLT 333: Nutrition (3)
 - HSC 175: Care & Prevention of Athletic Injuries & Illnesses (3)
 - HSC 465: Essentials of Strength & Conditioning (3) OR HSC 385: Fitness Assessment & Prescription (3)
 - HSC/PED 318: Physiology of Exercise (3)
 - Select one of the following:
 - BUS 302 Management
 - MKT 301 Marketing
 - SPM 316: Event and Facility Management
 - SPM 430: Sport Marketing (3)
 - Not required but recommended for pre-AT:
 - Any 3-credit hour CHE course, CHE 251 recommended (3–4)
 - Any 3-credit hour PHY course, PHY 201 recommended (3–4)
 - HSC 475 Basic Concepts in Rehabilitation (3)
- Nutrition and Performance (pre-Dietetics/CSCS) (23 hours)
 - BIO 260: Microbiology (4)
 - BIO 305: Biochemistry (4)
 - CHE 251: General Chemistry I (4)
 - CHE 252: General Chemistry II (4)
 - CHE 301: Organic Chemistry I (4)
 - HLT 333: Nutrition (3)
 - Not required but recommended for pre-CSCS:
 - HSC 465: Essentials of Strength & Conditioning (3) or HSC 385: Fitness Assessment & Prescription (3)
 - HSC/PED 318: Physiology of Exercise (3)

MINOR IN HEALTH PROMOTION (18 HOURS; minimum of six courses required)

- HSC 220: Health Assessment (2)
- HSC 460: Health Promotion for Diverse and Special Populations (3)
- Choose one course from:
 - HSC 110: CPR & AED for the Professional Provider (1)
 - PED 104: First Aid/CPR and Care of Recreational Injuries (3)
 - Current CPR certification
- Choose one course from:
 - HSC 385: Fitness Assessment and Prescription (3)
 - HSC 386: Personal Training Certification Preparation (1–3)
 - HSC 465: Essentials of Strength and Conditioning (3)
- Select additional coursework from courses listed in the Health Promotion Concentration for a total of 18 credit hours.

HEALTH SCIENCES COURSES

HSC 110: CPR and AED for the Professional Provider (1)

CPR, AED, with advanced emergency knowledge and skills for the health professional. This course is designed for individuals pursuing a career in the health industry. Must pass requisite certification exam to receive credit for the course. Prerequisite: Health Science major or consent of instructor. Offered every other fall.

HSC 175: Prevention & Care of Athletic Injuries & Illnesses (3)

This course will explore various concepts that may impact performance and/or injury/illness situations in an athletic or recreational setting. Basic procedures in the recognition and treatment of athletic-related injuries and illnesses will be introduced.

HSC 220: Health Assessment (2)
The study and application of health assessment strategies, methods, and instruments in the determination of individual health status. Emphasis on disease prevention and readiness for physical activity. Prerequisite: Health Science major or consent of instructor. Offered every other fall.

HSC 276: Exploratory Internship (1–3)
This course is designed to aid students in evaluating professional and career goals in various fields and settings in the health sciences. Prerequisites: Internship Coordinator and faculty advisor approval.

HSC 318: Physiology of Exercise (3)
See PED 318.

HSC 336: Physiology of Exercise (3)
See PED 336.

HSC 277: Practicum in Health Science (1–3)
Students will receive practical experience from a structured site in the field of health. Prerequisite: HSC 110 and 220 or current CPR/AED certification.

HSC 376: Professional Development for the Health Professional (1–3)
This course encompasses all types of facilitated learning opportunities, including but not limited to workshops, webinars, learning labs, and conferences. This is an intensive study that should accentuate or advance the student's current level of knowledge, skill, or professional networking within the field. The sponsoring organization should be recognized as a CE provider or affiliated with state, district, or national associations/societies within the health profession. The depth, breadth, and continuing education units need to be consistent with institutional policy for academic credit. Prerequisite: HLT 277 or consent of the instructor. Offered every spring.

HSC 385: Fitness Assessment and Prescription (3)
In-depth review of ACSM exercise assessment methodology and prescriptive program planning for healthy populations and those challenged by lifestyle-related injuries/conditions. Integrated labs will emphasize exercise assessment skill application/development, data analysis, and exercise prescription. This course will assist with preparation for certain NCCA-accredited certifications for the personal fitness instructor/strength coach.

HSC 386: Personal Training Certification Preparation (1 or 3)
An in-depth review of an NCAA-accredited personal training certification. Students will review core competencies and develop test-taking strategies that will prepare them to best challenge their personal training certification. Prerequisite: ATR/PED 385 or consent of the instructor. Offered every fall in the 3-week session.

HSC 455: Evidence Based Practice in Health Profession (3) (DW)
This course will focus on the knowledge and skills necessary for entry-level health professionals to use a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence.

HSC 460: Health Promotion for Diverse and Special Populations (3)
Examines the importance of race, gender, ethnicity, social issues, and cultural factors for health promotion and community health practice. Prerequisite: Health Science major, minor or consent of the instructor. Offered every fall.

HSC 465: Essentials of Strength and Conditioning (3)
This three credit undergraduate level course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences including anatomy, exercise physiology, biomechanics, nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam through the National Strength and Conditioning Association (NSCA). Prerequisite: BIO 210 or consent of the instructor. Offered as needed.

HSC 475: Basic Concepts in Rehabilitation (3)
This course will cover the basic theories and principles of rehabilitation as they relate to tissue healing and various injuries. Students will also practice and demonstrate hands-on skills in clinical laboratory as well as receive practical experience in patient evaluation, documentation, and development of basic evidence-based rehabilitation programs. Material will be presented in a combination of lecture and laboratory-type activities.

**HSC 476: Professional Internship (1–6)
in Health Science**

This internship is under the supervision of an appropriately credentialed health professional in a setting consistent with the individual student career goals. This internship may be split or repeated for a total of six credit hours.

Prerequisites: junior standing, accepted by Director of Health Science or Athletic Training, host site, and Internship Coordinator.

HSC 489: Selected Topics in Health (1–3)

A study of selected issues not covered in other courses.

May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

HSC 490: Capstone in Health Sciences (1) (CE)

This course will place heavy emphasis on appropriate certification preparation, career planning, job applications, interviewing, state credentialing, continuing education, and professional development. Prerequisite: senior standing.

Offered every fall.

HSC 498: Global Studies (1)

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

HSC 499: Study Abroad (1–3)

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

HISTORY

STATEMENT OF PHILOSOPHY

The primary aim of the field of history is training the student for a dynamic and effective citizenship. Departmental offerings are designed to give students an understanding of the development of civilization; an appreciation of its varied social, economic, political, and cultural components and their historical interaction; and a basic familiarity with historical methods and reasoning.

PROGRAM GOALS

- Students will be capable of understanding and analyzing key historical concepts and apply them to the world around them.
- Students will be able to develop, write, and revise their own piece of original research on their first attempt.
- Students will be able to publicly defend their own original work as well as publicly critique the work of others.

BACHELOR OF ARTS WITH A MAJOR IN HISTORY (36 HOURS)

- Civic Engagement & Leadership (12 hours):
 - PHI 204: Ethics (3) (not required for History Education majors)
 - POS 205: American Government & Politics (3)
 - HIS 295: Historical Thinking (3)
 - POS 301: Community Action (3) (may be taken as EXP 301) (not required for History Education majors)
- History core courses (15 hours):
 - HIS 105: Themes in Modern World History (3)
 - HIS 107: United States Democracy to 1865 (3)
 - HIS 108: United States Democracy since 1865 (3)
 - HIS 276: Exploratory Internship (3) OR HIS 476: Professional Internship (3) (*not required for History Education majors*)
 - HIS 490: Senior Seminar in History (3)
- Elective courses (9 hours):
 - 3 hours of American History
 - 3 hours of European History
 - 3 hours of non-American, non-European History

SECONDARY EDUCATION SOCIAL STUDIES CERTIFICATION

History majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in Social Studies courses and must satisfy all professional education courses and certification requirements. (See Education requirements.)

History majors who wish to be certified in Missouri for secondary teaching in social studies must take the following courses (in addition to the requirements listed above for the BA in history):

- 3 hours of additional American history electives
- ECO 201, OR ECO 202 (3)
- GEO 201 (3)
- POS 209 (3)
- SOC 102, 203, OR 211 (3)

Elementary Education majors may complete an add-on certification in Middle School Social Studies. See the requirements in the Elementary Education section of the catalog.

MINOR IN HISTORY (18 HOURS)

The minor in History is intended to offer students the chance to explore a wide range of historical subjects and gain a substantial understanding of the discipline.

- HIS 295: Historical Thinking (3)
- 15 hours of History electives

HISTORY COURSES

HIS 105: Themes in Modern World History (3)

This course will use various themes (revolutions, environment, gender, etc.) to consider the history of the world since 1500.

HIS 106: Economic History of the US (3)

American historical development as actuated by the economic motive with special reference to the current problems of the nation. Offered as needed.

HIS 107: United States Democracy to 1865 (3)

American history from colonization to the end of the Civil War.

HIS 108: United States Democracy since 1865 (3)

American history from Reconstruction to the present.

HIS 208: Modern Military History (3)

This course provides an understanding of one of the most important developments in the history of the modern world – war. It will explore the complexity of causes and consequences of wars. This course will focus on conflicts in non-Western regions, including Russia, Asia, Africa, and the Middle East.

HIS 212: Asian Civilization (3)

This course will look at the cultural history of India, Japan, and China. It will also include daily practice of traditional meditation techniques associated with the Hindu, Taoist, and Buddhist traditions.

HIS 215: Oral History & Culver-Stockton College (3)

History and Artifacts at Culver-Stockton College This course will teach students basic oral history and museum curacy methodology for the purpose of creating and operationalizing a strategic plan for a Culver-Stockton College museum and an ongoing oral history project of College personnel, alumni, and friends. Teams of students will work with the History Department, College archivist, and outside museum studies and archival professionals to acquire necessary background knowledge in oral history and museum curacy methodology in order to create a strategic plan that will be presented to the President, Board of Trustees, and outside experts.

HIS 216: Reacting to the Past (3)

Reacting to the Past games are used to showcase a variety of historical and contemporary key topics in global affairs, democracy, politics and history. Students gain a better understanding of complex issues by simulating real world scenarios, adopting the persona of people or organizations, pursuing agendas, and reacting to both course evidence and classmates' actions and behavior. Through this experiential learning model, students develop critical skills in analytical thinking, public speaking, research and evidence-based writing. The specific topic rotates. Consult course instructor for more details.

HIS 220: Latin America, 1492 to Present (3)

This survey course will study the history of this region by taking a broad approach that includes politics, culture, economics, and society.

HIS 223: Dueling and the European Culture of Honor (3)

This course will consider the social history of Europe from the 14th to the 19th centuries by focusing on the place of honor and dueling in European society. Students will also study Classical fencing, a sport designed to prepare gentlemen in the art of dueling with the sword. The day will be divided into two types of activities. In the morning the class will meet in a classroom setting. In the afternoon the class will meet to study fencing.

HIS 240: Race in American History (3)

This course is premised on the fact that social strain regarding issues of race and citizenship are as old as the country. There has never been a time when issues of race, rooted in competing answers to the question "Who is part of our community and who is not?" The course has two overarching goals. First, it will help students build a basic knowledge of the contours of American history and understand the centrality of race to our national development. Second, the course will provide students with the skills necessary to analyze historical developments, create your own interpretations, and write cogent, argument-driven essays that clearly express your own ideas. The course will be constructed using a variety of material that reflects the important forces shaping the diverse American experience, including primary documents, historians' analyses and film, and will be centered around a mixture of activities and class discussion that will maximize students' opportunities to develop and express their own ideas. At the center of the course will be the story of the long intersection between Culver-Stockton College and issues of race over our nearly 175-year history.

HIS 245: US Women's History (3)

This course examines the major trends and events in the history of the United States by putting women at the center of the story.

HIS 260: The Great Depression and World War II (3)

This course examines the nature and impact of two of the most transformative periods in United States history.

HIS 276: Exploratory Internship in History (1–3)

Internship designed to acquaint students with the field of history and other areas in order to evaluate career choices.

HIS 280: World Revolutions (3)

This course will consider the great world revolutions in the Early Modern and Modern Period.

HIS 287: Revolutionary America, 1763–1800 (3)

This course explores the major issues in the creation of the United States of America between the end of the Seven Years' War and the election of 1800.

HIS 289: Selected Topics in History (1–3)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

HIS 292: Sports in American History (3)

Throughout American history, sport has been an important endeavor for people of all backgrounds. All Americans have participated in organized and unorganized sport. In the past century, sport has become a larger part of American life than ever before. By studying changes in sport over time, we can learn more about how sport reflects important developments in America and how looking at the past through the lens of the development of sport may provide fresh insight into the larger ebb and flow of American history.

HIS 295: Historical Thinking (3)

This course acts as a general survey of the basic concepts, methods, and interpretations in the discipline of history.

HIS 299: Study Abroad (1–3)

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

HIS 310: Fifties and Sixties America (3)

This course will introduce students to the social, political, and cultural transformations that occurred during these key decades in modern American history.

HIS 320: The Modern Middle East (3)

The course will consider the history of the Middle East from the rise of the Ottoman Empire to the present.

HIS 324: Environmental History in Belize and Guatemala (3)

An international travel-study course comprised of two weeks of travel abroad and one week of classroom activities. Students traveling to Belize and Guatemala will focus on studying the political, cultural, and environmental history of the region. The expedition will include field research at a rainforest lodge, exploration of the tropical rainforest, a visit to the ruins of Tikal, and a study of the impact of human development along the coast of Belize on an island adjacent to the world's second largest barrier reef.

HIS 335: The Worlds of Classical Greece and Rome (3)

This survey will study the major cultural, political, and social themes of Greek and Roman civilizations from Homer to the fall of Rome in the West.

HIS 356: The Age of the Crusades (3)

The Mediterranean in Religious Conflict

This course surveys the high Middle Ages from the perspective of those involved or affected by crusading. Therefore, this course studies not just Europe but Byzantium and the Islamic Middle East, also.

HIS 370: Renaissance and Reformation Europe (3)

This intellectual history course will look at the 15th and 16th centuries in terms of the arts and letters as well as important historical events.

HIS 375: Tudor Britain (3)

This course will look at the reign of Henry VIII using the “Reacting to the Past” simulation published by Barnard College.

HIS 385: Europe’s 20th Century (3)

This course will look at European history from the end of World War I to the present.

HIS 386: Film and Modern American History (3)

This course examines major themes of post–World War II American culture and society through popular films.

HIS 389: The Civil War Era, 1820–1877 (3)

This course examines the causes and consequences of the American Civil War and its aftermath.

HIS 476: Professional Internship in History (1–6)

Independent internship with a governmental agency, public official, selected public and private agencies or corporations.

HIS 480: Independent Study (1–3)

Individual or group projects in history under the supervision of the instructor. Prerequisites: consent of instructor and six hours in the field, or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

HIS 489: Selected Topics in History (1–8)

Selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor.

HIS 490: Senior Seminar in History (3) (CE) (DW)

Required of all history majors, this seminar will focus on the research and writing of the capstone senior thesis. Prerequisite: senior standing.

HIS 498: Global Studies (1)

This course will focus on materials that will enable students to fully engage with the academic content of the immediately following 3-week travel course. This course will also enable travel course leaders to monitor passports, visas, payments, and application document completion.

HIS 499: Study Abroad (1–3)

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

HONORS SCHOLARS PROGRAM**STATEMENT OF PHILOSOPHY**

The mission of the College Honors Scholars Program is to enhance the educational environment of Culver-Stockton College by providing unique and experiential academic opportunities to highly motivated students and faculty. The mission is based on the belief that academic excellence requires high expectations and personal engagement; therefore, the Honors Scholars Program seeks creative avenues for exploring and implementing this belief in both theory and practice.

PROGRAM GOALS

Students will have access to a rigorous curriculum that emphasizes original research, collaborative relationships, intensive writing, creative expression, and advanced thinking skills — analytical, creative, critical, qualitative, and quantitative — to prepare them for careers in their intended fields or graduate studies.

Students participating in the Honors Scholars Program should expect to have access to a rigorous curriculum that emphasizes original research, collaborative relationships, intense writing, great works, creative expressions, and advanced thinking skills (analytical, creative, and critical).

Admission into the Honors Scholars Program requires a 26 ACT and either a 3.5 GPA or ranking in the top 10% of the graduating class. Students who do not meet these requirements may petition the Honors Board for admission. All students who compete in the Pillars for Excellence competition are automatically enrolled in the Honors Program.

- Honors Scholars program requirements (15 hours):
 - HON/WSL 100: Introduction to Experiential Learning-Honors/Wildcat Seminar in Leadership (3)
 - HON Research/Disciplinary Writing course (3): This course is a research/disciplinary writing course in the students' major field of study. Applicable courses are individually approved by the Director of the Honors Program.
 - HON 488: Honors Project Proposal (1)
 - HON 490: Honors Scholars Project (2)
 - Choose 6 hours from:
 - HON 301: Leadership (3)
 - HON 302: Honors Service Learning (3)
 - HON 303: Honors Explorations (3) (can be taken twice, not to be taken in the major/minor area)

Students who graduate from Culver-Stockton College with College Honors must successfully complete the above-listed courses with a grade of C or higher. In addition, students must have a cumulative grade point average of 3.50 or higher. For more information on the Honors program, please contact the Director of the Honors Program.

HONORS COURSES

HON 301: Leadership (3)

A course for students who have entered the Honors Scholars Program. Honors students will learn to apply their scholarly abilities to become leaders in their chosen professions, community, and society. Honors students will learn about different dimensions and styles of leadership – visionary leadership, servant leadership, leadership focused on effecting change, etc. Prerequisites: Hon 110 or equivalent. Offered every fall in the 3-week session.

HON 302: Honors Service Learning (3)

A course for students who have entered the Honors Scholars Program. Honors students will identify a need on the campus level, local level, and state/national level. The student will then devise, articulate, and complete a service project to fulfill each need identified. Prerequisites: membership in the Honors Program and HON 110 or equivalent. Offered every spring.

HON 303: Honors Explorations (3)

This course allows the Honors Scholar to explore the areas of leadership, service and research across multiple disciplines. HON 303 courses offer challenging and enriching material that inform and inspire original work within the Honors Scholar's major field of study and future career. May be taken twice.

HON 488: Honors Project Proposal (1)

Students will complete an individual project proposal for the Honors Scholars Project. All proposals will be presented to the Honors Board for approval at the end of the semester. Prerequisites: 2 Honors designated courses and junior standing. Offered every semester in the 12-week session hybrid.

HON 490: Honors Scholars Project (2)

The Honors Scholars Project provides the opportunity for a student to create and present original projects informed and inspired by their individual field of study and honors curriculum. The goal of the production of projects - in consultation with a faculty member - that advance the student's intellectual development and educational/career goals. All projects will be presented in a public forum. Prerequisite: HON 488 and junior standing. Offered every semester.

INDIVIDUALIZED MAJOR

The Individualized Degree Program has been designed for students who have interests or career objectives that may not be met through an existing major. Students seeking a BA or BS in Individualized Studies will develop the intellectual tools needed to engage in critical thinking and problem solving as they prepare for careers and graduate programs that may cross academic disciplines.

Students seeking an individualized degree are actively involved in planning their own program of study. Courses can be selected around a unifying theme, a social issue, or academic areas of interest. Students will work closely with a faculty advisor or advising team to create a viable degree plan.

GUIDELINES

Courses can be selected around a unifying theme, a social issue, or academic areas of interest. Students will work closely with a faculty advisor or advising team to create a viable degree plan.

1. The area of study should not replicate an existing major. Students need to select a course of study not offered in a degree program.
2. The area of study should be feasible. The proposed course of study needs to be discussed with a faculty advisor or advising team to ensure the range and number of courses required will be available.
3. Students can earn up to 6 hours by completing a professional internship or independent research. Projects or activities should be carried out under the supervision of a faculty member or advisor.
4. All of the General Education requirements must be met.
5. The Individualized Major requires a capstone experience.

Students need to apply for approval of the major to the Vice President for Academic Affairs/Provost at least three semesters prior to the intended graduation date. An application consists of a letter stating the student's educational and career objectives, the rationale for seeking the degree, and a logical and consistent degree plan.

The Individualized Major offers students the freedom to create a unique course of study that combines individual interests with a wide range of themes, social issues, and academic subjects. This major can be designed within a single academic discipline or from several disciplines. Regardless of the field of study chosen, students select courses in consultation with a faculty advisor or an advising team that lead to an advanced level of competence and achievement. This degree consists of 36 to 54 hours, of which at least 18 hours must be upper-division courses.

INDIVIDUALIZED MINOR

The Individualized Minor Program has been designed for students who have interests or career objectives that may not be met through an existing minor. Courses can be selected around a unifying theme, a social issue, or academic areas of interest. Students will work closely with a faculty advisor or advising team to create a viable minor.

GUIDELINES

The minor area of study should not replicate an existing minor.

1. The minor must consist of at least 18 credit hours.
2. The area of study should be feasible. The proposed minor needs to be discussed with a faculty advisor or advising team to ensure the range and number of courses required will be available.
3. A student with an Individualized Major cannot have an Individualized Minor.
4. Students must submit a formal application letter, a proposed minor curriculum, and an application with the student's advisor approval to the Vice President for Academic Affairs/Provost stating the rationale for the proposed minor.
5. Students must submit materials requesting approval of the individualized minor by the end of their junior year.

INTERDISCIPLINARY STUDIES

STATEMENT OF PHILOSOPHY

Interdisciplinary Studies is designed to provide students more flexibility in choosing their coursework and higher education pathways. Students can tailor their curriculum, bundles and certificates to specific needs and career goals. Interdisciplinary studies comprises two or more disciplines and can be structured around real-world or experiential learning and prior learning credits.

Students may receive up to 30 hours of college credit by successfully completing criteria in the Academic Catalog's Advanced Standing policy and/or documenting their prior relevant training and experience. To apply for experiential course credit, students prepare a portfolio to be assessed by the faculty that provides evidence they have achieved the learning goals of specific courses in participating departments.

Course credit will be awarded after the student completes no less than three semester hours of credit toward the degree either on campus or in the Culver-Stockton online program/consortium and pays all related fees. Prior learning credit may not be used as part of the college residency requirements. These credits are not awarded a letter grade and are not applied to the minimum number of credits required to graduate with honors. Students who plan to attend graduate school after completing the Interdisciplinary Studies degree are advised to check with respective graduate schools regarding their policy in accepting prior learning credit.

The major requires:

- must include multiple disciplines
- at least 9 credit hours must be from any one discipline, not including internship or capstone
- no fewer than 12 credit hours must be upper division (300–400 level class credit)
- no more than 9 credit hours may be at the 100 level
- must include IDS/HUM 490 Senior Seminar (capstone)
- program of study must be approved by the faculty advisor and Provost

Students 25 years or older, have stopped for two or more academic years, or are online-degree seeking may follow the general education requirements for online program students.

A student may not declare the Interdisciplinary Studies major until accumulating a minimum of 90 credit hours unless receiving an exemption from the College.

INTERDISCIPLINARY COURSES

- **HUM 490: Humanities Senior Seminar (3)**
 - See HIS 490/ENG490/REL490

INTERNATIONAL STUDIES

STATEMENT OF PHILOSOPHY

As we move into the second decade of the twenty-first century, the set of cultural, economic, social, environmental, and historical dynamics we call globalization influences us all. Certainly, professions related to international affairs, public policy, international business and finance, international organizations, communication, academic research, and teaching will require coursework that concentrates on globalization. This major acknowledges and addresses the dynamics of globalization and equips students with the tools to actively engage the global community.

BACHELOR OF ARTS WITH A MAJOR IN INTERNATIONAL STUDIES (36 HOURS)

- Civic Engagement & Leadership core (12 hours):
 - PHI 204: Ethics (3)
 - POS 205: American Government & Politics (3)
 - POS 301: Community Action (3)
 - HIS 295: Historical Thinking (3)
- International Studies core courses (12 hours):
 - HIS 105: Themes in Modern World History (3)
 - POS/SOC 203: Global Issues (3)
 - ITS 476: Professional Internship (3) (This is either an international internship or a domestic internship involved in international affairs)
 - ITS 499: Study Abroad (3)

- Elective courses (12 hours):
 - Students should choose one area of concentration. At least 9 hours from one concentration.
- Global Affairs:
 - BUS 415: Global Business (3)
 - ECO 201: Principles of Macroeconomics (3)
 - POS 210: Politics of the Developing World (3)
 - POS 215: Total War and Beyond (3)
 - POS 304: Comparative Politics and International Relations (3)
 - POS 412: American Foreign Relations (3)
 - POS 489: European Politics (3)
- Global History and Culture:
 - ART 340: Art History I (3)
 - ENG 223: World Roots of Contemporary Literature in English
 - HIS 223: Dueling and European Culture (3)
 - MUS 160: Non-Western World Music (3)
 - SOC 401: Minority People and Race Relations (3)
- Area studies:
 - HIS 220: Latin American History (3)
 - HIS 308: Modern World War (3)
 - HIS 310: Fifties and Sixties in America (3)
 - HIS 320: Modern Middle East (3)
 - HIS 385: Europe's 20th Century (3)

MINOR IN INTERNATIONAL STUDIES (18 HOURS)

A minor in International Studies is intended to complement a variety of majors. The minor focuses on an interdisciplinary approach to examining the many challenges confronting the global community. Upon completion, students will have a greater appreciation of the complexity, interrelated nature, and shared foundation upon which the world functions. Additionally, a minor in international studies will allow students to better market themselves in a dynamic and increasingly global economy. For a student fulfilling the requirements in international studies, no more than 6 hours can be counted toward the student's major

- Core courses (9 hours):
 - POS 304: Comparative Politics and International Relations (3)
 - HIS 105: Themes in World History (3)
 - POS 203: Global Issues (3)
- Elective courses (9 hours) Select 9 hours from the following:
 - BUS 415: Global Business (3)
 - ECO 410: International Corporate Finance (3)
 - ENG 220: World Roots of British Literature (3)
 - GEO 201: Human Geography (3)
 - HIS 212: Asian Civilization (3)
 - HIS 220: Latin America, 1492 to Present (3)
 - HIS 299/499: Study Abroad (1–3)
 - HIS 320: The Modern Middle East (3)
 - HIS 356: The Age of the Crusades: The Mediterranean in Religious Conflict (3)
 - POS 210: Politics of the Developing World (3)
 - POS 289/489: Selected Topics in Political Science (1–3)
 - POS 399: Model United Nations (3)
 - POS 412: American Foreign Relations (3)
 - SOC 401: Minority People and Race Relations (3)

MARKETING

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

PROGRAM GOALS

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

The Marketing major at Culver-Stockton College provides students with practical skills and training to effectively promote products and services. The Culver-Stockton College curriculum utilizes a hands-on, creative approach to gain an understanding of current marketing principles as they relate to advertising, sales, and branding. The marketing program integrates research, case studies, and internships to provide students with the skills to succeed in an advertising/marketing career or in a graduate marketing program.

Students who double-major in Business and Marketing may not double-count any of the 9 elective hours.

BACHELOR OF SCIENCE WITH A MAJOR IN MARKETING (60-61 HOURS)

- Foundation courses (24 hours):
 - ACT 125: Principles of Accounting I (3)
 - ACT 126: Principles of Accounting II (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - ECO 201: Principles of Macroeconomics (3)
 - ECO 202: Principles of Microeconomics (3)
 - FIN 311: Finance (3)
 - MKT 301: Marketing (3)
- Core courses (15 hours):
 - BUS 415: Global Business (3)
 - MKT 305: Social Media Marketing (3)
 - MKT 401: Integrated Marketing Communications (3)
 - MKT 410: Marketing Research (3)
 - MKT 465: Marketing Strategy (3)
- Select 9 elective hours from the following courses:
 - BUS 285: Practicum in Free Enterprise (1) (maximum of 3 credit hours)
 - BUS 275: Entrepreneurship Skills (3)
 - BUS/ACT 286: Corporate Experience (3)
 - BUS 412: Innovations in Business (3)
 - BUS 425: Multimedia Usage in Business (3)
 - BUS 485: Professional Development (1)
 - BUS/MKT 499: Study Abroad (3)
 - FIN 362: Corporate Financial Management (3)
 - MKT 315: Sales (3)
 - MKT 405: Consumer Behavior (3)
 - MKT 414: Advertising & Content Marketing(3)
- Experiential course (3 hours)
 - MKT 476: Professional Internship (3)

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

MINOR IN MARKETING (18 HOURS)

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

- Core courses (18 hours):
 - ECO 202: Principles of Microeconomics (3)
 - MKT 301: Marketing (3)
 - MKT 305: Social Media Marketing (3)
 - MKT 401: Integrated Marketing Communications (3)
 - MKT 405: Consumer Behavior (3) OR MKT 414: Advertising (3)
 - MKT 410: Market Research (3)

MARKETING COURSES

MKT 276: Exploratory Internship in Marketing (1–3)

Learning activities in connection with a marketing enterprise. The internship experience is designed to give the student aid in choosing a vocational area. Prerequisites: consent of faculty advisor and Internship Coordinator.

MKT 289: Selected Topics in Marketing (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

MKT 301: Marketing (3)

Examination of the various schools of marketing thought. Marketing as related to the firm, the economy, and society as a whole. A review of marketing theory and practice is included as well as market, product, price, place, and promotion activities. Prerequisite: sophomore standing or consent of the instructor. Offered every semester.

MKT 305: Social Media Marketing (3)

Surveys usage of social media tools and technology for marketing purposes. Studies the relevance and importance of these tools to new and emerging marketing processes. Prerequisite: MKT 301. Offered every spring in the 12-week.

MKT 315: Sales (3)

Principles underlying the sales process and practical application of these principles of selling situations. Studies role of selling in total marketing process. Offered in the fall 12-week of odd-numbered years.

MKT 401: Integrated Marketing Communications (3)

Integrated Marketing Communications (IMC) is the coordination and integration of an organization's promotional efforts in a way to ensure campaign effectiveness and cohesive messages. Students will examine the behavioral and managerial implications of advertising, public relations, sales promotions, and personal selling, packaging, and social networking media. Course will include the development of a promotional plan for an organization. Prerequisite: MKT 301. Offered every fall in the 12-week.

MKT 405: Consumer Behavior (3)

An analysis of factors that influence consumer choices of goods, services, and ideas. A pragmatic approach to psychological and social forces that marketing managers use as a basis for marketing plans. Course will include discussions of the determinants of consumer behavior that have direct bearing on the formulation of marketing strategies. Prerequisite: MKT 301. Offered in the spring 12-week of odd-numbered years.

MKT 410: Marketing Research (3) (DW)

This course covers the key concepts and methods of marketing research. Students will develop skills in how to apply those concepts and knowledge to solve real-life business problems. Students will act as researchers while completing the behavioral science process of formulating a research question, selecting a research method, creating a research tool, determining sample selection, collecting respondent data, analyzing data with statistical software, and presenting a report (based on the collection of primary data). Both qualitative and quantitative research methods used in marketing will be covered. Prerequisite: MKT 301. Offered every fall in the 12-week.

MKT 414: Advertising & Content Marketing(3)

The course will explore the role of consumer-driven promotional messaging in today's increasingly competitive and integrated marketplace. Students will prepare appropriate and creative messaging for a variety of marketing channels. Prerequisite: junior standing or consent of instructor. Offered spring of even-numbered years.

MKT 465: Marketing Strategy (3)

This is the capstone for all Marketing majors and emphasizes the case approach to studying marketing problems. Areas to be studied include market and profitability analysis, market planning, strategy, and control. Prerequisites: MKT 301, MKT 401, and MKT 410.

MKT 476: Professional Internship (1-6) (CE)

An orientation to career areas in marketing is provided. Prerequisites: consent of the Internship Coordinator and faculty advisor.

MKT 489: Selected Topics in Marketing (1-3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

MKT 498: Global Studies (1)

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

MKT 499: Study Abroad (1-3)

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

MATHEMATICS**STATEMENT OF PHILOSOPHY**

Mathematics provides the background needed to pursue training in the high-technology fields of computer science and engineering. A Math major combined with another major can open career opportunities in business and industry or lead to a teaching certificate and help fill the increasing demand for mathematics teachers at all levels.

PROGRAM GOALS

- Students will be skilled in critical thinking, effective communication, and creative problem solving through pre-course and post course testing.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies and professionalization as measured by passing standardized testing such as MoCA, MFT, and other professional testing.
- Students will be provided with opportunities for social and leadership development through co-curricular activities, internships, and organizations and prepare them for future careers through research, social and leadership opportunities.

BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS (37 HOURS)

- Core courses (30 hours):
 - MAT 205: Elementary Statistics (3)
 - MAT 210: Calculus II (4)
 - MAT 220: Calculus III (4)
 - MAT 225: Discrete Math (3)
 - CDS 215: Computer Programming (3)
 - MAT 315: Probability & Statistics (3)
 - MAT 325: Linear Algebra (3)
 - MAT 425: Introduction to Algebraic Structures (3)
 - MAT 426: Introduction to Analysis (3)
- Select 6 hours from the following courses:
 - MAT 310: Introduction to Modern Geometry (3) - Required for teacher certification
 - MAT 320: Differential Equations (3)
 - MAT 489: Selected Topics in Mathematics (1-3)
- Capstone — Select 2 hours from the following courses:
 - EDU 402: Methods in Secondary Mathematics (2); required for teacher certification
 - MAT 490: Senior Seminar (2)

BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS EDUCATION (33-34 HOURS)

Math majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in Math courses and must satisfy all professional education and certification requirements (See education requirements).

- Core courses (20 hours):
 - MAT 110: College Algebra (3)
 - MAT 115: Precalculus (4)
 - MAT 120: Calculus I (4)
 - MAT 205: Elementary Statistics (3)
 - MAT 225: Discrete Mathematics (3)
 - MAT 310: Modern Geometry (3)
- Math electives (Minimum 13 hours from the following):
 - MAT 203: Math for Elementary/Middle School Teachers (3)
 - MAT 210: Calculus II (4)
 - CDS 201 Web Programming (3) or CDS 215: Computer Programming in Python (3) or CDS 230 Databases & SQL Programming (3)
 - MAT 315: Probability and Statistics (3)
 - MAT 325: Linear Algebra (3)
 - MAT 425: Intro to Algebraic Structures (3) OR MAT 426: Intro to Analysis (3)
 - MAT 489: Special Topic — History of Mathematics (3)

Mathematics Education majors are strongly encouraged to complete the middle school courses for certification in grades 5-9.

Mathematics and Mathematics Education majors will take MAT 120 to satisfy Quantitative Analysis for General Education.

Elementary Education majors may complete an add-on certification in Middle School Math. See the requirements in the Elementary Education section of the catalog.

MINOR IN MATHEMATICS (17 HOURS)

- Core courses (15 hours):
 - MAT 120: Calculus I (4)
 - MAT 210: Calculus II (4)
 - MAT 225: Discrete Math (3)
 - MAT 325: Linear Algebra (3)
- Elective Courses (3 hours)
 - 3 hours of 300- and 400-level math courses

MATH PLACEMENT

Incoming students with a mathematics ACT score of less than 22 (or 540 on the math portion of the SAT) will be required to take MAT 100: Beginning Mathematics before taking a college-level mathematics course. In lieu of ACT or SAT scores, the student's high school transcript is evaluated for the appropriate math placement. Incoming students who are placed in MAT 100 may opt to take a math placement exam if they wish to appeal taking MAT 100.

MATHEMATICS COURSES

MAT 100: Beginning Math

(3)

Designed for students lacking the necessary background to take college-level mathematics courses, this course will cover pre-college topics in common areas of mathematics. A student must completely master all topics in the course to pass. This course will be graded Pass/No Pass.

NOTE: The Math Department faculty may withdraw a student who has had more than three unexcused absences at the time of mid-term grade submission and more than six unexcused absences at any time in the course.

MAT 110: College Algebra

(3)

Expansion of some of the topics taught in high school algebra. A study of functions and their applications using symbolic, spatial, numerical, and verbal language. Topics include linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Prerequisite: two years of high school algebra and MAT 100 if required. Offered every semester.

MAT 111: Applied College Algebra (3)

Through business applications, students will learn how to work with real numbers, polynomials, linear equations, linear inequalities, functions, exponents, logarithms, and percentages. Prerequisite: MAT 100 if required. Offered every semester.

MAT 115: Precalculus (4)

A course to provide students with the background necessary to begin calculus. Special attention will be given to trigonometric functions, vectors, polar coordinates, and conic sections. Prerequisites: MAT 110 or consent of instructor. Offered every spring.

MAT 120: Calculus I (4)

This is the first semester of a three-semester sequence integrating the material of analytic geometry and differential and integral calculus. Prerequisite: MAT 115 or consent of the instructor. Offered every fall.

MAT 203: Mathematics for Elementary/Middle School Teachers I (3)

Mathematics of the elementary/middle school curriculum, including development of the real number system and problem solving. Course is designed for Elementary Education majors and those seeking middle school certification. May not be counted toward a major in mathematics. Prerequisite: MAT 100 if required. Offered every fall.

MAT 204: Mathematics for Elementary/Middle School Teachers II (3)

Mathematics of the elementary/middle school curriculum, including geometry, probability, and statistics. Course is designed for Elementary Education majors and those seeking middle school certification. May not be counted toward a major in mathematics. Prerequisite: MAT 100 if required. Offered every spring.

MAT 205: Elementary Statistics (3)

Introductory course in the collection and interpretation of statistical data. The essential statistical measures are studied. Prerequisites: MAT 100 if required. Offered every semester.

MAT 206: Logic (3)

This course introduces inductive and deductive methods in logic, including study of the scientific methods designed to train students in ways of logical analysis and reasoning. Offered every fall.

MAT 210: Calculus II**(4)**

The second semester of the three-semester sequence integrating the material of analytic geometry and differential and integral calculus. May be counted as an upper-division course except for mathematics majors. Prerequisite: MAT 120. Offered every spring.

MAT 220: Calculus III (4)

The third semester of the three-semester sequence integrating the material of analytic geometry and differential and integral calculus. May be counted as an upper-division course except for mathematics majors. Prerequisite: MAT 210. Offered every fall.

MAT 225: Discrete Mathematics (3)

Topics essential for students pursuing upper-level coursework in mathematics including logic, sets and set operations, methods of proof writing, functions, equivalence relations, induction, and the Pigeonhole Principle. Prerequisites: MAT 110, 115, or 120.

MAT 289: Selected Topics in Mathematics (1–3)

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

MAT 299: Study Abroad (1–3)

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

MAT 310: Introduction to Modern Geometry (3)

A general introduction to modern geometry, stressing the classification of geometries by groups of transformation. Prerequisite: MAT 225. Offered in the spring of odd-numbered years.

MAT 315: Probability & Statistics (3)

A calculus-based course in the theory of probability theory and statistical practices including fundamentals of probability, conditional probability and independence, discrete and continuous random variables, probability density functions, cumulative distributions functions, expected value, variance, Central Limit Theorem, common distributions, joint/marginal/condition distributions, transformations, and functions of random variables. Prerequisite: MAT 120.

MAT 320: Differential Equations (3)

A course in ordinary differential equations and applications, including linear differential with constant coefficients, first order systems, higher order differential equations and numerical techniques. Prerequisite: MAT 220. Offered in the spring of even-numbered years

MAT 325: Linear Algebra (3)

A course in the basic elements of linear algebra, including systems of linear equations, matrices, vector spaces, determinants, eigenvalues and eigenvectors, linear transformations and their applications to the sciences. Prerequisite: MAT120. Offered in the fall of even-numbered years.

MAT 410: Business Calculus (3)
See BUS 410.

MAT 425: Introduction to Algebraic Structures (3)
Introduction to the concepts of group, ring, integral domain, field, vectors, and matrices. Prerequisite: **MAT 225 and MAT 210 or permission of the instructor.**

MAT 426: Introduction to Analysis (3)
The theoretical treatment of limits, derivatives, Riemann integral calculus, and other topics. Prerequisite: **MAT 225 and MAT 210 or permission of the instructor.** Offered as needed.

MAT 489: Selected Topics in Mathematics (1–3)
A study of selected issues not covered in other courses. Course may be repeated. Prerequisite: consent of the instructor.

MAT 490: Senior Seminar (2) (DW & CE)
A review of special topics and current literature.

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

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

MUSIC

STATEMENT OF PHILOSOPHY

The Music Program provides students of promise an engagement with artistic expression that reflects the integrity of the human spirit. The Music Department serves the mission of the College through liberal arts study, professional preparation, and community involvement in music. The music major certifies to teach, prepares for graduate school, works in the music industry, and/or serves in a student's own individual community's artistic life.

PROGRAM GOALS

- Students will demonstrate individualized development of musically competent and aesthetically expressive performance abilities.
- Students will develop competent musicianship through completion of a sequential curriculum of theory, history and literature required by the National Association of Schools of Music.
- Students will be prepared for successful entry into the post-baccalaureate world as a teacher, performer, composer, audio producer, manager, or church musician who is able to sustain personal music growth through independent study or further formal/professional training.

Departmental regulations are published in the Culver-Stockton College Music Student Handbook.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC (38-42 HOURS)

- Music Theory and Aural Skills (12 hours):
 - MUS 101: Theory I (2)
 - MUS 102: Theory II (2)
 - MUS 201: Theory III (2)
 - MUS 202: Theory IV (2)
 - MUS 121: Aural Skills I (1)
 - MUS 122: Aural Skills II (1)
 - MUS 221: Aural Skills III (1)
 - MUS 222: Aural Skills IV (1)
- Music History (6 hours):
 - MUS 309: Music History I (3)
 - MUS 310: Music History II (3)
- Proficiency skills (2–6 hours):
 - MUS 247: Conducting (2)
 - Piano Proficiency (placement by skills assessment)
 - MUS 125M: Class Piano Level I (1)
 - MUS 126M: Class Piano Level II (1)
 - MUS 226M: Class Piano Level III (1)
 - MUS 227M: Class Piano Level IV (1)

- Additional required courses (18 hours):
 - MUS 105: Introduction to Music Technology (3)
 - MUS 188-488: Repertoire and Performance (0) *This class must be completed satisfactorily for seven semesters.*
 - MUS 450: Senior Recital (0) OR MUS 490: Senior Capstone Project (0) (to be determined by music faculty)
 - 8 hours of lessons on major instrument/voice or composition (required every semester)
 - 4 hours of ensembles, 1 semester of MUS 315 Camerata 808 required (Participation in lessons and ensembles is required every semester by audition and placement in all appropriate ensembles and studios.)
 - 3 hours music electives

BACHELOR OF MUSIC EDUCATION WITH TEACHER CERTIFICATION IN GRADES K-12 (60-64 HOURS)

Music Education majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in music courses and must satisfy all professional education courses and certification requirements. (See Education requirements.)

- Music Theory and Aural skills (12 hours):
 - MUS 101: Theory I (2)
 - MUS 102: Theory II (2)
 - MUS 201: Theory III (2)
 - MUS 202: Theory IV (2)
 - MUS 121: Aural Skills I (1)
 - MUS 122: Aural Skills II (1)
 - MUS 221: Aural Skills III (1)
 - MUS 222: Aural Skills IV (1)
- Additional required courses (12 hours):
 - MUS 314: Marching Band Techniques (1)
 - MUS 323: Vocal Techniques and Literature (3)
 - MUS 326: Instrumental Techniques and Literature (3)
 - MUS 425: Choral and Instrumental Arranging (2)
 - MUS 447: Advanced Conducting (3)
- Music History (6 hours):
 - MUS 309: Music History I (3)
 - MUS 310: Music History II (3)
- Proficiency skills (2–6 hours):
 - MUS 247: Conducting (2)
 - Piano Proficiency (placement by skills assessment)
 - MUS 125M: Class Piano Level I (1)
 - MUS 126M: Class Piano Level II (1)
 - MUS 226M: Class Piano Level III (1)
 - MUS 227M: Class Piano Level IV (1)
- Vocal specialization (3 hours):
 - MUS 423: Advanced Vocal Techniques (3)
- Instrumental specialization (4 hours):
 - MUS 213: Percussion Techniques and Materials (1)
 - MUS 214: String/Guitar Techniques and Materials (1)
 - MUS 215: Brass Techniques and Materials (1)
 - MUS 217: Woodwind Techniques and Materials (1)
- Required Education courses (9 hours):
 - EDU 313P: Methods of Teaching Music in the Elementary Schools (3) (includes field experience EDU 249)
 - EDU 402P: Methods in Secondary Music (3) (includes field experience EDU 349)
 - MUS 105: Introduction to Music Technology (3) (in lieu of MIS 360: Instructional Technology)
- Additional required courses (16 hours):
 - MUS 188-488: Repertoire and Performance (0) *(This class must be completed satisfactorily for six semesters.)*
 - 12 hours of lessons on major instrument/voice or composition
 - 4 hours of ensembles, 1 semester of MUS 315 Camerata 808 required (Participation in lessons and ensembles is required every semester by audition and placement in all appropriate ensembles and studios.)
 - MUS 450: Senior Recital (0)

MUSIC TECHNOLOGY

STATEMENT OF PHILOSOPHY

The Bachelor of Science in Music Technology provides students professional training for careers in the music industry and professional fields. The program is broad in scope and prepares students for the modern musical world. Music technology graduates can adapt the knowledge and skills of this program to related disciplines beyond traditional music concentrations. Career areas include audio production, multimedia production, sound design, music hardware development, music retail and media distribution, public performance, and song writing and composition for a variety of fields.

PROGRAM GOALS

- Students will demonstrate individualized development of musically competent and aesthetically expressive performance abilities.
- Students will develop competent musicianship through completion of a sequential curriculum of theory, history and literature required by the National Association of Schools of Music.
- Students will be prepared for successful entry into the post-baccalaureate world as a teacher, performer, composer, audio producer, manager, or church musician who is able to sustain personal music growth through independent study or further formal/professional training.

BACHELOR OF SCIENCE WITH A MAJOR IN MUSIC TECHNOLOGY (56-60 HOURS)

- Musicianship (12 hours):
 - MUS 101: Theory I (2)
 - MUS 102: Theory II (2)
 - MUS 201: Theory III (2)
 - MUS 202: Theory IV (2)
 - MUS 121: Aural Skills I (1)
 - MUS 122: Aural Skills II (1)
 - MUS 221: Aural Skills III (1)
 - MUS 222: Aural Skills IV (1)
- Music History (6 hours):
 - MUS 309: Music History I (3)
 - MUS 310: Music History II (3)
- Proficiency skills (0–4 hours) (placement by skills assessment):
 - MUS 125M: Class Piano Level I (1)
 - MUS 126M: Class Piano Level II (1)
 - MUS 226M: Class Piano Level III (1)
 - MUS 227M: Class Piano Level IV (1) or 2 additional credit hours of applied lessons if waived from Class Piano
- Performance (14 hours)
 - 2 hours of elective (any MUS prefix)
 - MUS 131–446: Applied Lessons (8 hours)
 - MUS 188–488: Repertoire and Performance (0) (completed seven semesters)
 - Ensembles (4 hours) One semester minimum of MUS 315 Camerata 808 required
- Music Technology (15 hours):
 - MUS 105: Introduction to Music Technology (3)
 - MUS 205: Digital Audio Production (3)
 - MUS 305: Advanced Digital Audio Production (3)
 - MUS 426: Digital Arranging (3)
 - MUS 476: Professional Internship (3)
 - MUS 490: Capstone Experience (0)
- Multimedia and Technology (9 hours selected from the following):
 - ART 117: Digital Studio (3)
 - ART 253: Graphic Design (3)
 - ART 392: Media Design (3)
 - CDS 201: Web Programming (3)
 - CDS 215: Computer Programming in Python (3)
 - CDS 335: Game Design (3)

MINOR IN MUSIC (18 HOURS)

- Core courses (6 hours):
 - MUS 101: Theory I (2)
 - MUS 102: Theory II (2)
 - MUS 121: Aural Skills I (1)
 - MUS 122: Aural Skills II (1)
 - MUS 188–488: Repertoire and Performance (0) (*This class must be completed satisfactorily for two semesters.*)
- Elective courses (6 hours):
 - MUS 105: Introduction to Music Technology (3)
 - MUS 125: Class Piano I (1)
 - MUS 126: Class Piano II (1)
 - MUS 201: Theory III (2)
 - MUS 202: Theory IV (2)
 - MUS 213: Percussion Techniques and Materials (1)
 - MUS 214: String/Guitar Techniques and Materials (1)
 - MUS 215: Brass Techniques and Materials I (1)
 - MUS 217: Woodwind Techniques and Materials I (1)
 - MUS 221: Aural Skills III (1)
 - MUS 222: Aural Skills IV (1)
 - MUS 247: Conducting (2)
 - MUS 309: Music History I (3)
 - MUS 310: Music History II (3)
 - MUS 314: Marching Band Techniques (1)
 - MUS 323: Vocal Techniques & Literature (3)
 - MUS 326: Instrumental Literature & Techniques (3)

LESSONS AND ENSEMBLES (6 HOURS)

- 3 – 4 hours of private lessons
- 2– 3 hours of ensembles

Participation in lessons and ensembles is encouraged every semester; audition and placement for all appropriate ensembles and studios are required.

MUSIC TECHNOLOGY MINOR (18 HOURS)

The minor in music technology provides students with knowledge and skills beyond traditional music concentrations, focusing on audio production, sound design, music software/hardware, and composition for a variety of styles and genres with opportunities for multimedia and technological application.

- Core courses (12 hours):
 - MUS 105: Introduction to Music Technology (3)
 - MUS 205: Digital Audio Production (3)
 - MUS 305: Advanced Digital Audio Production (3)
 - MUS 426: Digital Arranging (3)
- Elective courses (6 hours selected from the following):
 - ART 117: Digital Studio (3)
 - ART 253: Graphic Design (3)
 - ART 392: User Experience and User Interface (3)
 - CDS 201: Web Programming (3)
 - CDS 215: Computer Programming in Python (3)
 - CDS 335: Game Design (3)
 - MUS 100: Fundamentals of Music (3)
 - MUS 101: Theory I (2)
 - MUS 121: Aural Skills I (1)
 - MUS 125: Class Piano Level I (1)
 - MUS 126: Class Piano Level II (1)
 - MUS 131–446 Applied Lessons (1-3)

MUSIC COURSES

MUS 100: Intro to Music Creation (3)

Discover how music is made - and how you can make it, too. This hand-on course introduces the essential tools and ideas behind music creation, from reading and writing music to listening critically and experimenting with sound. You will explore traditional notation as well as the basics of digital music production, all while examining how music affects us cognitively and emotionally. Whether you are a seasoned musician or just curious, no prior experience is required - just bring your ears and your creativity.

MUS 101: Theory I (2)

A study of the fundamental elements of musical notation through basic species counterpoint. Specifically, a study of pitch, meter, scales, keys, modes, intervals, triads, seventh chords, and a study of a two and three-voice counterpoint as practiced in the 16th century. Offered every fall.

MUS 102: Theory II (2)

A continuation of theoretical elements of Theory I. A study of the common melodic, harmonic, and formal practices of the 18th and 19th centuries with emphasis on diatonic harmonization and analysis, and tonicization and secondary dominants. Additionally, a study of popular music harmony, melody and form will be included.

MUS 105: Introduction to Music Technology (3)

An introduction to music technology, focusing on music-related hardware and software. Students develop an understanding of sound, audio, MIDI, synthesis and sampling, computer notation, and computer-assisted instruction. Offered in the fall of even-numbered years.

MUS 115: Jazz Improvisation (1)

Foundation in the technique and art of improvising jazz. Emphasis is placed on the scales, chords, progressions, and idiomatic phrasing for improvising in a variety of different jazz styles throughout the history of this musical style. This course may be repeated for credit.

MUS 121: Aural Skills I (1)

A study of the fundamental elements of music as an aural language. This course focuses upon the development of sight-singing and dictation skills from the diatonic major and minor modes. Prerequisite: MUS 100 or 101 (or concurrent). Offered every fall.

MUS 122: Aural Skills II (1)

A continuation of Aural Skills I. This course continues a study of diatonic music through sight-singing and dictation skills, with an increased emphasis on harmonic dictation and rhythmic development such as subdivision of the beat. Prerequisite: MUS 121 or consent of instructor. Offered every spring.

MUS 125: Class Piano Level I (1)

Beginning instruction in piano. This level is designed to develop functional command of basic keyboard skills needed in further study of music and the teaching of music. Offered every fall.

MUS 125M: Class Piano Level I (1)

Beginning piano instruction for music majors. This level is designed to develop functional command of basic keyboard skills needed in further study of music and the teaching of music. Offered every fall.

MUS 126: Class Piano Level II (1)

Continuation of MUS 125. Prerequisite: MUS 125 or consent of the instructor. Offered every spring.

MUS 126M: Class Piano Level II (1)

Continuation of MUS 125M for Music majors. Prerequisite: MUS 125M or consent of the instructor. Offered every spring.

MUS 130: Class Voice (1)

Designed for students with no previous experience in voice. May be taken by non-music majors or music majors wishing to gain skills in voice. Offered every semester.

MUS 137: Class Guitar (1)

Designed for students with no previous experience in guitar. May be taken by non-music majors or music majors wishing to gain skills in guitar. Offered every semester.

MUS 150: Music in Culture (3)

Focusing on the intersection of music, culture and society, this course offers an introductory look at how a specific musical genre contributes to our cultural landscape. Students will investigate the elements of music and how they are employed to express, negotiate and shape social realities. The course provides a comprehensive framework for understanding music's role as a mirror and molder of cultural identity. Topics will vary from semester to semester and by instructor.

MUS 201: Theory III (2)

The continued study of melodic, harmonic, and formal practices of the 19th and 20th centuries with emphasis on modulation, chromatic harmony, and the expanded harmonic language. Includes a focused study of the elements of musical form through the analysis of homophonic and contrapuntal compositions. Prerequisite: MUS 102. Offered every fall.

MUS 202: Theory IV (2)
A theoretical study of the development of Western music in the twentieth century to the present time. Emphasis is placed on developments in form and style and important theoretical systems and compositional devices. Students are encouraged to register for MUS 315: Camerata 808 during the semester in which they take MUS 385 or MUS 202. Prerequisite: MUS 201. Offered every spring.

MUS 205: Digital Audio Production (3)
The study of digital audio production. Students will develop an understanding of sound design and production workflow through creative projects with related hardware and software and multimedia application.

MUS 213: Percussion Techniques and Materials (1)
An examination of pedagogical materials and techniques appropriate to the instruction of students in percussion. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments. Offered in the fall of even-numbered years.

MUS 214: String/Guitar Techniques & Materials (1)
An examination of pedagogical materials and techniques appropriate to the instruction of students in orchestral string instruments and guitar. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments.

MUS 215: Brass Techniques and Materials (1)
An examination of pedagogical materials and techniques appropriate to the instruction of students in brass instruments. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments.

MUS 217: Woodwind Techniques and Materials (1)
An examination of pedagogical materials and techniques appropriate to the instruction of students in woodwind instruments. Emphasis is placed upon the development of a good concept of the tonal and technical aspects of performance of these instruments.

MUS 221: Aural Skills III (1)
A continuation of Aural Skills II. This course introduces concepts of tonicization and modulation through sight-singing and dictation skills. Additional topics include diatonic modes, chromaticism, C clefs, hearing structure in compositions in binary form, and more advanced rhythmic techniques such as syncopation. Prerequisite: MUS 122 or consent of instructor. Offered every fall.

MUS 222: Aural Skills IV (1)
A continuation of Aural Skills III. This course continues a study of chromatic music through sight-singing and dictation skills with an increased emphasis on modulating to far-related keys, advanced rhythmic techniques, and aural study of large-scale forms such as sonata form. Prerequisite: MUS 221 or consent of instructor. Offered every spring.

MUS 226: Class Piano Level III (1)
Continuation of MUS 126. Prerequisite: MUS 126 or consent of the instructor. Offered every fall.

MUS 226M: Class Piano Level III (1)
Continuation of MUS 126M. Prerequisite: MUS 126M or consent of the instructor. Offered every fall.

MUS 227M: Class Piano Level IV (1)
Continuation of MUS 226M. This level is designed for music majors in the preparation for the Piano Proficiency Examination and successful completion of the examination in compliance with both the Culver- Stockton requirement for graduation and the national standard for proficiency in piano. Prerequisite: MUS 226M or consent of instructor for registration of non- majors or minors in music. Offered every spring.

MUS 247: Conducting (2)
Fundamentals of conducting accompanied by individual practice. Score reading, analysis, and psychological factors will be considered. Prerequisite: consent of the instructor. Offered every spring.

MUS 289: Selected Topics in Music (1–3)
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

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

MUS 305: Advanced Digital Audio Production (3)
The advanced study of digital audio production with emphasis placed on professional recording, editing, mixing, and mastering through related hardware and software and multimedia application. Prerequisite: MUS 205.

MUS 309: Music History I (3) (DW)
An intensive historical, analytical, and cultural-aesthetic survey of Western music from pre-Christian time through the Classical Period. Emphasis is placed on representative composers, works, genres, stylistic features, and the ways in which each changed over time. Prerequisite: MUS 102 or equivalent. Offered every fall.

MUS 310: Music History II (3) (DW)

An intensive historical, analytical, and cultural-aesthetic survey of Western music from the nineteenth century to the present. Emphasis is placed on representative composers, works, genres, stylistic features, and the ways in which each changed over time. Also included in this course is an introduction to the diverse styles of music found throughout the world. Prerequisite: MUS 102 or equivalent. Offered every spring.

MUS 313: Methods of Teaching Music in the Elementary Schools for Elementary (2)

Education Majors A study of the goals and problems of music instruction in the first six grades. Offered every fall for Elementary Education majors.

MUS 314: Marching Band Techniques (1)

Marching Band Techniques is designed to provide an overview of the skills and knowledge needed to organize, administer, implement, plan and teach a marching band program as part of the secondary music curriculum. Topics discussed will cover: show design, music selection, rehearsal planning, marching techniques and fundamentals, equipment management, budget development, travel planning, practices and policies, philosophy and curriculum development.

MUS 323: Vocal Techniques and Literature (3)

This course is designed to give students in the vocal and instrumental music education track a basis for teaching choral music at the secondary level. Students will complete the class with a basic knowledge of singer's diction (International Phonetic Alphabet, Latin and English), a survey of choral literature, and voice pedagogy for the solo singer and the choral ensemble.

MUS 326: Instrumental Literature and Techniques (3)

This course is designed to give students in the vocal and instrumental music education track a basis for teaching instrumental music at the secondary level. Students will complete the class with a basic knowledge of instrumental pedagogy, a survey of band and orchestral literature appropriate for instruction of beginning through high school instrumental music, strategies for programming and curricular development for instrumental music, and a pedagogical overview of teaching jazz ensembles and jazz improvisation.

MUS 327M: Class Piano Level IV Review (1)

Designed for Music majors who do not successfully complete the piano proficiency examination in MUS 227M and for majors with piano skills who are not prepared in all areas of competence. Offered during the spring 3-week term as needed.

MUS 405: Advanced Topics in Music Technology (3)

The fourth course in the music technology sequence, focusing on advanced topics with music-related hardware and software, including surround sound, real-time processing, multimedia, and professional level recording, editing, mixing, and mastering. Prerequisite: MUS 305. Offered in the spring of even-numbered years.

MUS 418: Advanced Instrumental Conducting (2)

A continuation of MUS 247 with emphasis on the conducting of instrumental ensembles. Prerequisites: MUS 247 and consent of the instructor. Offered in the fall of even-numbered years.

MUS 419: Advanced Choral Conducting (2)

A continuation of MUS 247 with emphasis on the conducting of choral ensembles. Prerequisites: MUS 247 and consent of the instructor. Offered in the fall of odd-numbered years.

MUS 423: Advanced Vocal Techniques & Lit(3)

This course is designed to give students in vocal music education advanced knowledge for teaching choral music at the secondary level. Students will complete the class with an extended knowledge of singer's diction (International Phonetic Alphabet, Italian, German and French), choral literature, and voice pedagogy. Other topics covered include leading a church/community/children's choir and planning and running a musical theatre production. Prerequisite: MUS 323.

MUS 425: Choral and Instrumental Arranging (2)

Basic experience in the manipulation of musical materials with the goal of creating arrangements for various choral and instrumental ensembles. A study of vocal characteristics and instrumentation will be included. Prerequisites: MUS 201 or consent of instructor. Offered in the fall of odd-numbered years.

MUS 426: Digital Arranging (3)

Basic experience in the manipulation of musical materials with the goal of creating arrangements in various digital and hybrid settings. A study of vocal characteristics and instrumentation will be included. Prerequisite: MUS 201 or consent of instructor. Offered fall of odd-numbered years.

MUS 447: Advanced Conducting (3)

A continuation of MUS 247 with emphasis on rehearsal techniques for the choral and instrumental ensemble. Prerequisites: MUS 247 and consent of the instructor.

MUS 450: Senior Recital (0) (CE)

The culmination of private music lessons for those students who have successfully completed the sophomore and junior jury performances and have been approved by the music faculty to continue to the 400 level of lessons. Repertoire will be chosen in consultation with the applied instructor(s). Recitals will be presented publicly. Required of all students pursuing the Bachelor of Music Education degree. Offered every semester.

MUS 490: Capstone Experience (0) (CE)

An extensive guided research project or document for BA Music students who are focused on liberal arts music studies. Prerequisite: Consent of music faculty. Offered as needed.

ENSEMBLES

Ensembles meet the entire 15 weeks of the semester.

MUS 103–104: Ensemble (0.5-1)

Offered for students interested in music for specialized groups. Groups formed will depend upon available personnel. Prerequisite: consent of instructor. Offered as needed.

MUS 155–156: Collegiate Choir (.5)

Membership is open without audition to all students who have an interest in singing. Offered every semester.

MUS 157–158: Symphonic Band (.5)

Membership is open without audition to all students with experience playing a woodwind, brass, or percussion instrument. The ensemble performs a wide variety of standard band music. Offered every semester.

MUS 209–210/409–410: Orchestra (1)

Membership is open to all students who play an appropriate stringed instrument. Wind instrument and percussion players will be admitted by permission of the conductor. Offered every semester.

MUS 315: Camerata 808 (1)

Camerata 808 is a collection of chamber groups that focus on the experimental music of the past 100 years and provides an outlet for the performance of student compositions. Offered every semester.

MUS 357/358: Wind Ensemble (1)

The Wind Ensemble is the flagship instrumental ensemble, open by audition to instrumental students of any major. Membership is granted by audition for the full academic year. The ensemble is dedicated to high-quality performance of standard and contemporary wind ensemble and concert band repertoire, with concerts on campus, in community and school settings, and an annual tour. Offered every semester.

MUS 498: Global Studies (1)

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

MUS 499: Study Abroad (1–3)

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

MUS 359/360: Concert Choir (1)

The Concert Choir is the premier mixed-voice ensemble, open by audition to students of all disciplines. Membership is granted by audition for the full academic year. Over multiple semesters of participation, members perform accompanied and unaccompanied choral literature representing a broad range of historical periods, regions and styles. The ensemble presents concerts on campus, in community and school settings, and on an annual concert tour.

Offered every semester.

MUS 361/362: Chamber Choir (1)

The Chamber Choir is a highly selective mixed-voice ensemble, open by audition to students of all disciplines. Membership is granted by audition for the full academic year. The ensemble is dedicated to excellent musical performances of sophisticated repertoire from the choral canon and emerging compositions, with performances both on and off campus throughout the year. Pre-requisite: Co-enrollment in Concert Choir, or permission of instructor. Offered every semester.

MUS 367/368: Jazz Ensemble (1)

The Jazz Ensemble is a performance-focused course for advanced musicians, emphasizing the study and performance of jazz and related contemporary styles. Repertoire includes traditional and modern big band works, funk, Latin and fusion. Students develop ensemble technique, stylistic accuracy and improvisational skills while engaging with the historical context of jazz. Participation is by audition with membership extending for the full academic year and open to qualified students of all majors, subject to instrumentation needs. Offered every semester.

PRIVATE LESSONS

Private music lessons are available in voice, piano, organ, brass instruments, stringed instruments, woodwind instruments, percussion instruments, and composition. Hour-long lessons are standard in the major instrument, voice, or composition. Music majors and minors are required to co-enroll in Repertoire and Performance (see below). Private lessons meet the entire 15 weeks of the semester. The following curriculum is available in the music lessons area:

MUS 131-132/431-432	Voice	(1–2)
MUS 133-134/433-434	Piano	(1–2)
MUS 135-136/435-436	Organ	(1–2)
MUS 139-140/439-440	Brass	(1–2)
MUS 141-142/441-442	Strings/Guitar	(1–2)
MUS 143-144/443-444	Woodwinds	(1–2)
MUS 145-146/445-446	Percussion	(1–2)
MUS 151-152/451-452	Composition	(1–2)

NATURAL SCIENCE

MINOR IN PHYSICAL SCIENCE (19–23 HOURS)

The Physical Science minor is available to students pursuing any undergraduate major. It supplements many areas of study and allows students to add an applied dimension to their academic endeavor. It may be of particular interest to students interested in sustainability and alternative energy.

- Core courses (7–8 hours):
 - Select 2 of the following three courses:
 - NAS 305: The Solar System (4)
 - NAS 310: Climate & Climate Change (4)
 - NAS 412: Geographical Information Systems (3)
- Elective courses (12–15 hours):
 - Select 4 courses from the following:
 - NAS 108: Introduction to Environmental Science (3)
 - NAS 200: Astronomy (3)
 - NAS 202: Meteorology (3)
 - NAS 203: Life in the Universe (4)
 - NAS 204: Geology (3)
 - PHY 201: General Physics I (4)
 - PHY 202: General Physics II (4)

NATURAL SCIENCES COURSES

NAS 108: Introduction to Environmental Science (3)

An introduction to the basic principles of environmental science, including the scientific principles governing ecosystems and their processes, human population and resource use, and biodiversity of the earth. Two hours of lecture and one two-hour laboratory per week in a 12-week session (3-week session schedules will differ). Offered every year.

MUS 188–488: Repertoire and Performance (0)

This class extends the development of individual talent that takes place in private lessons. This experience allows students to explore literature performed by themselves or others, as well as investigate issues in performance and the music industry. Music majors and minors admitted to private lessons will co-enroll in MUS 188–488 as an extension of the studio experience. Satisfactory participation is required for at least seven semesters for BA students, six semesters for BME students, and four semesters for music minors.

NAS 112: Introduction to Physical Science (3)

This course provides substantial introduction to the fundamental behavior of matter and energy. It introduces basic concepts and key ideas while providing opportunities for students to learn scientific communication, reasoning skills and a new way of thinking about the world. This course meets the requirement of science in general education.

NAS 200: Astronomy (3)

An elementary survey of the nature and behavior of the solar system and the regions beyond and of basic physical processes occurring throughout the universe. Two hours of lecture and one laboratory per week. Prerequisite: MAT 100 if required.

NAS 201: Explorations in Physical Science (3)

A hands-on laboratory course emphasizing observational and outdoor aspects of physical science. This course includes observational astronomy, with and without telescopes; weather observations; and geological concepts, including rocks, formations, and geological maps. It also features introductions to Global Positional Systems, Geographical Information Systems, and orienteering. The highlight of this course is a field trip to the Grand Canyon in Arizona or some similar location. Prerequisite: none. Offered every spring 3-week session.

NAS 202: Meteorology (3)

An introduction to atmospheric processes that influence weather and weather forecasting. Two hours of lecture and one laboratory per week. Prerequisite: MAT 100 if required. Offered in the spring of odd-numbered years.

NAS 203: Life in the Universe (4)

An introductory course that focuses on the structure and nature of the solar system and the Milky Way galaxy with emphasis on the possible existence of life forms. Most of the course material will be drawn from astronomy and astrophysics, but additional topics from geology, climatology, and biology will be introduced. Includes a lab component. Prerequisite: MAT 100 if required. Offered online.

NAS 204: Geology (3)

A survey of past and present geological processes that create and change the earth's materials and landforms. Two hours of lecture and one laboratory per week. Prerequisite: MAT 100 if required. Offered in the fall of odd-numbered years.

NAS 289: Selected Topics in Science (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

PHYSICS COURSES**PHY 101: Essentials of Physics (3)**

A survey of important concepts of physics presented in a format that requires only a minimal amount of mathematics. Topics are drawn from mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. Includes a lab component. Prerequisite: none. Offered in the fall and spring 3-week sessions.

NAS 305: Solar System Exploration (4)

An introduction to the solar system and its exploration. Topics include the sun, the planets and their moons, dwarf planets, asteroids, comets, and smaller bodies. Additional topics include the major NASA and ESA missions to bodies in the solar system. Prerequisite: MAT 120. Offered online.

NAS 310: Climate & Climate Change (4)

An overview of past, present, and projected future climates and a study of atmospheric, geological, astronomical, and anthropogenic processes that influence climate. Special focus on global climate change and alternative energy sources. Four hours credit online including online laboratory. Prerequisite: MAT 110 or 111. Offered during the ten-week summer session.

NAS 401: Current Topics in Science (1)

Contemporary issues in science. May be repeated with consent of the instructor. Prerequisites: junior or senior standing with major concentration in science or consent of the instructor.

NAS 405: History and Philosophy of Science(3)

The study of scientific thought and practice and its effects on the development and current status of the sciences. In addition, the mutual interactions of theoretical, applied science, and society will be integrated into the course. Prerequisites: junior standing and three science courses. Offered as needed.

NAS 412: Geographic Information Systems (3)

A course in geographic information systems with applications in business, science, and natural resources. Production of GIS computer maps and accompanying database information is emphasized, along with techniques for symbolizing, displaying, and analyzing spatial information. Prerequisite: MAT 110 or MAT 111. Offered in the fall of odd-numbered years.

NAS 489: Selected Topics in Science (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

PHY 201/202: General Physics (4/4)

A study of the fundamentals of mechanics, sound, electricity, magnetism, heat, and light. Three lectures and one laboratory. Prerequisite: MAT 100 (if required) or high school algebra. PHY 201 is a prerequisite for PHY 202.

NURSING: C-SC 3-YEAR NURSING PROGRAM WITH HANNIBAL REGIONAL

Rooted in a shared vision to address the growing healthcare workforce needs of rural Northeast Missouri, the Culver-Stockton College School of Nursing with the Hannibal Regional Healthcare System program is designed to prepare the next generation of nurses to serve with skill, compassion, and purpose. The program is an innovative, forward-thinking program that offers a flexible, student-centered approach.

The curriculum is intentionally designed to ensure the graduate is future-ready, equipped with strong clinical judgment, hands-on experience, and the compassionate leadership today's healthcare environments require. From the first semester, students will engage in meaningful learning experiences that bridge classroom knowledge with real-world practice.

The Culver-Stockton College School of Nursing with Hannibal Regional is accredited by the Higher Learning Commission and has Initial Approval by the Missouri State Board of Nursing.

Vision: Prepare nurses of promise who are BOLD, THINK BIG and CREATE CHANGE in an ever-changing healthcare environment.
MISSION-driven • VALUES-based

Purpose: As an investment in the future, broadening educational opportunities in Northeast Missouri, Culver-Stockton College and Hannibal Regional Healthcare System have combined educational expertise and clinical learning opportunities to offer an innovative, three-year Bachelor of Science in Nursing program.

Mission Statement

The mission of the nursing program is to:

1. Prepare nurses for the profession and career advancement by integrating experiential learning, innovation, research and evidence-based practice, while upholding the values of respect, integrity, service, excellence, faith and human spirit.
2. Empower nurses to lead, support and promote the advancement of physical, social, intellectual, spiritual and emotional health to address the needs of individuals, families, communities, the nation, and the world.
3. Prepare nurses to lead responsibly, serve compassionately and actively engage in their communities.
4. Lay the foundation for lifelong intellectual growth and development.

Graduate Competences

At the completion of the program, the BSN graduate will:

1. Integrate nursing and liberal arts knowledge to foster intellectual curiosity, clinical judgement and incorporate evidence-based practice through scholarship, research and healthcare technologies to drive decision making.
2. Provide person-centered care by fostering therapeutic relationships and utilizing the nursing process across time, populations, care settings and the healthcare delivery continuum to optimize outcomes and achieve quality health results.
3. Coordinate and deliver care that is safe, timely, effective, efficient, equitable and patient-centered (STEEEP) across the continuum of care to achieve desired health outcomes for individuals, families, communities and healthcare systems.
4. Exhibit professionalism and foster collaborative partnerships by upholding shared values, accountability and ethical conduct in the delivery of high-quality, person-centered care.
5. Cultivate the skills and attributes necessary to promote personal well-being, engage in lifelong learning and embrace self-reflection for continuous growth as a future nurse leader.

ADMISSION CRITERIA

Direct admission:

- acceptance to C-SC
- high School CGPA 2.75 or higher on 4.0 scale (without rounding) in science, technology, engineering and math courses **or** CGPA 2.5-2.74 on 4.0 scale (without rounding) in science, technology, engineering and math courses **and** ACT of 22 or SAT 1100.
- complete the following high school courses:
 - one year of HS biology
 - one year of HS algebra or higher
 - *recommended:* One year of HS chemistry
- minimum test score on one of accepted exams: HESI Admission Assessment (A2) or ACT/SAT (**all currently waived**)
 - HESI A2: 80% or higher in sub scores of math and reading.
 - ACT: 22 or higher
 - SAT: 1100 or higher

Early acceptance:

- acceptance to C-SC
- high School CGPA 3.6 or higher on a 4.0 scale (without rounding) in science, technology, engineering and math courses.
- complete the following high school courses:
 - one year of HS biology
 - one year of HS algebra or higher
 - *recommended*: One year of HS chemistry
- minimum test score on one of accepted exams: ACT or SAT (***all currently waived***)
 - ACT: 23 or higher
 - SAT: 1130 or higher
- letters (two) of recommendation
- deadline to apply: spring of junior year of high school

Advanced standing/transfer:

- acceptance to C-SC
- meet High School admission criteria (within 5 years) or have at least sixteen (16) transferable college credits* with a college CGPA of 2.75 or higher. Recommended college credit should include:
 - PSY 101 Intro to Psychology
 - BIO 210 A & P I
 - ENG 101 Composition I

**Science credits must be taken within the last 10 years.*

Minimum test score on one of accepted exams:

- HESI Admission Assessment (A2) or ACT/SAT (***all currently waived***)
 - HESI A2: 80% or higher in sub scores of math and reading.
 - ACT: 22 or higher
 - SAT: 1100 or higher
- Spring transfer admissions for advanced standing will complete the program in 7 semesters
- Summer transfer admissions for advanced standing will complete the program in 6 semesters.

LPN to BSN

- acceptance to C-SC
- hold an active, unencumbered Practical Nurse (LPN) license and have no pending disciplinary action (official verification through NURSUS).
- have at least fourteen (14) transferable college credits* with a CGPA of 2.75 or higher. Recommended college credit should include:
 - PSY 101 Intro to Psychology
 - BIO 210 A&P I
 - BIO 211 A&P II
 - ENG 101 Composition I
 - ** Science credits must be taken within the last 10 years.*
- LPNs may qualify to receive up to nine (9) credit hours of advanced standing toward the BSN degree requirement:
 - Successfully complete the designated LPN Advanced Placement exams.
 - Achieve a score at or above the minimum required benchmarks established by the nursing program.

** Students who do not meet the benchmark may still progress in the BSN program but will be required to complete the corresponding nursing courses in full.*

Nursing Intent Pathway

The Nursing Intent Pathway is designed for students who are entering the institution with a declared interest in pursuing a nursing degree but have not yet met all admission requirements for the nursing major. This pathway provides a structured opportunity for students to complete prerequisite coursework and demonstrate academic readiness for progression into the nursing program.

Students admitted to the nursing intent pathway must meet minimum nursing admission requirements within two (2) academic semesters of initial enrollment, as outlined in the program plan of study. These requirements include completion of at least sixteen (16) credit hours of general education and nursing support coursework, minimum grade in science courses and cumulative CGPA standards

Students who do not meet the stated nursing admission standards by the end of the second semester will be ineligible to progress into the nursing major and will need to select an alternate academic major at the institution. Nursing faculty and academic advisors will be available to assist students in exploring options and selecting an alternate major that aligns with their goals.

Transfer Coursework

Science prerequisite coursework (BIO 210, BIO 211 and/or BIO 260) completed through approved Alternative Credit Providers (e.g., StraighterLine) are eligible for transfer consideration only if the coursework is completed prior to admission to Culver-Stockton College (CSC). Courses in which an approved Alternative Credit Provider is used to meet requirements will only be allowed to count towards science nursing support courses for the 3-year, Direct-Admit BSN program.

Progression Requirements Semesters 1-3 General Education and Nursing Support

Students must maintain a minimum cumulative GPA of 2.75 prior to entry into nursing courses (Semester 4). All required courses must be completed with a grade of C or higher, including any repeated courses; no more than two required courses may be repeated. Additionally, students may earn no more than two grades of C in required science courses (Anatomy & Physiology I and II, Microbiology, and Pathophysiology). Failure to meet these standards may impact progression into the nursing major.

Progression Requirements Semesters 4-8 Professional Nursing Curriculum

Students must earn a minimum course grade of 77% in all nursing courses, while competency integration and clinical components are evaluated on a pass/fail basis and must be passed. Students must also maintain all required clinical eligibility requirements. All required coursework must be completed by Semester 8. Nursing courses must be taken in sequence, and any failed course must be repeated prior to progression. Students may repeat no more than two nursing courses, with each course limited to two attempts; failure of the same course twice will result in dismissal from the nursing program.

- A grade of C or better in all required courses for the major; a grade of C or better in repeat courses.
- No more than 2 Cs in required science courses (A & P I, A & P II, Microbiology and Pathophysiology)

BACHELOR OF SCIENCE IN NURSING (120-121 HOURS)

- General Education (32 hours):
 - ACE: Academic and Cultural Events (1)
 - BIO 210: Human A & P I (4)
 - COM 115: Fund of Speech (3)
 - ENG 101: Composition I (3)
 - ENG 202: Composition II (3)
 - Fine Arts (3); see list of courses under the general education section
 - PHI 204: Ethics (3)
 - REL XXX: Religion (3); see list of courses under the general education section
 - WSL 100: Wildcat Seminar (3)
- Choose one of the following:
 - MAT 205: Elem Statistics (3)
 - MAT 110: College Algebra (3)
- Choose one of the following:
 - PSY 101: Intro Psychology (3)
 - SOC 102: Intro to Sociology (3)
- Nursing support (17 hours):
 - BIO 211: Human A & P II (4)
 - BIO 260: Microbiology (4)
 - BIO 310: Pathophysiology (3)
 - HLT 333: Nutrition (3)
 - PSY 200: Lifespan Development (3)
- Elective courses (5-6 hours):
 - Nursing or non-nursing electives (5-6)
- Required Nursing courses (66 hours)

NURSING COURSES

NUR 200: Clinical Readiness and Professional Preparation (1)

This course prepares nursing students for successful entry into clinical practice by equipping them with the knowledge and skills to meet professional, regulatory and institutional requirements.

NUR 201: Person-Centered Care (PCC): Fundamentals of Care (4)

This course establishes the foundation for safe, competent person-centered nursing care. Students are introduced to the Fundamentals of Care Framework and gain essential knowledge, skills and attitudes necessary for providing basic nursing care to diverse populations across the lifespan. Key components include introduction of the Clinical Judgement Measurement Model/nursing process, therapeutic communication, patient safety, infection control and basic nursing skills. Additionally, students will explore historical, legal and ethical principles, cultural competence and professionalism.

Experiential learning experiences in various healthcare settings enable students to apply their knowledge and skills while developing clinical reasoning and preparing for real-world practice.

NUR 203: Health Assessment of Patients Across the Lifespan (3)

This course provides a foundation for students to develop and apply a systematic approach to conducting comprehensive health assessments across the lifespan. Emphasizing a holistic approach, students will learn to obtain detailed patient health histories, perform systematic physical examinations and interpret findings within cultural, developmental and individual contexts. Key areas of focus include effective communication, differentiation of normal versus abnormal findings, critical thinking and the assessment of social determinants of health to address health disparities. Additionally, students will be introduced to essential medical terminology, including fundamental word components and commonly used terms in clinical practice. Experiential learning in the laboratory setting reinforces hands-on skills, promotes confidence and prepares students for real-world clinical practice.

NUR 206: Pharmacology I (2)

This introductory course establishes the foundational knowledge of pharmacological principles essential for safe and effective medication administration in nursing practice. Key topics include pharmacokinetics, pharmacodynamics, drug classifications, mechanism of action, therapeutic use and adverse effects. Emphasis is placed on the nurse's role in pharmacologic therapy, including patient education, monitoring and promoting optimal therapeutic outcomes. Students are also introduced to basic knowledge and skills required to calculate and safely administer medications in the clinical setting.

NUR 207: Pharmacology II (2)

This course builds on the foundational knowledge from Pharmacology I to provide an in-depth exploration of pharmacological principles and the therapeutic application of medications in patients with complex health conditions. Emphasis is placed on advanced concepts, including pharmacokinetics, pharmacodynamics and pharmacogenomics, as they relate to individualized patient care. Students will examine evidence-based pharmacologic interventions for diverse patient populations and multi-system illnesses, fostering critical thinking and clinical decision-making in complex care scenarios. Students build on mathematical knowledge and critical thinking skills, including accurately calculating medication dosages and IV fluid rates essential for safe patient care.

NUR 208: Technology in the Healthcare Setting (3)

This course explores the role of information technology in transforming healthcare delivery and nursing practice. Students will examine the integration of technology to support clinical decision-making, improve patient outcomes and enhance healthcare systems. Topics include telehealth, electronic health records, data management and the legal and ethical implications of technology in nursing practice.

NUR 209: PCC: Adult I (6)

This introductory Medical-Surgical course builds upon foundational knowledge from NUR 2XX, equipping students to care for adults with acute, complex and multi-system health conditions. The course introduces advanced concepts of pathophysiology, pharmacology and evidence-based interventions to deliver safe, high-quality care across the health continuum. Key components include application of the nursing process for clinical decision-making, development of interprofessional communication skills and introduction to evidence-based practice. Students will also gain proficiency in advanced nursing skills essential for managing complex care needs. Experiential learning opportunities bridge theoretical knowledge and clinical practice, fostering the development of foundational competencies and preparing students for more advanced clinical experiences.

NUR 210: Community-Centered Mental Health Nursing (3)

This course offers an in-depth exploration of mental health nursing, focusing on the nurse's role in delivering person-centered care to individuals across the lifespan facing mental health challenges. Emphasis is placed on building knowledge for nursing practice, developing therapeutic communication skills, understanding population health and analyzing the impact of social determinants on mental health outcomes. Experiential learning opportunities in community-based settings enable students to apply theoretical knowledge and develop foundational competencies essential for mental health nursing practice.

**NUR 211: Family-Centered Care: Nursing of (3)
Children**

This course provides a comprehensive overview of nursing care for infants, children and adolescents. Emphasis is placed on principles of growth and development, health promotion and the management of common and complex pediatric health conditions. Through Experiential learning in both outpatient and inpatient settings, students will cultivate essential skills in family-centered care, culturally sensitive communication and evidence-based interventions to effectively support pediatric patients and families.

NUR 212: Health Promotion Across the Lifespan (3)

This course introduces students to the principles and practices of health promotion, health protection and disease and injury prevention, emphasizing a lifespan and global perspective. Students will explore the impact of social determinants of health, healthcare policies and costs of health equity and outcomes. Emphasis is placed on preparing students to design interventions that promote holistic well-being, enhance equity and respond to the ethical and systemic challenges in contemporary healthcare

**This course fulfills the Wellness requirement.*

NUR 309: PCC: Adult II (6)

This intermediate Medical-Surgical course expands on the foundational knowledge from NUR 209, preparing students to care for adults with acute, complex and multi-system health conditions. Students integrate advanced concepts of pathophysiology, pharmacology and evidence-based interventions to deliver safe, high-quality care across the health continuum. Key components include a systems-based perspective for understanding and managing complex patient care, application of advanced clinical reasoning and critical thinking skills, and integration of evidence-based practices to guide therapeutic interventions. Experiential learning experiences in diverse clinical environments enhance interdisciplinary collaboration, foster critical thinking, and refine clinical-decision making ensuring students are prepared for advanced practice in dynamic healthcare

**NUR 310: Introduction to Research and (3)
Evidence-Based Practice**

This course focuses on developing the knowledge and skill required to integrate evidence-based practice (EBP) into professional nursing care. Key components include formulation of clinical questions using established frameworks, critically appraising current evidence and applying findings to enhance quality and safety of patient care. Students will have the opportunity to design and implement a change project that addresses a current clinical or organization issue, applying EBP principle to promote improved patient outcomes. This hands-on experience will provide students with tools to translate research into practice. **This course fulfills the general education EXP 301 Problem-Based Learning Course requirement.*

NUR 389: Clinical Elective (2)

This summer clinical elective offers students the opportunity to gain additional clinical experience through a preceptor-guided internship. Under the direct supervision of an experienced registered nurse, students will integrate theoretical knowledge with practical skills in a real-world setting.

NUR 409: PCC Adult III (6)

This advanced Medical-Surgical course builds on knowledge in NUR 309 equipping students to provide holistic, evidence-based care for adults with critical, multi-system and high-acuity health conditions. Key focus is on implementation of critical care interventions for complex patients, integration of advanced pharmacology, and ethical decision-making in high-stakes healthcare environments.

Experiential learning opportunities in intensive care and specialty units enables students to manage critically ill patients, apply quality improvement strategies and leverage healthcare technologies to optimize patient outcomes.

NUR 411: Family-Centered Care: Maternal-Child (3)

This course offers a comprehensive exploration of nursing care for childbearing families, with a primary focus on maternal and newborn health and women's health. Students will examine the physiological, psychological and sociocultural factors influencing pregnancy, childbirth and postpartum.

Through experiential learning in both outpatient and inpatient settings, students will enhance their skills in family-centered care, health assessment, clinical judgement and evidence-based practice.

NUR 412: Systems-Based Leadership in Nursing (3)

This course prepares nursing students for leadership roles in ensuring patient safety and optimizing healthcare delivery in today's complex and dynamic healthcare systems. Emphasis is placed on developing strong nurse leaders capable of balancing cost, quality, and efficiency in diverse care settings. Students will cultivate essential leadership competencies, including professionalism, effective communication, and relationship-building skills, empowering them to navigate, influence, and transform healthcare environments. Students will have an experiential opportunity to observe a nurse leader in a hospital or other healthcare facility.

NUR 413: Quality & Safety in Nursing (3)

This course explores the principles and practices of quality improvement in healthcare, emphasizing its critical role in enhancing patient safety and optimizing patient outcomes. Through experiential learning opportunities, students will apply quality improvement strategies to real-world scenarios, fostering practical skills and a deeper understanding of their impact in the clinical setting.

NUR 414: Population-Centered Community (3)

Nursing

This course introduces the principles of community and public health, emphasizing health promotion, disease prevention and social determinants of health across diverse populations and lifespan.

Through experiential learning in community-based settings, students will develop skills in population assessment, health education and addressing health disparities to enhance community health outcomes.

**This course fulfills the general education Intercultural Learning Course requirement.*

NUR 415: Transition to Practice (Capstone) (4)

This experiential learning capstone course offers the senior student an immersive clinical experience to enhance their proficiency in managing complex patient care, fostering effective collaboration with interdisciplinary teams, transitioning into the role of entry-level nursing professionals.

NUR 416: Public Policy & Advocacy in Healthcare (3)

This course examines the critical role of nursing in shaping public health policy to advance equitable, person-centered care. Students will explore the impact of healthcare policies on patient outcomes, population health and health systems.

Through experiential learning opportunities, students will engage in advocacy initiatives addressing current health issues and gain firsthand experience with the legislative process.

**This course fulfills the general education writing assessment requirement.*

NUR 490: Senior Seminar (2)

This course is designed to support senior nursing students in their transition to professional practice. Emphasis is placed on comprehensive preparation for the NCLEX-RN exam, including test-taking strategies, content review and practice assessments. This course facilitates the transition to practice through discussions on professional roles, career planning and job search strategies. Students will complete the licensure application process

RN to BSN Completion

The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Completion Program is designed for licensed registered nurses who are ready to advance their education, expand their professional opportunities, and elevate the quality of care they provide. This flexible, student-centered program builds on prior nursing education and clinical experience, emphasizing leadership, evidence-based practice, quality improvement, and population health. Students will engage in coursework that integrates theory with real-world application-enhancing their ability to think critically, lead teams, advocate for policy change, and improve healthcare outcomes across diverse settings.

This pathway is delivered in a fully online format with optional experiential learning opportunities, providing working RNs the opportunity to earn their Bachelor of Science in Nursing (BSN) while balancing professional and personal responsibilities. Graduates will be well-prepared to assume broader roles in healthcare delivery as well as pursue graduate studies.

RN to BSN Graduate Competencies

1. Expand nursing and liberal arts knowledge to enhance intellectual curiosity, refine clinical judgment, and apply evidence-based practice through engagement with scholarship, research, and healthcare technologies in current professional nursing roles.
2. Enhance person-centered care by deepening therapeutic relationships and applying the nursing process across diverse populations, settings, and timeframes to improve health outcomes and promote quality care throughout the healthcare continuum.
3. Advance coordination and delivery of care that is safe, timely, effective, efficient, equitable, and patient-centered (STEEEP), leveraging prior nursing experience to drive quality outcomes for individuals, families, communities, and systems.
4. Demonstrate enhanced professionalism and interprofessional collaboration by modeling ethical practice, accountability, and shared values in the provision of high-quality, person-centered care.
5. Foster personal and professional growth by prioritizing well-being, engaging in lifelong learning, and utilizing self-reflection to evolve as a nurse leader and change agent within dynamic healthcare environments.

Admission Requirements

- All applicants must meet all C-SC admission requirements.
- **Active RN License:** Hold a current, unencumbered Registered Nurse (RN) license in the state of residence or practice. Verification through [Nursys.com](https://nursys.com)
- Meet all college general education requirements through transfer credit or completion within the program. All prerequisite coursework must be completed with a grade of C or higher.
- Achieve a cumulative grade point average (CGPA) of 2.75 or higher on a 4.0 scale in all general education and nursing support coursework

BACHELOR OF SCIENCE IN NURSING (122 HOURS)

- General Education (32 hours):
 - ACE: Academic and Cultural Events (1) (waived)
 - BIO 210: Human A & P I (4)
 - COM 115: Fund of Speech (3)
 - ENG 101: Composition I (3)
 - ENG 202: Composition II (3)
 - Fine Arts (3); see list of courses under the general education section
 - PHI 204: Ethics (3)
 - REL XXX: Religion (3); see list of courses under the general education section
 - WSL 100: Wildcat Seminar (3) (Waived)
- Choose one of the following:
 - MAT 205: Elem Statistics (3)
 - MAT 110: College Algebra (3)
- Choose one of the following:
 - PSY 101: Intro Psychology (3)
 - SOC 102: Intro to Sociology (3)
- Nursing support (17 hours):
 - BIO 211: Human A & P II (4)
 - BIO 260: Microbiology (4)
 - BIO 310: Pathophysiology (3)
 - HLT 333: Nutrition (3) (Waived)
 - PSY 200: Lifespan Development (3)
- Elective courses (6 hours):
 - Nursing or Non-Nursing Electives (6)
- Required BSN Nursing Courses (27 hours)

**Up to 43 credit hours awarded for nursing coursework with RN license*

NURSING COURSES

NUR 203: Health Assessment of Patients (3)

Across the Lifespan

This course is designed for licensed registered nurses pursuing a Bachelor of Science in Nursing, with a focus on advancing and refining health assessment skills across the lifespan. Building on prior clinical experience, students will enhance their ability to collect comprehensive health histories, perform systematic physical assessments, and interpret findings through a holistic lens. Emphasis is placed on culturally responsive care, developmental considerations, and individualized patient contexts. The course also strengthens clinical reasoning, communication, and the application of social determinants of health to support equitable, patient-centered care. Experiential learning enhances hands-on skills, reinforces clinical judgment, and builds on real-world experience to support ongoing professional development.

NUR 208: Technology in the Healthcare Setting (3)

This course examines the evolving role of information technology in enhancing healthcare delivery and advancing professional nursing practice. Designed for the experienced RN, the course emphasizes the integration of health informatics to support evidence-based clinical decision-making, improve patient outcomes, and strengthen healthcare systems. Topics include electronic health records, telehealth, clinical data management, and the legal and ethical considerations of technology use in nursing practice.

NUR 212: Health Promotion Across the Lifespan (3)

This course builds on the professional experiences of registered nurses to deepen their understanding of health promotion, health protection, and disease and injury prevention across the lifespan and in diverse global contexts. Students will analyze the influence of social determinants of health, healthcare policies, and economic factors on health equity and outcomes. Emphasis is placed on advancing the RN's ability to design and implement evidence-based, holistic interventions that promote well-being, reduce disparities, and address ethical and systemic challenges in contemporary healthcare settings.

**This course fulfills the Wellness requirement.*

NUR 310: Introduction to Research and Evidence-Based Practice (3)

This course builds on the professional experience of RN to BSN students, focusing on the development and application of evidence-based practice (EBP) to enhance nursing care and healthcare outcomes. Students will refine their ability to formulate clinical questions using established EBP frameworks, critically appraise current evidence, and apply research findings to improve the quality and safety of patient care in diverse settings. Emphasis is placed on translating evidence into practice through the design of a change project that addresses a real-world clinical or organizational issue, laying the groundwork for the student's capstone course project by directly applying the knowledge and skills gained in this course.

**This course fulfills the general education EXP 301 Problem-Based Learning Course requirement.*

NUR 412: Systems-Based Leadership in Nursing (3)

This course builds upon the clinical expertise of experienced registered nurses, preparing students to confidently assume advanced leadership roles aimed at ensuring patient safety and excellence in healthcare delivery within today's complex and evolving healthcare environments. The course emphasizes enhancing the seasoned nurse's ability to strategically balance cost management, quality improvement, and operational efficiency across diverse clinical and community practice settings. Participants will refine essential leadership competencies, including advanced professionalism, strategic communication, and relationship-building, positioning them to effectively navigate, influence, and champion sustainable improvements within healthcare systems.

A focused experiential component enables students to leverage their clinical experience by engaging collaboratively with established nurse leaders in hospital and community-based settings, providing valuable opportunities to apply leadership principles, deepen their professional insights, and contribute meaningfully to real-world healthcare transformations.

NUR 413: Quality & Safety in Nursing (3)

This course explores the principles and practices of quality improvement in healthcare, emphasizing its critical role in enhancing patient safety and optimizing patient outcomes. Through experiential learning opportunities, RN to BSN students will apply quality improvement strategies to real-world scenarios, fostering practical skills and a deeper understanding of their impact in clinical settings. Assignments and projects completed in this course will directly inform and support students' capstone experiences, preparing them to implement meaningful quality improvement initiatives in professional practice.

NUR 414: Population-Centered Community Nursing (3)

This course explores the principles of community and public health nursing with an emphasis on health promotion, disease prevention, and the impact of social determinants of health across diverse populations and the lifespan. Building on their clinical experience, RN to BSN students will engage in experiential learning within community-based settings to enhance their skills in population health assessment, health education, and strategies to reduce health disparities and improve community health outcomes.

**This course fulfills the general education Intercultural Learning Course requirement.*

NUR 416: Public Policy & Advocacy in Healthcare (3)

This course builds on the professional experiences of registered nurses to examine the critical role of nursing in shaping public health policy and promoting equitable, person-centered care. RN to BSN students will analyze the impact of healthcare policies on patient outcomes, population health, and healthcare systems.

Through experiential learning and advocacy-focused activities, students will engage with current health policy issues and gain practical insight into the legislative process, empowering them to influence change within their practice settings and communities.

**This course fulfills the general education writing assessment requirement.*

NUR 491: Nursing Capstone: Integration into Practice (3)

This experiential learning capstone course provides RN to BSN students with the opportunity to integrate and apply knowledge and skills acquired throughout the program, with an emphasis on research, leadership, and public policy. Students will identify a practice issue relevant to their nursing practice or community and develop a comprehensive evidence-based project aimed at improving patient outcomes, quality of care, or healthcare systems. The project will require students to apply principles of evidence-based practice, leadership theories, quality improvement, and health policy advocacy. Through the completion of a scholarly paper and formal presentation, students will demonstrate professional communication, critical thinking, and collaborative skills. This course promotes self-directed learning, professional growth, and the development of solutions to contemporary healthcare challenges and serves as the final step in the program, allowing students to showcase their academic and professional competencies in addressing real-world healthcare challenges. Prerequisites: Enrollment in the RN to BSN Program; pre/co-requisites NUR 310, NUR 412, NUR 413

NURSING: BLESSING-RIEMAN & C-SC

BLESSING-RIEMAN COLLEGE OF NURSING AND HEALTH SCIENCES PROGRAM AND CULVER-STOCKTON COLLEGE

Blessing-Rieman College of Nursing and Health Sciences (BRCN) and Culver-Stockton College have combined the staff and faculty expertise, resources, and commitment of both campuses to offer a highly professional and academically excellent four-year program leading to the Bachelor of Science in Nursing, the Bachelor of Science in Radiologic Science, Bachelor of Science in Respiratory Care, and the Bachelor of Science in Diagnostic Medical Sonography. The baccalaureate degree is jointly conferred by Blessing-Rieman College of Nursing and Health Sciences and Culver-Stockton College.

The Blessing-Rieman College and Health Sciences and Culver-Stockton College Bachelor of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education and The Higher Learning Commission and is a member of the North Central Association. It is also approved by the Missouri State Board of Nursing, the State Department of Education of Missouri, the Illinois Department of Professional Regulation, and the State of Illinois Board of Higher Education.

The mission of Blessing-Rieman College of Nursing and Health Sciences is to educate persons of diverse backgrounds to acquire knowledge, skills, attitudes, and values needed for professional nursing practice and lifelong learning. This mission is accomplished in a community of learning dedicated to excellence and caring in professional nursing education.

Students in the four joint programs attend Culver-Stockton College at Canton, Missouri, for the first two years of the program. During those years, the student concentrates on a general and liberal arts education. This concentration is to ensure development of a strong physical, biological, and behavioral science base. This combination of a sound scientific base, liberal arts background, and full range of campus life opportunities is designed to play a vital role in fulfilling the mission of the four programs. During the freshman and sophomore years, students apply to and receive financial assistance from Culver-Stockton College. BRCN courses are introduced in the sophomore year. During the sophomore year, a transition into the BRCN major begins as the students' clinical experiences occur in Blessing Hospital and other health care agencies in and near Quincy, Illinois.

In the third and fourth years of study, students attend classes primarily on the Blessing-Rieman campus, as the focus is increasingly concentrated on major courses and hands-on practice. Junior and senior students apply to and receive financial assistance from Blessing-Rieman College of Nursing and Health Sciences. For more information regarding scholarships available to junior and senior BRCN majors, students should refer to the Blessing-Rieman catalog.

Upon completion of the program, students will have provided care to patients of all age groups. Graduates will have acquired experiences in acute care hospitals, extended care facilities, schools, and a number of community health care agencies.

Students interested in one of the BRCN majors are encouraged to contact the Admission Office at Blessing-Rieman College of Nursing and Health Sciences for additional materials giving more in-depth information on the program. A tour of the hospital campus may also be arranged through the BRCN Office of Admission.

Students majoring in one of the BRCN majors are also subject to guidelines and requirements in the BRCN Catalog.

BACHELOR OF SCIENCE IN NURSING (124 HOURS)

- Pre-requisite courses (17 hours):
 - BIO 210: Human Anatomy and Physiology I (4)
 - BIO 211: Human Anatomy and Physiology II (4)
 - ENG 101: Composition I (3)
 - PSY 101: Introduction to Psychology (3)
 - PSY 200: Lifespan Development (3)
- General Education (29 hours):
 - Fine Arts (3); see list of courses under the general education section
 - BIO 260: Microbiology (4)
 - BIO 310: Pathophysiology (3)
 - Oral Communication (3) (Choose from COM 115, COM 206 or COM 221)
 - ENG 202: Composition II (3)
 - WSL 100: Wildcat Seminar in Leadership (3)
 - REL xxx: Human Values and Beliefs (3) (Choose from REL 102, 103, 202, 203, 204 or 205.)
 - MAT 205: Elementary Statistics (3)
 - PHI 204: Ethics (3)
 - ACE: Academic and Cultural Events (1)

- Elective courses (17 hours):
 - Nursing/HSE or Non-Nursing Electives (17)
- Required Nursing courses (61 hours) (see BRCN catalog for course descriptions)

COMPETENCY REQUIREMENT

Blessing-Rieman College of Nursing and Health Sciences students are required to demonstrate the following competencies: Sophomore students are required to demonstrate competency in basic nursing care prior to enrollment in NSG 300-level clinical courses. Competency is demonstrated by successfully completing NSG 201, NSG 206, NSG 207, NSG 209, NSG 211, and NSG 215. Junior students are required to demonstrate competency in providing safe, effective nursing care prior to enrollment in NSG 402. Competency is demonstrated by successfully completing NSG 304, NSG 320, NSG 321, and NSG 322 and achieving the group-normed passing score on a nationally standardized achievement test. A graduate's competency is demonstrated by passing a simulated NCLEX computer examination. Applications to write the state licensure examination, the NCLEX, will be processed only after the student has passed a simulated NCLEX computer-adaptive examination. Students should refer to the BRCN catalog for specific details.

SCHOLASTIC REQUIREMENTS FOR ADMISSION TO THE NURSING MAJOR

The requirements for acceptance into the Nursing major at the sophomore year are: (1) a minimum composite score of 22 on the ACT (currently waived) or successful completion of the Admissions Assessment Exam (A2) (currently waived); (2) a minimum high school GPA of 3.0; (3) a cumulative college GPA of 2.7; (4) prerequisite course GPA of 2.7; and (5) completion of all the prerequisite courses for sophomore nursing courses with a grade of C or better (Composition I, Introductory Psychology, Lifespan Development, Human Anatomy, as well as Physiology I and II).

READMISSION

Applicants for readmission must apply to Culver-Stockton College and be accepted by both Culver-Stockton College and Blessing-Rieman College of Nursing and Health Sciences. Students applying to reenter the nursing program will be subject to space limitations in the program.

Course descriptions for Nursing classes may be obtained from Blessing-Rieman College of Nursing and Health Sciences. Toll free number 800-877-9140 or www.brcn.edu.

RESPIRATORY CARE

Blessing-Rieman College of Nursing & Health Sciences offers a joint Bachelor of Science in Respiratory Care program in partnership with Culver-Stockton College. The program allows you to learn the skills needed to provide therapeutic and diagnostic services to patients with heart and lung disorders.

- students complete respiratory care pre-requisite courses and general education courses on the Culver-Stockton College campus;
- begin respiratory courses as well as clinical experiences on the Blessing-Rieman College campus the sophomore year;
- practice skills at the BRCN Simulation Center; and
- complete over 900 hours of hands-on clinical experience.

Admission Requirements:

- **First Year:**
 - 22 ACT/1100 SAT or higher, or pass the HESI Admissions Assessment (A2) Exam (currently waived)
 - minimum high school GPA of 3.0 on a 4.0 scale

Transfers:

- 22 ACT/1100 SAT or higher, or pass the HESI Admissions Assessment (A2) Exam (currently waived)
- cumulative GPA of 2.7 or higher
- pre-requisite Course GPA of 2.7 or higher
- completion of the following prerequisites: English Composition I, General Psychology, Anatomy & Physiology I and II, Lifespan Human Development, College Algebra

How to apply: Begin by submitting the following materials to Culver-Stockton College:

- C-SC application and BRCN application
- official high school transcripts
- official ACT or SAT scores

The Respiratory Care Program is accredited by the Higher Learning Commission and accredited by the Commission on Accreditation for Respiratory Care.

BACHELOR OF SCIENCE IN RESPIRATORY CARE (124 HOURS)

- Pre-requisite courses (20 hours):
 - BIO 210: Human Anatomy and Physiology I (4)
 - BIO 211: Human Anatomy and Physiology II (4)
 - ENG 101: Composition I (3)
 - MAT 110 or 111: College Algebra (3) or Applied College Algebra (3)
 - PSY 101: Introduction to Psychology (3)
 - PSY 200: Lifespan Development (3)
- General Education (26 hours):
 - Fine Arts (3); see list of courses under the general education section
 - BIO 260: Microbiology (4)
 - BIO 310: Pathophysiology (3)
 - Oral Communication (3) (Choose from COM 115, COM 206 or COM 221)
 - ENG 202: Composition II (3)
 - WSL 100: Wildcat Seminar in Leadership (3)
 - PHI 204: Ethics (3)
 - REL xxx: Human Values and Beliefs (3) (Choose from REL 102, 103, 202, 203, 204 or 205)
 - ACE: Academic and Cultural Events (1)
- Elective hours (7 hours)
- Required Respiratory Care Courses (71 hours); see BRCN catalog for course descriptions.

RADIOLOGIC SCIENCE

Blessing-Rieman College of Nursing & Health Sciences offers a joint Bachelor of Science in Radiologic Science degree program in partnership with Culver-Stockton College. The program allows you to learn the skills needed to provide diagnostic imaging services and to become an entry-level radiographer. Students:

- complete radiology prerequisite courses and general education courses on the Culver-Stockton College campus
- begin radiology courses as well as clinical experiences on the Blessing-Rieman College campus and at clinical affiliate sites in the sophomore year
- complete over 1,400 hours of hands-on clinical experience

Clinical rotations will be completed at:

- Blessing Hospital
- Blessing Health-Hannibal
- Hannibal Regional Hospital
- Illini Community Hospital
- Quincy Medical Group

Admission Requirements:

- First Year: 22 ACT/1100 SAT or higher, or pass the HESI Admissions Assessment (A2) Exam (currently waived)

How to apply: Begin by submitting the following materials to Culver-Stockton College:

- C-SC application and BRCN application
- official high school transcripts
- official ACT or SAT scores

The Radiologic Science Program is accredited by the Higher Learning Commission and with the Joint Review Committee on Education in Radiologic Technology.

BACHELOR OF SCIENCE IN RADIOLOGIC SCIENCE (124 HOURS)

- Pre-requisite courses (20 hours):
 - BIO 210: Human Anatomy and Physiology I (4)
 - BIO 211: Human Anatomy and Physiology II (4)
 - ENG 101: Composition I (3)

- MAT 110 or 111: College Algebra (3) or Applied College Algebra (3)
 - PSY 101: Introduction to Psychology (3)
 - PSY 200: Lifespan Development (3)
- General Education (26 hours):
 - Fine Arts (3); see list of courses under the general education section
 - BIO 260: Microbiology (4)
 - BIO 310: Pathophysiology (3)
 - COM xxx: Oral Communication (3) (choose from COM 115, COM 206, COM 221)
 - ENG 202: Composition II (3)
 - WSL 100: Wildcat Seminar in Leadership (3)
 - REL xxx: Human Values and Beliefs (3) (Choose from Rel 102, 103, 202, 203, 204 or 205)
 - PHI 204: Ethics (3)
 - ACE: Academic and Cultural Events (1)
- Elective hours (7 hours)
- Required Radiologic Science Courses (71 hours); see BRCN catalog for course descriptions

DIAGNOSTIC MEDICAL SONOGRAPHY

Blessing-Rieman College of Nursing & Health Sciences offers a joint Bachelor of Science in Diagnostic Medical Sonography program in partnership with Culver-Stockton College. The program prepares students to transform sound into insight - using advanced ultrasound technology to visualize the human body and support accurate medical diagnoses. Through a blend of scientific knowledge, technical skill and patient-centered care, students learn how to capture and interpret images that guide critical healthcare decisions.

Admission Requirements:

- First Year: 22 ACT/1100 SAT or higher or pass the HESI Admissions Assessment (A2) Exam (currently waived).
- Minimum high school GPA of 3.0 or higher on a 4.0 scale.

How to apply: Begin by submitting the following materials to Culver-Stockton College:

- C-SC application and BRCN application
- official high school transcripts
- official ACT or SAT scores

The Diagnostic Medical Sonography program is accredited by the Higher Learning Commission.

BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY (124 HOURS)

- Prerequisite courses (20 hours):
 - BIO 210: Human Anatomy and Physiology I (4)
 - BIO 211: Human Anatomy and Physiology II (4)
 - ENG 101: Composition I (3)
 - MAT 110: College Algebra (3)
 - PSY 101: Introduction to Psychology (3)
 - PSY 200: Lifespan Development (3)
- General Education (29 hours):
 - Fine Arts (3); see list of courses under the general education section
 - BIO 260: Microbiology (4)
 - BIO 310: Pathophysiology (3)
 - COM xxx: Oral Communication (3) (choose from COM 115, COM 206, COM 221)
 - ENG 202: Composition II (3)
 - WSL 100: Wildcat Seminar in Leadership (3)
 - REL xxx: Human Values and Beliefs (3) (Choose from Rel 102, 103, 202, 203, 204 or 205)
 - PHI 204: Ethics (3)
 - GED xxx: Global Engagement (3) (see list of courses under the general education section)
 - ACE: Academic and Cultural Events (1)
- Electives (6)
- Required Diagnostic Medical Sonography Courses (66 hours); see BRCN catalog for course descriptions

PHYSICAL EDUCATION

STATEMENT OF PHILOSOPHY

The Bachelor of Science in Physical Education is designed to prepare majors for entry into the professional teaching ranks or allied areas of endeavor requiring knowledge of physical education training.

PROGRAM GOALS

- Students will become employed or enrolled in graduate school the first year after graduating from Culver-Stockton College.
- Students will demonstrate proficiency in the application of content knowledge to stimulate critical thinking and create a positive classroom environment.

BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICAL EDUCATION WITH CERTIFICATION IN GRADES K–12

(49 hours)

Physical Education majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in physical education courses and must satisfy all professional education and certification requirements. (See Education requirements.)

- Core courses (42 hours):
 - HSC 175: Care and Prevention of Athletic Injuries (3)
 - PED 104: First Aid/CPR (3)
 - PED 190: History of Physical Education (3)
 - PED 216: Movement Education (3)
 - PED 305: Adaptive Physical Education (3)
 - PED 311: Measurement for Evaluation in Physical Education (3)
 - PED 312: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Lifetime Recreational Games, Sports, and Dance (3)
 - PED 313: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Team and Individual Sports (3)
 - PED 316: Methods of Teaching Physical Education in the Elementary Schools (3)
 - PED 318: Physiology of Exercise (3)
 - PED 326: Physical Growth and Development (3)
 - PED 336: Kinesiology (3)
 - PED 412: Psychological and Sociological Aspects of PE and Sport (3)
 - PED 421: Instructional Techniques in Physical Education (3)
- Additional required courses (7 hours):
 - BIO 210: Human Anatomy and Physiology I (4)
 - HLT 209: Personal, School, and Community Health (3)
 - HLT 333: Nutrition (3)
- Additional hours required for:
 - Health Certification in Grades K–12 (18 hours)
 - HLT 225: Introduction to Community Health (3)
 - HLT 328: Instructional Techniques in Health K–12 (3)
 - HLT 340: Drug Education (3)
 - PSY 314: Abnormal Psychology (3)
 - PSY 424: Human Sexuality (3)

MINOR IN HEALTH (22 HOURS; RESTRICTED TO NON-PHYSICAL EDUCATION MAJOR)

- BIO 210: Human Anatomy and Physiology I (4)
- PED 104: First Aid/CPR (3)
- PED 318: Physiology of Exercise (3)
- HLT 209: Personal, School, and Community Health (3)
- HLT 328: Instructional Techniques in Health K–12 (3)
- HLT 333: Nutrition (3)
- PSY 314: Abnormal Psychology (3)

MINOR IN ATHLETIC COACHING (24 HOURS; 6 COURSES REQUIRED)

The minor in athletic coaching is designed to develop positive teaching/coaching skills in athletics and to meet the need for qualified coaches in public/private schools, business settings or community agencies.

- Core courses (18 hours):
 - SPM 200: Fundamentals of Coaching (3)
 - SPM 300: Mental Aspects of Coaching (3)
 - HSC 175: Prevention & Care of Athletic Injuries & Illnesses (3)
 - PED 104: First Aid/CPR and Care of Recreational Injuries (3)
 - PED 412: Psychological and Sociological Aspects of PE & Sport (3)
 - 3 hours of team sports from:
 - PED 313: Skill Analysis, Team and Individual Sports (3)
 - PED 314: Techniques of Team Sports (3)
- Elective courses (6 hours, at least two Theory and Practice courses required):
 - PED 378: Theory and Practice of Coaching Basketball (2)
 - PED 380: Theory and Practice of Coaching Baseball/Softball (2)
 - PED 381: Theory and Practice of Coaching Football (2)
 - PED 289: Selected Topics in Physical Education (1-3)
 - PED 228: Officiating Sports I (2)
 - PED 229: Officiating Sports II (2)

PHYSICAL EDUCATION COURSES

PED 100: Introduction to Fitness (1)

Introduction to Fitness is a web-based, six-week general education course designed to develop an understanding of the importance of physical fitness. It will focus on the development of health-related physical fitness while also assisting student development of personal training programs, stress management skills, and understanding of the core concepts of proper nutrition. Offered every semester.

PED 104: First Aid/CPR and Care of Recreational Injuries (3)

Basic first aid procedures for all personal and home accidents will be demonstrated and practiced with further emphasis placed in care of injuries associated with recreational activity. Red Cross certification in first aid and CPR is available. Offered every semester.

PED 105: Beginning Folk and Square Dance (1)

Emphasis on dance steps, backgrounds, and the national origin of each dance.

PED 107: Weight Training (1)

Presentation of styles and foundation materials for a practical experience in conditioning the muscular system by lifting weights. Extensive experiences are gained by the student in a weight-lifting environment.

PED 108: Lifetime Sports - Bowling (1)

Instruction and practice in the fundamental skills of bowling. Emphasis placed on individual skill development and basic concepts of recreational play. A lab fee is charged. Offered every fall.

PED 109: Lifetime Sports - Volleyball (1)

Instruction and practice in the fundamental skills of volleyball. Emphasis is placed on individual skill development and basic concepts of recreational play.

PED 110: Lifetime Sports - Archery (1)

Instruction and practice in the fundamental skills of archery. Emphasis is placed on individual skill development and basic concepts of recreational play.

PED 112: Lifetime Sports - Racquetball (1)

Instruction and practice in the fundamental skills of racquetball. Emphasis is placed on individual skill development and basic concepts of recreational play. Students must supply their own racquet and racquetball eye guards.

PED 113: Gymnastics and Tumbling (1)

Instruction and practice in the fundamental skills of gymnastics/tumbling. Emphasis is placed on individual skill development and basic concepts of recreational play. Offered as needed.

PED 114: Lifetime Sports - Golf (1)

Instruction and practice in the fundamental skills of golf. Emphasis is placed on individual skill development and basic concepts of recreational play. The student should supply his/her own golf clubs although the college can provide a limited number of sets.

PED 115: Lifetime Sports - Aerobic Fitness (1)

Concepts and applications of aerobic exercise designed to improve cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

PED 116: Lifetime Sports - Badminton (1)
Instruction and practice in the fundamental skills of badminton. Emphasis is placed on individual skill development and basic concepts of recreational play.

PED 190: Foundations of Physical Education (3)
A study of the foundations of physical education including historical and philosophical practices.

PED 216: Movement Education (3)
Theory and practice of teaching basic movement skills, games, dance gymnastics, and other activities that utilize a process of discovery learning and movement factors. Offered every spring.

PED 225: Water Safety (2)
Students will learn basic water safety skills.

PED 228: Officiating Sports I (2)
Theory and practice in officiating football and basketball. Opportunity is provided to earn state registration in these sports. Offered every spring.

PED 229: Officiating Sports II (2)
Theory and practice in officiating volleyball and baseball/softball. Opportunity is provided to earn state registration in these sports. Offered as needed.

PED 230: Coaching as a Profession (3)
Current methods and practices used by coaches in the junior and senior high school setting. Course includes selected experiences and research geared to the training of the professional, certified coach.

PED 276: Exploratory Internship (1-3)
An opportunity to provide insight into the field of physical education.

PED 289: Selected Topics in Physical Education (1-3)
A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

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

PED 305: Adaptive Physical Education (3)
An in-depth study of methods and techniques of adapting strategies to meet the needs of exceptional children in physical education settings.

PED 311: Measurement for Evaluation in Physical Education (3)
Theoretical and practical use of measurement for purposes of classifying, self-testing, and grading in the physical education setting. Offered as needed.

PED 312: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Lifetime Recreational Games, Sports, and Dance (3)
Skill analysis, teaching methods and techniques, and practice organization for the lifetime sports of recreational games and racquet sports. Prerequisites: Physical Education major and PED 190.

PED 313: Skill Analysis, Teaching Methods and Techniques, and Practice Organization for Team and Individual Sports (3)
Skill analysis, teaching methods and techniques, and practice organization for the sports of aquatics, gymnastics and tumbling, and rhythm and dance. Prerequisites: Physical Education major and PED 190. Offered as needed.

PED 314: Techniques of Team Sports (3)
Skill analysis, teaching methods and techniques, and practice organization for the team sports of field hockey, soccer, team handball, and volleyball. Prerequisites: Physical Education major and sophomore or upper-class standing or consent of the instructor. Offered every spring.

PED 316: Methods of Teaching Physical Education in the Elementary Schools (3)
Theory and practice of play, rhythms, and games for the elementary school child (Pre-K-6). Prerequisite: admission to Teacher Education Program and EDU 249 or by consent of the instructor. Offered every semester.

PED 318: Physiology of Exercise (3)
The study of the intermediate and long-range physiological responses of the musculoskeletal, respiratory, and cardiovascular systems to various modes of exercise. Prerequisite: BIO 112 or BIO 210. Offered every fall.

PED 326: Physical Growth and Development (3)
Study of human physical growth and development from embryo through the life cycle (with special emphasis placed on children) in order to develop an understanding of normal human growth and developmental sequences as they relate to human movement skills. Offered every fall.

PED 336: Kinesiology (3)
In-depth overview of functional anatomy, mechanical and muscular movement of the human body, and an integrated activity/motion analysis lab. Prerequisite: BIO 112 or BIO 210. Offered every spring.

PED 370: Organization, Administration, and Supervision of Intramurals (2)

An exploration and study of the operation and management of the intramural program in a recreational, school, or industrial setting. Students will experience both theoretical and practical knowledge through classroom and laboratory settings. Prerequisite: open to all students with junior standing or higher or consent of the instructor. Offered as needed.

PED 375: Organization and Administration of Athletics (2)

An in-depth philosophical and functional study of the operation and management of the total athletic program. This course is primarily designed for the Physical Education major but is open to others with consent of the instructor.

PED 378: Theory and Practice of Coaching Basketball (2)

A study of basketball with special emphasis on individual fundamentals, team play, and coaching philosophies. Offered as needed.

PED 380: Theory and Practice of Coaching Baseball/Softball (2)

A complete study of techniques, fundamentals, strategies, skills, and rules of baseball and softball. Successful coaching techniques and philosophies along with administrative skills are discussed on an individual and team basis. Offered as needed.

PED 381: Theory and Practice of Coaching Football (2)

Presentation of styles and foundation materials for coaching/teaching football on the junior and senior high school levels. Offered as needed.

PED 382: Theory and Practice of Coaching Track and Field (2)

Presentation of styles and foundation materials for coaching/teaching track and field on the junior and senior high school levels. Offered as needed.

HEALTH COURSES

HLT 209: Personal, School, and Community Health (3)

A study of contemporary health concepts that have an impact on personal, school, and community health practices. Offered every semester.

HLT 225: Introduction to Community Health (3)

Introductory course on public health principles and the current delivery of health services in the United States. The introductory course covers the major area of community health, epidemiology, healthcare management and promotion, environmental, and social health, and current issues along with data and research will be examined.

PED 412: Psychological and Sociological Aspects of PE and Sport (3)

This course will deal with the principles of psychology and sociology and their practical application in a physical education and sport environment. The course will focus on the enhancement of athletic and physical education performance as well as the social and psychological aspects of human enrichment.

PED 421: Instructional Techniques in Secondary Physical Education (3)

Theory and practice of teaching kinesthetic skill and fitness in a secondary educational setting. Prerequisite: admission to the Teacher Education Program.

PED 480: Independent Study (1–3)

Individual or group projects in physical education under the supervision of the instructor. Prerequisites: consent of instructor and six hours in the field or consent of instructor, academic advisor, division chairperson, and VPAA/Provost.

PED 489: Selected Topics in Physical Education (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

PED 498: Global Studies (1)

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

PED 499: Study Abroad (1–3)

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

HLT 289: Selected Topics in Health (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

HLT 328: Instructional Techniques in Health K–12 (3)

An in-depth study and mini practicum for the introduction of techniques, organization, and resources for the school health educator. Prerequisite: HLT 209 and admission to the Teacher Education Program. Offered every spring.

HLT 333: Nutrition (3)
A study of basic nutritional concepts, including the Food Guide Pyramid, the six basic nutrients, proper health and growth as related to nutrition, and the planning of proper diet and exercise habits. Offered every spring

HLT 340: Drug Education (3)
Sociological and psychological influences that have an impact on drug use and abuse and methods for intervention and rehabilitation will be presented. Offered every fall.

POLITICAL SCIENCE

STATEMENT OF PHILOSOPHY

Political science is the study of power relations in society, the structure of governmental institutions, and interaction between citizens and those institutions as well as the interaction between states at the international level. The subject matter "politics" is crucial to understanding our existence in an increasingly complex and interconnected world. Departmental offerings are designed to strike a balance between an emphasis on critical thinking and analytical skills versus factual and substantive knowledge. Those seeking a career in public service as well as those wanting a traditional liberal arts education and degree will be interested in this major.

PROGRAM GOALS

- Students will be skilled in critical thinking, effective communication, and creative problem solving.
- Students will be prepared for a career or graduate study through programs that provide in-depth knowledge, disciplinary methodologies, professionalization, and experiential learning.
- Students will be provided a supportive environment in which the college mission can be accomplished through positive faculty engagement, accessibility, content knowledge and a genuine interest in students' academic and personal development.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN POLITICAL SCIENCE (36 HOURS)

- Civic Engagement & Leadership (12 hours):
 - PHI 204: Ethics (3)
 - HIS 295: Historical Thinking (3)
 - POS 205: American Government & Politics (3)
 - POS 301: Community Action (3)
- Political Science core courses (12 hours)
 - POS 106: Economic History of the United States (3)
 - POS 304: Comparative Politics and International Relations (3)
 - POS 320: Introduction to Social Research (3)
 - POS 490: Senior Seminar (3)
- Elective courses (12 hours)
 - 6 hours of political science electives
 - 6 hours from among the interdisciplinary elective courses from history, business, economics, and sociology
 - Additional classes from other fields can be taken as choices of electives upon consultation with the advisor.

MINOR IN POLITICAL SCIENCE (18 HOURS)

- Core courses (6 hours):
 - POS 205: American Government and Politics (3)
 - POS 304: Comparative Politics and International Relations (3)
- Elective courses (12 hours):
 - 6 hours of Political Science electives
 - 6 hours from among the interdisciplinary elective courses from history, business, economics, and sociology.
 - Additional classes from other fields can be taken as choices of electives upon consultation with the advisor.

POLITICAL SCIENCE COURSES

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

POS 203: Social Problems (3)
See SOC 203.

POS 205: American Government and Politics (3)
An introduction to the major conceptual tools used to study and analyze the American political system. An emphasis is placed on the history and functioning of the three branches of federal government, plus a thorough examination of the founding documents, election process, and state of the republic is covered. Offered every semester.

POS 209: State and Local Government (3)
The federal-state relationship and the structure of state, country, and municipal governments in the United States. Offered every fall.

POS 210: Politics of the Developing World (3)
This course focuses on current issues in the developing world through independent student research with instructor guidance. Developing areas are home to 80 percent of the world's population but produce only 20 percent of the world's wealth. At the same time, the majority of the world's natural resources are also located in developing areas, and most of the current armed conflicts occur there as well. The course focuses on a number of competing explanations grouped around themes such as state-building, nationalism, democratization, economic development, civil wars, famine as a political tool, failed states, and the legacy of colonialism.

POS 215: Total War and Beyond (3)
The course explores the nature and geopolitics of modern warfare. Many traditional explanations of war and peace are exposed as myths propagated by self-interested governments and perpetuated by an inattentive public.

POS 216: Reacting to the Past (3)
Reacting to the Past games are used to showcase a variety of historical and contemporary key topics in global affairs, democracy, politics and history. Students gain a better understanding of complex issues by simulating real world scenarios, adopting the persona of people or organizations, pursuing agendas, and reacting to both course evidence and classmates' actions and behavior. Through this experiential learning model, students develop critical skills in analytical thinking, public speaking, research and evidence-based writing. The specific topic rotates. Consult course instructor for more details.

POS 245: Women in American History (3)
See HIS 245.

POS 276: Exploratory Internship (1–3)
in Political Science Internship designed to acquaint students with the field of political science in order to evaluate career choice.

POS 289: Selected Topics in Political Science (1–3)
Selected topics not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

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

POS 301: Community Action (3)
This course emphasizes local civic engagement. Students partner with community actors on various field projects.

POS 304: Comparative Politics and (3) (DW) International Relations
An examination of the methods of comparing and analyzing diverse political regimes. The primary emphasis will be on understanding contemporary political institutions, but the course will include an examination of the historical, cultural, and ideological roots of these regimes. The class focuses on a global perspective on the selection of countries. Offered in the spring of odd-numbered years.

POS 320: Introduction to Social Research (3)
See CJ 320.

POS 380: The Age of Revolution: (3) Europe, 1789–1918
See HIS 380.

POS 399: Model United Nations (3)
This course will prepare students to participate in a four-day United Nations simulation that takes place in Chicago. Students will learn about the history, organization, and procedures of the UN in addition to UN agenda issues, countries represented, and the policies of UN-member nations. Students will choose a country and prepare to represent it at the model United Nations simulation. The debriefing for this course will take place for a few days during the 3-week term. Offered every fall.

POS 401: Minority People and Race Relations (3)
See SOC 401.

POS 410: Political Theory (3)
This course focuses on the main theories and theorists in political science. Offered in the spring of odd-numbered years.

POS 412: American Foreign Relations (3)
An examination of the major themes that pervade the history of American foreign relations. The course is intended to go beyond description of events to analyze and explain how changing definitions of "the national interest" affects American foreign policy. The class covers foreign relations from the Colonial Period to the present. A working understanding of American history is assumed for those taking this course. Recommended prerequisite includes one of the following: HIS 108 or POS 205.

POS 416: Constitutional Law (3)
See CJ 416.

POS 425: Public Relations Strategies (3)**and Campaigns**

See COM 425.

POS 476: Professional Internship in (1–6)**Political Science**

Independent internship with a governmental agency, public official, law offices, or selected public and private agencies.

POS 480: Independent Study (1–3)

Individual or group projects in political science under the supervision of the instructor. Prerequisites: consent of the instructor and six hours in the field or consent of the instructor, academic advisor, division chairperson, and VPAA/Provost.

POS 489: Selected Topics in Political Science (1–3)

Selected topics not covered in other courses. May involve field trips and/or travel. Course may be repeated.

Prerequisite: consent of the instructor.

POS 490: Senior Seminar (3) (DW & CE)

Required of all Political Science majors, this seminar will focus on the research and writing of the capstone senior thesis in an area of the students' interests. Students should also discover where their strengths are during this project and learn to harness them for future endeavors. Offered in the spring of even-numbered years.

POS 498: Global Studies (1)

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

POS 499: Study Abroad (1–3)

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

PSYCHOLOGY**STATEMENT OF PHILOSOPHY**

The Psychology Program is designed to achieve a number of objectives: (1) to teach students the basic principles, theories, and methods of the field; (2) to develop students' abilities to speak, write, and think critically about the discipline's subject matter and to enable them to become self-learners; (3) to enable students to apply psychology to their own lives; (4) to prepare students for graduate study in psychology; (5) to prepare students for immediate employment in a number of human service careers for which a psychology background is valuable; (6) to introduce psychology to non-majors and to serve other programs on campus (for example, nursing, education, etc.); (7) to foster an awareness of how psychology can be seen as one component of an integrated liberal arts education; and (8) to foster a set of attitudes relating to a tolerance of ambiguity, an appreciation of individual differences, an appreciation of complexity in explaining behavior, an appreciation of the importance of research, and a sensitivity to the nature of and need for ethical judgment.

PROGRAM GOALS

- Students seeking admission to graduate or professional school or a career in a field related to psychology will be successful in their application.
- Students will demonstrate skills in critical thinking, effective communication, and creative problem solving.
- Students will identify having gained experience in real world settings within the field of psychology.

BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY (36 HOURS)

- Core courses (15 hours):
 - PSY 101: Introduction to Psychology (3)
 - PSY 220: Professional Development in Psychology (3)
 - PSY 280: Statistics for the Social Sciences (3)
 - PSY 312: Research Methods in Psychology (3)
 - PSY 490: Senior Capstone in Psychology (3)
- Developmental courses:
 - Select one 3-hour course:
 - PSY 200: Lifespan Development (3)
 - PSY 301: Child and Adolescent Psychology (3)
 - PSY 302: Adult Psychology and Gerontology (3)

- Experimental courses:
 - Select one 3-hour course:
 - PSY 326: Social Psychology (3)
 - PSY 335: Learning Theories (3)
 - PSY 353: Biological Psychology (3)
- Applied courses:
 - Select one 3-hour course:
 - PSY 180: Stress Management (3)
 - PSY 240: Sport Psychology (3)
 - PSY 250: Health Psychology (3)
 - PSY 289: Selected Topics in Psychology (3)
 - PSY 314: Abnormal Psychology (3)
 - PSY 371: Forensic Investigation of Child Maltreatment (3)
 - PSY 489: Selected Topics in Psychology (3)
- Elective courses:
 - 9 hours of psychology electives
- Experiential courses (3 hours required):
 - PSY 276: Exploratory Internship (1–3)
 - PSY 299: Study Abroad (3)
 - PSY 476: Professional Internship (1–6)
 - PSY 485: Independent Research (3)
 - PSY 499: Study Abroad (3)

BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (41 HOURS)

This course of study is recommended for those students who wish to pursue graduate study and/or professional work in occupational therapy. This is a highly competitive field and strict guidelines and prerequisites are in place depending on the college. Coordinate with the Pre-Occupational therapy advisor for specific information. The following guidelines are based on requirements with a specific program and may be subject to change. Minimum grades of B are generally required in each of these courses.

- Core courses (26 hours):
 - BIO 210: Human Anatomy and Physiology I (4)
 - BIO 211: Human Anatomy and Physiology II (4)
 - BIO 220: Medical Terminology (3)
 - PSY 101: Introduction to Psychology (3)
 - PSY 220: Professional Development in Psychology (3)
 - PSY 280: Statistics for the Social Sciences (3)
 - PSY 312: Research Methods in Psychology (3)
 - PSY 490: Senior Capstone in Psychology (3)
- Developmental courses:
 - PSY 200: Lifespan Human Development (3)
- Ethics
 - Select one 3-hour course:
 - PSY 303: Confidentiality and Ethics (3)
 - PHI 204: Ethics (3)
- Applied Psychology
 - Select one 3-hour course:
 - PSY 314: Abnormal Psychology (3)
- Social Science courses
 - Select one 3-hour course
 - PSY 326: Social Psychology (3)
 - PSY 353: Biological Psychology (3)
 - PSY 424: Human Sexuality (3)

- Experiential courses (3 hours required)
 - PSY 276: Exploratory Internship (1–3)
 - PSY 299: Study Abroad (3)
 - PSY 476: Professional Internship (1–6)
 - PSY 485: Independent Research (3)
 - PSY 499: Study Abroad (3)

A minimum of 50 observation hours at two separate settings is required for the OT concentration. It should be noted that most students complete 120 hours or more and incorporate them into the internship. The observation hours can be completed as an internship but is not required.

BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN PRE-ART THERAPY (48 HOURS)

This course of study is recommended for those students who wish to pursue graduate study and/or professional work in art therapy. A portfolio of original artwork with a minimum of 15 examples in at least three different media demonstrating competence with art material in both 2D and 3D art must be completed. There are strict grade-point average and course grade requirements to remain in this emphasis. Coordinate with the Pre-Art Therapy advisor for further information. The following guidelines are based on requirements for entrance to an Art Therapy master's program at Adler University. These requirements are subject to change. Students may also pursue a Bachelor of Fine Arts degree with a major in Studio Art and a minor in Psychology. For more information, please contact the Art Department Chair.

- Core courses (45 hours) (grade of C or better required in each course):
 - ART 119: Drawing (3)
 - ART 245: Clay (3)
 - ART 253: Graphic Design (3)
 - ART 255: Painting (3)
 - ART 262: Digital Photography (3)
 - PSY 101: Introduction to Psychology (3)
 - PSY 220: Professional Development in Psychology (3)
 - PSY 280: Statistics for the Social Sciences (3)
 - PSY 312: Research Methods in Psychology (3)
 - PSY 314: Abnormal Psychology (3)
 - PSY 315: Theories of Personality (3)
 - PSY 490: Senior Capstone in Psychology (3)
- Developmental course:
 - PSY 200: Lifespan Development (3)
- Experimental courses:
 - Select one 3-hour course
 - PSY 326: Social Psychology (3)
 - PSY 335: Learning Theories (3)
 - PSY 353: Biological Psychology (3)
- Experiential courses; 3 hours required:
 - PSY 276: Exploratory Internship (1–3)
 - PSY 299: Study Abroad (3)
 - PSY 476: Professional Internship (1–6)
 - PSY 485: Independent Research (3)
 - PSY 499: Study Abroad (3)
- Choice of one of the following (3 hours):
 - ART 115: 2D Design (3)
 - ART 230: Printmaking (3)
 - ART 275: Sculpture (3)
 - ART 331/423: Intermediate/Advanced Printmaking (3)
 - ART 335/422: Intermediate/Advanced Drawing (3)
 - ART 345/424: Intermediate/Advanced Clay (3)
 - ART 335/426: Intermediate/Advanced Painting (3)
 - ART 361/427: Intermediate/Advanced Digital Photography (3)
 - ART 364: Motion Design (3)
 - ART 375: Fibers (3)
 - ART 396: Web Design (3)

MINOR IN PSYCHOLOGY (18 HOURS)

- Core courses (3 hours):
 - PSY 101: Introduction to Psychology (3)
- Elective courses (15 hours):
 - 15 hours of psychology electives

MINOR IN CHILD ADVOCACY STUDIES (18 HOURS)

Pursuing this minor requires permission from a full-time psychology faculty member. This minor is designed for students majoring in psychology, criminal justice, education, sociology, nursing, health sciences or other areas where knowledge of child maltreatment and advocating for children and their families might be necessary and beneficial.

The Child Advocacy Studies (CAST) curriculum will prepare students across multiple disciplines to be trauma-informed professionals. Students will learn to respond appropriately to experiences of traumatic stress and maltreatment of children and adolescents. The Culver-Stockton College CAST curriculum adheres to the National Child Protection Training Center standards developed for universities, and the C-SC CAST faculty have years of experience in professions serving children impacted by child maltreatment.

Students completing the courses in this program will be better equipped to accomplish the work of related agencies (for example, psychology, social work, criminal justice, education, nursing, community health) as they advocate on behalf of child victims and survivors of child maltreatment. Students completing CAST courses will receive a CAST certificate from C-SC noting the completion of the CAST courses as well as a certificate from the National Child Traumatic Stress Network in Psychological First Aid/Skills for Psychological Recovery and Understanding the 12 Core Concepts of Childhood Trauma. These certifications will help distinguish C-SC students as trauma-informed professionals as they seek employment in human service-related fields and/or matriculate to graduate programs.

- Core courses (15 hours):
 - PSY 101: Introduction to Psychology (3)
 - PSY 301: Child and Adolescent Psychology (3)
 - PSY 370: Perspectives on Child Maltreatment (3)
 - PSY 371: Forensic Investigation of Child Maltreatment (3)
 - PSY 450: Intervention for Childhood Trauma (3)
- Elective courses:
 - Select one 3-hour course:
 - CJ 205: Criminal Investigation (3)
 - CJ 218: Criminal Law (3)
 - CJ/SOC 310: Deviant Behavior (3)
 - CJ/SOC 317: Juvenile Delinquency (3)
 - CJ 340: Interview and Interrogation (3)
 - CJ/SOC 418: Victimology (3)
 - EDU 325: Psychology and Education of the Exceptional Child (3)
 - HLT 209: Personal, School and Community Health (3)
 - HLT 340: Drug Education (3)
 - PSY 200: Lifespan Development (3)
 - PSY 314: Abnormal Psychology (3)
 - PSY 316: Missing & Exploited Children (3)
 - PSY 353: Biological Psychology (3)

PSYCHOLOGY COURSES

PSY 101: Introductory Psychology (3)

The course will draw heavily from the psychological principles of behavior such as motivation, learning, attitudes, personality, communication, and social psychology as it focuses on human relations and leadership skills necessary to be successful in students' personal and work life.

PSY 180: Stress Management (3)

The purpose of this course is to familiarize students with the physiological and psychological aspects of the stress response. The course is intended to give students both a review of principles, research, and methods of stress management as well as experience with various stress management techniques. Students will be expected to participate in evidence-based stress management activities.

PSY 200: Lifespan Development (3)

This course provides students with an understanding of the changes and continuities experienced by humans as they develop, grow and age. The course will examine physical, cognitive, and psychosocial development throughout the entire lifespan.

PSY 220: Professional Development in Psychology (3)

This course examines the aspects of career planning and courses of study for the psychology major. This course will explore the overview of the undergraduate major in psychology, career options in psychology, preparation for employment with a bachelor's degree in psychology, and preparation for graduate school in psychology or a related field. Professional-level writing in APA will be introduced and further refined. Prerequisite: PSY 101, Psychology major and sophomore standing. Offered every fall.

PSY 240: Sport Psychology (3)

The purpose of this course is to familiarize students with psychological theory and research as it relates to sport, fitness, and athleticism. Topics such as motivation, emotion regulation, coaching, and team dynamics will be discussed. Careers in sport psychology will also be considered.

PSY 250: Health Psychology (3)

This field of psychology studies mental, emotional, and behavioral factors that affect the onset, duration, recovery, and prevention of physical illnesses. We will examine how psychological factors influence experiencing stress, substance use and abuse, and weight-related issues as well as coping and management of pain and disease. We will also investigate how psychological factors affect the promotion and maintenance of health, types of health care interactions, and compliance with healthcare recommendations.

PSY 260: Psychology of Tattoos (3)

The purpose of this course is to examine and explore the concept of tattooing and psychology that encompasses the art. Focus will be placed on motivation, meanings and cultural elements of tattoos in addition to self-expression, identity formation and coping skills as well as current elements such as sex trafficking, gang tattoos, memorial tattoos, and 3D tattoos. Prerequisite: PSY 101.

PSY 276: Exploratory Internship in Psychology (1–3)

Set in an appropriate agency, industry, research, hospital, or other approved setting, this internship experience is designed to aid students in evaluating professional and career goals. Offered every semester and during the summer. Prerequisite: sophomore or higher standing. Internship Coordinator and faculty approval are required.

PSY 280: Statistics for the Social Sciences (3)

This course will introduce the use and interpretation of descriptive and inferential statistics and will focus on the application of these statistics to research within the behavioral and social sciences. Prerequisite: MAT 100 or equivalent.

PSY 289: Selected Topics in Psychology (1–3)

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

PSY 299: Study Abroad (1–3)

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

PSY 301: Child and Adolescent Development (3)

Child development serves as an introduction to the study of child psychology from conception to adolescence. This course will provide students with broad knowledge of normal physical, cognitive, and social development as well as an understanding of the prominent theories in child psychology. In addition, students will be introduced to research methods appropriate for use with children.

PSY 302: Adult Development and Gerontology (3)

This course provides a comprehensive overview of the psychological and psychosocial aspects in development throughout adulthood. Course focus is on changes that occur in adults from young adulthood through old age in the following areas: biological development, sensation and perception, learning and memory, intelligence, creativity, and wisdom. Content includes mental health, personality, motivation, research methodology, social factors such as inter- and intra-generational relationships, work, leisure, and community involvement. Prerequisite: PSY 101.

PSY 303: Confidentiality and Ethics (3)

This course is designed as an exploration in the overview of confidentiality, the American Psychological Association Code of Ethics, and the Health Insurance Portability and Accountability Act (HIPAA). Students will be expected to reflect on various real-world situations that require informed deliberation. Students will become familiar with an in-depth understanding and exploration of various historical and current events, including but not limited to HeLa cells, abortion, assisted suicide, and hate crimes. Focus will be placed on differences and similarities regarding what is ethical, what is moral, what is legal, and what falls under issues such as FERPA, HIPAA, and the APA Code of Ethics. Prerequisite: PSY 101.

PSY 312: Research Methods (3)
The purpose of this course is to introduce students to the process and methods involved in conducting scientific research in psychology. Students will also be required to analyze research data and present those findings in an APA style scientific research paper. Prerequisite: PSY 280.

PSY 314: Abnormal Psychology (3)
The purpose of this course is to provide a comprehensive examination of the various psychological disorders. Students will explore the nature and causes of abnormal behavior, including biological, psychological and sociocultural factors. Focus will be on methodology of diagnosis and treatment options. Disorders addressed include, but are not limited to, anxiety, schizophrenia, depression, sexual and gender disorders and neurodevelopmental disorders. Prerequisites: PSY 101 and ENG 202.

PSY 315: Theories of Personality (3)
This course examines the major theories and theorists of psychology, methods, and relevant research in the area of personality. Prerequisites: PSY 101 and PSY 200.

PSY 316: Missing & Exploited Children (3)
This course is an exploration of the concept of missing and exploited children in the United States and abroad. We will discuss historical and political events that led to the formation of the National Center for Missing and Exploited Children. Legal, social and emotional issues will be discussed. Prerequisite: PSY 101.

PSY 325: Psychology and Education of the Exceptional Child (3)
See EDU 325.

PSY 326: Social Psychology (3)
This course examines how people think about, influence, and relate to others. Topics will include attitude formation and change, helping and hurting others, romantic relationships, group dynamics, and social influence as well as prejudice and discrimination. Prerequisite: PSY 101.

PSY 327: Group & Family Systems (3)
Contemporary concepts, hypotheses and research in family and group theory. Students will understand the ways family systems and groups affect the behavior, thinking, motivation, and adjustments of individuals as well as the effect of an individual's characteristics on the family and groups. Principles will be applied to particular family systems and kinds of groups, including therapy groups and family groups.

PSY 331: Complementary Therapies in Psychology (3)
This course will examine various options that are used to assist with our augment traditional therapies in psychology that are more evidence-based. Focus will be placed on historical as well as emerging trends in complimentary therapy.

PSY 335: Learning Theories (3)
This course is a study of human learning and cognitive organization and process. The content will provide an overview of the scientific study of the human and learning and mental processes. Major theories concerning the learning process and their implications for the instructional process are investigated.

PSY 336: Advocacy and the Americans with Disabilities Act (3)
This course explores the principles and practices of disability advocacy. Students will gain a deeper understanding of the social, political, ethical, and legal issues faced by individuals and families with disabilities, from the history and foundations to the Disabilities Rights Movement to current and future consideration for advocacy and inclusion.

PSY 337: Psychology of Marketing (3)
This course explores the application of psychological principles to understand consumer behavior, motivations, and decision-making processes. This knowledge helps marketers to design effective campaigns that influence purchasing choices by leveraging insights into human perception, persuasion and emotional triggers. Students will be expected to create a marketing campaign presentation based on principles learned.

PSY 353: Biological Psychology (3)
The purpose of this course is to investigate the underlying biological foundations of behavior, cognitions, emotions, and other psychological processes. Prerequisite: PSY 101.

PSY 370: Perspectives on Child Maltreatment (3)
This course covers the history, comparative perspectives, legal framework, response to child maltreatment, and skills related to advocating for children. This course is designed for students majoring in psychology, criminal justice, education, nursing and other areas related to child advocacy. Prerequisite: PSY 101.

PSY 371: Forensic Investigations of Child Maltreatment (3)
This course will provide students with knowledge about the primary domains of child maltreatment and their impact on the development and functioning of children and adolescents. The course will use a multidisciplinary lens to explore theoretical frameworks, cultural considerations, and policy implications as they relate to the responses of child-serving systems such as law enforcement, child protective services, prosecution, and physical and mental health. Prerequisite: PSY 101, 301, and 370.

PSY 410: Fundamentals of Counseling (3)

This class provides an overview of theoretical approaches to counseling and psychotherapy including fundamental concepts, client and counselor roles, cultural relevance and interventions strategies/techniques. Role-playing the fundamental counseling skills provides experiential education in this specialty field of psychology. Prerequisite: PSY 101.

PSY 422: History of Psychology (3)

This course will provide an examination to major historical figures, important systems, schools of thought and historical events within the field of psychology from early Greek philosophers to modern day. This course will examine the forces with societal influences which have affected psychology as a science and profession in modern society. Prerequisite: PSY 101 and junior or senior standing.

PSY 424: Human Sexuality (3)

The purpose of this course is an exploration of human sexuality throughout the lifespan as well as throughout the ages. Cultural, historical, religious, and other contextual elements regarding human sexuality will be explored. This course provides information regarding sexual identity and how changing sexual attitudes influence culture as well as the media's impact on human sexuality. Prerequisites: PSY 101 and junior or senior standing.

PSY 450: Interventions for Childhood Trauma (3)

This course provides a conceptual framework that forms the foundation for planning effective trauma interventions. The course accelerates student's understanding and skill development by combining the twelve core concepts for understanding the impact of trauma on children and adolescents with using problem-based learning (PBL) principles. The course incorporates guided small group discussion of in-depth case studies that further assessment, diagnostic, case formulation and clinical judgement skills. The course highlights the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. This course offers a consistent systematic approach to using theoretically based core trauma concepts that enhance preparation to provide effective treatment. Prerequisite: PSY 101, 301, 370, 371, and consent of the instructor.

PSY 456: Psychological Assessment (3)

This course addresses the ways to describe the different tests, how to evaluate a test, and the specific names and uses of commonly utilized psychological tests and measures. Prerequisite: PSY 101 and junior or senior standing.

PSY 476: Professional Internship in Psychology (1–6)

This internship experience should provide the student with practical career experience in an appropriate agency, industry, research, hospital, or other approved setting. Prerequisite: junior or senior standing.

PSY 480: Independent Study (1–3)

Individual or group projects in psychology under the supervision of the instructor. Prerequisite: consent of instructor, advisor, division chair, and VPAA/Provost Dean of the College.

PSY 485: Independent Research (3)

Students will complete a research project under the supervision of an instructor. Students taking this course should be prepared to complete a research project relatively independently with occasional guidance and direction. Students will be responsible for choosing their research project and experimental design as well as data collection. Students should also be prepared to complete an APA style scientific research paper and to present their work at a conference. Prerequisites: PSY 280, PSY 312, and consent of the instructor.

PSY 489: Selected Topics in Psychology (1–3)

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

PSY 490: Senior Capstone (3) (DW & CE) in Psychology

Students will select a specific topic in psychology and write a literature review using APA style. Students will also prepare to graduate by completing graduate school applications and/or submitting job applications. Prerequisite: PSY 312 and junior or senior standing.

PSY 498: Global Studies (1)

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

PSY 499: Study Abroad (1–3)

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

RELIGION AND PHILOSOPHY

MINOR IN RELIGION AND PHILOSOPHY (18 HOURS)

- 18 hours of religion and philosophy electives (A maximum of 3 hours in internships is allowed.)

RELIGION AND PHILOSOPHY COURSES

REL 101: Hebrew Bible (3)

This introduction to the Bible will adopt historical, critical methods to explain the Old Testament. Students will explore each text in its original setting and examine its influence on the later Judeo-Christian traditions. Offered every spring.

REL 102: New Testament (3)

This introduction to the Bible will adopt historical, critical methods to explain the New Testament. Students will explore each text in its original setting and examine its influence on later Christian traditions. Offered every semester.

REL 103: Religion in America (3)

A study of the central themes and issues in the history of religious movements in America from the Colonial Period to the present. This course will map the religious landscape in the United States and explore the relationships between religion and American culture. This course will include field trips that highlight the diversity of religion in America. Offered every semester.

REL 202: Bible and Immigration (3)

This introduction to the Bible will adopt historical, critical methods while focusing on how biblical texts influence attitudes about nationalism and immigration. Students will explore biblical texts in their original contexts and analyze their influence in contemporary American culture. Offered every spring.

REL 203: Bible, Sex, and Marriage (3)

This introduction to the Bible will adopt historical, critical methods while focusing on how biblical texts influence attitudes about gender, sex and marriage. Students will explore biblical texts in their original contexts and analyze their influence on contemporary American culture. Offered every fall.

REL 204: Bible, Peace and Violence (3)

This introduction to the Bible will adopt historical, critical methods while focusing on how biblical texts influence attitudes about peace and violence. Students will explore biblical texts in their original contexts and analyze their influence in contemporary American culture. Offered every fall.

REL 205: Bible, Wealth, and Poverty (3)

This introduction to the Bible will adopt historical, critical methods while focusing on how biblical texts influence attitudes about wealth and poverty. Students will explore biblical texts in their original contexts and analyze their influence in contemporary American culture. Offered every fall.

REL 288/488: Mission Trip (1-3)

Affirming the relationship between love of God and love of neighbor, this course will offer students an opportunity to serve others in need. The destinations will vary, and they will be posted at least one semester in advance. Additional costs may apply. This course may be repeated for credit. Prerequisite: consent of the instructor. Offered every spring during spring break or the three-week session.

REL 289: Selected Topics in Religion (1-3)

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

REL 299: Study Abroad (3)

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

REL 476: Internship (1-3)

The student will receive supervised practical experience in ministry within an institutional setting such as a hospital, senior citizen facility, private school, or church. May be repeated, but no more than 3 hours may count toward the religion/philosophy minor. Prerequisite: consent of instructor.

REL 480: Independent Study (1-3)

Individual or group projects in religion under the supervision of the instructor. Prerequisite: consent of instructor.

REL 489: Selected Topics in Religion (1-3)

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

REL 498: Global Studies (1)

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

REL 499: Study Abroad (3)

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

PHILOSOPHY COURSES**PHI 101: Introduction to Philosophy (3)**

An introduction to the issues, ideas, movements, methods and practices of philosophy.

PHI 206: Logic (3)

See MAT 206

PHI 204: Ethics (3)

A course designed to provide opportunity for the student to grow in sensitivity to ethical issues in contemporary life and to develop the student's ability to engage in ethical reflection and decision making. The major ethical theories and the moral problems of both the individual and society are studied. Offered every semester.

SOCIOLOGY**MINOR IN SOCIOLOGY (18 HOURS)**

- Core courses (15 hours):
 - SOC 102: Introduction to Sociology (3)
 - SOC 203: Social Problems (3)
 - SOC 315: Criminology (3)
 - SOC 317: Juvenile Delinquency (3)
 - SOC 326: Social Psychology (3)
- Elective courses (3 hours):
 - 3 hours of sociology electives

SOCIOLOGY COURSES**SOC 102: Introduction to Sociology (3)**

A study of the central themes and issues in the history of religious movements in America from the Colonial Period to the present. This course will map the religious landscape in the United States and explore the relationships between religion and American culture. This course will include field trips that highlight the diversity of religion in America. Offered every semester.

SOC 212: Corrections (3)

See CJ 212.

SOC 203: Global Issues (3)

Significant contemporary social problems are studied, including poverty, family disorganization, mental illness, population growth, social stratification, war, and crime. Prerequisite: SOC 102.

SOC 289: Selected Topics in Sociology (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

SOC 299: Study Abroad (1–3)

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

SOC 211: Sociology of the Family (3)

A sociological survey of the aspects and issues of the family. Included are the demographics, issues, trends, definitions, problems, and the philosophies related to marriage and family. Prerequisite: SOC 102 or consent of the instructor.

SOC 310: Deviant Behavior (3)

See CJ 310.

SOC 311: Race and Ethnicity (3)

The ways in which race and ethnicity are socially constructed and the efforts on individuals and society of these constructions are examined in this intense, but exciting 3-week offering. It is not popular in today's cultural climate to be openly racist, yet we continue to see covert racism practiced daily. From deciding on home loans to job interviews, from introducing a person of another race or ethnicity to the family, to securing a college education, we each experience discrimination or practice it, often without even realizing it. Who benefits, who loses, and what can be done about equalizing the playing field are central to understanding the impact of power and privilege and difference.

SOC 313: Patterns of Social Class and Inequality (3)

A study of societal structures, patterns of stratification, functions and purposes of social inequality, and implications for the future. Prerequisite: SOC 102.

SOC 315: Criminology (3)

See CJ 315.

SOC 316: Violence and the Family (3)

Exploration of child abuse, intimate partner abuse, and elder abuse in what should be "loving relationships." Emphasis is on characteristics of abusers, effects on victims, and intervention strategies at the societal and individual levels.

SOC 317: Juvenile Delinquency (3)

This course studies the nature, extent, causation, treatment, and prevention of juvenile delinquency. The course also focuses on understanding why juveniles become delinquent by examining various theories of explanations of delinquency. This course explores the extent to which delinquency is caused by individual traits, peer group, family, school, and other factors. Prerequisite: SOC 102 or CJ 105 or consent of the instructor. Offered every spring of even-numbered years.

SOC 320: Introduction to Social Research (3)

See CJ 320.

SOC 326: Social Psychology (3)

See Psy 326.

SOC 401: Minority People and Race Relations (3)

Majority-minority relationships with special attention given to racial, religious, and ethnic groups in the United States. Enduring patterns of majority-minority conflict are explained, and mechanisms for the resolution of conflict are outlined. Prerequisite: SOC 102 or consent of the instructor.

SOC 418: Victimology (3)

See CJ 418

SOC 483: Independent Studies and Sociological Research (3)

Individual or group projects in sociology under the supervision of the instructor. Prerequisites: consent of the instructor and six hours in the field.

SOC 489: Selected Topics in Sociology (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

SOC 490: Senior Seminar (3)

Assesses the graduating seniors in their major field and assists in preparing them for post graduate studies and/or for their professional career.

SOC 498: Global Studies (1)

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

Soc 499: Study Abroad (1–3)

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

SPORT MANAGEMENT

STATEMENT OF PHILOSOPHY

The Bachelor of Science with a major in Sport Management is designed to educate students with academic and practical experience in the business and management aspects of sport. This degree is designed for students interested in a career in sport-related areas other than teacher education. A degree in sport management will prepare majors for careers with areas of concentration in Media Communication or Administration.

PROGRAM GOALS

- Students will demonstrate proficiency in business and management concepts with an emphasis on the uniqueness of the sport industry.
- Students will produce professional written and oral communication and show competence with the use of technology.
- Students will demonstrate leadership and professional behavior in the work environment while pursuing a career in the sport industry.

BACHELOR OF SCIENCE WITH A MAJOR IN SPORT MANAGEMENT (45 HOURS)

- Core courses (24 hours):
 - SPM 150: Introduction to Sport Management (3)
 - SPM 225: Sport Ethics and Governance (3)
 - SPM 250: Athletic Sport Administration (3)
 - SPM 316: Athletic Event and Facility Management (3)
 - SPM 365: Sport Finance (3)
 - SPM 450: Legal Issues of Sport (3)
 - SPM 476: Professional Internship in Sport Management (3)
 - SPM 490: Senior Seminar (3)
- Additional required courses (21 hours):
 - ACT 125: Principles of Accounting I (3)
 - BUS 302: Management (3)
 - BUS 308: Legal Issues I (3)
 - BUS 225: Computer Applications in Business (3)
 - PED 412: Psychological and Sociological Aspects of PE and Sport (3)
- Select 3 hours from the following courses:
 - MKT 301: Marketing (3)
 - SPM 430: Sport Marketing (3)
- Select 3 hours from the following courses:
 - COM 214: Mass Media and Society (3)
 - COM 302: Principles of Public Relations (3)
 - COM 303: Introduction to Radio and Television (3)

MINOR IN SPORT MANAGEMENT (18 HOURS)

- Core courses (15 hours):
 - SPM 150: Introduction to Sport Management (3)
 - SPM 225: Sport Ethics and Governance (3)
 - SPM 250: Athletic Sport Administration (3)
 - SPM 316: Athletic Event and Facility Management (3)
 - SPM 450: Legal Issues of Sport (3)
- Elective courses (3 hours):
 - Choose 3 hours from the following courses:
 - PED 412: Psychological and Sociological Aspects of PE and Sport (3)
 - SPM 365: Sport Finance (3)
 - SPM 430: Sport Marketing (3)

SPORT MANAGEMENT COURSES

SPM 150: Introduction to Sport Management (3)

This course will allow students the opportunity to investigate the profession and possible careers in sport management. Students will also be exposed to the various responsibilities of a sport management position. Offered every semester.

SPM 200: Fundamentals of Coaching (3)

This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the college and serious club levels. Consideration is also given to coaching at other levels, such as youth, recreational and high school sport programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. Prerequisite: SPM 150 and 225. Offered every spring in the 3-week session.

SPM 225: Sport Ethics and Governance (3)

This course is designed to introduce students to the moral and ethical issues in organized sports. Basic governing principles such as athlete eligibility, government influence on sports, and sport organization constitutions and bylaws will be discussed. Offered every fall.

SPM 250: Athletic Sport Administration (3)

Administrative policies and procedures for high school, collegiate, and professional sports will be discussed. Concepts such as gender equity, sport scheduling and budgets, contracts, and sport operating procedures will be introduced. Prerequisite: SPM 150 or SPM 225. Offered every spring.

SPM 276: Exploratory Internship in Sport Management (1–3)

This course is designed to allow students to explore career opportunities within the sport management area. Prerequisites: advisor and Internship Coordinator approval and second-semester freshman standing.

SPM 289: Selected Topics in Sport Management (1–3)

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

SPM 299: Study Abroad (1–3)

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

SPM 300: Mental Aspects of Coaching (3)

This course has been developed for students who study coaching and who want to learn more about applying sport psychology principles to coaching. This coursework provides the student with an understanding of how coaches can apply psychological principles to their coaching to maximize the enjoyment, learning and performance of the athletes that are coached. Prerequisite: SPM 150 and 225. Offered every fall online.

SPM 316: Athletic Event and Facility Management (3)

This course is designed to expose students to principles related to sport events and facility management. Facility design, construction, and risk management along with event publicity, marketing, and sponsorship of sports events will be covered.

SPM 365: Sport Finance (3)

A variety of financial aspects of the sports industry is examined in this course. Financial management skills are built through reading and problem solving utilizing real sports financing examples. The content of the course will support work within a variety of careers in the sport management field. Prerequisite: Act 125 and junior standing or consent of the instructor.

SPM 430: Sport Marketing (3)

The course setting includes working with various levels and forms of play. Environments incorporated in the course may include the classroom, sports administration offices, fields of play, and more. Students will learn sport marketing terminology and be introduced to the world of sport marketing through various issues and best practices. Offered every spring during the 3-week session.

SPM 450: Legal Issues of Sport (3) (DW)

This course is designed to introduce students to the basic legal issues involved in athletic sport participation. Concepts such as liability and risk management, legal requirements of drug testing, gender equity, and causes of sport litigation will be discussed in depth. Case studies will become primary teaching tools. Prerequisites: SPM 150 and SPM 225. Offered every fall.

SPM 476: Professional Internship in Sport Management (3–6)

This course allows students to gain practical experience under an internship supervisor in the field of sport management. Students should have completed all sport management major coursework under the 400 level. Prerequisites: junior standing, and approval of advisor and Internship Coordinator.

SPM 489: Selected Topics in Sport (1–3)**Management**

A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of the instructor.

SPM 490: Senior Seminar (3) (CE)

This course serves as a capstone for the Sport Management major. It integrates current information to prepare students to enter the sport industry. Developing a professional and personal philosophy of sport management will be covered. Additionally, résumés, job searches, graduate school programs, and entry-level job requirements and expectations will be addressed. Offered every spring.

SPM 498: Global Studies (1)

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

SPM 499: Study Abroad (1–3)

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

THEATRE**STATEMENT OF PHILOSOPHY**

Courses in theatre are designed to provide the student with a strong practical and theoretical foundation for careers in theatre. Students who major in Theatre are given the opportunity to pursue either a generalized course of study or an area of concentration within the major.

PROGRAM GOALS

- Students completing a degree in theatre will direct a one-act play as their capstone project using their knowledge of theatre arts in both performance and technical areas to produce plays. The play will be presented to the public for two performances.

Programs and opportunities in Theatre include several major productions each season; student-directed projects; assistantships in areas such as costuming, administration, and technical theatre; fine arts scholarships; and summer-theatre opportunities. All programs in theatre are available to every Culver-Stockton student regardless of major.

BACHELOR OF FINE ARTS WITH A MAJOR IN THEATRE (57 HOURS)

This course of study is recommended for those students wishing to pursue graduate and/or professional work in theatre. A minimum of 57 hours in theatre is required in addition to all other requirements listed under the BFA degree program of study.

- Core courses (25 hours):
 - THE 106/306: Theatre Lab (1–2) (A minimum of 4 hours is required.)
 - THE 225: Acting I (3)
 - THE 249: Introduction to Technical Theatre (3)
 - THE 318: Theatre History through the 17th Century (3)
 - THE 319: Theatre History from the 18th Century (3)
 - THE 328: Applied Theatre Theories (3)
 - THE 360: Directing (3)
 - THE 476: Professional Internship (3)
- Elective courses (32 hours):
 - 32 hours of theatre electives

BACHELOR OF ARTS WITH A MAJOR IN THEATRE (30 HOURS)

This course of study is recommended for the student wishing to pursue further study in theatre or to pursue a double major. A minimum of 30 hours in theatre is required in addition to all other requirements listed under the BA degree program of study.

- Core courses (17 hours):
 - THE 106/306: Theatre Lab (1–2) (A minimum of 2 hours is required.)
 - THE 225: Acting I (3)
 - THE 249: Introduction to Technical Theatre (3)
 - THE 328: Applied Theatre Theories (3)
 - THE 360: Directing (3)

- Select 3 hours of the following courses:
 - THE 318: Theatre History through the 17th Century (3)
 - THE 319: Theatre History from the 18th Century (3)
- Plus Theatre Elective Courses (13 hours)

BACHELOR OF FINE ARTS WITH A MAJOR IN MUSICAL THEATRE (57 HOURS)

This course of study is recommended for those students who wish to pursue graduate study and/or professional work in theatre.

- Theatre Performance core courses (23 hours):
 - THE 106/306: Theatre Lab (1–2) (2 hours required)
 - THE 221: Oral Interpretation (3)
 - THE 225: Acting I (3)
 - THE 304: Voice and Diction (3)
 - THE 326: Acting II (3)
 - THE 328: Applied Theatre Theories (3)
 - THE 330: Audition Techniques (3)
 - THE 476: Professional Internship (3)
- Theatre Production/History core courses (12 hours):
 - THE 209: Makeup (3)
 - THE 250: Drafting and Rendering (3)
 - THE 335: Musical Theatre History (3)
 - THE 360: Directing (3) (Senior Capstone Experience)
- Dance and Movement core courses (6 hours)
 - THE 317: Stage Movement (3)
 - Select 3 hours from the following courses:
 - THE 120: Tap Dance (1)
 - THE 130: Musical Theatre Dance (1)
 - THE 150: Jazz Dance I (1)
 - THE 160: Modern Dance (1)
- Music Studies core courses (16 hours):
 - MUS 100: Fundamentals of Music (3) or MUS 101: Theory I (2)
 - MUS 121: Aural Skills I (1)
 - MUS 125: Class Piano Level I (1)
- Select 3 hours from the following courses: (may be repeated):
 - MUS 155/156: Collegiate Choir (.5)
 - MUS 359/360: Concert Choir (1)
 - MUS 361/362: Chamber Choir (1)
- Select 8 hours from the following courses:
 - MUS 131-132/431-432: Private Lessons in Voice (1–2) (may be repeated)

BACHELOR OF SCIENCE WITH A MAJOR IN SPEECH AND THEATRE EDUCATION (CERTIFICATION IN GRADES 9–12) (30 HOURS)

This course of study is recommended for those students wishing to attain education certification in speech and theatre. It is strongly recommended that Speech/Theatre Education majors also complete endorsement requirements in another endorsement area. Speech/Theatre majors wishing to be certified to teach in Missouri must have a GPA of 2.50 (or higher) in communication and theatre classes and must satisfy all professional education and certification requirements. (See Education requirements.)

- Core courses (27 hours):
 - COM 201: Advanced Public Speaking (3)
 - COM 204: Interpersonal Communication (3)
 - COM 206: Small Group Communication (3)
 - COM 214: Mass Media and Society (3)
 - COM 233: Argumentation and Debate (3)
 - THE 225: Acting I (3)
 - THE 249: Introduction to Technical Theatre (3)
 - THE 318 OR THE 319: Theatre History (3)
 - THE 360: Directing (Senior Capstone Course) (3)
- Elective courses (3 hours):

- 3 hours of theatre electives

MINOR IN THEATRE (18 HOURS)

- Core courses (12 hours):
 - THE 225: Acting I (3)
 - THE 249: Introduction to Technical Theatre (3)
 - THE 360: Directing (3)
 - THE 318: Theatre History through the 17th Century (3) OR THE 319: Theatre History from the 18th Century (3)
- Elective courses (6 hours):
 - 6 hours of theatre electives

MINOR IN MUSICAL THEATRE (20 HOURS)

- THE 130: Musical Theatre Dance (1)
- THE 209: Makeup (3)
- THE 225: Acting I (3)
- THE 326: Acting II (3)
- MUS 100: Fundamentals of Music (3)
- MUS 131-132/431-432: Private Lessons in Voice (5 hours required)
- Select 2 hours from the following courses:
 - THE 120: Tap Dance (1)
 - THE 150: Jazz Dance I (1)
 - THE 160: Modern Dance (1)

It is recommended that students choose as general electives additional theatre courses and MUS 150: Exploring Music Creatively (3).

THEATRE COURSES

THE 105: Introduction to Theatre (3)

An overview of all elements of the theatre, including history, production techniques, and personnel. Offered every semester.

THE 106/306: Theatre Lab (1–2)

A workshop in acting and/or technical theatre.

THE 120: Tap Dance (1)

A beginning-level study and practice of the basic techniques of tap dance. Purchase of appropriate shoes is necessary. Offered as needed.

THE 130: Musical Theatre Dance (1)

A beginning-level study and practice of the basic techniques of various types of dance steps commonly used in musical theatre and musical reviews. Purchase of appropriate shoes is necessary. Offered as needed.

THE 150: Jazz Dance I (1)

A beginning-level study and practice of the basic techniques of jazz dance. Purchase of appropriate shoes is necessary. Offered as needed.

THE 160: Modern Dance (1)

A beginning-level study and practice of the basic techniques of modern dance. Purchase of appropriate shoes is necessary. Offered as needed.

THE 209: Makeup (3)

Design, materials, and techniques of theatrical makeup. Emphasis is placed on two-dimensional makeup application and design derived from character analysis. Purchase of personal makeup supplies is required. Offered spring of

even-numbered years.

THE 217: Stage Movement (3)

In this introductory movement course, the students will acquire a basic understanding of stage movement through Augusto Boal's Image Theatre, Rainbow of Desire, and movement exercises. Students will develop and identify increased emotional and physical mobility.

THE 221: Oral Interpretation (3)

An exploration of the creative techniques involved in the interpretation and oral presentation of literature. Offered every spring.

THE 225: Acting I (3)

Basic acting skills for the stage, including movement and voice. Offered every semester. Students may not take both THE 225 and THE 226 for credit.

THE 226: Acting for the Non-Major (3)

This course is for the non-Theatre or Arts Management major. Students will learn basic acting skills for the stage, including movement and vocal work. Students may not take both THE 225 and THE 226 for credit. Offered as needed.

THE 235: Musical Theatre History (3)

A survey of American Musical Theatre from its inception to present day. Students will study musical theatre within the context of the political and social climate in which each musical originated.

THE 245: Children's Theatre (3)

A study of the theatre literature and production techniques for children as audience and/or as participants. Offered

spring of even-numbered years.

THE 249: Introduction to Technical Theatre (3)

A basic course addressing the elements and principles of design and the artistic role they play in a theatrical production. The student will work toward developing an understanding of the skills necessary to execute various design aspects of a production. Offered every semester.

THE 250: Drafting and Rendering (3)

Study and practice of the graphic techniques used in theatrical design. Drafting, mechanical perspective, sketching, and color rendering as they apply to scenes, lighting, and costume design are emphasized. Offered every spring.

THE 276: Exploratory Internship in Theatre (1–3)

Assignment and evaluation will be directed by the faculty advisor and Internship Coordinator.

THE 289: Selected Topics in Theatre (3)

Specialized study in areas not covered in other course offerings. Course may be repeated. Prerequisite: consent of the instructor.

THE 299: Study Abroad (1–3)

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

THE 303: Scenic Design (3)

Principles and techniques of designing the scenic environment for theatrical production. Emphasis is placed on analysis of the play text for visual presentation on the stage. Prerequisites: THE 249 and 250 or consent of the instructor. Offered fall of odd-numbered years.

THE 304: Voice and Diction (3)

A beginning-level of study of proper voice usage for public speakers. Topics will include voice production, articulation, projection, and diction. Offered in the fall of odd-numbered years.

THE 310: Scene Painting (3)

A course in the study and application of the materials and techniques of the scenic artist. Emphasis on the analysis and execution of a wide variety of scene painting problems. There is a fee for course materials. Offered spring of even-numbered years.

THE 314: Costuming (3)

Principles of construction are studied in a lecture laboratory situation. Period research, script analysis, clothing construction, pattern drafting, and sketching and rendering are emphasized. Prerequisite: THE 250 or consent of the instructor. Offered in the spring of odd-numbered years.

THE 315: Lighting Design (3)

Principles and practices of lighting design for the stage. Emphasis is placed on principles of electricity, script analysis, color theory, lighting instruments, dimming equipment, and organization of the documentation necessary for execution of the design. Prerequisites: THE 249 and 250 or consent of the instructor. Offered in the fall of even-numbered years.

THE 316: Playwriting (3)

A study of basic dramatic-writing techniques. A series of exercises and two completed one-act plays or one full-length play are required. Students will receive both oral and written critiques. Offered spring of even-numbered years.

THE 317: Stage Movement (3)

The student will acquire a basic understanding of stage movement through Augusto Boal's Image Theatre, movement exercises, and Arthur Lessac's Body Energy Movement Theory. Students will develop increased emotional and physical mobility. Offered in the fall of even-numbered years.

THE 318: Theatre History through the 17th Century (3)

A survey from the beginning of theatre through the 17th century. Offered in the fall of odd-numbered years.

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

A survey from the 18th century to the present. Offered in the fall of even-numbered years.

THE 326: Acting II (3)

Role-analysis and characterization. Prerequisite: The 225. Offered in the fall of odd-numbered years.

THE 328: Applied Theatre Theories (3) (DW)

Role-analysis and characterization. Prerequisite: THE 225. Offered in the fall of odd-numbered years.

THE 330: Audition Techniques (3)

Students will learn basic theories of theatre surrounding performance theory, design theory, and historical/playwriting. Students will travel to various locations to see theatre productions and apply the theories taught in class to those productions in the form of class discussion and critical essays. Prerequisite: THE 225. Offered in the fall of even-numbered years.

THE 335: Musical Theatre History: A Study of American Musical Theatre from Its Inception to the Present Day (3) (DW)

Students will study the social implications of musical theatre by examining the political and social concerns of

the 20th and the 21st centuries and specific musical productions.

THE 360: Directing (3) (CE)

Techniques of stage direction. Each student will direct a one-act play. This is a Senior Capstone course. Prerequisite: consent of the instructor. Offered every fall.

THE 476: Professional Internship in Theatre (1–6)

Assignment and evaluation will be directed by the faculty advisor and Internship Coordinator.

THE 480: Independent Study (1–3)

Individual or group projects in theatre by special arrangement with the instructor. Prerequisites: consent of the instructor, academic advisor, division chairperson, and VPAA/Provost.

THE 489: Selected Topics in Theatre (1–3)

Specialized study in areas not covered in other course offerings. Course may be repeated. Prerequisite: consent of the instructor.

THE 498: Global Studies (1)

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

THE 499: Study Abroad (1–3)

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

2026-2027

ACADEMIC CATALOG

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, Management, Organizational Leadership, AI & Business Analytics, and Special Reading. 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.

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

Master of Arts in Counseling, tuition per credit hour	\$525
Master of Arts in Organizational Leadership, tuition per credit hour	\$515
Master of Athletic Training tuition, per credit hour	\$415
Master of Business Administration tuition, per credit hour	\$515
Master of Education tuition, per credit hour	\$415
Online Campus Tuition per credit hour (fall/spring) (If applicable, for undergraduate prerequisite courses)	\$400
Audit fee, 50% of tuition rate per credit hour	varies

GRADUATE TUITION 2026-27

Tuition is refundable based on the Withdrawal Refund Schedule.

SPECIAL FEES/OPTIONAL CHARGES (non-refundable)

Master of Arts in Counseling, Admission Deposit Fee	\$150
Master of Arts in Counseling, Summer Intensive Labs Fee	\$750
Master of Athletic Training, Admission Deposit Fee	\$150
Master of Athletic Training, per course	\$100
Master of Athletic Training, Annual Fee	\$750
Master of Athletic Training Unified Student Fee/Semester	\$475
Master of Education, Online Course Fee, per credit hour	\$15
Master of Business Administration, Online Course Fee, per credit hour	\$15
Master of Organizational Leadership, Online Course Fee, per credit hour	\$15
Master of Arts in Counseling, Online Course Fee, per credit hour	\$15
Course Fees (some courses have fees for equipment and supplies)	varies/course
Graduation Fee	\$150
Sport Medicine Fee (annual charge to athletes only)	\$200
Transcript/Certificate Fee (provided to current students or graduating students without charge)	\$10
Student ID card replacement	\$10
Late Registration Fee	\$150
Parking Permit (annual charge to students parking on campus)	\$90

*HOUSING AND MEALS (if applicable)

Housing (multiple options available)	Varies
Brown	\$5,550
Fraternity	\$5,050
Johnson (Community)	\$4,800
Johnson (Suite)	\$5,050
McDonald	\$5,050
Sorority	\$4,800
Sperry	\$4,550
Stone	\$5,550
Weldon	\$4,550
Wood	\$4,800
Single room housing additional charge, if available	\$2,500
Meals (full meals, other options available)	\$6,100
Unified Student Fee/Semester (for students in campus housing)	\$487.50
Room Key Replacement Fee	\$100
Mailbox Key Replacement Fee	\$15

***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, 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 by the student 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. The College has contracted with Barnes and Noble College as the official textbook vendor. Barnes and Noble College website can be accessed at: <https://bncvirtual.com/culver-stockton.htm>.

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 pro-rated for academic terms less than one semester in length. Students enrolled in the Graduate program will receive a refund of tuition for classes where they do not complete any educational activity. This can be classes that students drop through their advisor, or students the College administratively drops. For example, if a student withdraws from a G1 class, and then drops classes in G2 for that same term before those classes begin, a withdrawal calculation will be performed for only the number of days in the G1 term, and tuition for the G2 term will be credited to the student's account.

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.

REFUND OF FEDERAL FINANCIAL AID

Refund of a credit balance resulting from Federal Financial Aid will be refunded by the Student Billing office in the form 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.

FINANCIAL AID

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.

DETERMINATION OF INSTITUTIONAL FINANCIAL AID ELIGIBILITY

The maximum gift aid award will not exceed the total of tuition, some fees, meals, and housing for students receiving institutional financial assistance and residing on campus. For all other students, the maximum institutional gift aid award will not exceed tuition and fees per semester unless all 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 or gift aid maximum 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.

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.

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 2026-27 financial aid year, the FAFSA year will start on October 1, 2025, using 2024 tax information. Students must apply online at 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, Student Aid Index, 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 mid-term 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 drops or does not attend a class in which he/she is enrolled.

Federal Direct Loan guidelines dictate that a student's annual Federal Direct Loan limit may be reduced for any student that achieves less-than-full-time enrollment. Federal Direct Loans may be pro-rated for students that enroll less-than-full-time during any semester. If a loan is reduced at any time after it was previously awarded, the student will be notified via Culver-Stockton email.

A student that drops a class after the census date of a semester, but before their Federal Direct Loan is disbursed, may have a reduction of their loan occur during the semester, and would immediately owe that difference to the College. If a loan is reduced during the semester, the student will be notified via Culver-Stockton email.

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. Currently, Graduate Certificate Programs are not eligible for federal financial aid, but students can utilize a private student loan.

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 (out of their first eight years out of college) at a Title I school in a high-need field. Lifetime Graduate Teach Grant eligibility is \$8000.

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.

INSTITUTIONAL TUITION DISCOUNTS

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

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/>

Students who work full-time for an organization with an established organizational discount agreement receive a 10% discount. Refer to the website for a list of organizational discount agreements. <https://culver.edu/organizational-discount-agreements/> Students must submit proof of employment to financialaid@culver.edu to receive the discount.

Full-time degree-seeking athletes receive a 15% tuition discount. The student must be identified by the Athletic Director to the Financial Aid Office, 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 athlete's graduate program, even after athletic eligibility expires.

Culver-Stockton offers a 10% discount to anyone in law enforcement. Students must submit proof of employment to financialaid@culver.edu to receive the discount.

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

Students need to report private scholarships they expect to receive to the Financial Aid Office.

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

Students who are not achieving the required cumulative GPA or not successfully completing their education programs at the required pace of completion 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 MEASING 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 18 hours for full-time or 9 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.

Undergraduate classes that are taken concurrently with graduate classes will be considered in the SAP Pace of Completion and cumulative GPA calculation.

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 if full-time, or 3 hours if part-time, 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 through Culver-Stockton email and through postal mail. Failure to receive the notification or understand the implications of the notification does not change a student's status.

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; appeals without both components will not be considered:

1. Why the student failed to make SAP, and
2. what has changed that will allow the student to make SAP at the next evaluation.

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.

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.

BELONGINGNESS, FAIRNESS, AND EMPOWERMENT

Culver-Stockton College celebrates and encourages the person-centered development of our students, which encompasses belongingness, fairness, 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.

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 TASC on the third floor of Johann or via telephone at 573-288-6000, ext. 6536 or email at 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 x. 6710. 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.

Maximum Credit Load: Students in fully or blended online programs are subject to a maximum credits of enrollment.

Undergraduate and graduate students are enrolled in up to 6 credits per term (12 credits per semester). A student may request an exception to this standard if they are in good academic standing or other reasonable requests such as adjustment for course offerings or curricular plan. Students should submit a request to the online advisor. Requests must be approved by the Program Chair or Director. If denied, the student can appeal to the Graduate & Professional Studies Committee for consideration. If approved, a student may enroll in a maximum of 9 credits per term. Select programs may require more credits due to the curricular sequence and plan. Students may be exempt from this policy in those circumstances.

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 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 Student Billing and Financial Aid Offices are notified. Adjustments to tuition, meals, and housing charges fees and financial aid will follow the Withdrawal and Refund Policy section of the catalog. Fees are non-refundable.

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

GRADING SCALE

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	Warning	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 Warning 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 Warning, Probation, Suspension or Dismissal. With each standing, sanctions and remediation may apply.

WARNING

Warning 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.

Warning 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 Warning or 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, considering 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 15 business after grades are published.

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 official transcripts must be made in person through the Registrar's Office, or online through electronic submission in MyCulver or www.culver.edu. Phone or email requests are not acceptable.

Official transcripts may be mailed to any current student without charge.

Electronically transmitted transcripts are processed through the National Student Clearinghouse. The National Clearinghouse processing fee is \$10.00 for each request.

If a student is delinquent in their financial obligation to the College, a partial transcript will be issued.

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

The Department of Counselor Education has developed Program Goals in that upon graduation each student will:

- Exhibit a professional counselor identity.
- Demonstrate comprehensive knowledge of professional counseling practices.
- Engage in effective counseling relationships with diverse populations in clinical mental health and school settings.
- Demonstrate clinical judgment based on current research and ethical, legal, and professional standards.

The Department of Counselor Education program has the following program objectives to meet the program goals:

- To prepare professional counselors who embody a professional counselor identity, understand how to make ethical decisions, and recognize diverse worldviews in their counseling practice.
- To prepare professional counselors to address individuals' needs across the lifespan and assist them in meaningful interpersonal connections and careers.
- To prepare professional counselors who are grounded in counseling theory and best practices to effectively engage in individual, couples, family, and group counseling.
- To prepare professional counselors to apply current research in their counseling practice as they effectively assess, use diagnostic processes, and determine intervention strategies.
- To prepare professional counselors who have the necessary personal and professional dispositions that will allow them to learn and grow as professionals throughout their career in the areas of openness, self-awareness, commitment, respect, and integrity.

COMMITMENT TO BELONGINGNESS, FAIRNESS, AND EMPOWERMENT

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, varied 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 two professional references.
2. Submit written responses to prompts about goals as a counselor, ability to be successful in a hybrid learning environment, and therapeutic relationships when 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.
- 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 (Counseling Skills, 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.
- Pass the comprehensive counseling exam.
- 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: Advanced Human Development (3)
 - COU 505: Counseling Theories (3)
 - COU 508: Ethical, Legal & Professional Issues (3)
 - COU 512: Research Methods in Counseling (3)
 - COU 515: Counseling Skills (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: Trauma-Informed Counseling (3)
 - COU 544: Group Counseling (3)
 - COU 549: Practicum (3)
 - COU 561: Diagnosis and Psychopathology (3)
 - COU 565: Counseling Modalities (3)
- Specialization courses:
 - COU 563: Clinical Mental Health Counseling (3)
 - COU 591: Internship I (3)
 - COU 596: 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: Advanced Human Development (3)
 - COU 505: Counseling Theories (3)
 - COU 508: Ethical, Legal & Professional Issues (3)
 - COU 512: Research Methods in Counseling (3)
 - COU 515: Counseling Skills (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: Trauma Informed Counseling (3)
 - COU 544: Group Counseling (3)
 - COU 549: Practicum (3)
 - COU 561: Diagnosis and Psychopathology (3)
 - COU 565: Counseling Modalities (3)
- Specialization Courses:
 - COU 571: Comprehensive School Counseling (3)
 - COU 573: Foundations of School Counseling (3)
 - COU 590: Internship I (3)
 - COU 595: 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 COURSES

COU 501: Advanced Human 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, the aging process, and death and dying. Students will develop an appreciation and awareness of the complexity of human growth and development across the lifespan.

COU 505: Counseling Theories (3)

This course presents the major counseling theories and interventions utilized in counseling practice. The relationship of philosophy, theory, and practice will be a primary focus as students build skills in critiquing and evaluating these theories for effectiveness with diverse populations. Students will understand the historical foundations of counseling and begin developing 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: Research Methods in Counseling (3)

This course is designed to help students critically analyze and apply professional counseling research in literature to ethical counseling practice with diverse populations. This course focuses on the use of descriptive and inferential statistics and basic elements of quantitative, qualitative, and action research methods. Students apply research methods used in needs assessment and program evaluation to inform effective counseling practice.

COU 515: Counseling Skills (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. In the counseling role, students demonstrate effective counselor characteristics as they apply basic micro counseling skills used in school or clinical mental health settings.

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: Trauma-Informed Counseling (3)

This course explores the rapidly expanding literature in the field of psychological trauma for counseling practice. It presents the roles and responsibilities of counselors in interventions post trauma exposure along with multidisciplinary collaboration. The course covers types of potentially traumatic events, effects of trauma, assessment, and introduces students to treatment interventions for trauma as well as addresses protective factors and risk assessment for harm to self or others.

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 560: Spirituality & Religion in Counseling (3)

This advanced course will address counseling-related themes of spiritual and religious beliefs and non-beliefs of individuals and families from various cultures. Themes include forgiveness, guilt, suffering, death, search for meaning, concepts of a higher power(s), hopefulness and helpfulness as protective factors for mental wellness, spiritual anxiety, religious oppression, and abuse and control in religious homes and churches. Focus will include understanding the ways spirituality and religion impact the lives of clients and of counselors, and how this in turn affects the therapeutic alliance. Students will reflect on personal worldviews while also applying trauma-responsive strategies and techniques to meet the diverse needs of clients, ranging from using biblical and religious practices in counseling for healing to addressing trauma that has roots in religious dogmatic indoctrination. Prerequisites: COU 541 preferred; Concurrent with Internship I or II preferred.

COU 561: Diagnosis and Psychopathology (3)

The evolution of the Diagnostic and Statistical Manual of Mental Disorders, its organization, and use will be explored throughout this course. 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, including the use of common psychopharmacological interventions for their respective mental disorders. Clinical documentation and 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 (3)

This course focuses on applying skills, techniques, and interventions as part of multidisciplinary teams in the clinical mental health and school counseling settings. Students will integrate case conceptualization and application of empirically supported approaches with consideration of factors important for successful implementation, including developmental and cultural considerations, sociocultural influences, context, and treatment goals. Prerequisite: Concurrent with Internship I or II.

COU 570: Trauma-Responsive Clinical Interventions (3)

This advanced course will address the roles and responsibilities of counselors using interventions for post-trauma exposure. Emphasis is given to treatment approaches that are caring and socially responsible in working with individuals, couples and families from diverse populations. Best practices for trauma-responsive approaches include a variety of techniques and strategies, such as distress reduction, affect regulation, mindfulness, somatic work, narratives, trauma processing, cognitive interventions, bilateral stimulation, psychotherapy, psychoeducation, expressive therapies, and psychopharmacology.

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 introduces professional school counseling, including historical perspectives, theory, practice, employment settings, credentialing, legislation, research, and ethical considerations.

COU 589: Selected Topics in Counselor (3) Education

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 (18 hours):
 - ORL 510: Leadership and Personal Development (3)
 - ORL 521: Managing an Organization (3)
 - ORL 532: Organizational Behavior (3)
 - ORL 543 Organizational Development & Strategy (3)
 - ORL 554: Organizational Communication (3)
 - ORL/BUS 560: Ethical Decision Making (3)

- Select a specialization (12 hours)
 - Management:
 - ORL/BUS 530: Strategic Human Resource Management (3)
 - ORL/BUS 545: Artificial Intelligence in Business (3)
 - ORL/BUS 565: Business Analytics (3)
 - ORL/FIN 562: Strategic Financial Management (3)
 - Healthcare Management:
 - HCM 530: Critical Trends in Healthcare Administration (3)
 - ORL/HCM 540: Change Management (3)
 - ORL/HCM 550: Managing Healthcare in HR (3)
 - ORL/FIN 562: Strategic Financial Management (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 530: see BUS 530 (3)

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 533: see BUS 533 (3)

ORL 540: see HCM 540 (3)

ORL 543 Organizational Development & (3) Strategy

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 545: see BUS 545 (3)

ORL 550: see HCM 550 (3)

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 560: See BUS 560 (3)

ORL 562: See FIN 562 (3)

ORL 565: See BUS 565 (3)

ORL 576: Graduate Organizational Leadership Internship (3)

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 Master of Athletic Training (MAT) program prepares students to Be Bold, Think Big, and Create Change as competent, skilled and committed health care leaders and professionals. Through a CAATE-accredited, experiential learning curriculum, students engage in community-focused, innovative training to succeed in the dynamic field of athletic training and health care.

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

A grade of “C” or higher (no more than 3 Cs in pre-requisites or foundational knowledge) in each of the following pre-requisite content areas. That includes, but is not limited to, coursework from an accredited college/university or other credits/units recognized as prior learning credits at the post-secondary level. See additional information in the Academic Catalog.

- Prerequisite Content
 - Biology
 - Anatomy; or combination of two A&P courses
 - Physiology; or combination of two A&P courses
 - Physics
 - Chemistry
 - Psychology
- Foundational Coursework (can be fulfilled as prerequisite):
 - Nutrition
 - Exercise physiology
 - 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; recommend other be faculty/advisor).
*If a student is not “highly recommended/recommended” they may be waitlisted or denied.
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. Students are enrolled in a rolling admission standard until the cohort is full. *Students may be waitlisted or denied entrance based on the quality of their interview despite meeting entrance requirements.
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 Clinical Experience (3)
- ATR 607: Clinical VII: Clinical Sports Medicine Clinical Experience (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 COURSES

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.

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 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.

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 culturally 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.

ATR589: Selected Topics in Healthcare (1-3)
A study of selected topics or issues in healthcare. Courses may be repeated.

ATR604 Clinical IV: Advanced Preventative (1) & Emergency Care
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 Capstone Clinical Experience I

This course provides an immersive clinical experience opportunity in either a traditional or non-traditional athletic training setting. Students complete a minimum of four consecutive weeks (120 hours) of supervised clinical or supplemental experience under the guidance of a qualified clinical preceptor. Emphasis is placed on the development of professional behaviors, integration of psychomotor skills, and completion of clinical skill assessments. Students will apply advanced clinical reasoning through the five domains of athletic training. Prior to registration, students must confirm which clinical experience and setting will fulfill the clinical immersion requirement. Both traditional and non-traditional experiences must be completed between ATR 606 and 607. Students may use ATR 606 or ATR 607 in order to fulfill the athletic training clinical immersion CAATE requirement.

ATR607 Capstone Clinical Experience II

This course provides an immersive clinical experience opportunity in either a traditional or non-traditional athletic training setting. Students complete a minimum of four consecutive weeks (120 hours) of supervised clinical or supplemental experience under the guidance of a qualified clinical preceptor. Emphasis is placed on the development of professional behaviors, integration of psychomotor skills, and completion of clinical skill assessments. Students will apply advanced clinical reasoning through the five domains of athletic training. Prior to registration, students must confirm which clinical experience and setting will fulfill the clinical immersion requirement. Both traditional and non-traditional experiences must be completed between ATR 606 and 607. Students may use ATR 606 or ATR 607 in order to fulfill the athletic training clinical immersion CAATE requirement.

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 Artificial Intelligence & Business Analytics
- 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 3.0 on a 4.0 scale.

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

Primary Prerequisite Pathway:

A grade of "C" or higher, and minimum of 3 credit hours from an accredited institution, in each of the following prerequisite undergraduate courses (AI & Business Analytics is exempt from pre-requisites):

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

*Required prerequisite courses

^Must be completed before taking specific courses outlined in the course descriptions in the academic catalog.

Alternative Prerequisite Pathway:

Applicants who have not completed the specific prerequisite courses above may satisfy these requirements through equivalent post-secondary credits/units or documented coursework that aligns with the required learning outcomes. All alternate credits/units are subject to review and approval by the Program Director.

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: Business Analytics (3)

DEGREE REQUIREMENTS MBA 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: Business Analytics (3)
 - FIN 572: Investment Analysis (3)

DEGREE REQUIREMENTS MBA WITH A SPECIALIZATION IN ARTIFICIAL INTELLIGENCE & BUSINESS ANALYTICS (30 HOURS)

- MBA core courses:
 - BUS 540: Managers in Legal Environment (3)
 - BUS 560: Ethical Decision-Making (3)
 - BUS 570: Global Strategy (3)
 - BUS 575: Strategic Management Capstone (3)
 - FIN 562: Strategic Financial Management (3)
- AI & Business Analytics specialization courses:
 - BUS 535: Machine Learning (3)
 - BUS 545: Artificial Intelligence for Business (3)
 - BUS 550: Data Visualization (3)
 - BUS 555: Databases and SQL (3)
 - BUS 565: Business Analytics (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 545: Artificial Intelligence in Business (3)
 - BUS 560: Ethical Decision Making (3)
 - BUS 565: Business Analytics (3)

DEGREE REQUIREMENTS DUAL TRACK MSN/MBA (31 HOURS)

- 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
- 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)
- 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)

GRADUATE CERTIFICATE REQUIREMENTS

- AI & Business Analytics (12 hours):
 - BUS 535: Machine Learning (3)
 - BUS 545: Artificial Intelligence for Business (3)
 - BUS 550: Data Visualization (3)
 - BUS 565: Business Analytics (3)
- 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 545: Artificial Intelligence in Business (3)
 - BUS 565: Business Analytics (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 COURSES

ACT 555: Financial Reporting and Analysis (3)

A focus on financial accounting from both the user's and the preparer's perspective, including the language and preparation of financial statements. Utilizes actual annual reports, 10-Ks, and proxy statements for analysis and interpretation. Prerequisite: ACT 125 and ACT 126. (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 535: Machine Learning (3)

This graduate-level course is designed to equip students with the skills to build and apply advanced machine learning models for data-driven decision-making in business contexts. Emphasizing real-world applicability, the course covers the end-to-end process of developing predictive models, from data preparation and feature engineering to model selection, evaluation, and optimization. Prerequisites: MAT 100 or higher.

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 545: Artificial Intelligence in Business (3)

This graduate-level course explores the strategic integration of large language models (LLMs) into business processes to enhance operational efficiency and decision-making. Students will gain a comprehensive understanding of the mechanics behind LLMs, such as OpenAI's GPT series and models by other leading providers, and will learn practical applications for automating tasks, optimizing workflows, and generating data-driven insights. Prerequisites: MAT 100 or higher.

BUS 550: Data Visualization (3)

A graduate level course that focuses on data organization, data analysis, and data Visualization with emphasis on Data Visualization. The course will focus on good practices for converting raw data to useful visual information using a multi-featured visualization program. Prerequisites: MAT 100 or higher.

BUS 555: Databases & SQL (3)

This graduate-level course explores the strategic integration of large language models (LLMs) This graduate-level course provides an exploration of database design, management and SQL programming to support data-driven decision-making in business environments. The course will cover advanced SQL techniques for data retrieval, manipulation, and performance tuning, as well as an introduction to database security and transaction management. Prerequisites: MAT 100 or higher.

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: Business Analytics (3)

A graduate level study of concepts related to the use of data, information technology, statistical analysis, and computer models to gain data-driven insights. This course will focus on organizational decision-making and problem solving using advanced data models and cases to explore solutions related to business problems. Prerequisites: MAT 100 or higher.

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.

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.

BUS589: Selected Topics in Business (3)

A study of selected topics or issues in business. Courses 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 (3) Administration

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 designed to prepare dedicated and reflective educators to lead, inspire, and innovate in a variety of educational settings. The program is 100% online and is designed to be flexible to meet 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. The program also offers a certificate program in the area of Special Reading that does not result in a degree.

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 Culver-Stockton College Master of Education Program prepares and supports current and aspiring educators to effectively facilitate learning for all students. Through an experiential curriculum and a supportive online learning community, candidates develop and apply innovative pedagogical and technological practices. Our graduates are well-equipped to make meaningful contributions to their schools and communities.

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.
- For the Curriculum and Instruction and Special Reading Certification MEd, the candidate must hold, or be qualified to hold, a current teaching certification in the state of Missouri or an equivalent state. This is not a requirement for candidates applying to the Alternative Certification program.

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. If the applicant is a current or previous educator, it is preferable that one reference is a current or former 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 & RETENTION 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. Students are also accountable to the ethical conduct, dispositions, and policies set forth in the Education Department Handbook. The Education Department Handbook can be accessed through the Canvas M.Ed. Resource Center or by contacting the program director.

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 found in violation of policies set forth in the Education Department Handbook are subject to disciplinary actions outlined in said handbook. 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 program 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 include 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 allows 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: Family and School Collaboration (3)
 - EDU 531: Educational Leadership (3)
 - EDU 532: Literacy Assessment (3)
 - EDU 520: Advanced Classroom Management (3)*
 - EDU 526: Advanced Education of the Exceptional Child (3)*
 - EDU 525: Educational Psychology (3)*

*If an accelerated student or Program Director permission

DEGREE REQUIREMENTS: MED SPECIAL READING CERTIFICATION (35 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.

- Required undergraduate courses (8 hours; please see the Undergraduate Academic Catalog for course descriptions):
 - EDU 307: Methods of Literacy Instruction (3)* OR EDU 309: Methods of Teaching ELA in Elementary (3)*
 - SPD 326: Language Acquisition and Development of Children (2)*
 - EDU 319: Secondary Literacy Diagnosis and Remediation OR EDU 419 Literacy Diagnosis and Remediation (3)*
- Special Reading certification courses (27 hours):
 - EDU 511: Issues in Education (3)
 - EDU 513: Differentiated Instruction (3)
 - EDU 516: Literacy Instruction in the Content Areas (3)
 - EDU 517: Introduction to Educational Research (3)
 - EDU 519: Capstone Seminar in Education (3)
 - EDU 530: Family and School Collaboration (3)
 - EDU 532: Literacy Assessment (3)
 - EDU 545: Literacy Intervention Practicum I (K-6) (3)
 - EDU 549: Literacy Intervention Practicum II (7-12) (3)

Notes: * These courses may have been completed as requirements in a bachelor's degree program. DESE certification in Special Reading requires passing the relevant Praxis, MoCA, or equivalent teaching certification 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 for secondary subject majors 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.

Notes: * These courses may have been completed as requirements in a bachelor's degree program. DESE certification in Special Reading requires passing the relevant Praxis, MoCA, or equivalent teaching certification exam.

DEGREE REQUIREMENTS: MED ALTERNATIVE CERTIFICATION - SPECIAL EDUCATION (44-56 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 the applicant.

Notes: Some 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 be determined 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: Family and School Collaboration (3)
 - EDU 543: Clinical Experience with Students Experiencing Math Deficits (3)
 - EDU 545: Literacy Intervention Practicum I (K-6) (3) OR
 - EDU 549: Literacy Intervention Practicum II (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.

Notes: * These courses may have been completed as requirements in a bachelor's degree program. **This course is offered on an as-needed basis to fulfill student requirements. Students must Pass the relevant Praxis, MoCA, or equivalent teaching certification exam designated for Mild/Moderate Cross Categorical K-12 Special Education.

GRADUATE CERTIFICATE REQUIREMENTS

This certificate in Special Reading Certification (K-12) is designed for practicing educators who want to obtain certification in Special Reading. It provides educators with specialized training in assisting struggling readers and is designed to specifically meet the requirements set forth for this licensure in Missouri, although it may be transferable to other states and will be beneficial to any educator working in the field of literacy. Educators may earn the certificate only or earn the certificate and continue taking courses to earn the Master of Education degree.

- Special Reading (9-20 Hours):
 - EDU 532: Literacy Assessment (3)*
 - EDU 516: Literacy Instruction in the Content Areas (3)*
 - EDU 545: Literacy Intervention Practicum I (K-6) (3)
 - EDU 549: Literacy Intervention Practicum II (7-12) (3)
 - EDU 530: Family and School Collaboration (3)
 - EDU 511: Issues in Education (3)**
 - SPD 326: Language Acquisition and Development (2)**

* denotes courses that may have been taken in a previous M.Ed. program

**denotes courses (or equivalent courses) that may have been taken in an undergraduate program

Note: Full certification requires a passing score on the state certification exam.

MASTER OF EDUCATION COURSES

EDU 502: Secondary Methods of Teaching (3)

This course covers the objectives, materials, methods, and evaluation of teaching in the specific subject area. Students will complete all assignments based on their selected content area. Alternative certification candidates will complete 23 hours of field experience in their selected content area and collaborate with their cooperating teacher to prepare each student for a career through programs that provide in-depth knowledge; disciplinary methodologies, professional specialization, and experiential learning.

EDU 511: Issues in Education (3)

This course is designed to enhance the 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 a 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 Content Areas (3)

This course provides skills and instructional strategies based on current theory and practice for developing and improving reading comprehension of written material associated with various content areas, thereby advancing higher-order, critical, and reflective thinking about texts. Alternative certification candidates will also complete 23 hours of field experience.

EDU 517: Introduction to Educational Research (3)

This course includes philosophy, design, interpretation, and practice of scientific research in education with a particular focus on the skills necessary to be an effective and critical “consumer” of research that is practiced within the field.

EDU 519: Education Capstone Seminar (3)

Students will explore specific content area technologies, instructional strategies, and assessments necessary in designing and developing a research-based, interdisciplinary, project-enhanced education environment. Students will experience, evaluate, and design interdisciplinary, project-enhanced environments within their individual classroom curriculum. Alternative certification candidates will also complete 23 hours of field experience.

EDU 520: Advanced Classroom Management (3)

A study is made of modern elementary/secondary curricula, general methods of teaching, the use of instructional materials and the organization and administration of the secondary and elementary school classroom. An emphasis is on classroom management and discipline.

EDU 521: Legal and Ethical Issues in Education (3)

This course is designed as a practical study of law as it pertains to the educational process in public and private schools. Areas to be covered in the course are study of the vocabulary and general process of law, history of legal issues in education, review of the legal educational documents for Missouri and the United States, review of current legal issues in education, and exploration of professional ethics associated with the education profession.

EDU 522: STEM Integration (3)

This course is designed to enhance in-service teachers' knowledge in teaching K-8 students science, technology, engineering, and mathematics (STEM). This includes developing rigorous standards-based lessons that are engaging, enjoyable, and meaningful to students. Opportunities will also be provided to explore, analyze, and incorporate digital resources for teaching STEM content. Note: This course is offered on a limited basis, as determined by instructor availability.

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: intellectually or physically disabled, 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: Family and School Collaboration (3)

This course prepares educators to collaborate effectively with families, teachers, administrators, and community stakeholders to support the academic and social-emotional needs of all learners. Emphasis is placed on culturally responsive communication, consultation, and shared problem-solving using assessment and intervention data to guide instructional decisions. Candidates develop skills in facilitating conferences, communicating student learning and intervention plans, and connecting families with school and community resources. The course also addresses leadership and facilitation strategies that promote family partnerships, advocacy, and coordinated literacy and learning supports for diverse learners.

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. Note: This course is offered on a limited basis, as determined by instructor availability.

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. The Coordinator of Field Experiences arranges selected sites if a placement is necessary.

EDU 545: Literacy Intervention Practicum I (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 if a placement is necessary.

EDU 549: Literacy Intervention Practicum II (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 repeated.

GRADUATE CERTIFICATE IN AI & BUSINESS ANALYTIC (AIC)

The Graduate Certificate in Artificial Intelligence & Business Analytics equips professionals with essential skills in artificial intelligence, machine learning, and data analytics to drive strategic decision-making and business innovation. This certificate program integrates advanced analytical techniques with real-world applications, focusing on data visualization, predictive modeling, automation, and AI-driven business solutions. Students will gain experience with industry-standard tools and frameworks, preparing them to leverage AI and analytics for organizational success. This certificate may be applied toward a graduate degree.

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 prerequisite 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: AI & BUSINESS ANALYTICS (12 HOURS)

- BUS 535: Machine Learning (3)
- BUS 545: Artificial Intelligence for Business (3)
- BUS 550: Data Visualization (3)
- BUS 565: Business Analytics (3)

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

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 prerequisite 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 545: Artificial Intelligence in Business (3)
- BUS 565: Business Analytics (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 ORGANIZATIONAL LEADERSHIP (OLC)

The Graduate Certificate in Organizational Leadership is designed to equip professionals with the advanced knowledge and skills necessary for effective leadership roles within various organizational contexts. This certificate program encompasses strategies to develop a student's holistic understanding of leadership and management, integrating personal leadership development, organizational behavior, organizational communication, and management skills. Participants will gain expertise in areas such as organizational planning, leadership dynamics, team building, conflict resolution, and other essential management skills.

Credits earned can be applied to the MAOL 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 2.75 or conditional acceptance by the Graduate & Professional Studies Committee.
- No prerequisite 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: ORGANIZATIONAL LEADERSHIP (12 HOURS)

- ORL 510: Leadership and Personal Development (3)
- ORL 521: Managing an Organization (3)
- ORL 532: Organizational Behavior (3)
- ORL 554: Organizational Communication (3)

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

GRADUATE CERTIFICATE IN SPECIAL READING (SRC)

The certificate in Special Reading Certification (K-12) is designed for practicing educators who want to obtain certification in Special Reading. It provides educators with specialized training in assisting struggling readers and is designed to specifically meet the requirements set forth for this licensure in Missouri, although it may be transferable to other states and will be beneficial to any educator working in the field of literacy. Educators may earn the certificate only or earn the certificate and continue taking courses to earn the Master of Education degree.

Credits earned can be applied to the MEd 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 prerequisite 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: SPECIAL READING (9-20 HOURS)

EDU 532: Literacy Assessment (3)*

EDU 516: Literacy Instruction in the Content Areas (3)*

EDU 545: Literacy Intervention Practicum I (3)

EDU 549: Literacy Intervention Practicum II (3)

EDU 530: Family and School Collaboration (3)

EDU 511: Issues in Education (3)*

*SPD 326: Language Acquisition and Development (2)**

* denotes courses that may have been taken in a previous M.Ed. program

**denotes courses (or equivalent courses) that may have been taken in an undergraduate Program

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 – present

Michael Seale, Provost and Vice President for Academic Affairs
BA, 1990, Wabash College; MS, 1991, PhD, 1996, The College of William and Mary. 2025 – present

Rownak Afza, Lecturer in Business
BS, 2010, MBA, 2016, University of Liberal Arts Bangladesh; MBA, 2024, Southern Utah University. 2026 – present

Joseph Ankrom, Assistant Professor of Biology
BS, 2016, West Virginia University; PhD, 2024, SUNY at Binghamton University. 2025 – present

Jing Ao, Assistant Professor of Business
BA, 2014, Dongbei University; MS, 2016, Illinois State University; MS, 2017, West Virginia University; DBA, 2022, Kent State University. 2026 – present

Katherine Blade, Assistant Professor of Music and Director of Athletic Bands
BM, 2020, Winthrop University; MM, 2023, Illinois State University; DMA, 2026, University of Arizona. 2026 – present

Alissa Burger, Associate Professor of English, Department Chair of English, and Director of the Wildcat Seminar in Leadership
BA, 2002, MA, 2004, University of Northern Iowa; PhD, 2009, Bowling Green State University. 2016 – present

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 – present

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 – present

Chad DeWaard, Professor of Political Science
BA, 1991, MA, 1994, University of Northern Iowa; PhD, 2006, Southern Illinois University. 2010 – present

Melissa Dugas, Assistant Professor of Counselor Education
BA, 2002, Columbia International University; MA, 2019, Xavier University of Louisiana; PhD, 2026, University of Holy Cross. 2026 -

Mohamed A. El-Bermawy, Professor of Biology/Chemistry and Department Chair of Chemistry
BS, 1980, Zagazig University, Egypt; MS, 1989, PhD, 1990, University of Connecticut. 1999–

Scott Giltner, Professor of History and Chair of Engagement and Experiential Education
BA, 1996, Hiram College; MA, 1998, PhD, 2005, University of Pittsburgh. 2005–

Kathy Gunn, Professor of Nursing
BSN, 1999, MSN, 2009, DNP, 2017, University of Missouri-Columbia. 2026 -

Rachel Hansen, Assistant Professor of Criminal Justice
BA, 1995, University of Louisville; JD, 1998, St. Louis University School of Law. 2026 -

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, Department Chair of Theatre, Director of the Honors Program, Associate Chair of the Civic Engagement, Humanities, and Performing 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, Department Chair of Health Sciences, Dean of Graduate and Professional Studies, and Program Director of MAT;
BSS, 2000, Cornell College; MS, 2002, Illinois State University; DHSc, 2006, Nova Southeastern University. 2015 – present

Trent Hollinger, Professor of Music and Department Chair of Music; BA, 2001, BS, 2001, Lebanon Valley College; MM, 2003 and DMA, 2015, Peabody Conservatory of the Johns Hopkins University. 2009 – present

Melissa Holt, Professor of Psychology and Department Chair of Psychology; BS, 2004, University of Mary Washington; MS, 2009 and PhD, 2012, Virginia Commonwealth University. 2012 – present

Thomas Hu, Assistant Professor of Biology; BS, 2014, Loyola University; MD, 2018, Southern Illinois University School of Medicine. 2026 – present

Syed Husain, Assistant Professor of Mathematics; BS, 2012, MS, 2014, Comsats University; PhD, 2023, North Dakota State University. 2025 – present

Dell Ann Janney, Professor of Accounting and Assessment Coordinator for Moorman Professor; BA, 1987, Culver-Stockton College; MBA, 1990, Western Illinois University, CPA, 1991; DM, 1998, Webster University. 1992 – present

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

Jeffrey Johnson, Assistant Professor of Graphic Design and Department Chair of Art and Digital Media; BFA, 2000, University of Central Missouri; MFA, 2024, Washington University. 2025 – present

Pegah Kazemi, Assistant Professor of Studio Art; BA, 2008, Islamic Azad University; MFA, 2018, Alanus University; MFA, 2023, Bowling Green State University. 2026 – present

Lindsey Knochel, Lecturer in Psychology; BS, 2006, MSW, 2008, Illinois State University. 2024 – present

David Lane, Senior Lecturer in Speech/Theatre Ed; BBA, 1987, University of Iowa; MA, 2006, Fontbonne University. 2018 – present

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

Robert Maddox II, Associate Professor of Counselor Education; BS, Missouri State University; MA, 2009, EdS, 2011, Southeast Missouri State University; PhD, 2015, University of Wyoming. 2026 – present

Daniel Mahoney, Senior Lecturer in Sport; Management and Faculty Athletic Representative; BA, 2003, Monmouth College; MS, 2006, Western Illinois University. 2013 – present

Dylan Marney, Professor of Music and Chair of the Civic Engagement, Humanities, and Performing Arts Division; BM, 2004, MM, 2006, Central Washington University; MS, 2010, Indiana University, PUI; DMA, 2013, University of Arizona. 2013 – present

Katherine Marney, Library Director, Lecturer in History and Library Science, and Chair of the Institutional Assessment Steering Committee; BA, 2006, MA, 2008, Central Washington University; MA, 2010, PhD, 2017, University of Arizona. 2014 – present

Emily Mayne, Assistant Professor of English; BA, 2011, MSt, 2013, and PhD, 2017, University of Oxford. 2023 – present

Seth McBride, Senior Lecturer in Criminal Justice, Director of the C-SC Center for Public Safety, and Department Chair of Criminal Justice; BS, 2009, Hannibal-LaGrange University; MS, 2012; Tiffin University. 2015 – present

Deanna McCulloch, Assistant Professor of Counselor Education; BA, 2007, University of Hawaii; MS, 2012, University of Massachusetts; PhD, 2018, Adams State University. 2026 – present

Robert Mevissen, Assistant Professor of History and Department Chair of Civic Engagement and Leadership; BA, 2009, Saint John's University; MA, 2013 and PhD, 2018, Georgetown University. 2023 – present

Parker Miller, Lecturer in Kinesiology; BS, 2020, Illinois State University; MS, 2022, Liberty University. 2026 – present

Serenah Minasian, Assistant Professor of English; AA, 2017, Illinois Central College; BA, 2019, Southern Illinois University; MS, 2021, PhD, 2025, Illinois State University. 2026 – present

Chelsey Morrow, Assistant Professor of Math and Department Chair of Mathematics and Computer Science; BS, 2010, University of Central Missouri; MS, 2017 and PhD, 2023, North Dakota State University. 2023 – present

Lucus Orndorff, Assistant Professor of Music and Director of Choral Programs; BME, BA, and BS, 2016, Alderson Broaddus University; MM, 2018 and DMA, 2026, University of Southern Mississippi. 2026 – present

Troy Patterson, Lecturer in Physical Education; BS, 1997, Culver-Stockton College; MEd, 2009 and EdS, 2014, William Woods University. 2026 – present

Lisa Prowant, Associate Professor of Biology; Associate Chair of the Computational, Health, and Natural Sciences Division; and Department Chair of Biology; BA, 2011, Benedictine College; MS, 2014, Fort Hays State University; PhD, 2021, Stony Brook University. 2020 – present

Dustin Pruitt, Assistant Professor of Communication and Department Chair of Communications; BS, 1999, University of Central Arkansas; MS, 2003, Arkansas State University; MFA, 2009, University of Central Arkansas.

2024 – present

Anne Riggs, Associate Professor of Nursing, Director of the Nursing Program and Department Chair of Nursing; BSN, 1993, Hannibal-LaGrange University; MSN, 2009 and DNP, 2017, University of Missouri. 2024 – present

Kelli Stiles, Associate Professor of Psychology; AA, 1989, Iowa Central Community College; BS, 2005, Culver–Stockton College; MSE, 2008, Quincy University; and PhD, 2015, Walden University. 2012 – present

Julie Straus, Professor of Accounting; Chair of the Business, Education, Art, and Media Division; Department Chair of Business and Sport Management; Program Chair of MBA & MAOL; and Moorman Professor; BS, 1997, Culver-Stockton College; MBA, 2010, Quincy University. 2008 – present

Christe A. Thomas, Associate Professor of Athletic Training, Director of Clinical Education — MAT and Chair of the Computational, Health, and Natural Sciences Division; BS, 1999, Old Dominion University; MS, 2002, University of Florida; DAT, 2019, A.T. Still U. 2002 – present

Tyler Tomlinson, Head Women’s Soccer Coach and Lecturer in Communication; BA, 2003, Culver-Stockton College; MA, 2009, University of Central Missouri. 2010 – present

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,

Lindsay Uhlmeier, Associate Professor of Education and Program Chair of MEd; BS/BA, 2004, Culver-Stockton College; MEd, 2014, University of Missouri-Columbia; EdD, 2019, Capella University. 2020 – present

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 – present

Cindy Whiston, Associate Professor of Education; Associate Chair of the Business, Education, Art, and Media Division; Department Chair of Education and Physical Education; and Director of Student Teaching; BS, 2005, University of Missouri-Columbia; MEd, 2008, EdS, 2012, and EdD, 2016, William Woods University. 2015 – present

Michael York, Lecturer in Theatre, PAC Facilities Manager, and Technical Theatre Director; BFA, 2001, Culver-Stockton College. 2024 – present

COLLEGE OF NURSING FACULTY

A complete list of Blessing–Rieman College of Nursing and Health Sciences faculty can be found at www.brcn.edu.

University of Illinois Law School. 1982–Emeritus 2021

Kimberly Gaither, Professor of Finance Emerita; BS, 1979, Culver-Stockton College; MBA, 1990, Western Illinois University; PhD, 2009, North Central University. 2003 – Emerita 2025

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

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

For a complete listing of all administration and staff, see culver.edu/directory.

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Scott A. Johnson '71, New Albany, Ohio
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Robin A. Taylor '78, Columbia, Missouri
Kathy Turpin, North Port, Florida

CLASS OF 2028

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Jenkins Davis '70, Barrington, Illinois
Larry W. Gorrell '69, Quincy, Illinois

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

Juliann Larimer, Lake Forest, Illinois
Stacy Raith '83, MA '26, Hannibal, Missouri
Jason R. Stratton '96, MBA '17, Quincy, Illinois
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Nathan Zelinske '99, St. Louis, Missouri

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Anthony E. Crane '74, Quincy, Illinois
Dan Dickinson '72, Waupaca, Wisconsin
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Scott Havens, Leawood, Kansas
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Terry Traeder, Quincy, Illinois

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Linda Hunsaker '93, Elkhart, Iowa; Christian Church (Disciples of Christ)
Leslie Johnson '02, Springfield, Illinois; Alumni Association President
Will Ryan '11, Columbia, Missouri; Christian Church (Disciples of Christ)

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Joe MacDoniels '63, Holland, Michigan
Michael G. McCay '68, Bentonville, Arkansas
Jeffrey A. Stuermer '82, St. Charles, Missouri