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Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility. CMU is a special institution where students, no matter where they are, feel a sense of belonging, can learn from a caring and talented faculty, and have every opportunity to learn and grow.

W.E.B. Dubois said, "There is no education other than an education that is at once for making a living and living a life." Central Methodist University provides each student with the opportunity to mature intellectually, socially, and spiritually. Our students develop professional expertise, affording them opportunities to make a living, while our liberal arts focus encourages students to think and critically inquire. We believe higher education to be both a private and a public good, providing increased earning potential for the individual and providing an educated citizenry for society.

Our College of Graduate and Extended Studies puts a special emphasis in providing opportunities for students who cannot take coursework on our main campus in Fayette. Yet our commitment to high-quality programs and a nurturing, student-centered approach to learning is the same regardless of how and where you learn.

Central Methodist University is a place to grow. In the tradition of the liberal arts, we believe that students should have the opportunity to explore, to ask the essential questions, and to learn in their own way. We believe that learning must be tailored to the individual. Most importantly, at Central Methodist, we believe in you.

Roger D. Drake

President

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**St. Louis, MO**

Classroom and Administrative Offices

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St. Anthony's Medical Center (classrooms)

10010 Kennerly Road, St. Louis, MO 63128

Mercy Hospital Jefferson (classrooms)

1400 Highway 61 South, Festus, MO 63028

Mercy Hospital St. Louis (classrooms)

615 S. New Ballas Road, St. Louis, MO 63141

BJC Learning Institute (classrooms)

8300 Eager Road, St. Louis, MO 63144

Jefferson College (classrooms and administrative office)

1000 Viking Drive, Hillsboro, MO 63050 and 1687 Missouri State Road, Arnold, MO 63010

St. Charles Community College (classrooms and administrative office)

4601 Mid Rivers Mall Drive, Cottleville, MO 63376

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• • Cathy Thogmorton, Public Relations Associate	660-248-6391
• • Nicholas Petrone, Sports Information Director	660-248-6358
Provost, Dr. Rita Gulstad	660-248-6211
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• Charlie Thompson, Academic Advisor—Online Program & Columbia	660-248-6257
• Kath Athanassiou, Academic Advisor--Online Program & Columbia	660-248-6956
• Aimee Sage, Lead Admissions Counselor, CGES	660-248-6651
• Peggy O'Connell, First Class Coordinator (Dual Credit)	660-248-6892
• Karen Boss, Administrative Assistant, Extended Studies	660-248-6275
• Lea Tindall, Administrative Assistant, Graduate Program	660-248-6254
• Denise Pihana, Administrative Assistant, Customer Service	660-248-6384
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• Jessie Paulsmeyer, CGES Financial Services Specialist	
• Danielle Tyree, CGES Financial Services Coordinator	660-248-6236
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**Division Chairs (2013-2014)**


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Business, Accounting, and Economics	Prof. Julie Bennett	660-248-6250
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Health Professions (Nursing and Athletic Training)	Prof. Megan Hess	660-248-6359
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English, Foreign Languages, Philosophy, Religion	Dr. John Porter	660-248-6307
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Fine and Performing Arts (Music, Theatre Arts, Art)	Dr. Dori Waggoner	660-248-6321
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Professional Education (Education, Physical Education, Recreation Management)	Prof. Sally Hackman	660-248-6633
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Science, Mathematics, and Computer Science	Dr. James Gordon	660-248-6253
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Social Sciences (Communication Studies, Criminal Justice, History, Political Science, Psychology, Sociology)	Dr. Brent Myer	660-248-6342
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Central Methodist University provides a broad range of undergraduate liberal arts and professional education programs. It is co-educational, private, and church-related, and its Fayette campus is largely residential. The College of Graduate and Extended Studies (CGES) has locations throughout the state of Missouri. CMU also offers the Master of Education degree, the Master of Music Education degree, the Master of Science in Clinical Counseling, and the Master of Science in Nursing.

- Founded in 1854 and affiliated with the United Methodist Church
- Governed by a 39-member self-perpetuating Board of Trustees
- Fifteen-to-one student/faculty ratio; class sizes average 21 students

<b>Total Enrollment, Fall 2013:</b>	<b>6,635</b>
FAYETTE (undergrad)	1,107
CMU at Park Hills (undergrad)	360
CMU at Union (undergrad)	174
CMU at Poplar Bluff (undergrad)	161
CMU at Sedalia (undergrad)	120
CMU St. Louis	369
CMU 16-week term (undergrad)	762
Other sites (undergrad)	1,380
Graduate (all)	225
Dual-Credit (all)	1,977

## Who we Are

Central Methodist University is known for its high quality undergraduate and graduate educational programs, its values-centered learning experiences and longstanding church relationship, its strong liberal arts tradition, its emphasis on character and leadership development, and the success of its graduates through their further educational and professional pursuits. Characterized by academic excellence and proactive, personalized student services, programs are offered in Fayette and statewide via distance learning technologies as well as through partnerships with schools, churches, hospitals, and other institutions of higher education.

## Values

Central Methodist University affirms its Wesleyan heritage and its unique place as the only United Methodist-related University in Missouri. The location of its main campus in a small, historic, rural community provides an opportunity for students to live and to learn in a safe setting. The University values its strong liberal arts. CMU and its outreach activities foster a tradition, providing a foundation for excellent professional programs environment in which a diverse student body can develop intellectually, socially, and spiritually. University life emphasizes honesty, integrity, civility, and a strong sense of personal responsibility as integral elements of character and leadership. Central Methodist University nurtures a spirit of community and caring among students, faculty, and staff.

## Mission

Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

## Educational Goals

The Central Methodist University experience engenders, through the academic program and opportunities for practical experiences, student growth in knowledge, personal integrity, spirituality, and professional competence. In addition, students are challenged to develop a sense of global citizenship and a commitment to the betterment of the world. Students with a CMU education are prepared to:

### Academic Goals

- demonstrate knowledge of the liberal arts and academic specialties as well as technical skills and professional competencies.
- think critically and conceptually and apply their knowledge and skills to the solving of problems.
- communicate accurately and effectively through listening, speaking, and writing.

### Character Goals

- continue to develop self-knowledge, confidence, and a sense of honor and commitment by assuming responsibility and leadership in the service of others.
- seek an understanding of ideas, issues, and events within and beyond their immediate community and appreciate the gifts of diversity.
- evaluate their personal strengths and abilities, and explore appropriate career choices in a changing world.
- have the courage to make decisions based on considerations of ethical, aesthetic, economic, and environmental consequences.
- commit themselves to a life exemplifying values in relationships with self, family, church, university, and community.

## Creed for CMU

The Central Methodist University community, consistent with its United Methodist heritage, strives for academic excellence, individual achievement, and social responsibility. As members of that community we believe in

seeking knowledge, truth, and wisdom

Knowledge refers to the accumulation of facts or ideas. But mere knowledge of facts cannot inform us as to what constitutes the truth. To seek truth means to go beyond the simple facts; it requires that we recognize that facts alone cannot determine what is good or just, that we must be open to other ways of seeking and knowing truth. Habits of the mind should move us beyond knowledge towards wisdom, which requires an understanding that decisions and actions should be based on both knowledge and the will to do good.

valuing freedom, honesty, civility, and diversity

For the academic enterprise to be successful there must be the free, open, and civil exchange of diverse ideas, opinions and information. Ideas and opinions must be shared and compared in order for the best to emerge. Learning is the heart of the academic enterprise and it is only possible when all parties assume the responsibilities appropriate to their roles. Academic integrity consists

of the accurate depiction of the actual work or performance of any person. Academic integrity and academic honesty require that each person accept the obligation to be truthful in all academic endeavors. Academic integrity and academic honesty further require that there be no conduct that either in intent or in effect misrepresents the person's academic performance.

living lives of service and leadership and

The uniting of knowledge and active faith is a cornerstone of Wesleyan tradition. Academic excellence coupled with acts of kindness and service to the local and global community are indicators of character development on the CMU campus. There are many styles of leadership. Servant leadership, as exemplified in the life of Jesus, is a model for the CMU community.

taking responsibility for ourselves and the communities in which we live.

Being a part of CMU affects not only ourselves, but also the community in which we live. We must all be responsible for our actions and their consequences, but we should also be dedicated to one another. As individuals and as a community we must demonstrate responsible life choices with a deep concern for the common good.

"Unite the pair so long disjointed—knowledge and vital piety." These words from Charles Wesley provide the basis for (United) Methodism's involvement in higher education. John Wesley, Charles' older brother and the founder of Methodism, was the catalyst for uniting religious studies with the traditional liberal arts since John and Charles had grown up in an environment that stressed both religious and traditional educational formation. Thus the Wesleyan heritage has from the beginning incorporated both the religious and the liberal arts aspects of education.

When Jesus was questioned by a young lawyer as to what was the greatest commandment in the law, Jesus answered, "Love the Lord with all your heart, with all your soul, and with all your mind" (Matthew 22:37).

To love God with one's mind

implies an intellectual love of God. It has always been the nature of the church to express itself through this form of love and worship of God. It is from this understanding that the Methodist Church launched its involvement in higher education on December 24, 1784, at the Christmas Conference in Baltimore, Maryland. The newly formed Methodist Church passed a resolution authorizing the establishment of Cokesbury College in Abingdon, Maryland. This event marked the beginning of a commitment to higher education by the church that has continued for over 200 years. Since that time more than 1,500 academies, colleges, and universities have been established by the (United) Methodist Church. In those years some have closed, some have merged with other colleges, and some have become state-supported institutions. Today in America there are 123 colleges, universities, and schools related to the United Methodist Church.

On April 13, 1853, Central Methodist University was founded by Nathan Scarritt and David Rice McAnally. The University was chartered on March 15, 1855, and the first classes were held September 18, 1857, with one building on one acre of ground, 144 students, and 3 faculty members. In what was to become a prophetic statement, Nathan Scarritt said, "Let our motto be, One Methodist College in Missouri, and Only One." Over the years eight other Methodist colleges and over 100 other schools were established in Missouri. Today the words of Scarritt have come to fruition. There is only one United Methodist-related university in the State of Missouri, Central Methodist University.

Throughout two centuries of church-related higher education, our "Wesleyan tradition has endeavored to avoid narrow sectarianism" (A College-Related Church by the National Commission on United Methodist Higher Education). That is, United Methodist institutions are committed to values-centered inquiry, critical thinking, and a liberal arts curriculum. The (United) Methodist Church has stressed five major concepts that have been the basis for the church to continue its support and involvement in higher education. Our Wesleyan heritage and traditions are defined by these five concepts

1. Education should be available to all people regardless of social standing, ethnic identity, or gender.
2. Education should appropriately relate faith and reason.
3. Education should help individuals make full use of their capabilities and experience for service.
4. Liberal and classical learning is critical, as well as professional and vocational training. Neither is subservient to the other.
5. Education should aim at high standards of student achievement based on deep concern for what is best for the person (from *To Give the Key of Knowledge* by the National Commission on United Methodist Higher Education).

Today there are new issues and challenges facing all levels of education. The over 200-year tradition of the United Methodist Church and what it believes vital in education continue to inform the current policy of church-related higher education. The United Methodist Church is involved in higher education because it is the nature of the church to express itself in the intellectual love of God. The Wesleyan heritage has supported the ideal of uniting knowledge and vital piety within a diverse community from the beginning. This nature and this ideal are clearly reflected in the statements of values, mission, and educational goals of Central Methodist University.

The home campus of Central Methodist University is located in historic Fayette, MO, midway between St. Louis and Kansas City, a region of exceptional natural beauty. The ninety-four acre campus is distinguished by its majestic shade and ornamental trees and is designated a National Historic District. Officially authorized to operate as Central College in March 1855, by the legislature of the State of Missouri, the College had antecedents as far back as 1841 when the Methodist Episcopal Church South operated Howard High School on the present site. Classes began at Central College in 1857.

Efforts to unify the educational interests of the church in Missouri led to the absorption of Howard-Payne College by Central College in 1922. This merger was quickly followed by the concentration of all educational interests of the Methodist Episcopal Church South in Missouri, in Central College. Following this plan, the Central College for Women at Lexington, Scarritt-Morrisville College at Morrisville, and Marvin College at Fredericktown were closed in 1924-25, and Central College acquired their assets.

In 1939, with the merger of the Methodist Episcopal Church, the Methodist Episcopal Church South, and the Methodist Protestant Church, Central College was designated as the one undergraduate educational institution in Missouri for what later became the United Methodist Church. In 1961, the Board of Curators changed the College's name from Central to Central Methodist College.

In 1989, Central Methodist College, in cooperation with Mineral Area College in Park Hills, Missouri, began baccalaureate degree completion programs which afford opportunities for citizens of that region, who have completed their AA degree (or who have 60 hours of college credit), to earn a bachelor's degree. In 1994, Central Methodist College, in cooperation with East Central College in Union, Missouri, began baccalaureate degree completion programs at ECC so that citizens of that region could earn a bachelor's degree. In 1996 the College began offering the Master of Education degree on all three campuses. Since that time, CMU has established partnerships with State Fair Community College (SFCC), Three Rivers Community College (TRCC), and other corporate partners.

In May 2004, the Central Methodist University Board of Trustees voted to change the name of the institution to Central Methodist University. This name change recognized the growth in graduate and extended studies programs and more appropriately describes the Central Methodist University of the 21st century.



## Academic Advising

In addition to maintaining a personal relationship between student and instructor in the classroom and beyond, the Registrar, regional site coordinators, and directors advise students and monitor their programs and progress. Staff and faculty advisors assist students in planning academic work, registration, and management of problems during their college career. They assist students in interpreting degree requirements and in determining which requirements have or have not been met. The University also keeps students informed of their academic progress through an academic monitoring system. The Registrar's Office sends students and their advisors final grade reports each term.

The University holds each student to be finally responsible for being fully informed about the graduation requirements for his or her own degree program and for arranging academic schedules to meet graduation requirements on the timetable the student establishes. Faculty advisors will do all they can through the advising processes to assist students in meeting their educational goals.

## Career Assistance

We encourage students to develop the "tools" needed to transition successfully from campus life to a professional career. We provide a variety of web-based career-exploration software on the [Career Resources page](#) of the Career Development Center website.

- **Sigi Plus:** An educational and career-planning software that integrates self-assessment with in-depth and up-to-date career information.
- **O\*Net:** An online system that assesses your interests and abilities while providing a wealth of timely information about a variety of careers.
- **Major Resources:** Valuable information on what to do with each major and linked career sites are provided.
- **Reference USA:** A web-based company search system that has over 14 million U.S. businesses and provides descriptions, overviews, contact information, articles, and competitors.
- **Career 411:** Podcasts by employers are available on the CMU iTunes University on a variety of subjects from "How to Network" to "Dress Smart."
- **Learning Express Library:** A comprehensive resource that offers practice tests for Civil Service, Law Enforcement, Teaching, Graduate Entrance Exams, etc. Also available are current career information, resume writing guides, interviewing and networking advice.

Some of the resources available on the site stipulate that they are for residential students only. Please check the website before accessing the resource. Students at Park Hills and Union also may use Career Services of Mineral Area College and East Central College respectively.

## Library Services

Students are issued an identification and password for myCMU. This allows access to financial and academic information and library databases. CMU's Smiley Library facilities and services are available on the [library website](#). Students may use any MOBIUS member library in Missouri. Students at Park Hills, Union, and Sedalia may also use CMU resources housed at the respective campuses.

## Textbooks

Textbook lists are available at the [CMU bookstore website](#). Students may order textbooks from other sources. Textbooks will be available at the Mineral Area College Bookstore in Park Hills and at the East Central College Bookstore in Union. Students at other sites may order textbooks directly from [MBSDirect\\_blank](#).

## Student Organizations

### General Honorary and Leadership

**Alpha Lambda Delta** is a national honors society for Freshmen in the top ten percent of their Freshman class. Students are selected after first-semester grades are posted. Students must still be Freshmen at the end of their first semester of classes at CMU in order to qualify for membership. (Faculty advisor: Dr. Richard Bradley)

**Omicron Delta Kappa** is a national honorary leadership organization. Membership is limited to Juniors and Seniors and is based on achievement in scholastic and extracurricular activities. (Advisor: Dr. John Bellefeuille)

**Sigma Epsilon Pi** is an honorary society organized for the purpose of giving special recognition to scholastic achievement in student life. Membership is limited to seven members of the faculty and ten percent of the Senior class. Students must have a minimum scholastic average of 3.3 for seven semesters. (Advisors: Prof. John Flanders and Prof. Maryann Rustemeyer)

**Alpha Chi National College Honor Scholarship Society** is a national honors society for the top ten percent of Juniors and Seniors. (Advisor: Dr. Richard Bradley)

### **Business**

**Delta Mu Delta** is a national honor society in Business Administration. (Advisor: Prof. John Flanders/Sally Hackman)

### **Education**

**Student Missouri State Teachers Association (SMSTA)** was founded in 1947. It is open to all students who are interested in a career in education. The Missouri State Teachers Association is the sponsoring organization. (Advisor: Prof. Barb Thurmon)

### **Nursing**

**Student Nurses' Association (SNA)** is a constituent of the Missouri/National Student Nurses' Association (MOSNA/NSNA). (Advisor: Prof. Megan Hess)

### **Social Science**

**Pi Gamma Mu** is an international Social Science honor society. (Advisor: Dr. Kristin Cherry)

## Applying for Financial Assistance

Those students who are qualified to receive financial aid based on demonstrated financial need must complete the Free Application for Federal Student Aid (FAFSA) on an annual basis. All applicants for state and federal grants should have their Free Application for Federal Student Aid filed by March 15 if they are to have priority in the awarding of funds. Financial Assistance awards are made as soon as the applicant has been accepted for admission, and the results of the FAFSA have been received by the Office of Financial Assistance.

Students may complete the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)\_blank. Students must designate Central Methodist University as a recipient of the need analysis report from the application. Our Title IV school code is 002453. The FAFSA application can be submitted after January 1. Each student must make application annually for renewal of all state and federal financial assistance by filing the Free Application for Federal Student Aid.

Central Methodist University reserves the right to modify financial awards initially or at renewal if the student receives additional aid, if there is a significant change in the parent's or student's income or assets, if there is incorrect information on the FAFSA application, if the student does not meet the prescribed requirements for a specific scholarship, or if there is a change in student status involving either enrollment or housing. A professional judgment determination will be made within 30 days after the submission of the required paperwork.

Students engaged in a study abroad program are eligible to receive Title IV Federal Student aid if the program is approved for credit by the University. The study abroad program does not have to be a required part of the student's degree program.

## Scholarships and Financial Assistance

The Office of Financial Assistance endeavors to assist deserving students and their families by making it financially possible to attend Central Methodist University. State and federal student assistance programs are used to assist students financially in attending CMU. The primary criterion for determining the amount of financial assistance a student is eligible to receive is financial need. It is the responsibility of the student and his or her family to fund the educational cost of attending college.

To receive state need-based grants, a student must be enrolled full time in an undergraduate degree program. To receive the Federal Stafford Loan, a student must be enrolled at least half time. Subsidized Federal Stafford loans are not available to graduate students and are limited to 150% of a student's published degree program length. The number of hours enrolled as an undergraduate student in pursuit of their first Bachelor's degree and financial need determine the amount, if any, of the Federal Pell Grant. Federal Pell Grant awards are limited to twelve semesters (600% of eligibility). Students enrolled in the College of Graduate and Extended Studies are not eligible for any institutional aid, academic or participatory.

Students will not receive any financial assistance if they owe refunds on grants or are in default on a loan previously issued by Central Methodist University or another college, or are not maintaining satisfactory progress in the course of study they are pursuing according to the standards and practices of the University. Please refer to the section below on Standards of Satisfactory Academic Progress to Maintain Financial Assistance Eligibility.

All funding is awarded in accordance with state and federal policies, and those policies set forth by the Enrollment Management Committee. Central Methodist University does not discriminate on the basis of race, color, religion, sex, sexual preference, national origin, age, or federally defined disability in its recruitment and admission of students. Concerns regarding financial aid should be filed first with the Director of Financial Assistance. Appeals may be made to the Vice-President of Finance and Administration.

## Book Vouchers

The CMU Business Office will provide a list to MBS for all students eligible for a book voucher, which can be used to purchase needed textbooks and supplies at MBS online. To be eligible, students must meet the following criteria: fully admitted degree-seeking student (all official transcripts received), registered for class(es), have all financial aid steps (including verification) completed, have a Title IV credit balance available, and complete a Book Voucher Request Form through student's myCMU account a minimum of two weeks prior to the first day of classes. Eligible students will receive an email from MBS containing instructions on how to order books from the MBS website. It is the student's choice to use the voucher or not. Used book vouchers will create a charge against the student's account for the amount of the voucher. Students can determine if they are complete on financial aid steps and due a Title IV refund by checking the financial assistance and billing and payment sections of their myCMU account or by calling the Business Office or Office of Financial Assistance. Even if eligible, students are not required to use the book voucher or purchase books through MBS.

## Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility- Undergraduate

(effective July 1, 2012)

All students who receive CMU, federal, or state financial aid must make satisfactory academic progress toward degree completion. There are two components used to measure academic progress: Cumulative Grade Point Average (GPA) and Pace of Completion. Minimum criterion for both components must be met to achieve satisfactory academic progress. Academic progress is reviewed at the end of Terms 2 and 4.

Outlined below are the minimum requirements to meet satisfactory academic progress:

- **Cumulative GPA:** Cumulative GPAs are calculated according to procedures outlined in CMU's General Academic Regulations.

Weighted Hours Attempted	Minimum Cumulative GPA
1 to 29	1.80
30 to 59	1.90
60 to 89	2.00
90 and beyond (including Graduate/Professional level)	2.00

- **Pace of Completion:** Students must complete at least 67 percent of all coursework attempted. Students who receive financial aid from CMU are required to submit official transcripts from all previous institutions. These credits attempted will be included in the number of credit hours attempted and earned. Incompletes and withdrawals are included in coursework attempted. Audited coursework is not included.

**Failure to Meet Satisfactory Academic Progress.** A student who fails to meet the minimum acceptable standards will receive a financial aid warning for a period of two terms via email. The student will be considered to be on Financial Aid Warning. All minimum requirements of satisfactory academic progress must be met by the end of the warning period to maintain financial aid eligibility. During a financial aid warning, a student is still able to receive financial aid. If the student improves his or her academic progress to at least the minimum standards, the warning will expire.

Students who have received a financial aid warning, and fail to meet minimum satisfactory academic progress during the warning period will have all federal, state, and institutional aid terminated, including student loans and work study. The student is considered to be on Financial Aid Suspension. Students will receive notification of financial aid suspension via email and first class mail at their permanent residence.

A student suspended from financial aid eligibility may appeal the decision and petition for financial aid reinstatement. Appeals must be made in writing to the Office of Financial Assistance for review by the Enrollment Management Committee. Appeals should document the circumstances that caused failure of academic progress, as well as a plan to improve progress to meet the minimum standards of satisfactory academic progress by the next review period. Any student who appeals and is approved will be considered on Financial Aid Probation. Students on financial aid probation will remain eligible for financial aid. Granted appeals may have additional stipulations outlined by the Enrollment Management Committee.

Students suspended from receiving financial aid can also re-establish eligibility by bringing their academic progress back into compliance with the minimum requirements of satisfactory academic progress.

**Maximum Financial Aid Eligibility.** Students must complete a degree program within a time frame of no longer than 150 percent of the published length of the degree program to receive Federal financial aid. All attempted, withdrawn, or transferred credits that apply to a student's degree program count toward the maximum time limit. For example, a student pursuing a Bachelor of Science in Athletic Training must complete 124 credit hours to meet the degree program requirements. The student may attempt up to 186 credit hours, after which time the student will be no longer be eligible for Federal financial aid.

Notice will be provided to students that have reached 100 percent of the published length of their degree program. Notice will be provided via email each time academic progress is reviewed until the student reaches 150 percent, at which time the student will no longer be eligible for Federal financial aid.

Central Methodist University is a private, not-for-profit, gift-supported institution, deriving no direct income from taxes or other public funds. Tuition and fees cover only part of the instructional costs each year, and the remainder of the operating budget is income from the Endowment Fund, as well as gifts of alumni, (business) corporations, The United Methodist Church, and other friends of the University.

The Board of Trustees of Central Methodist University reserves the right to change the fees listed in this catalog without notice should the situation warrant a change. However, such changes will not occur during the current year in which a student is in attendance.

### **Undergraduate Tuition and Fees**                      **per credit hour**

Note: Some fees are based on vendor quotes and are subject to change.

Accelerated BSN Tuition (per credit hour)	\$550.00
Associate of Arts Tuition (Columbia, MO only) (per credit hour)	\$100.00
CMU First Class (Dual Credit) Tuition	\$75.00
Credit by Examination (per course)	\$35.00
Student Services Fee	\$10.00
Undergraduate Online Tuition	\$240.00
Undergraduate Online Service Fee (per course): Only for CLAS students taking 12-18 hours	\$50.00
Undergraduate Tuition	\$200.00
Undergraduate--Business, Psychology, RN to BSN (St. Louis, MO Region only)	\$300.00
General Education Pre-Cohort (St. Louis, MO Region only)	\$300.00

### **Special Fees & Charges**                                      **per transaction**

Note: Some fees are based on vendor quotes and are subject to change.

Background Check (Education Majors) (Per transaction)	\$12.00
Art fee (per credit hour for AR116, AR121, AR130, AR186, and AR188)	\$10.00
Foliotek Fee (NU300)	\$120.00
Graduation fee (required of all graduates for cap, gown, and diploma, even if not participating in commencement):	\$75.00
Malpractice Insurance (Nursing majors)	\$25.00
Returned Check fee	\$30.00
Science Lab fee (per course)	\$50.00
Security Check and FBI Screening (Education majors)	\$44.80
Student Teaching fee (per credit hour): Payable the semester of student teaching. Courses for which the fee is charged are ED461, 1 hour; ED462, 8-10 hours; and ED 463, 1 hour.	\$35.00
Transcript (Requests to Registrar can be submitted online or in person and must be signed)	\$7.25 per release
<ul style="list-style-type: none"> <li>• FAX</li> <li>• Priority mail</li> <li>• Priority service</li> </ul>	<ul style="list-style-type: none"> <li>• \$7.50</li> <li>• Add \$20.00</li> <li>• Add \$15.00</li> </ul>

## Payment Regulations

Fees and expenses are due and payable on or before the first day of classes; students will not be admitted to classes until arrangements concerning their settlement have been made at the Business Office. Financial arrangements not honored may result in suspension from classes until satisfactory arrangements are made. Outstanding balances will incur interest charges at a 12% annual rate. In addition, up to a \$100 late fee may be assessed each term if arrangements are not made before classes begin.

There are several payment plans available for the handling of student accounts. The total cost may be paid at the beginning of each semester. For more information about the payment plans, please write the Student Receivable Cashier, Central Methodist University, 411 Central Methodist Square, Fayette, MO 65248, or call (660) 248-6272.

## Refunds and Withdrawal

A student who wishes to withdraw from the University must obtain a withdrawal form from the regional site coordinator. It is the student's responsibility to see that this withdrawal form is completed and filed with the regional site coordinator. When the completed withdrawal form— together with the student ID card—is filed with the regional site coordinator, the University will adjust tuition in accordance with the following refund schedule:

<b>16-Week Term</b>	<b>Refund</b>
Withdrawal 1st and 2nd weeks	90% of tuition
Withdrawal 3rd and 4th weeks	50% of tuition
Withdrawal 5th through 8th weeks	25% of tuition
After 8th week	None
<b>8-Week Term</b>	<b>Refund</b>
Withdrawal during 1st week	90% of tuition
Withdrawal during 2nd week	50% of tuition
Withdrawal 3rd through 4th weeks	25% of tuition
Withdrawal after 4th week	None
<b>4-Week Summer Term</b>	<b>Refund</b>
Withdrawal by close of business on Wed. in 1st week	90% of tuition
Withdrawal by close of business on Fri. in 1st week	50% of tuition
Withdrawal during 2nd week	25% of tuition
Withdrawal after 2nd week	None

Absence from class does not constitute withdrawal from the class or from Central Methodist University. Students who leave school without completing the withdrawal process will forfeit their claim to honorable dismissal and will receive a grade of "F" for all courses in progress. And honorable dismissal will be granted to all students who desire to withdraw from the University if they are in good academic standing, are not subject to discipline, have made satisfactory arrangements for settling their financial account, and file the completed withdrawal form. Students who withdraw from the University will receive grades for the courses in which they are registered according to the grading policies published in this catalog.

The University reserves the right to withdraw any student from one or more classes or from the University for academic misconduct, excessive absence, disruptive behavior, or other sufficient cause.

## Student Accounts

**Payments can be made in one of two ways:**

Enroll in a payment plan through e-Cashier:

1. Log onto your myCMU account.
2. Select "Student" tab along the top.
3. Select "Billing and Payments."
4. Select "e-Cashier Payment Plan."

OR

Remittances should be addressed to the Cashier, Central Methodist University, 411 CMU Square, Fayette, MO 65248. For questions, call 660-248-6272.

**Outstanding Accounts:** Students who have outstanding accounts may not be allowed to take final examinations, to pre-register for the next semester, to have transcripts issued, to participate in commencement, or to receive diplomas until appropriate financial arrangements have been made with the Business Office. Past due accounts may be turned over to a collection agency with all related legal and collection fees also due from the student.

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The University's governance is established to maintain wholesome conditions whereby students may develop intellectually, socially, and spiritually. Students are expected to conduct themselves as persons of good character. Regulations governing students are made by the faculty, students, and administration in order to clarify the standards of the institution and secure the cooperation of all who are involved. The student's registration each term constitutes the student's agreement to comply with all of the University's policies and regulations.

The University supports federal, state, and local laws and regulations relating to alcoholic beverages and controlled substances and will cooperate in the enforcement of these laws. In addition, the University specifically prohibits the use or possession of alcoholic beverages or illegal drugs on the campus. Students who are on the campus under the influence of either alcohol or drugs are subject to disciplinary action. Gambling, hazing, and immoral practices are forbidden. Students who bring discredit to the University are subject to disciplinary action, including dismissal. Students are expected to adhere to all policies related to data, voice, and video transmissions.

Students may be removed from one or more classes, assigned failing grades, placed on probation, suspended, or dismissed for any infraction of University regulations or for other serious misconduct. Students may be suspended or dismissed from the University when their conduct becomes injurious to the reputation of the University, or when their behavior or actions are harmful, or potentially harmful, to themselves or a threat to other individuals within the University community. When students are placed on conduct probation, they are ineligible to represent the University in extracurricular activities and their guardian or parents are notified. Students should consult the Student Handbook for further information on the University's policies and disciplinary procedures regarding residence halls, student activities, and other specific areas of student life.

### Non-Discrimination Policy and Disability Accommodations

Central Methodist University does not discriminate on the basis of race, color, sexual preference, religion, sex, national origin, age, or federally defined disability/state defined handicap ("disability"). This includes but is not limited to recruitment and admission of students, educational programs, services, activities, financial aid, and scholarship programs. The University complies with all federal and state non-discrimination requirements.

The Law. Students with disabilities are protected from discrimination to ensure they have equal access to all aspects of college life by Section 504 of the Rehabilitation Act of 1973 and by the Americans with Disabilities Act (ADA) of 1990.

**Services for Postsecondary Students with Disabilities.** Section 504 of the Rehabilitation Act states, "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity received Federal financial assistance..."

Title II of the ADA states, "A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity."

**Postsecondary School Provision of Auxiliary Aids.** Section 504 of the Rehabilitation Act states, "A recipient... shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills."

The Title II regulation states, "A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy and benefits of, a service, program, or activity conducted by a public entity."

**Disability Accommodations.** The Center for Learning & Teaching at Central Methodist University is committed to ensuring nondiscrimination and equal access to all programs, service, and activities for qualified students with a disability. The procedures described here are intended to guide and assist faculty, staff, and students in complying with this policy, and in determining what reasonable accommodations must be made for the claimed disability. All materials and information regarding disabilities will be governed by the University's normal policies regarding privacy.

### Student and University Responsibilities.

It is the responsibility of any student who wishes to claim a disability and seek an accommodation to file official documentation confirming the disability and a completed Disability Services Student Information Form with the Center of Learning and Teaching prior to seeking any accommodation based on the disability.

1. A

Disability Services Student Information Form

must be completed, signed by the student, and delivered or faxed to the Center for Learning and Teaching.

2. Official documentation of the disability must be sent directly from the originating office (e.g. high school, testing center, certified professional center, or physician) directly to the Center for Learning and Teaching. All such official documentation must be for an evaluation dated no more than eighteen (18) months prior to being received by the University.  
. All official documentation which the student wishes to have the University consider in providing a reasonable accommodation for the disability must be included (e.g. Individual Education Plan [IEP] and related materials, 504 Plan, professional diagnosis, and recommendations). Professional diagnosis must include a diagnosis of the student's current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional making the diagnosis; how the student's disability affects a major life activity; and how the disability affects the student's academic performance. The documentation should provide enough information for the student and the University to consider what may be an appropriate academic adjustment. Each student's accommodation(s) will be considered on a case-by-case basis. The University is not responsible for conducting or paying for a new evaluation to document a disability or the need for an academic adjustment.

The Center for Learning and Teaching will work with the student to develop a reasonable accommodation for the disability only after adequate documentation and a completed Disability Services Student Information Form have been received. Under emergency needs, temporary accommodations may be approved by the Director of the Center for Learning and Teaching while waiting for adequate documentation. Any information received by the Center for Learning and Teaching will be held in confidence and not released directly or indirectly without the written consent of the student except for the purpose of providing services.

At the beginning of each new semester/term, the student will be required **to re-register**

with the Center for Learning and Teaching and request his or her Letter of Accommodation. The Disability Services Accommodations Application (semester application) must be completed, signed, and returned to the Center before accommodations for that semester will be granted.

1. Students attending the main campus in Fayette are required to make an appointment with the Director of the Center for Learning and Teaching to discuss any changes in their accommodation(s) and to pick up their Letter of Accommodation. Failure to re-register could result in the student not receiving his or her accommodation(s) until a re-register form is completed and received by the Center for Learning and Teaching. Students must allow the Center time to complete the process and produce the possible Letter of Accommodation after receiving the re-register form.
2. Once the student (Fayette Campus students) has received his or her Letter of Accommodation, he or she is responsible to meet and/or communicate with his or her instructor to discuss his or her Letter of Accommodation and to identify how any accommodation(s) will be implemented.
3. Online or Extended Studies students must complete an online re-register form and contact the staff of the Center for Learning and Teaching to request that his or her Letter of Accommodation be sent to the instructor. Students must make sure the instructor has received the Letter of Accommodation.

In addition to making reasonable accommodations for any confirmed disability, the Center encourages students to make full use of the various learning resources available to all students. These include regular conversations with their instructors and faculty advisor, work with departmental tutors when they are available, assistance and support from the Center for Learning and Teaching, campus computing, the services of the Office of Student Development, and counseling services.

Students should understand that all requests for reasonable accommodations for documented disabilities must be made in advance. Faculty and staff will not be asked to adjust grades or to provide alternative evaluation measures for work that students have already completed prior to the request for reasonable accommodation based on disabilities being made.

**Auxiliary Aids of a Long-Term or Permanent Nature.** Central Methodist University believes that its mission can best be met by assisting students with disabilities in obtaining auxiliary aids of a long-term or permanent nature from governmental units (such as state vocational rehabilitation agencies) or from private charitable organizations (such as the March of Dimes, etc.). Students with disabilities are expected to exercise initiative in identifying and obtaining auxiliary aids and assistance through every reasonable channel available to them. The primary role of the University in this effort should be informative/supportive of the active self-advocacy on the part of the student. The Director of the Center for Learning and Teaching will serve as a resource in this process. If outside agencies cannot provide the auxiliary aids that the student needs, the University has a responsibility to determine the aid necessary to ensure that the student is not denied the right to participate in a program, benefit, class, or a service because of the absence of an auxiliary aid that would make participation possible. It is the responsibility of the University to provide the auxiliary aid or find a reasonable alternative that will allow the student full participation, unless the request is determined to be unreasonable or will impose undue hardship on the University.

Every attempt will be made to ensure availability of necessary aids at the time the student begins classes. A minimum of four weeks' notice should be given to ensure this result. In any event, the University must have sufficient time to evaluate the request, determine the necessary aid to be provided, and identify sources for obtaining it. Late requests cannot be guaranteed but will be evaluated on a case-by-case basis, and, when determined necessary, provided as soon as reasonably possible under the circumstances presented.

It is the student's responsibility to keep The Center for Learning and Teaching informed about the need for auxiliary aids such as timely semester-to-semester schedules for the use of an interpreter, ordering large print books and materials, or any other specific needs. If the student does not keep the Center informed, the Center cannot be expected to provide the auxiliary aid determined to be required.

**Academic Accommodations.** The appropriate academic accommodation(s) must be determined based on the student's individual disability needs. Academic accommodations include modifications to academic requirements, auxiliary aids, and services (for example, extended time for testing, testing in a quiet area or providing notetakers, recording devices, and sign-language interpreters). The University does not have to provide as academic accommodations personal attendants, individual prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

### **Disability Discrimination & Complaint Procedures**

Students who are registered with the Center for Learning and Teaching as having documented disabilities and who believe they have been discriminated against on the basis of their disability may file a grievance with the Director of the Center for Learning and Teaching.

If the complaint is against the Center for Learning and Teaching, the student may appeal any decisions regarding reasonable accommodations provided by the Center for Learning and Teaching and faculty to the Vice President and Dean of the University.

### **Alcohol Policy**

CMU fully supports all state and federal laws and local ordinances regulating the sale and possession of alcoholic beverages. The possession and/or consumption of alcoholic beverages by students or their guests and the use, possession, or distribution of narcotics or other dangerous and illegal drugs on CMU property is strictly prohibited. It is the responsibility of the officers and members of each student organization to see that those in attendance at their social functions and meetings conduct themselves in accordance with CMU regulations. Use of alcohol and other drugs has been shown to be a health risk. The campus counselors are trained and available to help students deal with these issues.

### **The Family Educational Rights and Privacy Act (FERPA)**

The federal government requires that the University obtain—from every enrolled student—a signed Permission to Release Education Information form. Each student may waive or not waive his or her rights of educational privacy as spelled out under the Family Educational Rights and Privacy Act (FERPA). Photographs and other visual images taken by the University of persons, places, or events related to the University's programs and activities are property of the University and may be used at its discretion.

**What is FERPA?** FERPA provides a student the right to examine his educational records and to request amendment of information believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. For further information, please refer to the CMU website. FERPA also allows each student to restrict the release of information or to grant the University limited permission to release information in the student's interest.

**Waiving or Not Waiving Individual Rights.** When a student completes the Permission to Release Educational Information form, he must either waive or not waive his FERPA rights of privacy.

- **Waiving FERPA rights of privacy:** When a student waives his FERPA rights of privacy, he grants permission to the University to release CMU Educational Information to individual(s) whom the student names on the form; these persons are usually parents or a spouse. The waiver of FERPA rights applies until such time as the student withdraws permission by written notification to the Office of Student Development.
- **Not Waiving FERPA rights of privacy:** When a student does not waive his FERPA rights of privacy, he does not grant permission to the University to release CMU Educational Information to individual(s). The non-waiver of FERPA rights applies until such time as the student withdraws permission by written notification to the Office of Student Development.
- The FERPA act does, however, authorize disclosure without consent if the disclosure meets one of several conditions. The two most common are listed below. See the [FERPA page for more information](#).

**Exception 1:** CMU may disclose educational information to parents if the student is a dependent (claimed on the parent's or parents' federal tax forms).

**Exception 2:** CMU may disclose personally identifiable information without consent if there is an articulable and significant threat to the health or safety of the student or other individuals.

A copy of each student's signed Permission to Release Educational Information form is filed electronically.

Even though a student may not waive his FERPA rights of privacy, this non-waiver does not restrict communications among CMU's educational officials concerning the student's academic performance or progress.

**Directory Information and FERPA.** Unless specifically prohibited by the student, the University may release "Directory Information" at its discretion for news releases and other purposes which it believes serve the student's interest. "Directory Information" includes

name, mailing and e-mail address, telephone number, dates of attendance, date and place of birth, photograph, grade level, enrollment status, and most recent educational agency/institution attended; awards, honors, degrees, and major field of study; and records of participation and accomplishments in sports and other University activities—for athletes this includes physical factors such as height and weight.

To withhold any Directory Information, within ten days after registration each semester the student must notify the Office of Student Development in writing of the information which may not be released.

**Educational Information and FERPA.** In the student's interest and without the student's written consent, CMU Educational Information may be shared confidentially with educational officials of the University whose duties require such knowledge. "CMU Educational Information" may include academic records, employment records, financial aid records, and—on a restricted basis—discipline records and some counseling records.

**MyCMU Grade Entry and FERPA.** All CMU instructors and students have access to myCMU, and all students should consult their respective myCMU course sites for grade information.

Central Methodist University seeks men and women who aspire to enter an exciting and challenging world through a high-quality, liberal arts education which promotes character and leadership through learning, social responsibility, and service. CMU's admission standards are intended to identify those who are most likely to succeed in a university program of studies. Central Methodist University does not discriminate on the basis of race, color, sexual preference, religion, gender, national origin, age, or federally defined disability in its recruitment and admission of students.

Central Methodist University reserves the right to restrict, deny, or revoke an offer of admission or the admission of any person otherwise eligible for reasons determined to be in the best interest of the institution by the officers thereof. These reserved rights shall be administered in a manner strictly consistent with state and federal non-discrimination laws.

## Application Procedures for Admission

### Admissions Staff

Contact the Site Coordinator (or the contact person) for the [appropriate location](#).

### Application and Enrollment Fee

At the time of application, a prospective undergraduate student must pay a non-refundable \$20 application fee; online applications are free. [Admission and application information](#) is available on the CMU website.

## Admission as a Full-time, First-time Degree-Seeking College Freshman

First-time Freshmen are those who are entering college for the first time or have successfully completed 11 or fewer non-developmental, post-high school college credit hours other than dual credit. Those with 12 or more such credit hours may apply as transfer students even if their enrollment is on a part-time basis.

- **Application for Admission.** Applicants must send to the appropriate Site Coordinator (see page 12) a completed application for admission with a non-refundable \$20 application fee; [Online Application](#)\_blank
- **Academic Transcripts.** All applicants must submit official transcripts from high school and all colleges previously attended as required for admission. Official transcripts are sent directly from institution to institution, not delivered by the student. Provisional admission may be withdrawn if official transcripts are not received or do not confirm the student's eligibility for admission. Home-schooled students should submit a state-certified transcript. All transcripts are part of the student's permanent college record. In addition, all transcripts must be received in the Office of the Registrar before a student will be eligible to attend classes and receive financial assistance. When CMU accepts associate's and bachelor's degrees from other regionally accredited institutions of higher learning, we honor the means by which those institutions granted credit (including credit granted by internal testing-out procedures, Advanced Placement scores, International Baccalaureate scores, CLEP scores, etc.). [12/11]
- **Deadline.** New students (both first-time freshmen and transfer students) who meet CMU's published admission standards (and, in the case of transfer students, who have copies of all official transcripts) will be accepted for admission through Friday of the first week of classes for both the Fall and Spring semesters, as long as there is a clear assurance that they will be in their classes the following Monday. (NOTE: This policy specifically excludes [a] students who would have to be admitted by committee action, and [b] readmission of students who have been previously suspended—since the deadline for appeals would already have passed.)
- **Test Scores.** All first-year applicants must submit results of the American College Testing (ACT) program (use code 2270 to submit your ACT scores to CMU) or Scholastic Assessment Test (SAT) (CMU code:6059)
- **Admission Standards.** To receive unconditional admission to Central Methodist University, applicants are expected to have completed a college preparatory program (as defined by the State of Missouri) with at least a 2.5 cumulative grade point average on a 4.0 scale and have an ACT score of 21 (or above) or 1500 (or above) on the SAT examination. Students falling below the minimum standards may be admitted on provisional status. See description of Provisional Admission. An offer of acceptance is made to a student with the condition that he or she remains in good standing.
- **High School Equivalency.** Applicants without a high school diploma may qualify for admission by passing the test of General Educational Development (GED) with a score at or above the 50th percentile or by passing the High School Equivalency Test (HiSET) and an ACT score of 21 or above (SAT 1500 or above).
- **Advanced Standing.** Central Methodist University awards credit for scores of 3 (three) or higher on some of the Advanced Placement (AP) tests available through the College Entrance Examination Board. Each AP exam must be reviewed and approved by the Office of the Registrar and department chairperson. CMU will consider granting credit for a limited number of subject examinations available through the College-Level Examination Program (CLEP). CMU recognizes the high achievement and academic excellence of students who have participated in the International Baccalaureate degree program. Usually, a score of 4 (four) or above on the Higher Level IB exam or a score of 5 (five) or above on the Standard Level IB

exam will be assessed as equivalent credit for specific courses. Specific course equivalents will be designated in consultation with the appropriate Division Chair, Dean, and Registrar. Students must provide an official copy of the score report from IB, sent directly to the Office of the Registrar. For further information, contact the Office of the Registrar at 660-248-6210.

### Readmission of Former Students

Former students who wish to return to CMU must apply for readmission. Students who left CMU in good academic standing and in good standing with the Business Office are routinely readmitted. Students who left CMU under academic or financial probation or suspension will be considered for admission on an individual basis. Former students attending other institutions during their absence from CMU must submit an official transcript from each college attended. All transcripts must be received in Office of the Registrar before a student will be eligible to attend class and receive financial assistance.

Central Methodist University reserves the right to restrict, deny, or revoke an offer of admission or the admission of any person otherwise eligible for reasons determined to be in the best interest of the institution by the officers thereof. These reserved rights shall be administered in a manner strictly consistent with state and federal non-discrimination laws.

### Admission of Part-time/Non-Degree Seeking Students

Part-time students, those registered for fewer than 12 semester hours, and students who are not seeking a degree are required to apply through the Office of Admission. Students who decide to continue their education at CMU in a full-time, degree-seeking capacity are required to follow the admission guidelines for full-time admission. Entering students who are turned down by the Extended Studies Committee but who choose to enroll part-time, must be treated as non-degree-seeking students and are ineligible for financial aid. Any part-time student who wishes to receive financial aid must petition the Financial Aid Committee in order to receive or keep financial aid.

### Admission of International Students

CMU has permission to host international students only on the Fayette campus.

## Admission for First Class at CMU (Dual Credit)

The First Class at CMU (dual credit) program provides the opportunity for qualified high school students to enroll in approved classes that are taught in their local high school in compliance with the Coordinating Board of Higher Education guidelines for dual-credit programs. When students successfully complete a course, they receive both high school and college credit. The program allows students to get an early start in fulfilling college requirements.

Credit earned in the program will be applicable at Central Methodist University and is generally transferable to other accredited colleges and universities. It is the student's responsibility to ascertain the transferability of any course taken through the program. Students can best accomplish this by directly contacting colleges and departments to which they are considering transferring credit.

### Administrative Information

Cost Per Credit Hour: \$75

### Student Requirements for Admission to CMU First Class (Dual Credit)

- Cumulative grade point average (GPA) of 3.0 (or equivalent) on a 4.0 scale
- High school Junior or Senior standing
- Satisfactory completion of course prerequisites
- High school transcripts must be sent in with the application for enrollment.

### Other Admission Information

#### Veterans

Military veterans may receive limited credit for military training as recommended in the Handbook of the American Council on Education. Please consult CMU's Office of the Registrar for more information. All credit will be reviewed on an individual basis.

### Provisional Admission

Applicants not meeting the criteria for unconditional admission will be considered for provisional admission on an individual basis. This consideration will be conducted by the Extended Studies Committee (undergraduate applications) or the Graduate Studies Committee (graduate applications). Students admitted under provisional admission must comply with all conditions and requirements specified in writing by Central Methodist University in the acceptance letter.

**Degree-Completion Programs Admissions**

The minimum admission requirement for the degree-completion programs is either [1] satisfactory completion of sixty (60) or more semester hours from an accredited college, or [2] graduation from an accredited community college or senior college with an Associate's degree. Admission may be denied to any student who does not meet all admission standards.

Students transferring work from other colleges or universities must have a 2.0 grade point average for regular admission. Students with less than a 2.0 grade point average may be considered for admission on a provisional basis.

The degree-completion programs in Education and Nursing (RN-to-BSN) have additional, specific entrance requirements. Please consult the appropriate degree section of this catalog for each program's specific admissions and graduation requirements.

**Readmission to the Program**

Students who have interrupted their studies and wish to return must apply for readmission through the process outlined above. Students are readmitted if they left in good standing. Official transcripts must be submitted from any other college or university attended during the period of absence. Students who have interrupted their studies for two or more sessions, or have attempted 20 semester hours at another institution, must meet the catalog requirements at the time of re-admission.



## Student Academic Responsibilities

Because education is a uniquely personal experience, it is the individual responsibility of each student (1) to know the degree requirements for his or her own course of study; (2) to know the rules, regulations, and deadlines which govern the academic programs which are published in this catalog; and (3) to develop and follow schedules which comply with these course and program requirements. The University's faculty, advisors, and staff support each student's education in every way they can, but students must assume final responsibility to establish the timeline for advancing and completing their course of study, to register for the appropriate courses, and to complete all degree requirements. Students are also responsible for knowing and adhering to all University policies published in

The Student Handbook

. Registration in the University confirms students' acceptance of these obligations.

## Academic Advising

In addition to maintaining a personal relationship between student and instructor in the classroom and beyond, the Registrar, regional site coordinators, and directors advise students and monitor their programs and progress. Staff and faculty advisors assist students in planning academic work, registration, and management of problems during their college career. They assist students in interpreting degree requirements and in determining which requirements have or have not been met. The University also keeps students informed of their academic progress through an academic monitoring system. The Registrar's Office sends students and their advisors final grade reports each term.

The University holds each student to be finally responsible for being fully informed about the graduation requirements for his or her own degree program and for arranging academic schedules to meet graduation requirements on the timetable the student establishes. Faculty advisors will do all they can through the advising processes to assist students in meeting their educational goals.

## Academic Bankruptcy Policy

To declare "Academic Bankruptcy" a student must petition the Extended Studies Committee (undergraduate petitions) or the Graduate Studies Committee (graduate petitions) specifying the courses the student requests to be dropped. Only courses with grades of "D" and "F" may be dropped. Only courses taken ten semesters (excluding summer sessions) or more before the student's application for readmission may be dropped. The petition for Academic Bankruptcy must be made within six months following the student's readmission. Only students who are readmitted to and currently attending the University may petition the Extended Studies Committee for Academic Bankruptcy. When the Committee approves a petition for Academic Bankruptcy, the original grades will be shown on the transcript but a notation will be made and these grades will not be included in the calculation of grade point averages, nor will they be included in the satisfaction of degree requirements.

## Credit Hour Definition

The semester credit hour is the unit of measure for college-credit course work. The Carnegie unit is generally the guideline used to determine credit hour worth, with one hour of credit equated to 750 minutes plus the final exam. Additional hours may be required for laboratory, clinical, internships, practicums, and music performance courses in which additional instructional time is required to achieve learning objectives.

For distance learning courses (e.g., online and hybrid), the Carnegie unit is applicable in the sense that students meet the same objectives as those delivered in traditional coursework; therefore, students are expected to spend comparable amounts of time in achieving these objectives. However, because learning is difficult to quantify in terms of minutes and hours in online and hybrid courses, more emphasis is placed upon evidence of student learning. In order to earn credit hours, students must meet stated learning outcomes at a satisfactory level.

## Academic Load

### Undergraduate Terms 1, 2, 3, 4, and 5

- Ten (10) hours of academic credit is considered the normal load per term for undergraduate students registered in CGES terms EX1, EX2, EX3, EX4, or EX5.
- No undergraduate CGES student may register for more than 10 hours of academic credit per term EX1, EX2, EX3, EX4, or EX5 unless that student has a grade point average of 3.20 in the previous term and obtains written permission from the Dean of the University.
- No CGES student may register for more than 12 hours in any single term (EX1, EX2, EX3, EX4, or EX5) under any circumstances.

- No CGES student may exceed 21 hours in a "semester" or combination of terms.

### Undergraduate Semesters (EXFA, EXSP, and EXSU)

- Eighteen (18) hours of academic credit is considered the normal load per semester for undergraduate students registered in CGES semesters EXFA, EXSP, and EXSU.
- No undergraduate CGES student may register for more than 18 hours of academic credit per semester EXFA, EXSP, or EXSU unless that student has a grade point average of 3.20 in the previous semester and obtains written permission from the Dean of the University.

### Graduate Semesters (GRFA, GRSP, and GRSU)

- Six (6) hours of academic credit is considered the normal load per term for CGES graduate students registered in semesters GRFA, GRSP, or GRSU.
- Graduate students may not register for more than nine (9) hours per semester GRFA, GRSP, or GRSU without written permission of the Dean of the University.

### Class Attendance

Students may not be successful in college for many reasons, but the principle reasons for student failure are excessive absence from class and the lack of class preparation. The faculty and administration expect students to attend classes regularly and to establish adequate study patterns. Individual instructors establish their own attendance policies that are clearly stated in each course syllabus. The University reserves the right to withdraw any student from one or more classes or from the University for excessive absence. Students are responsible for any work missed as a result of absence. They should consult with each instructor to make satisfactory arrangements for academic work missed. This should be done in advance whenever possible. Absence from class does not constitute withdrawal from the class or from the College of Graduate and Extended Studies. Students who leave school without completing the withdrawal process forfeit their claim to honorable dismissal and will receive a grade of "F" for all courses in progress.

### Classification of Students

Students are classified by the Hours of credit achieved.

Freshman	1-29 Hours
Sophomore	30-59 Hours
Junior	60-89 Hours
Senior	90 or more Hours

**Special Students** are not matriculating for a degree but wish to enroll in specific courses. They may be full- or part-time and may or may not have a baccalaureate degree.

**Part-Time Students** have matriculated for a degree but in any given term are registered for fewer than six semester hours of credit.

**CMU First Class (Dual Credit) Students** are enrolled in college courses while concurrently enrolled in a high school program.

**Graduate Students** have received an undergraduate degree and are enrolled in a graduate program of study.

### Courses, Grades, and Grade Point Averages

Courses and grades are given on a semester-hour basis. Normally, one semester hour of credit means one hour of instruction per week for a semester (15-16 hours of class instruction) plus two or more hours of study for each hour of instruction, but instructional time and credit hours may vary. Grade reports are issued to students at mid-term and following the end of each semester. Only final grades for courses are entered on the student's transcript. The transcript is the individual student's permanent academic record, maintained and secured by the Registrar's Office.

The University uses the system of grades, grade symbols, and quality points described below to report each student's academic achievement on grade reports and transcripts.

A	Grade Points	4
B	Grade Points	3
C	Grade Points	2
D	Grade Points	1
F	Grade Points	0
P	Pass, credit hours only	
I	Incomplete	
W	Withdrawal	
AU	Audit, no credit hours	

All courses taken on a letter grade basis (A through F) are used to compute Grade Point Averages (GPA). For grades in courses repeated, see below. A student's GPA is calculated by dividing the number of grade points earned by the number of credit hours attempted on a letter grade basis. As a result, GPAs range from 0 to 4.0. Courses taken on a Pass/Fail (P/F) basis are not computed in the student's GPA. Few courses are offered on a P/F grade basis. The grades of "I," "W," and "AU" earn no credit and are not computed in GPA.

The grade of "I"(Incomplete) can be given by an instructor at the end of the term only when both of the following conditions are met: (1) the student is unable to finish the work of a course because of exceptional circumstances which can be documented, and (2) the student has completed at least three-fourths of the coursework and can complete the remaining work apart from class meetings. Faculty should file a plan for completion of incomplete work with the Registrar. All incomplete work must be completed by mid-term of the following term. After this time, if the "I" has not been removed, it will automatically convert to a grade of "F." Additional work will no longer be accepted, and the grade appeals policy (see page 36) will apply.

A student may withdraw from a class with a grade of "W" until the last week of classes for the term as defined by the Academic Calendar. The grade of "W" will not be calculated into the student's GPA. A student may not withdraw from a class after this date.

The grade of "AU" is given to students who formally register as "auditors." Auditors must have the approval of the instructor prior to registering and are expected to attend regularly. They receive no credit, and no grade is given, but the hours are included in determining a student's academic load. Upon the report from the professor that an audit has been satisfactorily completed, notation of the audit is made on a permanent record. Special or part-time students pay normal tuition rates to audit courses.

## Grade Appeals

Students have the right to appeal a grade. All student appeals must be initiated, in writing, within one calendar year of the date the grade is first posted. In all steps of that appeal, the faculty member must be consulted and the burden of proof is on the student. Students should first make every effort to resolve grade issues with the course instructor. This is the most likely avenue to produce satisfactory results.

If the issue is not resolved with the course instructor, the student should next appeal to the regional site coordinator. In these appeals, the course instructor will be consulted and the grade cannot be changed without the instructor's consent.

If the issue is still not resolved and if the student wishes to continue the appeal, the student should consult the regional site coordinator for directions in presenting a petition to the Extended Studies Committee (undergraduate petitions) or the Graduate Studies Committee (graduate petitions). The course instructor will be consulted in advance, notified of any hearings, and permitted to be present at the hearing. If a two-thirds majority of the respective committee judges that a grade change is warranted, the committee will direct the Registrar to make the change. The decision of this committee is final and binding on all parties. (Faculty-initiated grade change requests must be completed and filed with the Office of the Registrar within one calendar year of the date the grade is first posted).

Students who wish to file an academic grievance not involving a grade appeal should contact the instructor (if appropriate), followed by the Regional Site Coordinator (if necessary), and if a resolution has not been reached, the Office of the Vice President and Dean of the University (660-248-6211).

## Repeated Courses

Students may repeat any course in which they received a grade of A, B, C or D one time and receive financial aid for the course. If the course was taken as dual credit the student may repeat it twice while receiving financial aid because they did not receive

financial aid for taking it in high school. If a student receives a grade of F in a course, the student may repeat that course as often as necessary to achieve a passing grade. The most recent grade earned will be counted in the student's grade point average. All registrations and grades will be entered on the permanent record, but a notation that the course has been repeated will be added to previous enrollments in the course.

### Course Numbering System

Courses numbered 100-299 are designed primarily for Freshmen and Sophomores. Courses numbered 300-499 are for Juniors and Seniors.

### Catalog in Effect - Graduation Requirements

Students' degree requirements are generally governed by the catalog in effect when they matriculate for a degree so long as enrollment is continuous. Students may choose to meet the requirements of any subsequent catalog published during their enrollment but not of an earlier catalog. Former students who are readmitted must meet the graduation requirements in the catalog at the time of re-enrollment.

Generally, students need to have earned at least 124 credit hours with a cumulative GPA of 2.0 to graduate. Some programs have other requirements, so students should check with their advisors and with division chairs.

### Registration

Students must register on the days and at the times designated by the Dean of the University. They should register only after a conference with their advisor. Deadlines for registration and changes in registration are published on the Academic Calendar.

Changes in classes or class sections may be made at no charge during the first week of classes by completing a Change of Course Form from the regional site coordinator. After the first week of classes, courses may not be added. Any exceptions require written permission from the course instructor and the regional site coordinator. Courses may be dropped at any time prior to one week before the last day of classes for the term. Students are urged to remember that the grade of "F" will be recorded on their transcripts for every course that is not completed but not officially dropped. Courses are not officially dropped until the Change of Course Form has been filed in the Office of the Registrar.

## Changes in Registration

Changes in classes or class sections may be made only before the deadlines published in the academic calendar by completing a Change of Course Form obtained from the regional site coordinator. Any exceptions require written permission from the course instructor or the dean. Courses may be dropped at anytime during the term prior to final exam week. Students are urged to remember that the grade of "F" will be recorded on their transcripts for every course that is not completed but not officially dropped. Courses are not officially dropped until the Change of Course Form has been filed in the Registrar's Office.

Course instructors may request that any student be administratively dropped from a course for academic misconduct, excessive absence, or disruptive or other unacceptable classroom behavior. With the approval of the Dean of the University, the student will be withdrawn from the class. No charge will be assessed for these changes.

### Enrollment in CGES/Online Courses

College of Liberal Arts and Sciences (CLAS) students requesting permission to enroll in online or statewide courses during the Fall or Spring semesters must meet one of the following eligibility criteria:

- Through no fault of his/her own, the student must enroll in a specific course to graduate and said course is not available before graduation in CLAS. (If a student postpones taking said course until his/her Senior year that could have been taken earlier, the student may not qualify for enrollment under this criterion.)
- The student will benefit educationally by taking a course and is recommended by his/her advisor, has approval of the Dean, and agrees to pay all tuition/fees required to take the course above regular CLAS tuition and fees.

## Transfer Credit and Credit by Examination

### **Current CMU Students Transferring Credit to CMU**

CMU strongly encourages CMU students to get prior written approval (from the Dean of the University and the Registrar) before enrolling for any courses at another institution and then attempting to transfer the credit to apply to any CMU degree program. This will ensure that the proposed transfer coursework will apply to their degree programs as they intend. If students take courses at another institution without advanced written CMU approval (from the Dean of the University and the Registrar), CMU accepts no responsibility for the applicability of these courses to the student's degree program.

### **Students Transferring to Central Methodist University**

CMU subscribes to the guidelines of the Coordinating Board for Higher Education of the State of Missouri. CMU welcomes students with coursework or associate's degrees from other accredited colleges and pledges to seek harmonious solutions to any problems that transfer students may encounter. Transfer credit from an accredited institution may be used to satisfy any course requirements where the courses or course categories are generally equivalent to CMU requirements. Credit from non-regionally accredited institutions will be considered on a case-by-case basis. CMU will accept as general elective courses those courses meeting graduation requirements from the transferring accredited institution but not counting toward specific major or general education requirements at CMU. CMU computes cumulative grade point averages on the basis of all hours attempted at all colleges attended. Courses that cannot transfer are not used in GPA calculations. CMU does not accept for transfer those courses in which failing grades were received.

When CMU accepts associate's and bachelor's degrees from other regionally accredited institutions of higher learning, we honor the means by which those institutions granted credit (including credit granted by internal testing-out procedures, Advanced Placement scores, International Baccalaureate scores, CLEP scores, etc.). [12/11]

### **General Education Requirements for Transfer Students with a Bachelor's Degree**

Students with a CMU Degree. To be eligible for a second bachelor's degree, a student must complete at least 26 hours in addition to those counted for first degree. These hours must be earned in courses approved by the Dean of the University, must be taken at Central Methodist University, and must satisfy all specific course requirements for the second degree.

Students with a Bachelor's Degree from another accredited institution have met all General Education requirements but must satisfy any additional General Education requirements for each program and/or degree.

When CMU accepts associate's and bachelor's degrees from other regionally accredited institutions of higher learning, we honor the means by which those institutions granted credit (including credit granted by internal testing-out procedures, Advanced Placement scores, International Baccalaureate scores, CLEP scores, etc.). [12/11]

### **General Education Requirements for Transfer Students with an Associate's Degree**

Students transferring to CMU with a post-1995 Associate of Arts degree and Associate of Arts in Teaching degree (and 60-89 hours of transfer credit) from a Missouri institution of higher education (or with a completed general education program consistent with the "42-hour General Education Curriculum" described in the Missouri State Transfer and Articulation Agreement) are required to complete an advanced writing course, foreign language (for students pursuing the Bachelor of Arts degree), analytical skills (for students pursuing a Bachelor of Science degree), and any specified courses for a specific degree (BSE, BAcc, etc.) as identified in the catalog or as designated in any subsequent catalog. Students are cautioned, however, that Associate of Arts coursework might not meet individual program requirements.

When CMU accepts bachelor's degrees from other regionally accredited institutions of higher learning, we honor the means by which those institutions granted credit (including credit granted by internal testing-out procedures, Advanced Placement scores, International Baccalaureate scores, CLEP scores, etc.). [12/11]

### **General Education Program Transfer Policies**

CMU will accept transfer credit for courses generally equivalent to those in the General Education Program.

### **Earning Non-Transfer Academic Course Credit**

CMU recognizes the need for students to earn credit in a variety of ways. The following information recognizes different ways in which CMU will accept credit other than transfer credit from other institutions of higher education. A maximum of 32 hours of such credit may be counted toward the hours required for graduation. Such non-transfer academic credit appears on the student's transcript as being non-transfer academic credit earned with "P" as the grade received.

- **Credit by Institutional Examination:** Students enrolled in the University may receive credit for 100-level courses if they earn at least a "C" on a comprehensive institutional examination approved by the appropriate Division Chair, Dean, and Registrar. CMU charges an examination fee for such institutional examinations. Consult with the appropriate Division Chair for additional information. Students may receive credit by institutional examination for courses beyond the 100 level only if the instructor agrees that the course can be adequately assessed by an examination the instructor provides and administers, and only with the approval of the Division Chair and the Dean. Students must complete the process of receiving credit for all prerequisite courses before taking the next course above the course taken by examination.
- **CLEP (College-Level Examination Program) Credit:** When approved by the appropriate Division Chair, Dean, and Registrar, CMU gives 100-level credit for subject examinations administered by the College-Level Examination Program (CLEP).
- **AP (Advanced Placement) Credit:** CMU affirms the intellectual achievement of students who have participated in the Advanced Placement program. Students may apply for credit for Advanced Placement (AP) courses that they have successfully completed with an AP score of 3 (three) or higher; acceptance of any AP examination or examination score is subject to approval by appropriate Division Chair, Dean, and Registrar. Students must provide an official copy of the score report from AP, sent directly to the Office of the Registrar.
- **IB (International Baccalaureate) Credit:** CMU recognizes the high achievement and academic excellence of students who have participated in the International Baccalaureate degree program. IB's breadth of focus and commitment to scholarship are commensurate with the mission and educational goals of CMU. Usually, a score of 4 (four) or above on the Higher Level IB exam or a score of 5 (five) or above on the Standard Level IB exam will be assessed as equivalent credit for specific courses. Specific course equivalents will be designated in consultation with the appropriate Division Chair, Dean, and Registrar. Students must provide an official copy of the score report from IB, sent directly to the Office of the Registrar.
- **DANTES (Defense Activity for Non-Traditional Educational Support) Credit:** CMU awards semester-hour credit recommended by the American Council on Education (ACE) upon attainment of an acceptable passing score per section, or CMU awards credit as determined by the testing authority at the time the test was taken. Students must provide an official copy of the test results, sent directly to the Office of the Registrar. At the time of application, students must send an official record of test results to the Office of Admission. Acceptance of any DANTES credit score is subject to approval by the appropriate Division Chair, Dean, and Registrar.
- **Military Credit:** Military veterans may receive limited credit for military training as recommended in the Handbook of the American Council on Education.  
. CMU will review all credit on an individual basis. Please consult CMU's Office of the Registrar for more information.  
Acceptance of any military credit is subject to approval by the appropriate Division Chair, Dean, and Registrar.

## Transcripts

The student's permanent record is confidential, and, by the terms of the Family Education Rights of Privacy Act, transcripts of the student's record are not issued except upon receipt of a signed request from the student. A fee of \$7.25 is charged for each transcript. Electronic PDF is available for \$9.00. Priority mailing for official transcripts is available for an additional \$20.00 per address and FAX service for unofficial transcripts costs an additional \$7.50 per transcript.

Official transcripts are issued directly to other schools, employers, official governmental agencies, or other persons or organizations entitled to receive an official statement of the student's record. Unofficial transcripts are issued to the student or parents.

No transcripts will be issued for any student or former student who is not financially in good standing with the University. Transcripts will not be issued to current students during the last two weeks of the term, until grades for that term are recorded.

To have a transcript issued, [complete the online request form](#). For further information call the Registrar's Office at 660-248-6208.

## Withdrawal from Classes

No student may withdraw from classes the last week of classes.

A student who wishes to withdraw from the University must obtain a withdrawal form from the regional site coordinator. **It is the student's responsibility to see that this withdrawal form is completed and filed in the regional site coordinator.** The completed withdrawal form—together with the student ID Card—is filed with the regional site coordinator. An honorable dismissal will be granted to all students who desire to withdraw from the University if they are in good academic standing, are not

subject to discipline, have made satisfactory arrangements for settling their financial account, and file the completed withdrawal form. Students who withdraw from the University will receive grades for the courses in which they are registered according to the grading policies published in this catalog.

The University reserves the right to withdraw any student from one or more classes or from the University for academic misconduct, excessive absence, disruptive behavior, or other sufficient cause.

### **Withdrawal from CMU First Class (DUAL CREDIT)**

A CMU First Class (dual credit) student who wishes to withdraw from the University must obtain a withdrawal form from the CMU First Class (dual credit) coordinator at the High School who will outline the proper procedure for withdrawal. It is the student's responsibility to see that this withdrawal form is completed, signed, and sent to the University.

### **Iowa Military Deployment Policy**

Central Methodist University will offer the following options to a student who is a member or the spouse of a member if the member has a dependent child, of the Iowa National Guard or U.S. forces who is ordered to state or federal military service or duty:

Withdraw the student's entire registration and receive a full refund of tuition and mandatory fees. The Office of the Registrar, in concert with the Business Office, will assure the timely processing of all withdrawal requests and refunds.

If requested by the student, make arrangements with the student's instructors to assist in the request to receive an Incomplete in accordance with institutional policy. All coursework must be completed in accordance with the Incomplete Policy found in the college catalog. If such arrangements are made, the student's registration and all applicable fees will be assessed for courses in full.

### **Medical Withdrawal**

Students may withdraw from classes at any time during the term for medical reasons. Requests made after the last day to drop with a "W" must be approved by the Dean of the University. The Registrar will indicate the withdrawal by placing a "W" on the transcript. A student (or someone representing the student) must initiate the medical withdrawal process by notifying the Dean of the University or regional site coordinator who will outline the proper procedures for withdrawal. The student seeking a medical withdrawal must present a bona fide medical excuse signed by a physician. The regular refund schedule (see page 33) will apply to medical withdrawals.

Students who have been granted a medical withdrawal and wish to re-enter the University must follow the standard re-admission policies and must provide satisfactory evidence that their medical condition will no longer impede their academic performance.

### **Academic Grievances**

Students who wish to file an academic grievance not involving a grade appeal should contact the instructor (if appropriate), followed by the Regional Site Coordinator (if necessary), and if a resolution has not been reached, the Office of the Vice President and Dean of the University (660-248-6211).

Students wishing to appeal a grade should consult the [Grade Appeal policy](#).

**Degree Requirements**

Students' degree requirements are generally governed by the catalog in effect when they matriculate for a degree so long as enrollment is continuous. Students may choose to meet the requirements of any subsequent catalog published during their enrollment but not of an earlier catalog.

Generally, students need to have earned at least 124 credit hours with a cumulative GPA of 2.0 to graduate. Some programs have additional requirements, so students should check with their advisors and with division chairs.

**Application for Graduation**

In order to graduate, students must complete the [online application](#).

**Undergraduate Graduation Honors**

The following honors information does not apply to CMU associate degrees; it applies only to CMU baccalaureate degrees. Students who graduate with a cumulative GPA of 3.7 or above will graduate with Academic Distinction.

**Academic Regalia and Commencement**

Arrangements for academic regalia are made through each campus office. Students must attend graduation on the campus at which they are enrolled.



# Undergraduate Academic Achievement Award

Central Methodist University recognizes outstanding academic achievement for each term with the Academic Achievement Award. This award requires all the following:

1. Admission Status: The student must have met all requirements for full admission, including providing official transcripts of ALL college work.
2. Scholarship:
  - a. The student must have a cumulative GPA of at least 3.50 for all college work, including transfer work, AND
  - b. The student must earn a 4.0 CMU GPA as a full-time student (greater than six [6] semester hours) for the term.
3. The student must be a good citizen of the University community in the judgment of the regional site coordinator.

The Academic Achievement Award recognition will be posted on the Student's transcript.

## Academic Conduct

The students of Central Methodist University are expected always to follow the rules of good conduct, including the specific policies of the University as outlined in the CMU Student Handbook. When they are participating in a class, whether in the classroom, a laboratory, or another setting, students are responsible to the instructor and are expected to comply with class policies provided by the instructor and with reasonable requests made by the instructor. Course instructors may request that any student be administratively dropped from a course at any time for academic misconduct, excessive absence, or disruptive or other unacceptable classroom behavior. With the approval of the Dean, or, at the Dean's request, by the Extended Studies Committee, the student will be withdrawn from the course. Additional penalties may be imposed under the Academic Conduct Policy.

## Academic Conduct Policy

Central Methodist University believes that adhering to acceptable professional practices throughout life is a significant foundation of character and personal integrity. The University's Academic Conduct Policy applies to all forms of academic work, including but not limited to quizzes and examinations, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. By registering at the University, every student accepts the obligation to abide by this policy. Students also are responsible for understanding the particular policy applications required by each of their instructors and to ask instructors to clarify any areas of uncertainty.

Academic Conduct requires that each person accept the obligation to uphold professional standards in all academic endeavors. Any conduct that unprofessionally represents a student's academic performance violates CMU's Academic Conduct Policy. Unprofessional practices include but are not limited to the following:

1. **Cheating** in any form (e.g., ghost-written papers; cheat sheets or notes; copying during exams, quizzes, or other graded class work; allowing anyone access to your courseware account to misrepresent their coursework as yours, or your coursework as theirs, etc.);
2. **Unauthorized Collaboration** with others on work to be presented in ways contrary to the stated rules of the course or the specifications of a particular assignment;
3. **Stealing** or having unauthorized access to examination or course materials,
4. **Falsifying Information** (records, or laboratory or other data);
5. **Submitting Work Previously Presented in Another Course** without the advance consent of the second instructor;
6. **Assisting Academic Misconduct** (intentionally or unintentionally) - This includes allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work; and
7. **Plagiarism** includes but is not limited to (1) representing as your own work a paper, speech, or report written in whole or in part by someone else (from the un-credited use of significant phrases to the un-credited use of larger portions of material), including material found on the internet, (2) failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper reference citations. Always provide appropriate recognition of all borrowed materials and sources.

The University will discipline students for infractions of the Academic Conduct Policy with various sanctions which it deems appropriate, up to and including suspension or expulsion from the University. Penalties internal to a course, including grades and expulsion from the course, are at the discretion of the instructor. Students can appeal instructors' internal course penalties to the Extended Studies Committee (undergraduate petitions) or the Graduate Studies Committee (graduate petitions); the decision of either committee is final. Instructors must report all penalties which they impose for academic misconduct, with a brief account of the offense, to the Dean of the University, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty. These penalties include but are not limited to notations in the student's file,

notations on the student's transcript, probation, suspension, and expulsion. A decision by the Dean of the University can be appealed to the Extended Studies Committee (undergraduate petitions) or the Graduate Studies Committee (graduate petitions); the decision of either committee is final.

### Academic Probation

Academic Probation is imposed for one of two reasons: (1) the failure of a full-time student to pass at least 24 hours during an academic year, and/or (2) the failure of any student to make the cumulative and cumulative resident grade point averages (GPAs) each semester listed.

Weighted Hours Attempted*	Minimum Cumulative and Cumulative Resident GPAs
1-29	1.80
30-59	1.90
60-89	2.00
90 or beyond	2.00

\*Hours attempted that do not include developmental or P/F courses.

### Academic Suspension

Academic suspension is imposed for one of four reasons: (1) the failure of any student to rise above the probation level at the end of two consecutive semesters on probation, (2) the failure of any student to rise above the probation level at the end of a third semester on probation counting all semesters of attendance at CMU, (3) the failure of any student to achieve above a 1.0 grade point average for any semester, or (4) the failure of any student to attain at least the following cumulative and cumulative resident grade point average for his or her attempted hours.

Weighted Hours Attempted*	Minimum Cumulative and Cumulative Resident GPAs
1-29	1.30
30-59	1.50
60-89	1.70
90 or beyond	1.90

\*Hours attempted that do not include developmental or P/F courses.

### Suspension Options:

1. **Petition for readmission on full-time/part-time, probationary status:** A suspended student who wishes to return full-time/part-time to CMU classes (at any campus/site or online) must petition the Extended Studies Committee (care of the Office of the Vice President and Dean of the University) to enroll as a full-time/part-time student at CMU (at any CMU campus/site or online or summer or regular CGES term). If that petition is successful, the student will be readmitted on academic probation. If a student enrolls in a January or May term class before the student is informed that he or she has been suspended, he or she may finish out only that term's classes. He or she may not enroll in any summer or other regular term class without a successful petition of the Committee.
2. **Enroll at another accredited institution during suspension period:** A suspended student who chooses to enroll at another accredited institution during the period of suspension and who then petitions for readmission at CMU must submit official transcripts from that other institution for review by the Extended Studies Committee before the student is readmitted. The student still may not enroll in any CMU courses (at any CMU campus/site or online or summer or regular CGES) unless and until that student has successfully petitioned the Committee.

**Degree Programs**

[Degrees Offered](#)

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[General Education Hours: All Degrees](#)

[Degree Requirements](#)

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[MoreNET Workshop Courses for Graduate Credit](#)

[Temporary Authorization Certification](#)

[TAC Courses](#)

## Undergraduate Degrees

Associate of Arts (AA)

Associate of Science (AS)

Bachelor of Accountancy (BAcc)

Bachelor of Applied Science in Management (BASM)

Bachelor of Applied Science in Networking (BASN)

Bachelor of Arts (BA)

Bachelor of General Studies (BGS)

Bachelor of Music Education (BME)

Bachelor of Science (BS)

Bachelor of Science in Education (BSE)

Bachelor of Science in Health Science (BSHS)

Bachelor of Science in Nursing, RN to BSN (BSN)

Bachelor of Science in Nursing, Accelerated (BSN)

## Graduate Degrees

[Master of Education](#)

[Master of Music Education](#)

[Master of Science in Clinical Counseling](#)

[Master of Science in Nursing, Clinical Nurse Leader](#)

[Master of Science in Nursing, Nurse Educator](#)

## Post-Baccalaureate, Non-Degree Programs

[MORENET Workshop Course for Graduate Credit](#)

[Temporary Authorization Certification \(TAC\) \(Education\)](#)

[Virtual Education Software \(VESi\)](#)

(All programs may not be offered at all locations or online.)

[Accounting](#), AS, BAcc

[Applied Behavior Analysis](#), BS

[Applied Mathematics](#), AS

[Biology](#), BA, BS

[Business](#), AA, AS, BA, BS

[Child Development](#), AS, BS

[Computer Science](#), AS, BA, BS

[Computer Networking](#),

[Criminal Justice](#), BA, BS

Education:

- [Early Childhood Education](#), AA, BSE
- [Elementary Education](#), AA, BSE
- [Middle School](#), BSE:
  - [Language Arts](#)
  - [Mathematics](#)
  - [Science](#)
  - [Social Science](#)
- [Music Education](#)
- [Secondary Certification](#), BA or BS: [Business and Math](#)
- [Special Education Mild-Moderate Disabilities K-12 \(EDU\)](#), BSE

[Health Science](#), BSHS

[Interdisciplinary Studies](#), AA, AS, BA, BS

[Management](#), BASM

[Mathematics](#), BA, BS

[Nursing](#), BSN

[Psychology](#), AA, BA, BS

[Sociology](#), BA, BS

[Sports Management](#), BS

Accounting

Applied Behavior Analysis

Applied Law Enforcement

Biology

Business

Chemistry

Child Development

Computer Science

Criminal Justice

Economics

Education

Graphic Design

History

Interdisciplinary Studies

Marketing

Mathematics

Philosophy

Political Science

Psychology

Religion

Science and Earth Science

Social Science

Sociology

Spanish

Sports Management

Theatre Arts

The BAcc, BA, BASM, BME, BS, BSN, BGS, BM, and BSE degrees require a minimum of 124 hours of credit. The AA and the AS degrees require 62 hours of credit.

### Requirements for a 2nd Bachelor's Degree

1. **Students with a CMU Degree.** To be eligible for a second bachelor's degree, a student must complete at least 26 hours in addition to those counted for first degree. These hours must be earned in courses approved by the Dean of the University, must be taken at Central Methodist University, and must satisfy all the specific course requirements for the second degree.
2. **Students with a Bachelor's Degree from another institution.** To be eligible for a second bachelor's degree, a student must satisfy all the specific course and degree requirements for the second degree.

### Cumulative GPA

In the work offered as a basis for graduation, a student must have attained a "C" average (2.00 on a 4.00 scale) for all courses and for all courses taken in residence. The BSE, the BME, and Missouri teacher certification require a minimum 2.75 cumulative and cumulative residential grade point average, 3.0 GPA in the content area, and a 3.0 over-all GPA in the professional education sequence, and no grade lower than a "C" in the professional education sequence. Additional grade point and other standards are stated for individual programs.

### Upper-Level (Junior and Senior) Courses

Courses numbered 100-299 are designed primarily for Freshmen and Sophomores. Courses numbered 300-499 are for Juniors and Seniors; Freshmen should not enroll in these courses.

For bachelor's degrees, at least 36 hours must be in 300-level courses or higher. These are offered primarily for Juniors and Seniors and generally require advanced knowledge. At least 15 hours at the 300-400 level must be in the major field. These may be counted in the 36 upper college hours. Courses taken at the lower divisional level from either a two year or four year institution may meet content requirements to enroll for an upper-division course, but do not count as upper-division credit toward the required 36 hours of 300-level coursework.

### Academic Majors and Minors

All students must have a major field of study and a secondary field of study (either a second major, a minor, or the alternative to the minor). Requirements for the major and minor in each academic field are described in this catalog on each discipline's pages; academic disciplines are listed alphabetically.

#### Academic Majors.

Central Methodist University believes that every person with a college education should have one or more areas of both in-depth and extensive knowledge. The academic major insures that all graduates have one or more widely recognized fields of study in which they can function at a sophisticated, advanced level. Students choose a degree program, and within it they choose an academic major. Within the major field, students again have both some freedom of course selection as well as a structure of requirements to fulfill.

All BA and BS degrees require the completion of one of the following: (a) a major and a minor, (b) a double major, or (c) a major and at least 17 hours outside of the department of their major and in addition to the General Education Common Core requirements.

For the BA and BS degrees, majors require at least 27 hours, and they may not require more than 40 hours in the discipline named as the major. Students may, however, elect courses beyond the 40 hours required in the major field. All undergraduate degrees other than the BA and BS require a major with at least 27 hours, but the major is not limited to 40 hours.

If selecting a double major, students must complete degree plans for both programs and must complete all requirements for each major. At least 27 hours of coursework in each major must be distinct from the other major. That is, at least 27 semester hours in each major cannot be counted in the courses which satisfy the other major.

#### Academic Minors.

Degree programs must include a significant secondary field of study (at least 17 hours) or a set of corollary courses (at least 17 hours) in addition to the major and the General Education Common Core program. To fulfill this requirement, students have the following options:

1. Select a second major (see "double major" above).
2. Select an academic minor from a number of fields on the basis of further support for the major or personal interest. Minors require at least 17 hours. Students must submit at least 44 distinct semester hours in the major and minor combined.

3. Select an alternative to the minor—a set of courses (at least 17 hours from outside their major department and in addition to the General Education Common Core requirements) that would enhance their educational experience.

Students should select one of these options in consultation with their advisors. Some degree programs provide an alternative to the minor in assuring a secondary field or fields of significant study.

### **Electives - As Provided By Each Degree Program**

As a part of every college education, students should explore areas of interest beyond what is required of them. These interests, formally pursued in college courses, may form the basis for continued learning throughout life. Formal college education should support and encourage such continued, informal learning.

### **Limitations**

A maximum of 14 hours in any combination of applied Music courses which have been approved by the faculty may be applied toward the BA degree. No more than four (4) activity courses in Physical Education may be applied toward any degree.

### **Residence**

Candidates for a baccalaureate degree must complete at least 30 of the last 36 hours of credit in residence at Central Methodist University. Exceptions to this residence requirement may be made in the case of military veterans whose programs of study have been approved by the Dean of the University. For extraordinary circumstances, students may petition the Faculty Committee on Academic Standards and Admissions. A candidate for the associate degree must earn the last 24 hours of credit in residence at Central Methodist University. Students enrolled in Cooperative Programs are not required to meet the residence rule.

### **Assessment**

Central Methodist University is committed to providing quality education and to assuring that students gain the knowledge and skills necessary to be successful after they graduate. In order to assure the continuing improvement of its educational programs, the College of Liberal Arts and Sciences has a "Program to Assess Student Academic Achievement." All students and faculty are involved in this program through various tests, class assignments, surveys, etc. conducted throughout the undergraduate program. This program seeks to measure student learning in general education and the major fields of study. The results of this ongoing study of student learning are used for continuing improvement of the curriculum and instruction.

### **English Usage**

Each student must demonstrate proficiency in written and spoken English before receiving a degree. This may be accomplished by receiving a passing grade in either EN305 or EN306. Those who have successfully completed six hours in composition before entering CMU will receive credit for EN110/EN111 and must still take and pass EN305 or EN306. For spoken English, students must either successfully complete a proficiency examination, or CT101 (Public Speaking) or transfer in an equivalent course.



The Values Statement, Mission Statement, and Educational Goals of Central Methodist University are statements and pledges about the character of the College of Graduate and Extended Studies and the education it seeks to provide to all students. As these pledges make clear, the University understands education to be concerned with the formation of the self, not merely with providing information to an individual who is unchanged by it. Liberal education is formative as well as informative. At their best, both liberal arts education and education for professional preparation provide the intellectual knowledge, skills, and disciplines from which the student constructs his or her unique character as well as prepares for a career and for life.

The educational program described in the following pages is intended to fulfill the mission of the College of Graduate and Extended Studies by providing a curriculum that enables students to reach the Educational Goals of the College of Graduate and Extended Studies through acquiring the habits of mind, habits of heart, and habits of action that embody the good. The development of such habits requires both knowledge and mental discipline in many fields of study. Habits of mind should move beyond knowledge toward wisdom. And wisdom requires an understanding that decisions and actions should be based on both knowledge and the will to do the good. Our curriculum is designed to help students make responsible life choices with deep concern for the common good.

### General Education Competencies and Requirements: Additional Information

1. All baccalaureate degrees will be required to have the same 31.5-32-hour Common Core competencies and requirements.
2. Courses in the major will not count in the Common Core.
3. Each course taught as part of General Education will meet the General Education competencies. Competencies met by each course will be listed on the course syllabus.
4. The core competencies are for the Common Core.
5. Assessment of additional General Education requirements may be a part of the major or professional program assessment.
6. Courses under the section "Understanding Human Nature and Exploring the Nature of the Universe" have specific competencies, but these courses should continue to emphasize information fluency and oral and written communications as part of the course. Where appropriate, these courses should also emphasize math literacy and wellness.

**General Education Transfer Policies:** Transfer credit will be accepted for courses generally equivalent to those in the General Education program. Depending on hours transferred, students may be able to have some general education requirements waived. See the chart below.

	Take CMU101 & CMU102?	Take PE111?	Take CMU201?
0-29 transfer hours without one full-time semester of study on a university campus	Yes	Yes	Yes
0-29 transfer hours with one full-time semester of study on a university campus	No	Yes	Yes
30-59 transfer hours	No	No	Yes
# 60 transfer hours	No	No	No

All baccalaureate degrees will be required to satisfy the same Common Core competencies and requirements. Also, courses in the major will not count in the Common Core.

Degree	Common Core	Additional Gen. Ed. Requirements	Notes	Total hours-General Education
AA	29.5-33	15-16		44.5-49
AS	28.5-29			28.5-29
BA	31.5-32	21-22		52.5-56
BAcc	31.5-32	12	Students applying to graduate school or for certification usually have 130 to 150 hours at graduation, including 6-15 additional hours of General Education.	43.5-44
BASM	31.5-32	21-22		53.5-56
BGS	31.5-32	19-20		50.5-52
BME	31.5-32	11		42.5-43
BS	31.5-32	21-22		52.5-56
BSAT	31.5-32	19-20		50.5-52
BSE	31.5-32	18	Students in BSE-Elementary will continue in the core subjects they will teach (e.g. Mathematics, Geography)	49.5-50
BSN	31.5-32	29		60.5-61

## General Education Competencies (Rev. 12/2013)

The following competencies are for the Common Core.

Which courses satisfy these competencies?

**I. Foundations:** Students will develop skills to help them achieve academic and professional excellence and a foundation for lifelong learning.

### Information Fluency

1. Students will find existing sources of information on a topic using print and electronic resources.
2. Students will evaluate the accuracy and validity of information presented in a wide variety of media.
3. Students will cite sources in a standardized format and in accordance with CMU's Academic Conduct Policy.

### Oral and Written Communication

4. Students will write a logically developed, organized document or presentation using standard grammar, usage, mechanics, and spelling.
5. Both orally and in writing students will articulate ideas clearly and logically for varied audiences and purposes.

**Math Literacy**

- 6-7. Students will demonstrate mathematical reasoning by applying appropriate methods and procedures.

**Wellness**

8. Students will demonstrate behaviors consistent with lifelong wellness.

**II. Understanding Human Nature:** Students will develop their understanding of human nature in order to assess issues and solve problems from a variety of perspectives and in order to develop as socially responsible leaders.

**Valuing**

- 9-11. Students will understand the constituent parts of religious traditions, will be able to compare diverse religious traditions, and will be able to articulate the place of humanity and themselves in relation to religion traditions.

**Social Sciences**

12. Students will understand historical and cultural changes and human behavior in their social contexts.
13. Students will use the different social science methods to evaluate contemporary problems.
14. Students will understand the constitutions of the United States and of the State of Missouri.
15. Students will demonstrate the ability to think critically about social institutions and problems.

**Humanities**

16. Students will understand the historical, cultural, and social contexts of the humanities.
17. Students will articulate a critical response to works in the humanities.

**Understanding Leadership**

18. Students will understand leadership through the examination of case studies.

**III. Exploring the Nature of the Universe\*:** Students will explore the nature of the universe in a variety of dimensions and will develop their values and beliefs.

**Life and Physical Sciences**

19. Students will use the scientific method to develop and test hypotheses.
20. Students will evaluate scientific evidence and argument.
21. Students will recognize concepts of the principles, organization, and evolution of natural systems.
22. Students will understand how human choices affect the earth and living systems.

\* Courses under the section "Understanding Human Nature and Exploring the Nature of the Universe" have specific competencies, but these courses should continue to emphasize information fluency and oral and written communications as part of the course. Where appropriate, these courses should also emphasize math literacy and wellness.

## General Education Common Core (All Degrees)

Common Core	Hours	Which Courses Satisfy Competencies? *
<b>FOUNDATIONS</b>	<b>14.5-15 HOURS SUB-TOTAL</b>	
<b>Competency:</b> Students will develop skills to help them achieve academic and professional excellence and a foundation for lifelong learning. See <a href="#">General Education Competencies</a> for more information.		
CMU101/102	1.5-2 hours	CMU101/102
Wellness	1 hour	PE111 Wellness (Army Physical Training fulfills this requirement.)
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)	EN110 College Composition I / EN111 College Composition II (required of students whose ACT English subscore is < 20)  OR EN120 College Comp I/II
Oral Communications	3 hours	CT101 Public Speaking
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)	<ul style="list-style-type: none"> <li>• MA101 Algebra for College Students I / MA102 Algebra for College Students II (required of students whose ACT Math subscore is &lt; 20)</li> <li>• MA103 College Algebra</li> <li>• MA105 Elementary Statistics</li> <li>• MA118 Calculus and Analytic Geometry I</li> <li>• MA224 Mathematics for Elementary and Middle Grade Teachers (Only Early Childhood Education majors may count MA224 in the Common Core.)</li> <li>• PL101 Logic—ONLY for Bachelor of General Studies (BGS)</li> </ul>
Advanced Writing	3 hours	<ul style="list-style-type: none"> <li>• EN305 Expository Writing</li> <li>• EN306 Technical Writing</li> </ul>
<b>UNDERSTANDING HUMAN NATURE</b>	<b>13 HOURS SUB-TOTAL</b>	<b>13 hours sub-total</b>
<b>Competency:</b> Students will develop their understanding of human nature in order to assess issues and solve problems from a variety of perspectives and in order to develop as socially responsible leaders. See <a href="#">General Education Competencies</a> for more information.		
Religion	3 hours	RL122 Religion / Human Adventure
Social Science with Constitution	3 hours	<ul style="list-style-type: none"> <li>• HI117 Development of the United States I</li> <li>• HI118 Development of the United States II</li> <li>• PS101 Intro American Govt.</li> </ul>
Leadership	1 hour	CMU201 Intro to Leadership (ROTC students may substitute MSL220 & MSL222.)

Literature	3 hours	EN222 Intro to Literature
Valuing OR Social Science (specified courses with prefix CJ, EC, HI, PL, PS, PY, or SO)	3 hours	VALUING • PL105 Intro Philosophy
<b>SOCIAL SCIENCE</b>		
<ul style="list-style-type: none"> <li>• CJ100 Intro Criminal Justice</li> <li>• EC122 Economics for Educators</li> <li>• EC201 Macroeconomics</li> <li>• EC202 Microeconomics</li> <li>• HI101 World History I</li> <li>• HI102 World History II</li> <li>• HI117 Dev. of the U.S. I</li> <li>• HI118 Dev. of the U.S. II</li> <li>• PS101 Intro American Govt.</li> <li>• PY101 Intro Psychology</li> <li>• SO101 Intro Sociology</li> <li>• SO102 Social Problems</li> <li>• SO150 Intro Anthropology</li> </ul>		
<b>Exploring the Nature of the Universe</b>		<b>4 hours sub-total</b>
<b>Competency:</b> Students will explore the nature of the universe in a variety of dimensions and will develop their values and beliefs. See <a href="#">General Education Competencies</a> for more information.		
Science with Lab: May count specified courses with the AS, BI, CH, ES, GL, and PH prefixes. May count SC101 but no other SC courses.	4 hours	<ul style="list-style-type: none"> <li>• AS101 Descriptive Astronomy</li> <li>• AS102 Descriptive Astronomy: Beyond the Solar System</li> <li>• BI101 General Biology</li> <li>• BI102 General Biology</li> <li>• BI105 Intro Environmental Science</li> <li>• BI106 Human Biology</li> <li>• BI108 Biodiversity</li> <li>• CH111 Gen. Chemistry</li> <li>• CH114 General Chemistry with Qualitative Analysis</li> <li>• GL105 Exploring Geology</li> <li>• PH111 Gen. Physics</li> <li>• PH112 Gen. Physics II</li> <li>• PH205 Calculus Physics</li> <li>• SC101 Conceptual Physical Science</li> </ul>
<b>Total Common Core Hours</b>	<b>31.5-32 hours</b>	

**General Education Transfer Policies:** Transfer credit will be accepted for courses generally equivalent to those in the General Education program. Depending on hours transferred, students may be able to have some general education requirements waived. See the chart below.

	<b>Take CMU101 &amp; CMU102?</b>	<b>Take PE111?</b>	<b>Take CMU201?</b>
0-29 transfer hours without one full-time semester of study on a university campus	Yes	Yes	Yes

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0-29 transfer hours with one full-time semester of study on a university campus	No	Yes	Yes
30-59 transfer hours	No	No	Yes
# 60 transfer hours	No	No	No

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\*To be listed as satisfying any General Education competency, faculty teaching or administering a course must apply for such listing through the faculty's Committee on Academic Affairs, which, in consultation with the Committee on Assessment, will endorse or not endorse such listing. If endorsed, the proposal then goes to the full faculty for approval.

The second level of General Education Requirements (known as "Tier Two") differs from one degree program to the next. Before selecting any courses for Tier Two requirements, determine whether a degree program specifies what must be taken. If given a choice of courses to satisfy a Tier Two requirement, consult the following section. Students may not double-apply Common Core courses elsewhere; students may double-apply courses in Tier Two to the major or the minor.

### Fine Arts Courses

Fine Arts courses include survey courses, which examine the monuments and major figures of a visual or performing art, examine the social and cultural contexts and influences on this visual or performing art, and provide sufficient study of and exposure to the visual or performing art to enable the student to begin to comprehend the aesthetic and to offer an informed response to the aesthetic. Fine Arts requirements also can be satisfied by studio art courses that include instruction in history and theory.

CMU's faculty designated these as "Fine Arts" courses:

- AR116 Basic Photography (3)
- AR121 Basics of Design (3)
- AR130 Studio Art (3)
- AR186 Art History I (3)
- AR188 Art History II (3)
- EN212 Introduction to Cinema (3)
- MU145 History of Jazz (3)
- MU188 Music Appreciation (3)
- MU201 Opera Literature on Video (3)
- TA103 Basic Principles of Theatre (3)
- TA111 Acting I (3)
- TA113 Script Analysis (3)
- TA211 Acting II (3)
- TA245 Oral Interpretation (3)
- TA250 Stage Makeup (3)
- TA384 Theatre History I (3)
- TA386 Theatre History II (3)

### Foreign Language Requirement

The BA degree requires six to eight hours of a single foreign language. Students whose native language is other than English who seek a degree requiring foreign language have the following options: (1) fulfill the foreign language degree requirement stated by the degree, (2) take six hours of 300-level literature in their native language if that language is offered at CMU, (3) take six hours in oral and written communications in addition to EN110/111 or EN 120, EN305 or 306, and CT 101.

### Humanities Requirements

Some degree programs designate which course(s) a student must take to fulfill the Humanities courses for Tier Two of the General Education curriculum. If no such designation exists, students may not count courses taken as part of the Common Core but instead must select courses from the following:

- **ENGLISH (EN):** EN212 (or satisfies "Fine Arts" requirement), EN216, EN224, EN234, EN312, EN323, EN324, EN329, EN331, EN335, EN340, EN342, EN347, and EN348. EN190/ 290/390/490 satisfy Tier Two requirements unless otherwise indicated. EN160/260/360/460 do not satisfy Tier Two requirements.
- **PHILOSOPHY (PL):** PL105, PL225 (cross-listed with RL225), PL311, PL303, PL304, PL306, PL310, and PL314 (cross-listed with RL314). PL190, 290, and 390 satisfy Tier Two requirements unless otherwise indicated. PL 160/260/360/460 do not satisfy Tier Two requirements.
- **RELIGION (RL):** RL201, RL202, RL203, RL225 (cross-listed with PL225), RL301, RL302, RL303, RL310, RL314 (cross-listed with PL314), RL331, RL332, RL333, and RL336. Unless otherwise indicated, RL190/290/390/490 satisfy Tier Two requirements. RL160/260/360/460 do not satisfy Tier Two requirements.
- **SPANISH (SP):** SP203 and SP204. Unless otherwise indicated, SP190/290 satisfy Tier Two requirements. SP160/260 do not satisfy Tier Two requirements.
- **THEATRE (TA):** TA388

### Mathematics Requirements

To fulfill Mathematics requirements, students must take courses with the MA (Mathematics) prefix.

### **Analytical Skills Requirements**

Some degree programs designate which course(s) a student must take to fulfill Analytical Skills courses for Tier Two of the General Education curriculum. Unless otherwise designated, students pursuing a Bachelor of Science degree must select from these courses:

- BU225 Computer Applications in Business
- PL101 Introduction to Logic
- a course in Research Methods (CJ/HL/PS/PY/SO 331 and PS/PY/SO 334 have been designated for students majoring in the Social Sciences.)
- a Math above MA103
- an Applied Computer Skills course

Students may not apply any SC160/260/360/460 courses for the Analytical Skills requirement. Students may not count courses taken as part of the Common Core.

### **Science Requirements**

Some degree programs designate which course(s) students must take to fulfill Science requirements in Tier Two of the General Education curriculum. If no such designation exists, students must take courses with the AS (Astronomy), BI (Biology), CH (Chemistry), ES (Environmental Science), GL (Geology), or PH (Physics) prefix or SC101 and SC103 (but no other SC courses unless specified)—excluding courses numbered 160/260/360/460. Students must have met all prerequisites for these courses. Students may not count courses taken as part of the Common Core.

### **Social Sciences Requirements**

Some degree programs designate which course(s) students must take to fulfill Social Sciences requirements in Tier Two of the General Education curriculum. If no such designation exists, students must take courses with the CJ (Criminal Justice), CT (Communication), EC (Economics), HI (History), PS (Political Science), PY (Psychology), or SO (Sociology) prefix—excluding any Social Science 190/290/390/490, 160/260/360/460, and 268/368/468. Students may not count courses taken as part of the Common Core.



**Special Problems Courses.** 1-5 semester hours. Offered by most departments and numbered 260, 360, or 460 depending on the level of study expected, Special Problems courses consist of a program of independent study or research on a topic of special interest to an individual student. Each course is designed to study topics either not covered or treated only briefly in other courses in the curriculum. A written course proposal or abstract adequately describing the project must be prepared by the student and approved by the supervising instructor, the regional site coordinator, and the academic advisor, prior to the regular period for registration. Special Problems may be repeated for credit. Prerequisite: Written approval by those named above.

**Special Topics Courses.** 1-5 Hours. Offered by most departments and numbered 190, 290, 390, or 490 depending on the level of study expected, Special Topics courses will be offered from time to time on topics of importance in the discipline, which are not covered, or treated only briefly, in other courses in the curriculum. It may cover topics of special interest to an instructor and a particular group of students, or it may be an experimental course being considered for addition to the curriculum. Special Topics may be repeated for credit for different topics. (After two course offerings on the same topic, departments will request that the course be added to the curriculum.) Prerequisites: Those specified by the instructor in the course schedule.

**Internships and Field Experiences** are available in most departments with varying hours of credit depending on the design of the learning experience. They are all numbered as either 268, 368, or 468. Each internship is individually arranged by the student, a supervising instructor who assigns the final grade, and a supervisor/instructor on the site of the internship experience. Students complete a separate registration form describing the learning experience. This form must be signed and approved by the student, supervising instructor, regional site coordinator, and Dean of the University prior to registration for the Internship course.

NOTE: No current CMU student shall supervise another CMU student as part of any CMU course. This specifically includes all practicum, internship, and student-teaching experiences or related courses. Students should consult the appropriate advisor if they have any questions regarding their assignment for the aforementioned experiences.

### Study Abroad

Students wishing to study abroad for credit should consult Dr. Barb Anderson, Associate Dean, for assistance in selecting a program. Generally, students should begin planning study abroad at least one year prior to leaving the country for studies. Before studying abroad, students must consult with Dr. Anderson and with the Office of the Registrar to determine whether the students' planned courses will transfer to CMU for credit.

Central Methodist University delivers course content using different methods, thereby offering students a variety of learning environments.

### Delivery Definitions

The following definitions of educational delivery methods are based on the Sloan Consortium's (2010) course classification system. For the purposes of these definitions, synchronous is defined as class instruction and student learning occurring at the same time (for example, in the classroom from 9-9:50 a.m. on Mondays, Wednesdays, and Fridays); asynchronous is defined as class instruction and student learning occurring at different times (viewing a recorded lecture for the first time three days after it is conducted, for example). Please note that these definitions pertain to the delivery method and not to course content.

- **Traditional course:** 0% of course content delivered online. No online technology is used. Course content is delivered in the classroom. Instructor and student interactions occur face-to-face in the classroom.
- **Web-Facilitated course:** 1-29% of course content delivered online. Web-based technology is used to enhance a face-to-face course. Course materials (handouts, assignments, lecture notes, syllabi) are stored and available to students online in the Learning Management System. Instructor and student interactions occur face-to-face in the classroom.
- **Hybrid/Blended course:** 30-79% of course content delivered online. Instructor and student interactions occur both in the classroom and online. The number of classroom meetings is reduced to a minimum of two meetings for an eight-week course and a minimum of four meetings for a sixteen-week course. All classroom meetings are synchronous.
- **Online course:** 80+% of course content is delivered online. Instructor and student interactions occur online through: discussion, chat, web conferencing, and other activities. Asynchronous class meetings may be conducted using Elluminate; however, there is no requirement for a minimum number of meetings. Students are able to interact with one another and the instructor through the online Learning Management System.

**NOTE:** Online courses are offered through the College of Graduate and Extended Studies. Fayette (CLAS) students who wish to enroll in an online course must obtain the permission of his or her academic advisor and of the Academic Dean. Students should contact their academic advisors for further details. In most cases, CGES undergraduate tuition applies for any CGES undergraduate courses (see current CGES catalog for undergraduate tuition per credit hour). The Dean might waive CGES tuition if a required CLAS course is unavailable on ground in Fayette, if a CGES course alleviates an unavoidable CLAS schedule conflict, and/or if a CGES course is needed for timely graduation. For CLAS Special Education majors, CGES courses are counted in load (as part of the CLAS tuition) since Special Education courses are available only online for both colleges. If the student's Fayette (on-ground CLAS) hours do not total more than 12 hours and if the Academic Dean does not waive a student's CGES tuition for the online course(s), the student will be considered a part-time Fayette (CLAS) student, which will affect the student's financial assistance and athletic/performance eligibility.

Central Methodist University offers two post-baccalaureate, non-degree programs:

- MORENET provides teacher education workshops designed to increase the technology competency of the K-12 classroom teacher. These workshops range from 2-7 hours in length.
- The Temporary Authorization Certification (TAC) program assists prospective teachers who have a baccalaureate degree from an accredited college or university in acquiring the Temporary Authorization Certification, which can lead to Missouri's Initial Professional Certificate.

Post-Baccalaureate Tuition & Fees	Per Credit Hour
Note: Some fees are based on vendor quotes and are subject to change.	
MORENET courses (for graduate credit)	\$75.00
Student Services Fee (per credit hour)	\$10.00
Transcript (Requests to Registrar can be submitted online or in person and must be signed)	\$7.25 per release
<ul style="list-style-type: none"> <li>• FAX</li> <li>• Priority Mail</li> <li>• Priority service</li> </ul>	<ul style="list-style-type: none"> <li>• \$7.50</li> <li>• Add \$20.00</li> <li>• Add \$15.00</li> </ul>
Returned Check	\$30.00

MORENET provides teacher education workshops designed to increase the technology competency of the K-12 classroom teacher. These workshops range from 2-7 hours in length.

Graduate students desire to increase their knowledge and application of technology in the classroom. These workshops from MORENET will provide this opportunity and allow the provision of graduate credit.

Policy Governing Earning of Graduate Credit for MORENET Workshops:

1. Students may earn one (1) graduate credit hour for every one (1) day of workshop programming completed through MORENET.
2. Students may combine two ½ day workshops for one (1) graduate credit.
3. Students must apply to CMU for the graduate credit. Applications are available by mail, fax, or online.
4. Payment and applications may be made by check, cash, or credit card. (Do not send cash by mail.)
5. Send completed information to:  
Lea Tindall  
  
Administrative Assistant, Graduate Program College of Graduate and Extended Studies  
411 CMU Square  
Fayette MO 65248  
Fax: 660-248-6392
6. Students must submit a completed application, an undergraduate transcript indicating receipt of the baccalaureate degree, and a \$75 per credit hour graduate fee plus a \$10 per credit hour service fee.
7. Students must submit a two page reflective summary of the workshop content for each credit earned. Include in the summary
  - a. title of course(s)
  - b. summary of content
  - c. ways in which the participant intends to use the information to improve classroom teaching
8. Students are enrolled in ED790 and receive a grade of pass or fail.
9. Further information may be obtained from the Director of Graduate Studies at CMU.

CMU program information, contact information, and an application can be found on the [TAC webpage](#).

The Temporary Authorization Certification (TAC) program at CMU assists prospective teachers who have a baccalaureate degree from an accredited college or university in acquiring the Temporary Authorization Certificate from the Missouri Department of Elementary and Secondary Education (DESE), which can lead to Missouri's Initial Professional Certificate. Prospective teachers must have a GPA of 2.5 (or greater) and a teaching contract with a Missouri school district prior to entry into the TAC program.

After admission process is complete, a Plan of Study will be developed which will include the necessary class work. The required courses are designed to meet the Department of Elementary and Secondary Education's required competency areas for alternative certification. Full and complete explanations of the Temporary Authorization Certificate can be [found on DESE's website](#)\_blank.

## General Certification (21 hours)

- ED513 Classroom Assessment (3)
- ED516 Exceptional & Diverse Learners (3)
- ED533 Classroom & Behavior Management (3)
- ED561 Instructional Strategies (3)
- ED564 Beginning Teacher Assistance (3)
- ED572 Teaching Reading in the Content Area (3)
- PY523 Human Growth & Development (3)

## Special Education Certification (32 hours)

- ED516 Exceptional & Diverse Learners (3)
- ED518 Reading Assessment and Instruction (3)
- ED533 Classroom & Behavior Management (3)
- ED551 Methods and Materials in Mathematics Education (3)
- SE203 Introduction to Special Education—Mild-Moderate Disabilities K-12 (3)
- SE213 Curriculum Methods Mild-Moderate Elementary (3)
- SE301 Curriculum Methods Mild-Moderate Secondary (3)
- SE313 Counseling in Special Education (2)
- SE321 Diagnostic & Prescriptive Procedures (3)
- SE340 Mathematics Instruction for Special Needs Students (2)
- SE341 Literacy Instruction for Special Needs Students (2)

**ED513 Classroom Assessment.** 3 hours. Classroom observation, interpretation, and research are the focus of this course. Students will be expected to practice and implement various techniques discussed in class as well as prepare documentation for explorations undertaken.

**ED516 Exceptional and Diverse Learners.** 3 hours. Basic concepts of multicultural education, with an emphasis on students from diverse cultural and ethnic backgrounds, as well the gifted and special needs student. Instruction includes a review of instructional strategies for the diverse classroom, a personal examination of one's bias and stereotypes, and the role of personal professional responsibility within a global society. Also addressed are the Missouri Standards for Teacher Education Programs and provisions of the No Child Left Behind Act.

**ED518 Reading Assessment and Instruction.** 3 hours. This course focuses on the study of formal and informal assessment as it relates to individual needs. Developing instructional plans with an emphasis on personalized reading strategies and continuous evaluation is included. Prerequisites: Coursework in Reading Foundations and Assessment preferred.

**ED533 Classroom and Behavior Management.** 3 hours. Organization, procedures, and management of the classroom including approaches to disciplinary problems.

**ED551 Methods and Materials in Mathematics Education.** 3 hours. Students examine and create materials, which are useful in teaching mathematics. Effective teaching techniques such as learning-by-doing are demonstrated and the educational theories and research literature which support these techniques will be discussed. Meets MEd Standard 2.

**ED561 Instructional Strategies.** 3 hours. Designed to assist the student in recognizing person instructional strategies and selecting strategies appropriate to the student population. Various instructional strategies are explored.

**ED564 Beginning Teacher Assistance.** 3 hours. Designed to assist the beginning teacher through the first year of teaching. Assistance is provided in building and maintaining certification and/or school district professional development requirements. Students must enroll in at least three (3) credit hours of the combined courses. (Temporary Authorization Certificate students only)

**ED572 Teaching Reading in the Content Area.** 3 hours. This course provides a study of teaching and learning situations in the elementary and secondary schools with the application of reading and writing strategies in various content areas and specialties, including core contents, electives, and library sciences. Learners extend their content area reading as they engage in the language arts practice of reading, writing, speaking, and listening.

**PY523 Human Growth and Development.** 3 hours. This course explores the biological, psychological, and sociological factors that impact the individual throughout the human life span—from birth to death.

**SE203 Introduction to Special Education-MMD K-12.** 3 hours. This course is an introduction to the profession of special education. The course explores the history, theoretical foundations, and practices related to the social, emotion, health, and learning characteristics of the individuals with mild-moderate disabilities. The course includes an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of school-age individuals with mild-moderate disabilities and the implications these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are introduced.

**SE213 Curriculum Methods-MMD Elementary.** 3 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of elementary-age individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for elementary-age students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials.

**SE301 Curriculum Methods-MMD Secondary.** 3 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of secondary-age individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for secondary-age students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials.

**SE 313 Counseling in Special Education.** 2 hours. This course presents approaches to working with school students, both with and without disabilities, in the home, school, and community environment. Students will focus on understanding, developing, and

implementing approaches to interact with school students. Students will explore theories and practical methods to enhance positive relationships with families of school-aged children.

**SE321 Diagnostic & Prescriptive Procedures.** 3 hours. This course is an introduction to principles and practices in evaluation procedures in education and special education (preschool through adolescence). Students are also introduced to securing case histories and test administration and interpretation in basic development and skill areas.

**SE341 Literacy Instruction for Special Needs Students.** 2 hours. This course builds upon the foundation provided by the previous reading and literacy coursework included in the elementary certification program. Students will learn how to adapt literacy instruction for the needs of individual students, small groups, and/or classroom settings.

[Accounting](#) -  
major, minor, associates

[Applied Behavior Analysis](#) -  
major, minor

[Art](#)

[Astronomy](#)

[Biology](#) -  
major, minor

[Business](#) -  
major, minor, associates

[Chemistry](#) -  
major, minor

[Child Development](#) -  
major, minor, associates

[CMU-Prefix](#)

[Communication](#)

[Computer Networking](#) -  
major

[Computer Science](#) -  
major, minor, associates

[Criminal Justice](#) -  
major, minor

[Economics](#) -  
minor

[Education](#) -  
major, minor, associates

[English](#)

[General Studies](#) -  
major

[Geology](#)

[German](#)

[Graphic Design](#) -  
minor

[Health Science](#) -  
major

[History](#) -  
major, minor

[Interdisciplinary Studies](#) -  
major, minor, associates

[Marketing](#) -  
minor

[Mathematics](#) -



major, minor, associates

[Music Education](#) -

major

[Nursing \(RN to BSN\)](#) -

major

[Nursing](#) -

accelerated program

[Philosophy](#) -

minor

[Physics](#)

[Political Science](#) -

minor

[Psychology](#) -

major, minor, associates

[Public Administration](#) - major

[Religion](#) -

minor

[Science and Earth Science](#) -

minor

[Sociology](#) -

major, minor

[Spanish](#) -

minor

[Special Education: Mild-Moderate Disabilities](#) -

major

[Sports Management](#) -

major

[Theatre Arts](#) -

minor

The Division of Accounting, Business, and Economics offers an Accounting program that is consistent with the mission statement of Central Methodist University by providing professional preparation in Accounting and Business and by promoting lifelong learning and social responsibility. Within the program, students develop technical, interpersonal, and communication skills.

A Business approach to Accounting is used at CMU to emphasize the way businesses operate. Students are better prepared to enter not only accounting but also related fields. Accounting information is useful in such diverse areas as financial planning, health care, communications, law, engineering, forensics, actuarial science, and the fine arts. The degree in Accounting will prepare the student for graduate school in a number of disciplines.

Certifications which students may be able to pursue after an approved course of study would include Certified Public Accountant (CPA), Certified Managerial Accountant (CMA), Certified Internal Auditor (CIA), Certified Fraud Examiner (CFE), Certified Financial Planner (CFP), and Actuary.

Requirements for these certifications will vary. For detailed information on certification requirements, contact the sponsoring organizations and the Division.

Common Core (28.5-29 Hours): [see approved common core](#)

<b>Foundations</b>	11.5-12 hours
CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)
<b>Understanding Human Nature</b>	13 hours
Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science: EC201 Macroeconomics (3) OR EC202 Microeconomics (3)	3 hours
<b>Exploring the Nature of the Universe</b>	4 hours
Science with Lab	4 hours
<b>#Concentration in Accounting (18 Hours)</b>	
AC201 Principles of Accounting I (3)	Electives:
AC202 Principles of Accounting II (3)	Selected from Accounting (9)
	Selected from Business and Economics (3)
<b>#Electives (To Complete Min. 62 Hours)</b>	

**Common Core:** [see common core requirements](#)

Required Course from General Education: EC201 Macroeconomics (3) OR EC202 Microeconomics (3)

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**#Tier Two: Additional General Education Requirements (12 Hours)**

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Statistics	3 hours
Applied Computer Skills: BU225 Computer Applications in Business (3)	3 hours
Ethics: PL306 Ethics and the Professions (3)	3 hours
Economics: EC201 Macroeconomics OR EC202 Microeconomics, whichever not taken in Common Core.	3 hours

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**#Professional program in Accounting (54 Hours):**

A minimum grade of "C" is required in all courses labeled AC.

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AC201	Accounting Principles I (3)	AC430	Auditing (3)
AC202	Accounting Principles II (3)	AC480	Accounting Major Readings (3)
AC301	Intermediate Accounting I (3)	BU341	Business Law Contracts (3)
		BU342	Business Law Commercial (3)
AC305	Intermediate Accounting II (3)	EC3XX	Economics Elective (3)
AC313	Fraud Examination (3)	FB351	Business Finance (3)
AC320	Cost Accounting (3)	MG354	Principles of Management (3)
AC340	Income Tax (3)	MG477	Production Operations Management (3)
AC350	Governmental and NFP Accounting (3)	MK330	Marketing (3)
AC370	Information Systems (3)		

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**#Electives (To Complete Min. 124 Hours)**

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NOTE: Students applying to graduate school or for certification usually have 130 to 150 hours at graduation including 6-15 additional hours of General Education.

**Required courses:**

AC201 Principles of Accounting I (3)

AC202 Principles of Accounting II (3)

**Electives: FOUR from the following (One must be an Accounting course):**

AC301 Intermediate Accounting I (3)

AC313 Fraud Examination (3)

AC320 Cost Accounting (3)

AC340 Income Tax (3)

AC350 Governmental & NFP Accounting (3)

BU341 Business Law Contracts (3)

ET375 Small Business Management (3)

For Business majors, an Accounting minor requires 18 semester hours in Accounting. Nine (9) semester hours counted toward the major may be applied toward the minor.

**AC201 Principles of Accounting I.** 3 hours. Introduction to the business approach to accounting systems with emphasis on a) the role of accounting in starting, establishing, and operating a business, b) the accounting cycle, and c) merchandising operations. Practical applications of math, communication, and skills used in business will be integrated. Prerequisite: MA103 (or ACT Math subscore # 20) OR MA101/102.

**AC202 Principles of Accounting II.** 3 hours. The continued study of business accounting systems with an emphasis on a) partnerships, b) corporations, c) financial statement analyses, and d) managerial accounting. Prerequisite: AC 201, and BU225 or CS121 as prerequisite or co-requisite, or instructor's permission.

**AC260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission. TBA.

**AC268 Internship.** 1-3 hours. Internship under a cooperative arrangement between the division and an agency, institution, or firm. Prerequisite: Division chair's permission. TBA.

**AC301 Intermediate Accounting I.** 3 hours. Advanced study of accounting practices with emphasis on the conceptual framework and principles, the financial statements, their elements and supporting schedules, and the time value of money. Prerequisites: AC201 and AC202.

**AC305 Intermediate Accounting II.** 3 hours. A continuation of the study of accounting practices with emphasis on earnings per share, pensions, leases, income tax, accounting errors and changes, and additional aspects of financial reporting and financial analysis. Prerequisite: AC301.

**AC313 Fraud Examination.** 3 hours. The course will cover all the major methods that employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: AC201, Junior or Senior standing, or permission of the instructor.

**AC320 Cost Accounting.** 3 hours. Considers commonly used cost accounting concepts and methods, along with special problem-solving techniques, to be used by management in controlling current operations, costing products, and services and planning for the future. Application of these procedures via spreadsheets includes manufacturing, merchandising and service organizations. Prerequisites: AC201 and AC202.

**AC340 Income Tax.** 3 hours. Survey of individual federal income tax laws. Topics will include property transactions; business, farm, rent, royalty, and investment income; and employee expenses. Forms 1040EZ, 1040A, and 1040 and the accompanying schedules are considered. Prerequisite: AC201 or instructor's permission.

**AC350 Accounting for Governmental and Not-For-Profit Organizations.** 3 hours. Concepts and techniques of accounting for organizations which are not seeking profits. Topics include the concept of a fund; various types of funds; special problems of municipalities, public schools, universities, hospitals, churches and the federal government. Prerequisites: AC201 and AC202.

**AC360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission. TBA.

**AC368 Internship.** 1-12 hours. Internship under a cooperative arrangement between the division and an agency, institution, or firm. Prerequisites: Division chair's permission; Junior or Senior standing.

**AC370 Information Systems.** 3 hours. Survey of the systems development process and the role of information systems in business with emphasis on accounting information systems. Students will become familiar with the general role, structure, and control of the accounting information system. A specific application software package for a small business is introduced and used. Cross-listed with MG370. Prerequisites: Junior standing, AC201, AC202, BU225, or instructor's permission.

**AC430 Auditing.** 3 hours. Investigative techniques with emphasis on the decision making process. Major areas include the audit environment, theory and concepts, auditing specific cycles and accounts, completing the audit, and reporting the results. Prerequisite: AC301.

**AC432 Auditing II.** 3 hours. Additional in-depth look at auditing processes with a focus on the structure of the audit process, risk assessment, evaluation of evidence, and an emphasis on the comprehensive audit case.

**AC460 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission. **AC468 Senior Internship.** 1-15 hours. Internship under a cooperative arrangement between the division and an agency, institution, or firm. Prerequisites: Division chair's permission, Senior standing.

**AC480 Major Readings in Accounting.** 3 hours. Students will read significant works in Business and Accounting with reflections of those readings including how the topics are currently influencing the industry. Students will be led in discussions regarding current topics in the industry and will complete a thesis paper and oral presentation on a current issue within the student's field. Students will write various forms of communication, including memos and business letters, in response to business-related issues such as harassment, discrimination, violence, and ethical dilemmas. Prerequisite: Junior standing, Accounting major.

**AC490 Special Topics in Accounting.** 1-3 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission. TBA.

Working in conjunction with Crowder College, CMU offers a bachelor of science degree in Applied Behavior Analysis. The curriculum has been designed by Jamie Emery, faculty member at Crowder College, following the guidelines for national accreditation. This program is designed to meet the educational requirements to sit for the national accrediting exam.

## BSBA Requirements for Admission

1. Applicants must meet the admission requirements of the University.
2. Minimum GPA of 2.75 overall; An associate of arts degree in Psychology, Education, Social Work, Occupational Therapy, Speech Language Pathology or closely related field from a regionally accredited institution OR a student may have completed 60 hours, including having met the 42 hour block, and have requisite coursework in Psychology, Education or a closely related field, and may be considered for admission.
3. Students must have completed PY101, General Psychology, ED101 Introduction to Teaching, and ED102 Introduction to Teaching Practicum
4. In addition, students must have completed PSYC210 Child Psychology, PSYC203 Autism Spectrum Disorders, PSYC204 ABA for Educators, PSYC 215 Adolescent Psychology. (These courses must be taken and are available from the partner institution, Crowder College) before formal admission to the program.
5. Official transcripts from all regionally and nationally accredited colleges and universities attended; and
6. Non-native speakers of English must present evidence of proficiency in the English language by scoring a 550 or higher on the paper-based Test of English as a Foreign Language (TOEFL) or 213 or higher on the computer-based TOEFL or 77 or higher on the Internet-based TOEFL.
7. A student may be admitted to the institution as a pre-BSBA degree seeking student until completion of pre-requisite courses is completed.

## BSBA Curriculum Requirements

1. A cumulative 2.5 GPA must be maintained and a grade of "C" or above must be attained in all Applied Behavior Analysis courses.
2. The BSBA program should be completed within five (5) years of enrollment.

## Graduation Requirements

1. Satisfactory completion of the liberal arts and/or general education coursework as well as all courses in the major;
2. Satisfactory completion of at least 124 credit hours;
3. Satisfactory completion of at least 47 credit hours in the area of concentration;
4. Satisfactory completion of at least 15 credit hours of upper-division coursework in the major;
5. Satisfactory completion of at least 36 credit hours of upper-division coursework;
6. Satisfaction of the 30-hour residency requirement;
7. Cumulative GPA of at least 2.75 on coursework earned at CMU;
8. Cumulative GPA of at least 2.75 on all upper-division major coursework;
9. Payment of all tuition and fees; and
10. Recommendation of the faculty.



**Common Core:** See [Common Core requirements](#)

Required Courses from General Education:

- PY101 Introduction to Psychology (3)
- MA105 Elementary Statistics (3)

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

Humanities or Fine Arts: 6 hours

- When choosing a Fine Arts course, see page 49 for guidelines.
- When choosing a Humanities course, see page 50 for guidelines.

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Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): Must include PY223 Developmental Psychology (3). See page 51 for guidelines. 6 hours

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Science: See page 50 for guidelines. 3-4 hours

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Analytical Skills: See page 50 for guidelines. Must include PY331 Research Design and Data Analysis in the Social Sciences (3) and PY334 Applied Quantitative Data Analysis in the Social Sciences (3). 6-8 hours

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**Applied Behavior analysis Major (35 Hours)**

ED375 Autism Spectrum Disorders (3)	BH413 Applied Behavior Analysis III (3)
ED378 Applied Behavior Analysis for Educators (3)	BH415 Verbal Behavior (3)
BH305 Behaviorism and Everyday Life (3)	BH417 Ethics in Applied Behavior Analysis (3)
BH307 Behavior Change Procedures (3)	BH419 Applied Behavior Analysis Methodologies (3)
	PY342 Psychology of the Exceptional Child (2)
	PY480 Senior Thesis (3)
BH409 Applied Behavior Analysis I (3)	
BH411 Applied Behavior Analysis II (3)	

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**Electives (to complete min. 124 hours):** Must include ED101 Introduction to Teaching (2), ED102 Introduction to Teaching Practicum (1), and ED103 Child Development (2).

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Required courses:

- PY223 Developmental Psychology (3) (PY101 or PY210 Prerequisite)
- BH307 Behavior Change Procedures (3)
- BH409 Applied Behavior Analysis I (3)
- BH411 Applied Behavior Analysis II (3)
- BH413 Applied Behavior Analysis III (3)
- BH417 Ethics in Applied Behavior Analysis (3)

The course sequence in the Applied Behavior Analysis minor aligns with the 4th Task List content areas required to become a Board Certified Behavior Analyst and is pending approval by the BCBA.

Students seeking to meet the Eligibility Standards for the BCaBA certifying exam must take the following courses:

- BH307 Behavior Change Procedures (3)
- BH409 Applied Behavior Analysis I (3)
- BH411 Applied Behavior Analysis II (3)
- BH413 Applied Behavior Analysis III (3)
- BH417 Ethics in Applied Behavior Analysis (3)

For more information on the Eligibility Standards, please visit the Behavior Analyst Certification Board website at [www.bacb.com](http://www.bacb.com).

**BH305 Behaviorism and Everyday Life.** 3 hours. This course covers the basic principles in the field of behavior analysis and learned behaviors, as pioneered by B.F. Skinner. Students will be introduced to operant conditioning and will apply behavior analysis principles to situations found in everyday life.

**BH307 Behavior Change Procedures.** 3 hours. This course covers the basic principles of behavior modification and behavior modification procedures. Students will learn to identify and define target behaviors and learn the functional approach to understanding and treating problem behaviors. At the completion of the course, students will have developed and implemented a self-management program to modify one of their own behaviors.

**BH409 Applied Behavior Analysis I.** 3 hours. This course studies the history of applied behavior analysis, ethical concerns, and definitions of features, principles, methods and conceptions of ABA. This course is a prerequisite for successive courses offered in the ABA sequence. Students will learn the principles of positive and negative reinforcement and punishment, stimulus control and motivating operations. An examination of ethical concerns with the use of various procedures will be included.

**BH411 Applied Behavior Analysis II.** 3 hours. This course covers selecting and defining target behaviors and behavior measurement. Students will explore ways to develop new behavior using imitation, modeling, shaping and chaining and ways to decrease behaviors using extinction, differential reinforcement and antecedent interventions. Other topics include functional behavior assessment, verbal behavior, generalization and maintenance of behavior change.

**BH413 Applied Behavior Analysis III.** 3 hours. This course covers behavioral assessment and choosing intervention conclusions and strategies. Topics covered include single subject designs, procedures for measuring behavior as well as the detailed display of data and data understanding. Students will learn to evaluate and analyze behavior change.

**BH415 Verbal Behavior.** 3 hours. This course introduces students to a behavior analytic approach to the behavior of speakers and listeners. Students first learn the 7 types of elementary verbal operants identified by B. F. Skinner and to recognize examples of the concepts as they can be seen in everyday life. Structural and developmental issues, as well as implications for language training and remediation are integrated throughout.

**BH417 Ethics in Applied Behavior Analysis.** 3 hours. This course will underline the ethical responsibilities required in the field of applied behavior analysis. Informed consent, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Legal issues and ethical decision making processes will be emphasized.

**BH419 Applied Behavior Analysis Methodologies.** 3 hours. This course provides an in-depth review of applied behavior analytic techniques. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

This major prepares students for graduate school in the biological sciences. It also prepares students to enter any of the professional fields related to medicine, teaching, and other areas including economic, industrial, and applied biology. Opportunities include marine biology, environmental studies, genetics, physiology, botany, zoology, microbiology, cellular biology, developmental biology, molecular biology, biochemistry, ecology, and entomology, to name a few graduate study specialties. The student has the option of graduating with a Bachelor of Science degree or with a Bachelor of Arts degree.

Common Core: [See common core requirements](#)

Required Courses from General Education: BI101 General Biology (3) and BI101L (1)

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**#Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts:	9 hours (BA)	6 hours (BS)
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- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): <a href="#">See guidelines</a> .	3 hours (BA)	6 hours (BS)
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Science: <a href="#">See guidelines</a> .	3-4 hours
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BA Foreign Language (a single language)	6-8 hours
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BS Analytical Skills: [See guidelines](#).

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**Biology Major Requirements (32 Hours):**

At least 15 Biology credit hours must be at or above 300 level.

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Required Biology courses (13 Hours)

BI102 General Biology (3) and BI102L (1)	One (1) capstone experience (3):
	BI460 Special Problems (3) (Capstone)
BI108 Biodiversity (3) and BI108L (1)	SC464BI Undergraduate Research (Biology)(3) (Capstone)
SC225 Interdisciplinary Science Seminar (1)	SC468BI Internship and Field Experiences (3)
SC425 Interdisciplinary Science Seminar (1)	(Capstone)

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At least four (4) from the following (15 hours):

BI107 Human Anatomy (4) and BI107L (1)	BI307 Comparative Animal Behavior (3) and BI307L (1)
BI205 General Physiology (4) and BI205L (1)	BI309 Histology (2) and BI309L (2)
BI206 Invertebrate Zoology/Parasitology (3) and BI206L (1)	BI311 Conservation Bio./Natural Res. Management (3)
BI300 Ornithology (3) and BI300L (1)	BI315 Immunology (3)
BI301 Ecology (3) and BI301L (1)	BI317 Biochemistry and Cellular & Physiology (3) and BI317L (2)
BI302 Botany (2) and BI302L (1)	BI318 Toxicology and Environmental Medicine (3)
BI304 Mammalogy (3) and BI304L (1)	BI320 Molecular and Cellular Biology (3) and BI320L (2)
BI305 Microbiology (3) and BI305L (1)	BI380 Major Readings (3)

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BI306 Genetics (3) and  
BI306L (1)

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Supporting Coursework: Biology majors should have a broad educational background, especially in math and science. Students will be able to select individual courses that best meet their goals and satisfy degree requirements, but the following represent general recommendations for a solid Biology degree. It is important for Biology majors to have at least two general Chemistry courses (CH111/114), and two Organic Chemistry courses (CH341/342) are encouraged. Math skills are important for biologists, and courses in College Algebra, Trigonometry, Statistics, and Calculus (MA103/104/105/118) are recommended. At least one Physics course is recommended (PH111), and any additional science courses would be helpful (AS101/102, GL105).

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**Electives (To Complete Min. 124 Hours)**

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**Common Core:** [See common core requirements](#)

Required Courses from General Education: Physical Science with a laboratory (4)

**#Tier Two: Additional General Education Requirements (19 Hours)**

Fine Arts or Humanities: 3 hours

- When choosing a Fine Arts course, [see guidelines](#).
- When choosing a Humanities course, [see guidelines](#).

Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3) are recommended. 6 hours

Additional Science with Lab: Biological Science w/ lab (4) 4 hours

MA224 Mathematics for Elementary and Middle School Teachers (4) 4 hours

ED122 Education Technology 2 hours

**Professional Education (26 Hours)**

ED101 Introduction to Teaching (2)	PY210 Educational Psychology (3)
ED102 Introduction to Teaching Practicum (1)	PY223 Developmental Psychology (3)
ED453 General Methods of Teaching (2)	PY342 Psychology of the Exceptional Child (2)
ED454 Student Teaching Seminar (2)	PY343 Psychology of the Exceptional Child Practicum (1)
ED462 Student Teaching (10)	

**Middle School Grades 5-9 certification requirements (13-15 Hours)**

ED313 Classroom and Behavior Management in the Middle and Secondary Classroom (3)	Select ED318/319 OR ED471: ED318 Reading Assessment and Instruction (3) ED319 Reading Assess./Instruction Practicum (1)
ED314 History/Philosophy of Middle-Level Education (3)	ED471 Teaching Reading in the Second. School (2)
ED320 Teaching Reading/Writing in the Middle School (3)	

Special Teaching Methods:

ED 370SC The Teaching of Science in High School and Middle School (3)

Science Subject Area requirements (19 Additional Hours): Minimum of 19 additional Science hours (beyond Common Core and Tier Two requirements) chosen in consultation with the advisor

**Minor and Electives (To Complete Min. 124 Hours)**

Introductory biology course, with lab (3-5)

Additional Courses in Biology (13-15)



**BI101 General Biology.** 3 hours.

This introductory course is for majors only

. Topics include methods of scientific study, basics of chemistry, cell biology, membranes, enzymes, cell division, photosynthesis, metabolism, genetics on a molecular and cellular level, evolution and population biology. 3 lectures.

**BI101L General Biology Lab.** 1 hour. Lab exercises that accompany BI101. Must be taken concurrently with BI101. 2 lab hours.

**BI102 General Biology.** 3 hours. This is a continuation of the BI101 course. Focuses include a survey of animal body systems together with an introduction to ecology. Topics cover the digestive system, immune system, circulatory system, endocrine system, nervous system, reproductive system, ecology, ecosystems, and conservation. 3 lectures. Prerequisite: BI101.

**BI102L General Biology Lab.** 1 hour. Lab exercises that accompany BI102. Must be taken concurrently with BI102. 2 lab hours.

**BI103 Integrated Biology.** 5 hours (3 lectures, 2 laboratory hours). This introductory course and lab is intended to provide non-science majors with an understanding of the basic principles of biology. Topics include methods of scientific inquiry, cell biology, enzymes, cell division, photosynthesis, metabolism, genetics, evolution, and ecology and population biology.

**BI105 Introduction to Environmental Science.** 3 hours. This introductory course is primarily aimed at non-majors. This study of Biology with a focus on Environmental Science will cover topics including the inter-relations of humans with our environment; environmental ethics; risk assessment; public policy solutions; and soil, air, water, and energy conservation. The laboratory portion of the course focuses on the methodology of Environmental Science. 3 lectures.

**BI105L Introduction to Environmental Science Lab.** 1 hour. Lab exercises that accompany BI105. Must be taken concurrently with BI105. 2 lab hours.

**BI106 Human Biology.** 3 hours. This introductory course is primarily aimed at non-pre-health professions majors. This is a study of Biology with a focus on human Biology and will cover the systems of the human body involved in maintenance, support, movement, coordination, and reproduction. The course also will cover the basics of human genetics, evolution, and ecology. 3 lectures.

**BI106L Human Biology Lab.** 1 hour. Lab exercises that accompany BI106. Must be taken concurrently with BI106. 2 lab hours.

**BI107 Human Anatomy.** 4 hours. Introduction to the basic components of the human anatomical systems. 3 lectures.

**BI107L Human Anatomy Lab.** 1 hour. Lab exercises that accompany BI107. Must be taken concurrently with BI107. 2 lab hours.

**BI108 Biodiversity.** 3 hours. This course is an introduction to the science of Biology, within the topic of biological diversity. It includes the study of the classification and evolution of all major groups of living organisms. Students will become familiar with the major groups of viruses, bacteria, protists, fungi, plants, and animals. The course includes a lab focusing on the observation and classification of living organisms. This introductory course is required for Biology majors and is appropriate for non-Biology majors. 3 lectures.

**BI108L Biodiversity Lab.** 1 hour. Lab exercises that accompany BI108. Must be taken concurrently with BI108. 2 lab hours.

**BI110 Introduction to Biotechnology.** 3 hours (3 lecture hours). This introductory course is primarily aimed at non-majors. This is a study of biotechnology, including the science behind it, how it is regulated, the impact on society, and ethical concerns raised by new advances in biological sciences.

**BI205 General Physiology.** 4 hours. General physiological process with emphasis on the organs and systems of man and their inter-relationship. 4 lectures. Prerequisites: BI101-102 and one year of college Chemistry or by permission of instructor and division chair.

**BI205L General Physiology Lab.** 1 hour. Lab exercises that accompany BI205. Must be taken concurrently with BI205. 2 lab hours.

**BI300 Ornithology.** 3 hours. This course is about the biology of birds. Topics include avian ecology, evolution, behavior and identification. Students will learn to identify the birds of Missouri by sight and by sound. Includes a survey of the orders of birds of the world and field trips to view and study local birds. 3 lectures. Prerequisite: BI101.

**BI300L Ornithology Lab.** 1 hour. Lab exercises that accompany BI300. Must be taken concurrently with BI300. 2 lab hours.

**BI301 Ecology.** 3 hours. Study of interactions and interrelations between organisms and the environment. Topics include natural history, evolution, adaptation to the environment, population ecology, species interactions, communities, ecosystems, landscape and global ecology. 3 lectures. Cross-listed with ES301. Prerequisite: BI101.

**BI301L Ecology Lab.** 1 hour. Lab exercises that accompany BI301. Must be taken concurrently with BI301. 2 lab hours.

**BI302 Botany.** 2 hours. Study of basic plant morphology, physiology and taxonomy. 2 lectures. Prerequisites: BI101-102.

**BI302L Botany Lab.** 1 hour. Lab exercises that accompany BI302. Must be taken concurrently with BI302. 2 lab hours.

**BI304 Mammalogy.** 3 hours. This course is about the biology of mammals. Topics include mammalian ecology, evolution, behavior and identification. Students will learn to identify the mammals of Missouri. This course includes a survey of the orders of mammals of the world. Field trips to capture, view and study local mammals will be included. 3 lectures. Prerequisite: BI101.

**BI304L Mammalogy Lab.** 1 hour. Lab exercises that accompany BI304. Must be taken concurrently with BI304. 2 lab hours.

**BI305 Microbiology.** 3 hours. The role of bacteria and other micro-organisms in nature. The principles of the subject as related particularly to agriculture, domestic science, sanitation, public health, nursing, and medicine. 3 lectures. Prerequisites: BI101-102 and one year of college Chemistry or BI205.

**BI305L Microbiology Lab.** 1 hour. Lab exercises that accompany BI305. Must be taken concurrently with BI305. 2 lab hours.

**BI306 Genetics.** 3 hour. The molecular, biochemical and cytological basis for inheritance; the cellular mechanisms and laws of transfer between generations, and their practical applications as related to human welfare. Special attention is paid to the impact of genomics. 3 lectures. Prerequisites: BI101 and BI102. Junior or Senior standing preferred.

**BI306L Genetics Lab.** 1 hour. Lab exercises that accompany BI306. Must be taken concurrently with BI306. 2 lab hours.

**BI307 Comparative Animal Behavior.** 3 hours. A study of behavior across the animal kingdom, emphasizing instinctive behavior, but also considering learning and cognition. The behavior of vertebrates and invertebrates will be studied from evolutionary, ecological, and physiological perspectives. 3 lectures. Prerequisites: BI101 and BI102 or instructor's permission.

**BI307L Comparative Animal Behavior Lab.** 1 hour. Lab exercises that accompany BI307. Must be taken concurrently with BI307. 2 lab hours.

**BI309 Histology.** 2 hours. The study of microscopic anatomy of vertebrate tissues and organ systems. 2 lectures. Prerequisites: BI 101-102.

**BI309L Histology Lab.** 2 hours. Lab exercises that accompany BI309. Must be taken concurrently with BI309. 4 lab hours.

**BI311 Conservation Biology and Natural Resource Management.** 3 hours. An exploration of the science of conservation biology, which is an applied field that combines the principles of ecology, population genetics, biogeography, economics sociology, political science, philosophy and other fields to solve problems associated with conserving the world's biodiversity. The course will also investigate issues of natural resource management, including endangered species management, reserve design, and restoration ecology. Cross-listed with ES311. Prerequisites: BI101 or instructor's permission.

**BI315 Immunology.** 3 hours. Concepts and characteristics of the immune system in health and disease. The course addresses issues and questions relevant to human behavior, public health, medicine, the environment and ethics. Prerequisites: BI101 and BI102.

**BI317 Biochemistry and Cellular Physiology.** 3 hours. The chemistry of biological systems, with emphasis on the biosynthesis, catalysis, and the metabolic role of proteins, carbohydrates, lipids, nucleic acids, vitamins, hormones and other substances related to life processes. 3 lectures. Prerequisites: 2 semesters of Biology including BI205 and CH341 or permission of instructor and division chair.

**BI317L Biochemistry and Cellular Physiology Lab.** 2 hours. Lab exercises that accompany BI317. Must be taken concurrently with BI317. 4 lab hours.

**BI318 Toxicology and Environmental Medicine.** 3 hours. A discussion of corrosive and toxic substances that affect the environment. Topics include fundamentals of sample collection, reliability of measurements, methods of detection, chemical composition of cells, chemical processes of life, the effects of toxic substances on cells and organisms, and risk assessment. Cross-listed with ES318. Prerequisites: BI101 and CH/ES202.

**BI320 Molecular and Cellular Biology.** 3 hours. A study of the cell structure and function with an emphasis upon eukaryotes. Topics include organelle structure and function, protein structure, receptor structure and signal transduction, movement

of materials into and throughout the cell, and cancer. Labs will focus on current molecular biology techniques. 3 lectures.

Prerequisites: BI102 and CH114.

**BI320L Molecular and Cellular Biology Lab.** 2 hours. Lab exercises that accompany BI320. Must be taken concurrently with BI320. 4 lab hours.

**BI380 Major Readings.** 3 hours. Study of the current principles of biology, current biological journal readings and current books in the field. Open only to Juniors and Seniors majoring in Biology.

The Division of Accounting, Business, and Economics offers a progressive Business program, which combines professional preparation with a liberal arts education. The purpose of this program is to develop the important personal characteristics of confidence in oneself, ability to work with others, written and oral communication skills, technical competence, mathematical skills, moral awareness, and ethical values. The major in Business will prepare the student for graduate school (MBA or Law) or for a career in industry, entrepreneurship, or public service.

Common Core (28.5-35 Hours): [see common core requirements](#)

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**Foundations (11.5-18 hours)**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature (13 hours)**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science (CJ, CT, EC, Ethics, HI, Philosophy, PS, PY, or SO): EC201 Macro-economics (3) OR EC202 Microeconomics (3)	3 hours

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**Exploring the Nature of the Universe (4 hours)**

Science with Lab	4 hours
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**Concentration in Business (24 Hours)**

AC201 Principles of Accounting I (3)	One (1) from the following:
BU341 Business Law Contracts (3)	BU110 Introduction to Business (3)
AC/BU/EC Electives (15 hours)	ET375 Small Business Management (3)

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**Electives (To complete Min. 62 Hours)**

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Common Core (28.5-35 Hours): [see common core requirements](#)

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**Foundations (11.5-18 Hours)**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature (13 Hours)**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science (CJ, CT, EC, Ethics, HI, PY, PS, Philosophy, or SO): EC201 Macroeconomics (3) OR EN202 Microeconomics (3)	3 hours

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**Exploring the Nature of the Universe (4 Hours)**

Science with Lab	4 hours
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**Tier Two: Additional General Education Requirements (15-16 Hours)**

Humanities or Fine Arts:	9 hours
<ul style="list-style-type: none"> <li>• When choosing a Humanities course, <a href="#">see guidelines</a>.</li> <li>• When choosing a Fine Arts course, <a href="#">see guidelines</a>.</li> </ul>	
Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): <a href="#">See guidelines</a> .	3 hours
Science: See page 57 for guidelines.	3-4 hours

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**Concentration in Business (12 Hours)**

AC201 Principles of Accounting I (3)	One (1) from the following:
BU341 Business Law Contracts (3)	BU110 Introduction to Business (3)
AC/BU/EC Elective (3)	ET375 Small Business Management (3)

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**Electives (To Complete Min. 62 Hours)**

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Common Core: [See Common Core requirements](#)

Required Courses from General Education:

BA: EC201 Macroeconomics (3) and MA105 Statistics (3) (Any student whose ACT Math subscore is below 20 must pass MA101/MA102 before taking MA105.)

BS: EC201 Macroeconomics (3) and MA103 College Algebra (3) or higher.

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts:	9 hours (BA)	6 hours (BS)
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- When choosing a Humanities course,  
[see guidelines.](#)
- When choosing a Fine Arts course,  
[see guidelines.](#)

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Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): <a href="#">See guidelines.</a> Must include EC202 Microeconomics (3).	3 hours (BA)	6 hours (BS)
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Science: <a href="#">See guidelines.</a>	3-4 hours
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BA Foreign Language (a single language)	6-8 hours
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BA Analytical Skills: [See guidelines.](#) Must include BU225 Computer Applications in Business (3) [students may need CS121 (1)].

BS Analytical Skills: [See guidelines.](#) Must include BU225 Computer Applications in Business (3) [students may need CS121 (1)] and MA105 Statistics (3) or higher.

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**Business Major (39 Hours): Business Common Core (21 hours) + Concentration (18 hours)**

Business Common Core (21 Hours)

AC201 Principles of Accounting I (3)	BU480 Major Readings (Capstone) (3)
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	MG354 Principles of Management (3)
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AC202 Principles of Accounting II (3)	MK330 Marketing (3)
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BU110 Introduction to Business (3)

BU341 Business Law Contracts (3)

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#Business Major—Area of Concentration (18 Hours): Each of the following areas of concentration consists of 18 hours of course work. Each area has some required courses and some electives which can be chosen from a given group of courses. Some of the electives may be from outside the Division of Accounting, Business, and Economics.

**Management (18)**

EC3xx Economics Elective (3)

ET375 Small Business Management (3)

FB351 Business Finance (3)

MG356 Human Resource Management (3)

MG477 Production/Operations Management (3)

**Marketing and Advertising (18 hours)**

MK339 Sales Management (3)

MK366 Advertising (3)

MK378 Marketing Research (3)

MK430 Strategic Marketing (3)

TWO (2) from the following:

one (1) from the following:

AC313 Fraud Examination (3)

BU268 Internship (3)

BU342 Business Law Commercial (3)

BU368 Internship (3)

MK339 Sales Management (3)

MK366 Advertising (3)

BU228 Electronic Commerce (3)

BU268 Internship (3)

BU342 Business Law II (3)

BU368 Internship (3)

CS214 Web Page Design (3)

CT201 Public Relations (3)

CT230 Mass Media (3)

CT265 Media Convergence (3)

CT306 Media Law (3)

CT330 Business Communication (3)

CT345 Group and Organizational Communication (3)

CT386 Media Planning (3)

MG356 Human Resource Management (3)

PY324 Social Psychology (3) (PY101 or SO101 prerequisite)

#### **General Business (18 hours)**

ET375 Small Business Management (3)

One (1) from the following:

MK339 Sales Management (3)

MK366 Advertising (3)

four (4) from the following:

AC313 Fraud Examination (3)

BU228 Electronic Commerce (3)

BU268 Internship (3)

BU342 Business Law Commercial (3)

BU368 Internship (3)

FB345 Investment Analysis (3)

FB351 Business Finance (3)

MG356 Human Resource Management (3)

#### **Entrepreneurship (18 hours)**

BU342 Business Law Commercial (3)

ET375 Small Business Management (3)

ET475 Entrepreneurship (3)

#### **Banking and Finance (18 hours)**

AC340 Income Tax (3)

BU342 Business Law Commercial (3)

EC311 Money, Credit, and Banking (3)

FB345 Investments Analysis (3)

FB351 Business Finance (3)

one (1) from the following:

AC313 Fraud Examination (3)

EC316 Intermediate Macroeconomics (3)

EC347 International Economics (3)

#### **International Business (18 hours)**

Students with this concentration will have a foreign language as their minor or complete an interdisciplinary minor in two languages. A student may be able to demonstrate fluency in at least one foreign language in place of the minors. International



MK339 Sales Management (3)

students whose first language is one other than English are presumed to have fluency in a foreign language and may substitute a different minor for the foreign language minor.

One (1) from the following:

MK366 Advertising (3)

BU228 Electronic Commerce (3)

MK378 Marketing Research (3)

BU342 Business Law II-Commercial (3)

MK430 Strategic Marketing (3)

EC347 International Economics (3)

IB376 International Business (3)

One (1) from the following:

AC313 Fraud Examination (3)

two (2) from the following:

BU228 Electronic Commerce (3)

MK339 Sales Management (3)

EC311 Money, Credit, and Banking (3)

MK366 Advertising (3)

EC314 Managerial Economics (3)

BU268 Internship (3)

FB351 Business Finance (3)

BU368 Internship (3)

IB376 International Business (3)

MG477 Production/Operations Management (3)

FB351 Business Finance (3)

### **Business Education (18 hours)**

BU225 Computer Applications in Business (3)

BU228 Electronic Commerce (3)

BU342 Business Law Commercial (3)

CT214

Webpage Design (3)

300-level Elective from AC, BU, or EC (3)

MG370 Information Systems (3)

\*Students must complete additional Professional Education Course Requirements in order to seek certification to teach business at the secondary level.

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### **Minor and Electives (To Complete Min. 124 Hours)**

Recommendations: A student who is considering graduate school should complete one of the following:

- MA112 Selected Topics in Calculus (3)
- MA118 Calculus and Analytic Geometry I (5)

The following course will meet general education requirements and will complement the Business Major:

- PL306 Ethics and the Professions (3)
-

**Bachelor of Arts or Bachelor of Science**Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- MA105 Statistics (3) (Any student whose ACT Math subscore is below 20 must pass MA101/MA102 before taking MA105.)
- Physical Science with a laboratory (4)

**Tier Two: Additional General Education Requirements (22-24 Hours)**

Humanities or Fine Arts: 9 hours (BA) 6 hours (BS)

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): Must take EC201 Macroeconomics (3) and EC202 Microeconomics (3). 3 hours (BA) 6 hours (BS)

Science: Biological Science w/ lab (4) 4 hours

BA Foreign Language (a single language) 6-8 hours

BS Analytical Skills: [See guidelines](#).

- Must include BU225 Computer Applications in Business (3) and ED122 Education Technology (2).

**Business Major (39 Hours): Business Common Core (21 hours) + Business Education (18 hours)****Business Common Core (21 Hours) Business Education Requirements (18 Hours)**

AC201 Principles of Accounting I (3)	BU225 Computer Applications in Business (3) [students may need CS121 (1)]— if not taken as part of Tier Two above
AC202 Principles of Accounting II (3)	BU228 Electronic Commerce (3)
BU110 Introduction to Business (3)	BU342 Business Law Commercial (3)
BU341 Business Law Contracts (3)	CS214 Web Page Design (3)
BU480 Major Readings (Capstone) (3)	300-level Elective from AC, BU, or EC (3)
MG354 Principles of Management (3)	MG370 Information Systems (3)
MK330 Marketing (3)	

**Professional Education Course Requirements (34-36 Hours)**

ED101 Introduction to Teaching (2)	ED462 Supervised Student Teaching (Capstone) (10)
ED102 Introduction to Teaching Practicum (1)	ED471 Teaching Reading in the Secondary School (2)
ED122 Education Technology (2) [if not taken in Tier Two]	PY210 Educational Psychology (3)
	PY223 Developmental Psychology (3)
	PY342 Psychology of the Exceptional Child (2)
	PY343 Practicum for PY342 (1)

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ED340 Implementing Business Education Programs (3)      One (1) year or two thousand (2,000) hours of approved occupational experience or appropriate internship is required. The approval is determined by the nature of employment in a business occupation.

ED370BU The Teaching of Bus. Education in H.S. (3)

ED453 General Methods Teaching (Capstone) (2)

ED454 Student Teaching Seminar (2)

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**Electives (To Complete Min. 124 Hours)**

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This degree program is designed for and available only to students who transfer to Central Methodist University with an Associate of Science (AS) or Associate of Applied Science (AAS) degree. (1) Students with an AS or AAS in Management or a closely related cognate field should consult the Bachelor of Science programs in Business which will serve as their degree completion program. (2) Students who have taken AAS technical courses in some AAS field but have not completed the AAS degree will be evaluated for this and other degree completion programs on an individual basis. This degree program requires at least 36 hours of upper-division coursework.

Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- EC202 Microeconomics (3)
- EN306 Technical Writing (3)

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**Tier Two: Additional General Education Requirements (12 Hours)**

Statistics	3 hours
Applied Computer Skills: BU225 Computer Applications in Business (3)	3 hours
Ethics: PL306 Ethics and the Professions (3)	3 hours
Economics: EC314 Managerial Economics (3)	3 hours

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**Applied Science in Management Major Requirements (30 Hours)**

AC201 Accounting Principles I (3)	EC201 Macroeconomics (3)
AC202 Accounting Principles II (3)	MG354 Principles of Management (3)
BU/CS/AC/EC Electives (6)	MG356 Human Resources Management (3)
BU341/342 Business Law Contracts or Commercial (3)	MG477 Production & Operation Mgmt (3)
BU480 Major Readings (Capstone) (3)	

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**Applied Science Concentration (18 or more Hours):**

Technical courses transferred from the AAS field of concentration

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**Electives (To Complete Min. 124 Hours)**

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AC201 Principles of Accounting I (3)

**One (1) from the following:**

MG354 Principles of Management (3)

MK330 Marketing (3)

**One (1) from the following:**

EC201 Macroeconomics (3)

EC202 Microeconomics (3)

**Three (3) courses from the following disciplines (9 hours):**

Accounting

Business

Economics

The minor in Marketing is offered to students pursuing a non-Business major. The Marketing minor complements the skills that a student gains in his/her major discipline by enhancing the knowledge and abilities related to marketing situations and processes and the emerging global market. Upon completion of the 18 outlined hours, students will receive a minor in Marketing concurrently with the Bachelor's degree in his/her major area. It is the student's responsibility to meet any prerequisites for the courses in the minor.

**Marketing Minor Required Courses (9 Hours)**

MK330 Principles of Marketing (3)

MK366 Advertising (3)

MK430 Strategic Marketing (3)

**Three (3) Courses from the Following (9 Hours)**

BU228 E-commerce (3)

CS214 Web Page Design (3)

CT201 Public Relations (3)

CT230 Mass Media (3)

CT330 Business Communications (3)

MK235 Consumer Behavior (3)

MK339 Sales Management (3)

MK378 Marketing Research (3)

A minor in graphic design is a particularly useful complement for students in marketing and advertising, communications/public relations, sports management, apparel management, education, and other technical areas. All students will create a professional portfolio of creative work. The minor consists of 18 semester hours, including 6 at the 300 level.

**Required courses:**

AR121 Basics of Design (3)

AR116 Photography (3)

CS214 Web Page Design (3)

GD202 Concepts of Graphic Design (3)

GD302 Applied Graphic Design (3)

GD312 Studies in Advanced Graphic Design (3)

Course listings for [Business](#), [Entrepreneurship](#), [Finance](#), [Graphic Design](#), [International Business](#), [Management](#), and [Marketing](#)

## Business

**BU110 Introduction to Business.** 3 hours. Survey course to acquaint students with the major institutions and practices in the business world, to provide the elementary concepts of business, to act as an orientation course for selecting a major, and to provide information on business career opportunities. Open only to freshmen and Sophomores, or by permission of the instructor.

**BU190 Special Topics.** 1-3 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission. TBA.

**BU225 Computer Applications in Business.** 3 hours. The course includes the use of microcomputer spreadsheet application software. Topics include creating, formatting, and manipulating files, graphs, and databases; using relational and logical operators to extract data; linking databases and creating reports. Emphasis is on business applications (i.e., Microsoft Office).

**BU228 Electronic Commerce.** 3 hours. Processes, opportunities and challenges in electronic business technologies. Tools and strategies for using the Internet will be covered. Prerequisite: BU225 or CS122.

**BU260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission. TBA.

**BU268 Internship and Field Experiences.** 1-15 hours.

**BU290 Special Topics.** 1-3 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission. TBA.

**BU341 Business Law—Contracts.** 3 hours. Introduction to legal considerations that influence a businessperson. Topics include the legal environment of business, contracts and the Uniform Commercial Code. Prerequisite: Sophomore standing.

**BU342 Business Law—Commercial.** 3 hours. Study of law with emphasis on agency and employment, property, bankruptcy, legal aspects of business organizations, and government regulation. Prerequisite: Sophomore standing.

**BU360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission. TBA.

**BU368 Internship and Field Experiences.** 1-15 hours.

**BU390 Special Topics.** 1-3 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission. TBA.

**BU460 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission. TBA.

**BU468 Internship and Field Experiences.** 1-15 hours.

**BU480 Major Readings in Accounting.** 3 hours. Students will read significant works in Business and Accounting with reflections of those readings including how the topics are currently influencing the industry. Students will be led in discussions regarding current topics in the industry and will complete a thesis paper and oral presentation on a current issue within the student's field. Students will write various forms of communication, including memos and business letters, in response to business-related issues such as harassment, discrimination, violence, and ethical dilemmas. Prerequisite: Junior standing, Business major.

**BU490 Special Topics.** 1-3 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission. TBA.

## Entrepreneurship (ET)

**ET275 Enactus.** 3 hours. Students will participate in the Enactus program in developing and implementing programs to inform the community about the free enterprise system.

**ET375 Small Business Management.** 3 hours. Characteristics of the entrepreneur, methods of starting and running a self-owned business, and an awareness of the legal, financial, marketing, and personnel problems of the entrepreneur. Prerequisite: AC201 and sophomore standing.



**ET475 Entrepreneurship.** 3 hours. This course will focus on the identification, development, and growth of the entrepreneur and the firm within the free enterprise system. Students will explore small business in terms of risk, difficulties, achievement, orientation, rewards, and satisfaction. Operating problems within selected business opportunities at varying stages of growth and development will be discussed. Students will have the opportunity to interact with entrepreneurs in the classroom and in the actual work environment. Prerequisites: BU110 or ET375, and Junior standing.

## Finance (FB)

**FB101 Personal Finance.** 3 hours. This course is a survey course for both Business and non-Business students in personal financial planning including personal budgeting, investments, insurance, credit, housing, and retirement planning. Fundamentals of financial planning and making educated decisions regarding spending, saving, borrowing, and investing that lead to long-term financial security are key components of this course.

**FB345 Investment Analysis.** 3 hours. Study of the valuation of various investment securities, including corporate bonds, preferred and common stocks, stock options, warrants, and rights. A section on personal money management will be included. Prerequisites: AC201, and EC201 or EC202.

**FB351 Business Finance.** 3 hours. Study of the concepts and techniques involved in providing funds for a business organization. Topics include the evaluation of decisions involving the acquisition of assets (capital budgeting), working capital management, financial ratio analysis, sources of funds and the cost of capital. Prerequisites: AC201, and EC201 or EC202.

## Graphic Design (GD)

**GD202 Concepts of Graphic Design.** 3 hours. Introduction to contemporary typography and design. This class explores the principles of applied design as used in the production of brochures, catalogues, magazines, newspapers, etc. Topics will include the use of type, layout, and the use of visual elements using graphics software for project presentation. Basic concepts, principles and elements of design are reinforced through creative problem solving. Students will begin portfolio development. Prerequisite: AR121.

**GD302 Applied Graphic Design.** 3 hours. Project oriented class for the application of design theory, procedures and processes while creating, acquiring and editing images in digital format. Course subjects will include: learning and using creative design software programs, advertising design for publication, image resolution and color processes. Students will continue to refine their portfolios. Prerequisite: GD202.

**GD312 Studies in Advanced Graphic Design.** 3 hours. This course is an in-depth study and practice in graphic design and how art and business are integrated. Students will be expected to produce design solutions that reflect edited conceptual development, advanced strategic thinking and professional product appearance. This course consolidates previous graphic design knowledge and skills. Students will finalize their graphic design portfolios with a culminating project. Prerequisite: GD302.

## International Business (IB)

**IB376 International Business.** 3 hours. Introduction and overview of international business as it has evolved to the present time. Coverage includes the evolution of international business structure, processes utilized by international and multi-national businesses, and the effect of national policy on international business. Particular attention will be devoted to evaluating how culture, language, political, and legal issues impact management policy and decision-making. The course also explores the role of mid-size firms in the international market. Prerequisites: MK330 and EC201.

## Management (MG)

**MG354 Principles of Management.** 3 hours. Knowledge, roles, responsibilities, and skills required of modern managers with emphasis on bureaucracy, decision-making authority, social responsibility, specialization, leadership, and problem-solving. Prerequisite: Sophomore standing.

**MG356 Human Resource Management.** 3 hours. HRM concepts related to the selection of employees, employee training, leadership styles, job design, communication systems, and rewards and punishments. Prerequisite: Sophomore standing.

**MG365 Organizational Theory.** 3 hours. Knowledge and skills to study organizations as a whole entity and to recognize needed changes to improve effectiveness and performance. An examination of complex, formal organizations as systems linked into an environment. A focus on organization goals, structure, internal processes, job design, and degree of centralization and formality. Prerequisite: MG356 and Junior standing.

**MG370 Information Systems.** 3 hours. Survey of the systems development process and the role of information systems in business with emphasis on accounting information systems. Students will become familiar with the general role, structure, and control of the accounting information system. A specific application software package for a small business is introduced and used. Cross-listed with AC370. Prerequisites: Junior standing, AC201, AC202, BU225, or instructor's permission.

**MG477 Production/Operations Management.** 3 hours. Knowledge, roles, responsibilities, and skills required of modern operations managers. An emphasis is placed on production planning, scheduling, forecasting, and programming. Prerequisite: MG354 or MG356, and either MA103 or 2 years of algebra in high school.

## Marketing (MK)

**MK235 Consumer Behavior.** 3 hours. Consumer behavior is the study of when, why, how, and where people do or do not buy products. It blends elements from psychology, sociology, social anthropology, and economics. It attempts to understand the buyer decision-making process, both individually and in groups. It studies characteristics of individual consumers such as demographics and behavioral variables in an attempt to understand people's wants. It also tries to assess influences on the consumer from groups such as family, friends, reference groups, and society in general. The course also looks at misbehavior by both consumers and firms as well as the ethics of marketing.

**MK330 Marketing.** 3 hours. Concepts and techniques involved in marketing products and services to consumers and industrial users. Topics include the role of marketing, the selection of marketing targets, product planning, channels of distribution, product promotion, and pricing. Prerequisite: Sophomore standing or higher.

**MK339 Sales Management.** 3 hours. Effective tools and techniques employed by salespeople and field sales managers including psychology of selling, use of research, personal time management, and the motivation and evaluation of salespeople. It includes student role-playing of selling situations. Prerequisite: MK330.

**MK366 Advertising.** 3 hours. Hands-on approach to the advertising campaign and the utilization of marketing research for the development of creative concepts and strategy. Emphasis is placed on problem-solving and the production of copy and visuals as well as the refinement of presentation skills. Prerequisite: MK330.

**MK378 Marketing Research.** 3 hours. Study of marketing research theory and practice and their real world application to small and large businesses. Includes case studies of contemporary ideas in marketing research and their execution. Emphasis on hands-on work with reviews and suggested revision of marketing plans of local businesses. Prerequisite: MA105 and MK330.

**MK430 Strategic Marketing.** 3 hours. An in-depth analysis of the quantitative and qualitative factors involved in the management of the marketing function and adapting to the new economy. An overall emphasis on customer relationship management, technology and the internet, brand building, and global marketing. Value-based marketing and managing profits, performance, and accountability of a business are also emphasized. Students will develop a sample marketing plan for review by a marketing professional. Prerequisites: MK330 and Junior standing.

Chemistry is the study of matter—matter in the form of energy and in the form of mass. Conversion of matter from one form to another provides the basis for changing substances into other substances. The study of Chemistry provides the understanding and tools necessary for a greater understanding of the physical universe.

Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- Physical Science with a laboratory (4)

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**Tier Two: Additional General Education Requirements (19 Hours)**

Fine Arts or Humanities: 3 hours

- When choosing a Fine Arts course, [see guidelines](#).
- When choosing a Humanities course, [see guidelines](#).

Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3) are recommended. 6 hours

Additional Science with Lab: Biological Science w/ lab (4) 4 hours

MA224 Mathematics for Elementary and Middle School Teachers (4) 4 hours

ED122 Education Technology 2 hours

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**Professional Education (26 Hours)**

ED101 Introduction to Teaching (2)	PY210 Educational Psychology (3)
ED102 Introduction to Teaching Practicum (1)	PY223 Developmental Psychology (3)
	PY342 Psychology of the Exceptional Child (2)
ED453 General Methods of Teaching (2)	PY343 Psychology of the Exceptional Child Practicum (1)
ED454 Student Teaching Seminar/Methods (2)	
ED462 Student Teaching (10)	

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**Middle School Grades 5-9 certification requirements (13-15 Hours)**

ED313 Classroom and Behavior Management in the Middle and Secondary Classroom (3)	Select ED318/319 OR ED471: ED318 Reading Assessment and Instruction (3)
ED314 History / Philosophy of Middle-Level Education (3)	ED319 Reading Assess./Instruction Practicum (1) ED471 Teaching Reading in the Secondary School (2)
ED320 Teaching Reading/Writing in Middle School (3)	

Special Teaching Methods:

ED 370SC The Teaching of Science in High School and Middle School (3)

**Science Subject Area requirements (19 additional Hours):** Minimum of 19 additional Science hours (beyond Common Core and Tier Two requirements) chosen in consultation with the advisor

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**Minor and Electives (To Complete Min. 124 Hours)**

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A minor in Chemistry consists of any 20 hours of Chemistry course work.

**CH107 Chemistry/Allied Health.** 3 hours. A survey of concepts for General Chemistry, Organic Chemistry and Biochemistry. The course includes an introduction to atomic theory, structure and nomenclature for organic and inorganic molecules, and reactions and properties of inorganic, organic, and biochemical systems.

**CH111 General Chemistry.** 3 hours. An introduction to general chemistry and elementary physical chemistry, including atomic theory and structure, periodic table, reactions and properties of elements and compounds. Those lacking college preparation Chemistry need permission of instructor and division chair. 3 lectures. Prerequisite: ACT math subscore # 20, or MA101/102, or MA103.

**CH111L General Chemistry Lab.** 1 hour. Lab exercises that accompany CH111. Must be taken concurrently with CH111. 2 lab hours.

**CH114 General Chemistry with Qualitative Analysis.** 3 hours. A continuation of the topics in CH111 with emphasis on reactions, equilibria of elements, compounds and solutions, including the techniques of qualitative analysis. 3 lectures. Prerequisite: CH111 or permission of instructor and division chair and ACT math subscore # 20, or MA101/102, or MA103.

**CH114L General Chemistry with Qualitative Analysis Lab.** 1 hour. Lab exercises that accompany CH114. Must be taken concurrently with CH114. 2 lab hours.

The Bachelor of Science with a major in Child Development is offered for students who are interested in a career working with children and families in a variety of settings outside public schools. Students will be able to tailor some of their coursework to meet specific career goals.

Common Core (28.5-29 Hours): [see common core requirements](#)

Foundations	11.5-12 hours
CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)
<b>Understanding Human Nature</b>	<b>13 hours</b>
Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science (CJ, CT, EC, Ethics, HI, Philosophy, PS, PY, or SO)	3 hours
Exploring the Nature of the Universe	4 hours
Science with Lab	4 hours
<b>Concentration in Child Development (22 Hours)</b>	
ED101 Introduction to Teaching (2)	ED264 Child Health (2)
ED103 Child Development (2)	ED326 Children's Literature (3)
ED204 Utilizing Family and Community Resources (3)	ED327 Creative Arts (3)
ED206 Infant/Toddler Curriculum (2)	ED330 Curriculum Methods and Materials in Early Childhood Education (2)
ED207 Infant/Toddler Practicum (2)	ED331 Practicum for ED330 (1)
<b>Electives (To complete Min. 62 Hours)</b>	



Common Core: [See Common Core requirements](#)

Recommended Common Core course: PY101 General Psychology (3)

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**Tier Two: Additional General Education Requirements (21-22 Hours)**

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Humanities or Fine Arts: 6 hours

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): [See guidelines](#). 6 hours

- Must include PY210 Educational Psychology (3) if PY101 General Psychology (3) not taken as part of the Common Core (above).
- Must include PY223 Developmental Psychology (3).

Science: [See guidelines](#). 3-4 hours

Analytical Skills: MA224 is recommended. 6 hours

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**Child Development Major Requirements (36 Hours)**

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ED103 Child Development (2)	Choose 11 hours from the following 2 options
ED204 Util. Fam. And Comm. Resources (3)	Early Childhood emphasis
ED206 Infant Toddler Curriculum (2)	ED101 Introduction to Teaching (2)
ED207 Infant Toddler Practicum (2)	ED308 Administration of EC Programs (3)
ED264 Child Health (2)	ED315 Reading/Writing w/ Young Children (4)
ED326 Children's Literature (3)	ED332 Screening & Diagnosis (2)
ED327 Creative Arts (3)	ED333 Screening & Diagnosis Practicum (1)
ED330 Curriculum Methods (2) (Capstone)	ED337 Curriculum Development (2)
ED331 Curriculum Methods Practicum (1)	Emphasis on school-aged children
PE202 Motor Learning and Motor Development (2)	ED313 Classroom/Behavior Mgmt. (3) or SE345 Classroom & Behavior Mgmt. (3)
One (1) from the following:	ED315 Reading/Writing w/ Young Children (4)
ED444 Early Childhood Experience (Capstone) (3)	SE203 Intro. to Special Education (3)
ED468 Child Development Internship (3)	PE328 Adapted Physical Education (2)
	PY342 Psychology of the Exceptional Child (2)
	PY343 Psychology of the Exceptional Child Practicum (1)
	CJ318 Juvenile Justice (3)

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**Minor and Electives (To Complete Min. 124 Hours)**

The division suggests elective coursework that will support the student's career plans (e.g., coursework in Physiology, Sociology, Business, Foreign Language, Criminal Justice, Political Science, Physical Education, or Special Education).

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- ED101 Introduction to Teaching (2)
- ED102 Introduction to Teaching Practicum (1)
- ED103 Child Development (2)
- ED204 Utilizing Family and Community Resources (3)
- ED264 Child Health (2)
- ED308 Administration of Early Childhood Programs (3)
- ED330 Curriculum Methods and Materials (2)
- ED331 Curriculum Methods Practicum (1)
- ED337 Curriculum Development (2)

This major combines professional preparation with a liberal education. A student completing this major is qualified for employment in business or industry in entry-level positions requiring application programming, working knowledge of computing systems, and use of commercial software packages. The student has the option of graduating with a Bachelor of Science degree or with a Bachelor of Arts degree. Additionally, graduates will possess a solid foundation for success in a graduate program in Computer Science.

Common Core (28.5-29 Hours): [See common core requirements](#)

<b>Foundations</b>	<b>11.5-12 hours</b>
CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)
<b>Understanding Human Nature</b>	<b>13 hours</b>
Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science (CJ, CT, EC, Ethics, HI, Philosophy, PS, PY, or SO)	3 hours
<b>Exploring the Nature of the Universe</b>	<b>4 hours</b>
Science with Lab	4 hours

Concentration in Computer Science (21 Hours)

CS172 .NET 1 (formerly Structured Programming I) (3)	One (1) from the following:
	CS362 Database Systems and SQL (3)
CS271 .NET II (3)	CS363 Networking (3)
CS377 Computer Architecture and Operating Systems (3)	
CS378 Data Structures and Algorithms (3)	3 hours of CS electives (any other CS course)

One (1) from the following:

MA105 Elementary Statistics (3)

MA107 Discrete Mathematics (3)

**Electives (To complete Min. 62 Hours)**

Common Core (28.5-29 Hours): [See common core requirements](#)

<b>Foundations</b>	<b>11.5-12 hours</b>
CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 (6 hours if taking EN110 & EN111)
Oral Communications	3 hours

Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)
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<b>Understanding Human Nature</b>	<b>13 hours</b>
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Religion	3 hours
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Social Science with Constitution	3 hours
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Leadership	1 hour
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Literature	3 hours
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Valuing or Social Science (CJ, CT, EC, Ethics, HI, Philosophy, PS, PY, or SO)	3 hours
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<b>Exploring the Nature of the Universe</b>	<b>4 hours</b>
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Science with Lab	4 hours
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Concentration in Computer Science (21 Hours)

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CS172 .NET 1 (formerly Structured Programming I) (3)	One (1) from the following:
	CS362 Database Systems and SQL (3)
CS271 .NET II (3)	CS363 Networking (3)
CS377 Computer Architecture and Operating Systems (3)	
CS378 Data Structures and Algorithms (3)	3 hours of CS electives (any other CS course)

One (1) from the following:

MA105 Elementary Statistics (3)

MA107 Discrete Mathematics (3)

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**Electives (To complete Min. 62 Hours)**

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6 hours (BS)

Common Core: [See Common Core requirements](#)

Tier Two: Additional General Education Requirements (21-24 Hours)

Humanities or Fine Arts: 9 hours (BA) 6 hours (BS)

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): [See guidelines](#). 3 hours (BA)

Science: [See guidelines](#). 3-4 hours

BA Foreign Language (a single language) 6-8 hours

BS Analytical Skills: [See guidelines](#).

### Computer Science Major Requirements (34 Hours)

CS172 .NET 1 (formerly Structured Programming I) (3) TWO (2) from the following:  
 CS214 Web Page Design (3)  
 CS271 .NET II (3) CS216 Web Programming (3)  
 CS362 Database Systems and SQL (3) CS231 Scientific Computer Programming (3)  
 CS363 Networking (3) CS275 Mobile Application Development (3)  
 CS371 Concepts of MIS (3) CS375 Game Programming (3)  
 CS377 Computer Architecture and Operating Systems (3) MA107 Discrete Math (3)  
 CS378 Data Structures and Algorithms (3) Related work in statistics and symbolic logic is also strongly recommended.  
 CS480 Senior Thesis (3)  
 SC425 Science Seminar Capstone (1)

One (1) from the following:

CS236 Programming in Visual Basic (3)  
 CS237 Programming with Java (3)  
 CS272 Survey of Programming Languages (3)

### Minor and Electives (To Complete Min. 124 Hours)

CS172 .NET 1 (formerly Structured Programming I) (3)

Fourteen (14) hours in Computer Science

**CS121 Introduction to MS Office.** 1 hour. Introduction to Windows. MS Word, MS Excel and MS PowerPoint, along with MS Outlook. This course is project-oriented with an eye towards outcomes-based objectives.

**CS122AW Computers in the Academic World.** 1 hour. In depth coverage of Word, Excel and PowerPoint. Document integration between the software will be integral. Also, document sharing, index creation, outline creation, etc. CS122 may be taken in more than one content area, but only two hours will count towards a degree.

**CS122SC Computers in Science.** 1 hour. The use of computers and programmable/graphing calculator operation and their interfacing with scientific instrumentation. Students are introduced to writing and using Quick Basic programs. Significant attention is given to the use of Excel, Word, and PowerPoint in the collection, manipulation and presentation of scientific information. CS121 is a prerequisite (or a high school microcomputer applications course). CS122 may be taken in more than one content area, but only two hours will count towards a degree.

**CS172 .NET 1 (formerly Structured Programming I).** 3 hours. A study of structured programming using C++ #.NET including: introduction to the programming environment, algorithmic development, problem solving, and an introduction to data abstraction. Emphasis is placed on program design and documentation.

**CS190 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**CS214 Web Page Design.** 3 hours. An introduction to the fundamentals of web page design. Use of HTML and CSS to plan and create web pages that combine text, images, and other multimedia to design clean, easy-to-use pages that support the content.

**CS216 Web Programming.** 3 hours. Students will learn the basics of web communication protocols and HTML file formats. Then students will write programs to submit web requests and process responses automatically. Several different web programs and web bots will be created during this class to illustrate the different techniques of web programming. Prerequisite: CS172.

**CS231 Scientific Computer Programming.** 3 hours. Introduction to the FORTRAN programming language and other languages with examples chosen from science and mathematics. Prerequisite: One programming course or division chair's permission.

**CS236 Programming in Visual Basic.** 3 hours. Program development using Visual Basic.NET Topics include: language statements, Visual Basic objects in forms, menus, dialog boxes, multiple forms, file management, and accessing databases. A toolkit of objects such as buttons, text boxes, and labels are used to build programs.

**CS237 Programming with Java.** 3 hours. Students will learn to program using the Java language. They will explore the strengths and weaknesses of Java. Students will examine how to do input and output, branching and iteration, make calculations, save and execute Java programs. At the end of the course, students should be able to create various Java applications.

**CS271 .NET II (formerly Structured Programming II).** 3 hours. Continuing the study of structured programming using C#.NET including: algorithmic development, problem solving, interfacing with databases, and an introduction to graphics. Emphasis is placed on program design and documentation. Prerequisite: CS172.

**CS272 Survey of Programming Languages.** 3 hours. This course will briefly look at six to eight languages, comparing and contrasting their strengths and weaknesses. Several structured languages like C++, Pascal, Java, and C# will be surveyed along with assembler, and AI languages like LISP or Prolog, and COBOL. Because of the brief treatment of each language, students are not expected to be proficient at any of the languages but should be able to recognize and understand code and the strengths and weaknesses of each language.

**CS275 Mobile Application Development.** 3 hours. A study of the process by which applications are developed for handheld devices such as smart phones, pads, or tablets.

**CS290 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**CS360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**CS362 Database Systems and SQL.** 3 hours. An introduction to database concepts, data models, database normalization, data description languages, query facilities, database security, data integrity and reliability, and SQL. Prerequisite: One programming course.

**CS363 Digital Communications/Networking.** 3 hours. A study of data communications, network structure design and architecture network standards and services using the OSI model. Emphasis in NOVELL and NT architectures. Prerequisite: CS377.



**CS371 Concepts of MIS.** 3 hours. This course will investigate the system development cycle. Stress will be placed on system documentation describing process flow, data flows, data structures, file design, input and output, and program specification. A significant class project will illustrate concepts. Prerequisite: One programming course.

**CS375 Game Programming.** 3 hours. This course builds on content from prior computer science courses and incorporates programming fundamentals with the topics of graphics, animation, data structures, and web programming. Several game projects, from simple to more complex, will be examined and coded. Issues like player input, calculations, and presentation, along with real-time versus turn-based, will be discussed. Prerequisite: CS271.

**CS377 Computer Architecture and Operating Systems.** 3 hours. A study of computer structure and machine language, assembly language, addressing techniques, File I/O, program segmentation, linkage, and operating systems. Prerequisite: CS271.

**CS378 Data Structures and Algorithms.** 3 hours. A study of algorithms and data structures. Topics will include the following: data structures, abstract data types, recursion, algorithm analysis, sorting and searching.

**CS480 Senior Thesis.** 3 hours. (Capstone) A course tailored to the individual student's needs. Special projects will be used to extend the areas of interest. Prerequisite: Computer Science major with Senior standing.

This degree program is designed for and available only to students who transfer to Central Methodist University with an Associate of Science (AS) or Associate of Applied Science (AAS) degree.

Students with an AS or AAS in an Applied Technology Field may wish to focus their studies in this major. Designed as a combined degree between computer science/networking and business, students are provided with an opportunity for exploration of additional studies in their technological related fields.

Students who have taken AAS technical courses in some AAS field but have not completed the AAS degree will be evaluated for this and other degree-completion programs on an individual basis. This degree program requires at least 36 hours of upper-division coursework.

**Common Core:** [Common Core requirements](#) for all CMU degrees.

Foundations	9-15 hours
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
College Algebra	3 hours (6 hrs if taking MA101 and MA102)
<b>Understanding Human Nature (12 hours)</b>	12 hours
Religion	3 hours
Social Science with Constitution	3 hours
Literature	3 hours
Valuing or Social Science: EC202 Microeconomics required	3 hours
<b>Exploring the Nature of the Universe (4 hours)</b>	
Science with Lab	4 hours
<b>Tier Two: Additional General Education Requirements (18 Hours)</b>	
Elementary Statistics MA105	3 hours
Technical Writing EN306	3 hours
Applied Computer Skills: BU225 Computer Applications in Business (3)	3 hours
Ethics: PL306 Ethics and the Professions (3)	3 hours
Social Science: Industrial/Organization Psych PY353 & Managerial Economics EC314	6 hours
<b>Applied Science in Computer Networking Major Requirements (37 Hours)</b>	
CS272 Survey of Programming Languages (3)	MG354 Principles of Management (3) OR MG356 Human Resources Management (3)
CS362 Data Systems and SQL (3)	ET375 Small Business Management (3)
CS363 Networking (4)	MG477 Production & Operation Mgmt (3)
CS371 Concepts of MIS (3)	MG370 Management Information Systems (3) CT330 Business Communications (3)
CS377 Computer Architecture and Operating Systems (3)	
CS378 Data Structures and Algorithms (3)	
CS480 Senior Thesis (3)	
<b>Applied Science Concentration</b> (up to 18 hours): Technical courses transferred from the AAS in Computer Networking	
<b>Electives</b> (To Complete Min. 124 Hours)	

The Bachelor's degree program in Criminal Justice is designed to prepare students for careers in law enforcement, criminal justice administration, and corrections management. In addition to these professional objectives, the program is also intended to prepare the student for graduate school or law school. Criminal Justice majors may earn either a Bachelor of Arts or a Bachelor of Science degree. As a requirement for graduation, all Criminal Justice majors must sit for a nationally normed exit examination in the final semester of their coursework.

Common Core: [See Common Core requirements](#)

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts: 9 hours (BA) 6 hours (BS)

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): [See guidelines](#). 3 hours (BA) 6 hours (BS)

Science: [See guidelines](#). 3-4 hours

BA Foreign Language (a single language) 6-8 hours

BS Analytical Skills: [See guidelines](#).

- Must include CJ331 Research Design and Data Analysis in the Social Sciences (3).

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**Criminal Justice Major Requirements (27 Hours)**

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CJ100 Introduction to Criminal Justice (3) One (1) from the following:

CJ314 Social Deviance (3)

CJ202 Criminal Law (3)

CJ315 Criminology (3)

CJ270 Criminal Procedure (3)

CJ301 Constitutional Aspects of Criminal Justice (3)

CJ480 Senior Thesis (3) (Capstone)

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Guided Electives in Criminal Justice (9 hours) selected from the following:

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AC313 Fraud Examination (3)

CJ304 Capital Punishment (3)

CJ201 Police Organization and Management (3)

CJ306 Serial Crime and Profiling (3)

CJ203 History of Corrections & Penal Institutions (3)

CJ308 American Constitutional Law (3)

CJ309 Law in American Society (3)

CJ204 Global Crime (3)

CJ318 Women in Crime (3)

CJ330 Principles of Public Administration (3)

CJ206 Criminal Investigation I (3)

CJ350 Policing in a Democracy (3)

CJ260/360 Special Problems in Criminal Justice (3)

CJ268/368 Internship in Criminal Justice (3)

CJ290/390 Special Topics in Criminal Justice (3)

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**Minor and Electives (To Complete Min. 124 Hours)**

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## Criminal Justice minor—18 hrs.

CJ100 Introduction to Criminal Justice (3)

CJ202 Criminal Law (3)

CJ270 Criminal Procedure (3)

CJ301 Constitutional Aspects of Criminal Justice (3)

Electives in Criminal Justice (6)

## Applied Law Enforcement minor—17 to 24 hrs.

Note: Students must be Criminal Justice Majors in order to have a minor in Applied Law Enforcement. Applied law enforcement hours that do not meet the standard norm for contact hours, 42-45 hours for one hour of credit, will not be accepted in transfer. See the Registrar for more information.

The Applied Law Enforcement minor consists of 17 to 24 hours of coursework in applied law enforcement including criminal investigation; victimology; corrections procedures; juvenile justice procedures; police operations; and probation and parole procedures. To earn the BS in Criminal Justice, transfer students with AS or AAS degrees from designated institutions must fulfill all of Central Methodist University's general education requirements and all of the specific requirements of CMU's criminal justice major.

**CJ100 Introduction to Criminal Justice.** 3 hours. The history, nature and function of the criminal justice system in America. Prerequisite: Freshman or Sophomore status, or by instructor's permission.

**CJ190 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**CJ201 Police Organization and Management.** 3 hours. Principles and practices common to the effective management of law enforcement agencies.

**CJ202 Criminal Law.** 3 hours. Origin, development and classification of the substantive criminal law defenses and criminal responsibility. Prerequisite: CJ100 or instructor's permission.

**CJ203 History of Corrections and Penal Institutions.** 3 hours. An historical analysis of the development of corrections and penal institutions in the United States and the influence of changing social philosophies on this development. Prerequisite: CJ100 or instructor's permission.

**CJ204 Global Crime.** 3 hours. An examination of international crime operations including sea and air piracy, smuggling and terrorism. Cross-listed with PS204. Prerequisite: CJ100 or instructor's permission.

**CJ206 Criminal Investigation I.** 3 hours. This class introduces the student majoring in Criminal Justice to the history and evolution of criminal investigation, the legal aspects of investigation, and basic crime-scene techniques including crime scene searches, photography and sketching, interviewing, the collection and preservation of physical evidence, and property crimes. Open only to Criminal Justice majors. Prerequisites: CJ202 with at least a "C," or instructor's permission.

**CJ260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**CJ268 Internship and Field Experiences.** 1-5 hours.

**CJ270 Criminal Procedure.** 3 hours. Survey of criminal procedure, those stipulations that guide detention, arrest, pretrial, trial, conviction and corrections, as well as other associated topics. The course forms a theoretical bridge between criminal and constitutional law. Prerequisites: CJ100 and CJ202 or instructor's permission.

**CJ290 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**CJ301 Constitutional Aspects of Criminal Justice.** 3 hours. An examination of U.S. case law regarding the rights and privileges of criminal defendants with regard to electronic surveillance, entrapment, self-incrimination, plea bargaining, trial, double jeopardy and sentencing. Prerequisite: CJ 202 or instructor's permission.

**CJ304 Capital Punishment.** 3 hours. This survey class will address moral, constitutional, and legal considerations as well as issues of application of capital punishment in the United States. Prerequisite: CJ202 or instructor's permission.

**CJ306 Serial Crime and Profiling.** 3 hours. This course is about reconstructing the serial offender's motives and intent by closely examining all evidence left by a perpetrator at a crime scene. This course is intended to provide students with the skills and information necessary to profile a broad array of serial crimes and will involve review and analysis of actual cases and crime scenes. Prerequisite: CJ202.

**CJ308 American Constitutional Law and Judicial Process.** 3 hours. Study of the leading American constitutional principles and major decisions of the Supreme Court. An analysis of the role played by judges and courts in public policy formation. Cross-listed with PS308. Prerequisite: PS101 or instructor's permission.

**CJ309 Law in American Society.** 3 hours. A study of the role of law and legal institutions in the American system of justice. Cross-listed with PS309.

**CJ314 Social Deviance.** 3 hours. Sociological approaches to deviance are reviewed and various forms of social deviance are examined as is the process involved in changing the status of a behavior from deviant to not and vice-versa. Cross-listed with SO314. Prerequisite: SO101.

**CJ315 Criminology.** 3 hours. The nature, extent, causes, control and prevention of crime. Cross-listed with SO315.

**CJ316 Criminal Investigation II.** 3 hours. This class is a continuation of CJ206 Criminal Investigation I and addresses crimes against persons, drug crimes, and terrorism. Prerequisite: CJ206 with a grade of "C" or better. 10/11

**CJ318 Juvenile Justice.** 3 hours. This course provides a comprehensive analysis of the juvenile justice system including the historical and philosophical roots of the system, sources of influence on youth development, the movement toward diversion and deinstitutionalization, police interaction, youth gangs, juvenile courts and due process, corrections and community intervention. This course also explores themes of abuse, neglect, status offenses, and delinquency. Prerequisite: CJ100. 10/11

**CJ330 Principles of Public Administration.** 3 hours. Introductory survey of public administration with reference to organization, personnel management, financial administration, and administrative process. Cross-listed with PS330. Prerequisites: PS101 and Junior standing or instructor's permission.

**CJ331 Research Design and Data Analysis in the Social Sciences.** 3 hours. An introduction to research design, social measurement, analytic strategies and applied statistical techniques relevant to the interpretation of social phenomena. Cross-listed with HI/PS/PY/SO331.

**CJ350 Policing in a Democracy.** 3 hours. An examination of the relationship between law enforcement and American society with emphasis on the importance of police-community relations and the constitutional limits on law enforcement agencies. Prerequisite: CJ270.

**CJ360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**CJ368 Internship and Field Experiences.** 1-5 hours.

**CJ390 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**CJ480 Senior Thesis.** 3 hours. (Capstone) Seminar in which students complete the research and writing of a Senior thesis which must be successfully defended before the faculty of the Division of Social Sciences.



18 semester-hours are required in Economics. Business majors may apply a maximum of 9 semester-hours in Economics from their major field requirements toward a minor in Economics.

**EC122 Economics for Educators.** 3hours. A course designed to familiarize students seeking certification to teach at the elementary and middle school levels with the basic economic concepts that elementary and middle school students are expected to know and to explore the teaching tools and techniques that are available for teaching economics at those levels. (Restricted to students seeking certification to teach at the elementary level and at the middle school level with a concentration in social science. Those seeking certification to teach at the high school level should take either [preferably] EC201 Macroeconomics or EC202 Microeconomics.)

**EC190 Special Topics.** 1-3 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**EC201 Macroeconomics.** 3 hours. Following an initial introduction to important general economic concepts, including demand and supply, the course examines the U.S. economy from a macroeconomic perspective. It includes an analysis of (1) how unemployment, inflation, and Gross Domestic Product are measured, (2) different theories of why the economy goes through cyclical fluctuations (recessions and booms) in the short-run, (3) long-run economic growth, and (4) the use of monetary and fiscal policies to stabilize the economy. Prerequisite: MA103 (or ACT Math subscore # 20).

**EC202 Microeconomics.** 3 hours. Following an initial introduction to important general economic concepts, including demand and supply, the course examines the U.S. economy from a microeconomic perspective. It includes an analysis of (1) the theory of consumer behavior, (2) elasticity, (3) costs and supply, (4) market structure, (5) anti-trust law and regulation, and (6) factor markets. Prerequisite: MA103 (or ACT Math subscore # 20.)

**EC260 Special Problems.** 1-3 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**EC268 Internship and Field Experiences.** 1-5 hours.

**EC290 Special Topics.** 1-3 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**EC302 Economics of Public Policy.** 3 hours. This course focuses on "public choice" theory. After a review of the case for relying on the market to allocate resources, the course looks at situations in which markets fail to yield optimal results and the case for using government to correct for these market "failures" (such as public goods and externalities). The course then uses economic analysis to examine how government operates and to investigate the possibility of government "failure"—the idea that government actions may themselves be a source of non-optimal results. Prerequisite: EC201 or EC202 or instructor's permission.

**EC311 Money, Credit, and Banking.** 3 hours. Examination of the role of money, financial markets, and financial intermediation in the American economy, with a particular focus on commercial banks. Includes an in-depth look at the money supply process and the Federal Reserve System. Prerequisites: EC201 and EC202.

**EC314 Managerial Economics.** 3 hours. Intermediate microeconomics with a focus on applications of Economics to decisions made by managers of a firm, including the concepts of demand analysis and forecasting, production and cost analysis, and pricing and output decisions. Prerequisite: EC202; or instructor's permission.

**EC316 Intermediate Macroeconomics.** 3 hours. This course builds on the material covered in EC201. After reviewing basic macroeconomic concepts, it looks at different models of how the aggregate economy functions in both the short-run and the long-run (including Keynesian, monetarist, supply-side, and real business cycle models). It also looks at the use of monetary and fiscal policies to stabilize the economy. Prerequisites: EC201 and EC202.

**EC330 Law and Economics.** 3 hours. Use of the tools of micro-economic analysis to investigate the legal system of the United States. A variety of specific topics are covered, including property rights, contracts, family law, tortlaw, criminal law, anti-trust law, and regulation. Prerequisite: EC202; or instructor's permission.

**EC347 International Economics.** 3 hours. Examination of the economic interdependence among the nations of the world. The first half of the semester covers the theory of international trade and explores such issues as why nations trade with one another, the results of such trade, and the consequences of interfering with free trade with tariffs and quotas. The second half covers international finance and focuses on the determination of exchange rates, the balance of payments, and the international transmission of business cycles. Prerequisites: EC201 and EC202.

**EC360 Special Problems.** 1-3 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**EC368 Internship and Field Experiences.** 1-5 hours.

**EC390 Special Topics.** 1-3 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

The following Central Methodist University programs of study have been approved by the Missouri Department of Elementary and Secondary Education (DESE). Students who satisfactorily complete the programs of study and other degree requirements may be recommended to the Missouri Department of Elementary and Secondary Education (DESE) for educator certification.

## Certification Area (Grade Level)

[Early Childhood](#) (Birth - Grade 3)

[Elementary](#) (1 - 6)

Middle School (5 - 9)

- [Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Science](#)

Secondary (9 - 12): Students seeking secondary certification must complete a major in the area of certification with a Bachelor of Arts or a Bachelor of Science degree with a Minor in Education. We offer secondary certification in the following areas:

- [Business](#)
- [Mathematics](#)

K - 12

- [Music Education](#)
- [Special Education: Mild-Moderate Disabilities](#)

It is important for all students who intend to pursue educator certification to examine certification standards and program of study requirements. Students should confer with their academic advisors and plan each semester of their programs. The lack of careful planning or late decision to enter the Educator Preparation Program may result in extended study.

Students who intend to prepare for educator certification will be fully admitted to the program when they have passed all parts of the MoGEA and have earned 60 hours with a 2.75 GPA. Information about these requirements will be distributed to students enrolled in ED101 Introduction to Teaching. Students who transfer credit in a course evaluated as equivalent to ED101 should consult with the regional site's Director of Professional Education (or Site Coordinator) within their first semester of attendance to determine their status in the Educator Preparation Program

Students should pass all parts of the MoGEA by the time they reach Junior standing (60 hours). Many Junior level courses require the MoGEA: ED303, ED318, ED324, ED369MU, ED370 (all sections), ED453, ED454, ED462, ED471.

Educator Preparation candidates participate in selected professional education courses and student teaching experiences. Students must meet certain requirements before they will be allowed to register for ED454, ED461, ED462, or ED463. The requirements are:

1. Passing score on all sections of the MoGEA within a two-year period,
2. passing score on state qualifying exam for certification in student's area of study (pre-requisite for enrolling in ED454 and ED462),
3. required minimum GPAs: 2.75 GPA overall, 3.0 in the content area, and 3.0 in professional education courses with no grade lower than a "C,"
4. registration or completion of courses in the professional education sequence;
5. incorporation of appropriate components of demonstrations, observations, mini-teaching, and/or development into the pre-service portfolio; and
6. a history of ethical academic conduct.

Students cannot register for any other courses concurrently with ED462 without written permission from the Chair of the Division of Professional Education.

**Professionalism and Ethical Behavior.** Students working toward educator certification must act and dress in a professional manner when visiting or working in the classrooms of our public and private school partners. All educator preparation students will be involved in two different levels of security check processes. The first level (Freshman, Sophomore, Junior) involves security checks with the Missouri State Highway Patrol, the Missouri Division of Family Services, and the Missouri Sex Registry. Prior to student teaching, students must undergo an FBI Fingerprint Screen as well as the security checks previously mentioned. An arrest

or conviction may disqualify a candidate for certification. The Department of Elementary and Secondary Education (DESE) has the authority to refuse to issue a certificate.



Common Core (28.5-29 hours): [See common core requirements](#)

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**Foundations - 11.5-12 hours**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics: MA224 required	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature - 13 hours**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science: PY210 required	3 hours

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**Exploring the Nature of the Universe - 4 hours**

Physical Science with Lab	4 hours
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**Tier Two: Additional General Education Requirements (12 Hours)**

Humanities or Fine Arts: Art or Music Appreciation	3 hours
Analytical Skills: ED122 Education Technology	2 hours
Social Sciences: PY223 Developmental Psychology	3 hours
Biological Science with lab	4 hours

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**Concentration in Early Childhood Education (14 Hours)**

ED101 Introduction to Teaching (2)	ED204 Utilizing Family and Community Resources (3)
ED102 Introduction to Teaching Practicum (1)	ED206 Infant/Toddler Curriculum (2)
ED103 Child Development (2)	ED207 Infant/Toddler Practicum (2)
	ED264 Child Health (2)

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**Electives (To complete Min. 62 Hours)**

Recommended: PY321 Family Relationships and Values and PY342/343 Psychology of the Exceptional Child and Practicum

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NOTE: This is not a certification program.

Common Core (28.5-29 hours): [See common core requirements](#)

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**Foundations, 11.5-12 hours**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature, 13 hours**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science: PY210 required	3 hours

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**Exploring the Nature of the Universe, 4 hours**

Physical Science with Lab	4 hours
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**Tier Two: Additional General Education Requirements (19 Hours)**

Humanities or Fine Arts: Art or Music Appreciation	3 hours
Analytical Skills: ED122 Education Technology	2 hours
MA224 Mathematics for Elementary and Middle Grade Teachers	4 hours
Social Sciences: Choose from EC122 Economics for Educators, EC201 Macroeconomics, EC202 Microeconomics, HI205 World Geography, or PY223 Developmental Psychology	6 hours
Biological Science with lab	4 hours

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**Concentration in Early Childhood Education (13 Hours)**

ED101	Introduction to Teaching (2)
ED102	Introduction to Teaching Practicum (1)
ED103	Child Development (2)
ED264	Child Health (2)
ED326	Children's Literature (3)
ED327	Creative Arts (3)

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**Electives (To complete Min. 62 Hours)**

Recommended: PY321 Family Relationships and Values and PY342/343 Psychology of the Exceptional Child and Practicum

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NOTE: This is not a certification program.



Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- Physical Science with a laboratory (4)

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**Tier Two: Additional General Education Requirements (19 Hours)**

Humanities or Fine Arts: AR186, AR188, or MU188	3 hours
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Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3)	6 hours
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Additional Science with Lab: Biological Science w/ lab (4)	4 hours
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MA224 Mathematics for Elementary and Middle School Teachers (4)	4 hours
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ED122 Education Technology	2 hours
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**Professional Education (25 Hours)**

ED101 Introduction to Teaching (2)	PY210 Educational Psychology (3)
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ED102 Introduction to Teaching Practicum (1)	PY223 Developmental Psychology (3)
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PY342 Psychology of the Exceptional Child (2)
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ED453 General Methods of Teaching (2)
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ED454 Student Teaching Seminar (2)
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ED462 Student Teaching (10)
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**Elementary 1-6 certification requirements (33 Hours)**

ED103 Child Development (2)	ED320 Teaching Reading/Writing in Mid. School (3)
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ED264 Child Health (2)	ED324 Methods of Teaching Mathematics in Elementary/Middle School (3)
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ED303 Methods / Materials for Teaching Content Classes (3)	ED326 Children's Literature (3)
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ED327 Creative Arts (3)
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ED304 Methods and Materials for Teaching Content Classes Practicum (1)	ED329 Emergent Language (2)
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ED315 Reading and Writing with Young Children (4)	PE322 Teaching Elem. School Physical Educ. (3)
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ED318 Reading Assessment and Instruction (3)
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ED319 Reading Practicum (1)
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**Electives (To Complete Min. 124 Hours)**

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Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- Physical Science with a laboratory (4)

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**Tier Two: Additional General Education Requirements (19 Hours)**

Fine Arts or Humanities: 3 hours

- When choosing a Fine Arts course, [see guidelines](#).
- When choosing a Humanities course, [see guidelines](#).

Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3) are recommended. 6 hours

Additional Science with Lab: Biological Science w/ lab (4) 4 hours

MA224 Mathematics for Elementary and Middle School Teachers (4) 4 hours

ED122 Education Technology 2 hours

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**Professional Education Requirements (26 Hours)**

ED101 Introduction to Teaching (2)	PY210 Educational Psychology (3)
ED102 Introduction to Teaching Practicum (1)	PY223 Developmental Psychology (3)
	PY342 Psychology of the Exceptional Child (2)
ED453 General Methods of Teaching (2)	PY343 Psychology of the Exceptional Child Practicum (1)
ED454 Student Teaching Seminar (2)	
ED462 Student Teaching (10)	

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**Middle School (5-9) Certification Requirements (13-15 Hours)**

ED313 Classroom and Behavior Management in the Middle and Secondary Classroom (3)	Select ED318/319 OR ED471: ED318 Reading Assessment and Instruction (3)
ED314 History & Philosophy of Middle-Level Education (3)	ED319 Reading Assessment/Instruction Practicum (1) ED471 Teaching Reading in the Secondary School (2)
ED320 Teaching Reading/Writing in the Middle School (3)	
Special Teaching Methods:	
ED 370E The Teaching of English in High School (3)	

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**Language Arts requirements (18 Additional Hours): Courses taken in major must include the following**

EN311 Modern Grammar (3)	EN331, EN340, EN342 or EN347 English or British Lit. (3)
EN312 History of the English Language (3)	EN410 Senior Thesis (1) English Electives (5)
EN323 or EN324 or EN329 American Literature (3)	

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**Electives (To Complete Min. 124 Hours)**

A student seeking a minor in Education without seeking certification must complete 17 hours of Education coursework. Prerequisites will not be waived for the minor.

See related course listings under Physical Education and Special Education.

**ED101 Introduction to Teaching.** 2 hours. A study of the historical, philosophical, legal, and social development of education in the United States with an emphasis on school organization and management, and the roles and responsibilities of the teacher, principal, superintendent, and school board. Introduces and explores the concept of portfolios. Prerequisite: Concurrent enrollment in ED102.

**ED102 Introduction to Teaching Practicum.** 1 hour. Applied experiences (12-18 clock hours) working with students in a classroom setting. Prerequisite: Concurrent enrollment in ED101. In order to remain eligible in programs that require ED102, students must earn at least a "C" in no more than two attempts to pass ED102. 4/12

**ED103 Child Development.** 2 hours. The study of the physical, motor, intellectual, social, and emotional development of the young child as well as the development of an intelligent philosophy of adult-child relationships. This course includes 10-12 clock hours of clinical experiences.

**ED122 Education Technology.** 2 hours. This course will introduce students to a number of current technologies, both hardware- and software-based, with the intent of enhancing the presentation of materials and the sharing and collaboration of information. The course will include material concerning related social, ethical, and legal issues surrounding technology.

**ED204 Utilizing Family and Community Resources.** 3 hours. The cooperation between home, school, and community to provide a supportive educational environment for the young child. Includes community exploration from an historical, philosophical, and social perspective; basic principles related to community resources; various child-rearing and parenting styles; and methods of utilizing and communicating with families and the community. Cultural and socioeconomic factors, and the realities of the changing family and variations among parent education program types are considered. Prerequisite: ED103.

**ED206 Infant/Toddler Curriculum Methods and Materials.** 2 hours. Introduction to various curriculum methods for children aged six weeks through two years. Current issues in infant/toddler care will be discussed. Prerequisites: ED103 and concurrent enrollment in ED207.

**ED207 Infant/Toddler Curriculum Methods and Materials Practicum.** 2 hours. The clinical experience (24-36 clock hours) includes observation of infants and toddlers and participation in planning and conducting learning experiences appropriate for infants and toddlers. Prerequisite: Concurrent enrollment in ED206.

**ED260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**ED264 Child Health.** 2 hours. Health issues affecting children from birth through age 16. Includes functions and interrelations of systems, health maintenance and enhancement, risk assessment and reduction, efficiency of human movement and performance, and physical activity and lifetime wellness.

**ED290 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**ED303 Methods and Materials for Teaching Content Classes.** 3 hours. Presents methods and materials for integrating social studies and science concepts required in elementary classrooms, including those identified as Show-Me Standards and Project Construct Goals by the Missouri Department of Elementary and Secondary Education. Prerequisites: ED315, ED326, ED327, successful passing of MoGEA exam, and concurrent enrollment in ED304.

**ED304 Methods and Materials for Teaching Content Classes Practicum.** 1 hour. This clinical experience (20 clock hours) includes observation and participation in planning, implementing, and documenting learning experiences in an elementary classroom. Attention is given to an integrated curricular approach. Prerequisites: ED315, ED326, ED327, successful passing of MoGEA exam, and concurrent enrollment in ED303.

**ED308 Organization and Administration of Early Childhood Programs.** 3 hours. (Capstone for Child Development only) The development and enhancement of strategies for developing, organizing, and administering quality early childhood programs. Prerequisite: ED330 and ED332.

**ED313 Classroom and Behavior Management in the Middle and Secondary Classroom.** 3 hours. This course is designed to acquaint pre-service middle-school and secondary-school teachers with strategies for classroom and behavior management. Students will address such topics as creating social relationships in the classroom, increasing student motivation, minimizing disruptive behavior, and understanding the effects of classroom management on behavior and learning. Prerequisite: Junior standing.

**ED314 History, Philosophy, and Curriculum of Middle-Level Education.** 3 hours. Study of the historical background, philosophy, organization, and curriculum of middle-level education, including discussion of teaching techniques and practices that best serve middle-level students. Areas of emphasis are teaming, advisor/advisee programs and co-curricular, extra-curricular, and instructional methods. Prerequisites: ED101 and PY223.

**ED315 Reading and Writing with Young Children.** 4 hours. Basic foundations of reading development. Includes current research, theories, techniques, and materials that meet both individual and group needs in oral and written language. Emphasis on the integration of the language arts: reading, writing, speaking, and listening. Developing and sharing instructional methodology for diverse students is integral to this course. This course includes 8-10 clock hours of clinical experiences. Prerequisite: ED103.

**ED318 Reading Assessment and Instruction.** 3 hours. The study of formal and informal assessment as it relates to individual needs is a basic part of this course. Development of instructional plans with an emphasis on personalized reading strategies and continuous assessment is included. Prerequisites: ED315 or ED320, successful passing of MoGEA exam, and concurrent enrollment in ED319.

**ED319 Reading Assessment and Instruction Practicum.** 1 hour. This practicum (18 clock hours) provides opportunities for pre-service teachers to practice reading strategies with elementary students. Prerequisites: ED315 or ED320, successful passing of MoGEA exam, and concurrent enrollment in ED118.

**ED320 Teaching Reading & Writing in the Middle School.** 3 hours. The reading process and the application of reading and writing strategies in various content areas in the middle school. (May be taken concurrently with ED318/319).

**ED324 Methods of Teaching Mathematics in the Elementary/Middle School.** 3 hours. Methods of teaching mathematical concepts recommended by the National Council of Teachers of Mathematics as basic to an elementary and middle school curriculum. Based on research of learning theorists and successful classroom procedures. Includes mini-teaching experiences. Prerequisite: Successful passing of the MoGEA exam.

**ED326 Children's Literature.** 3 hours. All genres of literature for children and adolescents are surveyed through synopses and reading of books by outstanding authors to acquaint the student with high-quality stories and poems for use with children and adolescents. Multicultural literature is emphasized and methods of using literature in the classroom as well as techniques of storytelling are also studied. Extensive reading and active participation in class discussion are essential for this course. This course includes a minimal amount of clinical experiences. Prerequisites: ED103 and concurrent enrollment in ED327.

**ED327 Creative Arts.** 3 hours. This course is designed to encourage observation, expression, and appreciation through creative activity while exploring music, drama, visual arts, and movement. Applied laboratory experiences are included. This course includes a minimal amount of clinical experiences. Prerequisites: ED103 and concurrent enrollment in ED326.

**ED329 Emergent Language.** 2 hours. Examination of the oral and written language development of the young child. Factors that facilitate or inhibit language development will be discussed. Attention will be given to the sampling, analysis, and evaluation of a language user. Prerequisite: ED103.

**ED330 Curriculum Methods and Materials in Early Childhood Education.** 2 hours. Introduction to various curriculum models for children aged three years through eight years. Early childhood education is explored from an historical and philosophical perspective. Current issues in the field are discussed. Prerequisites: ED103 and concurrent enrollment in ED331.

**ED331 Curriculum Methods and Materials in Early Childhood Education Practicum.** 1 hour. The clinical experience (24 clock hours) includes observation of children in an accredited early childhood program, participation in planning and conducting activities under the supervision of teachers, and the construction of various teaching aids appropriate for young children. Prerequisite: Concurrent enrollment in ED330.

**ED332 Screening, Diagnosis, and Planning Instruction for Young Children.** 2 hours. Introduction to various facets of assessing young children, including considerations of children who represent cultural, cognitive, and linguistic differences. Evaluation and administration of assessment instruments and interpretation of results, and educational recommendations are included. Prerequisites: ED103 and concurrent enrollment in ED333 and ED337.

**ED333 Screening, Diagnosis, and Planning Instruction for Young Children Practicum.** 1 hour. Laboratory (24 clock hours) experience in screening young children. Each student observes a child enrolled in an accredited or public school early childhood program for a semester and suggests developmentally appropriate goals for the child based on observation, assessments, and constructivist principles. Prerequisites: Concurrent enrollment in ED333 and ED337.

**ED334 Early Childhood Practicum.** 2 hours. (Capstone) An experiential (90+ clock hours) approach to observe and practice teaching strategies with preschool and kindergarten children in an accredited or public classroom. Prerequisites: ED103, and ED330/331 or ED332/333.

**ED337 Curriculum Development.** 2 hours. Development of early childhood curriculum. Includes examination of constructivist theory, and developmentally appropriate lesson planning that provides for the physical, social, emotional, creative, and cognitive growth of children. Prerequisites: ED103, ED330/331, and concurrent enrollment in ED332 and ED333.

**ED340 Implementing Business Education.** 3 hours. This course addresses information needed to plan, implement, and maintain Business Education programs. Prerequisite: Student must be admitted to Link 2 of the CMU Education Program or approved by instructor.

**ED360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**ED369MU Elementary School Music Methods.** 3 hours. Objectives, methods, and material of teaching music in elementary schools including singing, rhythmic, creative, and listening experiences. This course includes a minimal amount of clinical experiences. Prerequisite: Successful passing of the MoGEA exam.

**ED370 Special Teaching Methods.** Offered in each high school teaching field. These courses consider methods, materials, and evaluation techniques based on current educational research and recommendations from the Missouri Department of Elementary and Secondary Education. These courses may not always be offered annually. Students should confer with their advisors to determine when these courses are offered and should develop their degree or certification plans accordingly. A minimal amount of clinical experience will be involved in the course. All require successful passing of the MoGEA exam before they may be taken. Offered as the following sections:

- **ED370BU The Teaching of Business in High School.** 3 hours. The problems, methods and materials of teaching business in the secondary schools. Prerequisite: Successful passing of the MoGEA exam.
- **ED370E The Teaching of English in High School.** 3 hours. The problems, methods and materials of teaching English in the secondary schools.
- **ED370MA The Teaching of Mathematics in High School.** 3 hours. The problems, methods and materials of teaching Mathematics in the secondary schools. Prerequisite: Successful passing of the MoGEA exam.
- **ED370MU Teaching of Music in High School.** 3 hours. The problems, methods and materials of teaching music in the secondary schools. Prerequisite: ED369.
- **ED370MV Teaching of Vocal Music in High School.** 2 hours. The problems, methods and materials of teaching music in the secondary schools. Prerequisite: ED369.
- **ED370SC The Teaching of Science in High School and Middle School.** 3 hours. Discussion, reading and practical examination of objectives, methods and equipment used in teaching fields of science in secondary and middle schools.

**ED375 Autism Spectrum Disorders.** 3 hours. This course focuses on a broad overview of autism, Asperger's syndrome and related autism spectrum disorders with particular emphasis on characteristics, definition, educational aspects, and contemporary issues in the field of special education. It is designed to provide students with a firm grounding in the foundations of teaching persons with autism and expose them to recent developments in the field. Content also includes methods to enhance classroom functioning and skill acquisition.

**ED378 Applied Behavior Analysis for Educators.** 3 hours. This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized.

**ED390 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**ED444 Early Childhood Experience.** 3 hours. An experiential approach (120+ clock hours) to observe and practice teaching strategies with pre-school children in an accredited setting. 2/12

**ED453 General Methods Teaching.** 2 hours. Expansion of the knowledge, skills, and competencies of pre-service educators. This course includes 30 clock hours of clinical experiences. Topics include job search and interview process, first-year teaching expectations, ethics and professionalism, teacher certification, teacher evaluation, mentoring, educational philosophy, school structure and hierarchy, legal issues, parent/teacher conferences, and review topics from ED370. This course cannot be repeated for a change in grade. Prerequisites: ED 101/ED102, PY210, PY223, PY342/PY343, successful passing of the MoGEA exam, and passing score on state qualifying exam for certification in student's area of study. Taken the semester prior to student teaching. NOTE—Beginning spring 2015: Additional prerequisite of 2.75 overall GPA, 3.0 content area GPA, and 3.0 professional education GPA.

**ED454 Student Teaching Seminar/Methods.** 2 hours. This course is taken concurrently with ED462. In this course students will reflect on and share their observations and teaching experiences. They will also discuss current educational topics, curriculum development, legal issues, lesson planning, and classroom management. Students will also be provided with guidance on the completion of the MoPTA tasks. Prerequisites: ED101/102, ED370 for middle school and secondary majors, PY210, PY223, PY342/343, successful passing of MoGEA exam, passing score on state qualifying exam for certification in student's area of study. NOTE--Beginning spring 2015: Additional prerequisite of 2.75 overall GPA, 3.0 content area GPA, and 3.0 professional education GPA.

**ED461 Early Childhood Student Teaching.** 5 hours. (Capstone) Early Childhood Education majors are assigned to observe classroom teaching, to assist in teaching, and to prepare learning experiences in an infant/toddler, preschool, or kindergarten classroom. This course includes a minimum of 150 clock hours of clinical experiences. NOTE—Beginning spring 2015: Additional prerequisite of 2.75 overall GPA, 3.0 content area GPA, and 3.0 professional education GPA.

**ED462 Supervised Student Teaching.** 8-10 hours. (Capstone) The purpose of this experience is to first observe and then apply professional knowledge and skills in concert with a professional educator. The student will gradually assume responsibilities for all classroom and school duties under the guidance of the classroom teacher and a college supervisor. This course includes 240-280 clock hours of clinical experiences. This course cannot be repeated for a change of grade. Prerequisite: Successful passing of MoGEA exam, ED370 for middle and secondary education majors, ED453, and passing score on state qualifying exam for certification in student's area of study. NOTE—Beginning spring 2015: Additional prerequisite of 2.75 overall GPA, 3.0 content area GPA, and 3.0 professional education GPA.

**ED463 Supervised Student Teaching for Add-On Certification Endorsement.** 1 hour. An abbreviated student teaching experience designed to give senior-level students an opportunity to work and learn in a certification endorsement area. The student assumes responsibilities for all classroom and school duties under the guidance of the classroom teacher and a college supervisor. This course includes 40-80 clock hours of clinical experiences. Pre-requisite: Successful passing of the MoGEA exam.

**ED468 Child Development Internship.** 3 hours. This internship offers an alternative in the Child Development major for students who want a capstone experience in a non-school setting. It must be designed in consultation with the student's advisor and approved by the division chair as an acceptable capstone experience. Students will choose a placement that fits both their program of study and their career goals. 2/12

**ED471 Teaching Reading in the Secondary School.** 2 hours. This course provides a study of teaching and learning situations in secondary schools and the application of reading and writing strategies in various content areas. Emphasizes preparation of materials for the classroom. Prerequisite: Successful passing of the MoGEA exam.

Common Core: [See Common Core requirements](#)

Required courses from General Education: Math above MA103 (3) or PL101 Logic (3)

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**Tier Two: Additional General Education Requirements (19-20 Hours)**

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Humanities or Fine Arts: One course each from Fine Arts, EN, PL, or RL 9 hours

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

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Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): [See guidelines](#). 6 hours

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Science: [See guidelines](#). 3-4 hours

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CS122 1 hour

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**Major Requirements (45 Hours):**

NOTE 1: The BGS major requires a minimum of 15 semester hours in each of three (3) separate disciplines (see A, B, and C below).

NOTE 2: The BGS major requires a minimum of six (6) semester hours of 300-level credit in each of three (3) separate disciplines, though not necessarily in the three (3) discipline areas chosen below for the major.

NOTE 3: Nursing (NU) counts as a single discipline in the BGS. Nursing (NU) and Allied Health (AH) count as a single discipline in the BGS. Athletic Training (AT) and Allied Health (AH) count as a single discipline in the BGS. Education (ED) and Psychology (PY) may count as a single discipline in the BGS, as long as the PY work is limited to those courses required for "Professional Education" in any Education degree program.

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Discipline A (15 hours)

Discipline B (15 hours)

Discipline C (15 hours)

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**Electives (To Complete Min. 124 Hours)**

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Common Core (28.5-29 Hours): [See common core requirements](#)

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**Foundations (11.5-12 hours)**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature (13 hours)**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Social Science (CJ, CT, EC, HI, PS, PY, or SO)	3 hours

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**Exploring the Nature of the Universe**

Science with Lab	4 hours
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**Tier Two: Additional General Education Requirements (15-16 Hours)**

Humanities or Fine Arts:	9 hours
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- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours
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Science: <a href="#">See guidelines</a> .	3-4 hours
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**Interdisciplinary Studies Requirements (18 Hours):** The Interdisciplinary Studies concentration requires a minimum of 18 semester hours with a minimum of 9 semester hours in each of two (2) academic disciplines. Hours counted toward the General Education Common Core cannot be double-counted toward the IDS concentration.

Discipline A	Discipline B
(9 hours)	(9 hours)

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**Electives (To Complete Min. 62 Hours)**

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Common Core (28.5-29 Hours): [See common core requirements](#)

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**Foundations (11.5-12 hours)**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature (13 hours)**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Social Science (CJ, CT, EC, HI, PS, PY, or SO)	3 hours

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**Exploring the Nature of the Universe (4 hours)**

Science with Lab	4 hours
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**Interdisciplinary Studies Requirements (18 Hours):** The Interdisciplinary Studies concentration requires a minimum of 18 semester hours with a minimum of 9 semester hours in each of two (2) academic disciplines. Hours counted toward the General Education Common Core cannot be double-counted toward the IDS concentration.

Discipline A	Discipline B
(9 hours)	(9 hours)

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**Electives (To complete Min. 62 Hours)**

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The Interdisciplinary Studies (IDS) major allows students to design their programs relative to an educational objective which cannot be achieved within one of the existing formal degree programs. Students may elect the Interdisciplinary Studies major in the Bachelor of Arts and Bachelor of Science degree programs. The specific degree plan for the IDS major must have the signed approval of the faculty advisor who assists with its design and will direct the study, the division chairs in the principal disciplines involved in the study, and the Dean of the University, as well as the student. The signed degree plan with a complete description of the IDS Major should be developed by the end of the Junior year and must be filed no later than the registration next following the student's completion of 90 semester hours of study (the beginning of the Senior year). The IDS Major will consist of 45 semester hours or more with at least 15 semester hours at the 300 level, with two disciplines, and include some capstone experience. IDS majors must complete all other requirements for the degree sought.

## BA or BS, Interdisciplinary Studies Major - Min. 124 Hours

Common Core: [See Common Core requirements](#)

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### Tier Two: Additional General Education Requirements (21-24 Hours)

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Humanities or Fine Arts:

- |   |              |              |
|---|--------------|--------------|
|   | 9 hours (BA) | 6 hours (BS) |
| <ul style="list-style-type: none"> <li>• When choosing a Humanities course, <a href="#">see guidelines</a>.</li> <li>• When choosing a Fine Arts course, <a href="#">see guidelines</a>.</li> </ul> |              |              |

Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours (BA)	6 hours (BS)
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Science: <a href="#">See guidelines</a> .		3-4 hours
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BA Foreign Language (a single language)		6-8 hours
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BS Analytical Skills: [See guidelines](#).

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**Interdisciplinary Course Requirements (45 Hours):** At least 15 hours must be at the 300 level. These 45 hours must include some capstone experience.

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**Electives (To Complete Min. 124 Hours)**

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The Interdisciplinary Studies minor allows students to design a minor which complements their major, career goals, or personal interests. The minor requires at least 18 hours in two or three departmental areas with at least six hours in each area beyond the general education requirements. No course in the student's major, whether or not required, may be taken for this minor. The student must provide a written statement of rationale for the minor including the specific courses to be used and must have the written approval of his or her advisor and the regional site coordinator.

The Bachelors of Science in Health Sciences degree provides educational programming opportunities for students who hold an Associate of Applied Science in an area related to the provision of health care services. For AY14-15, this program exists as a Plus 2 option; courses are available in the online format. To be eligible, students must hold an Associate of Applied Sciences (AAS) degree in a health-related field from an accredited school and have successfully completed any appropriate certification exams.

The general education courses and the specific professional programmatic courses from a student's AAS are accepted in transfer from accredited schools. The student then completes any additional general education courses required to fulfill CMU's Common Core and completes upper level coursework in Communication, Allied Health, and 27 hours of coursework specific to Health Science. The addition of a Bachelor's degree to their professional certification allows these students the potential to pursue graduate education in their chosen specialty area as well as expanded job opportunities in the community practice settings.

Beginning in AY15-16, dependent on external accreditation approval, on-campus programming is anticipated to be available in the areas of Occupational Therapy Assistant and Physical Therapy Assistant. At that same time, coursework in Health Care Services Management will be available to students on the Fayette campus.

**Common Core (28-34 Hours):** See [common core courses](#)

Foundations	12-18 hours
Freshman Writing (EN110 and EN111 OR EN120)	3 hours (6 hours if taking EN110 and EN111)
Oral Communications	3 hours
Algebra or Statistics:	3 hours (6 hours if taking MA101 and MA102)
Advanced Writing (EN305 or EN306)	3 hours
<b>Understanding Human Nature (12 hours)</b>	
Religion	3 hours
Social Science with Constitution	3 hours
Literature	3 hours
Valuing or Social Science (General Psychology)	3 hours
<b>Exploring the Nature of the Universe (4 hours)</b>	
Science with Lab:	4 hours
<b>Tier Two: Additional General Education Requirements (21 Hours)</b>	
Humanities or Fine Arts:	3 hours
Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): <a href="#">See guidelines</a>	9 hours
<ul style="list-style-type: none"> <li>• Must include Developmental Psychology.</li> <li>• Must include advanced Psychology or Sociology.</li> <li>• Must include CT320 Interpersonal Communications</li> </ul>	
Allied Health	6
<ul style="list-style-type: none"> <li>• Must include AH212 Medical Terminology</li> <li>• Must include AH316 Data Analysis for Health Professionals</li> </ul>	
Sciences:	3
<ul style="list-style-type: none"> <li>• Additional science course with or without lab</li> </ul>	
Allied Health Concentration Coursework: Hours taken from an associate level program in Allied Health are counted here.	34-54
<b>Health Sciences Courses (27 hours)</b>	
HS304 Health Care Law	3
HS400 Health Care Informatics	3
HS410 Client Education and Health Care	3
HS314 Insurance, Coding and Billing in Health Care	3
HS420 Case Studies in Managerial Integrity	3
HS430 Issues in Current Professional Practice	6
HS440 Capstone: Business Management Practicum	6
<b>Electives To Complete Min. 124 Hours</b>	

**Competencies, Tier II:**

- Broaden students understanding of human nature for the purpose of developing therapeutic relationships and communication skills necessary in the healthcare environment.
- Understand the basic structure and function of the human body.
- Improve critical thinking skills.
- Develop ethical leadership and decision making skills.
- Evaluate career choices within healthcare services based on emerging skills and personal strengths and abilities.

**Health Science Competencies:**

- Demonstrate leadership with technical proficiency and graduates demonstrate use of principles of management and leadership evidence in: management of fiscal, physical and human resources.
- Apply critical thinking and problem solving to the provision of health care services evidenced by successful completion of internships or clinical practicums.
- Incorporate the principles of communication, advocacy, and health care education into practice.
- Exhibit commitment to individual growth as a lifelong learner evidenced by:
  - continuing formal education, informal education:
  - reading professional refereed journals,
  - participating in shaping the healthcare delivery system.
  - Demonstrate collaboration with other healthcare providers to promote the full human potential.

**HS304 Health Care Law. 3 hours.** This course provides a summary of the current legislation governing the provision of health care services, the accountability and responsibilities of health care providers, and the rights of individuals receiving services. Includes, but is not limited to: HIPAA, standards of care, professional Codes of Ethics, Practice Acts, Informed Consent, and the concepts of beneficence, social justice, non-maleficence, altruism, autonomy, human dignity, and integrity in the provision of health care services.

**HS314 Insurance, Coding, and Billing in Health Care. 3 hours.** The course introduces the student to the current foundations of reimbursement for health care services by third party payers. Typical requirements for documentation and reporting for insurance purposes are explored, including the usual insurance requirement for pre-certification or prior authorization for services. Standards for accuracy in coding, and how these interface with the billing function are surveyed.

**HS400 Health Care Informatics. 3 hours.** The student is introduced to the current basic requirements for the recording and appropriate sharing of health information through mostly electronic systems. Included are aspects of the evolving Electronic Medical Record.

**HS410 Client Education and Health Care. 3 hours.** The provision of hands-on care is only one aspect of appropriate health care services. Professional providers of health care services are also responsible for providing clients and families accurate and adequate education about their health issues. This course explores the various individual assessments necessary to determine a client's learning readiness and how to develop and adapt appropriate information to a format that meets the needs of the individual client.

**HS420 Case Studies in Managerial Integrity. 3 hours.** This course emphasizes managerial integrity and responsibility, creative and critical problem-solving skills with consideration to a global perspective, all of which are essential for personal and professional success in today's rapidly changing business and healthcare environment. Course work will include case analysis and presentation.

**HS430 Current Issues in Professional Practice. 6 hours.** The student researches current professional literature on each of the core topic areas of the Health Sciences degree. Weekly, each student provides a formal discussion of the assigned core topic area as it pertains to their practicum experience that is supported by current professional literature. Students respond to peers weekly in constructive dialogue, and utilize current professional literature to support their peer responses. APA format is required for discussions and responses. The final project at the end of the course provides the student with the opportunity to summarize what has been learned in the course.

**HS440 Business Management Practicum. 6 hours.** The student spends a minimum of 6 weeks full time (240 contact hours), longer than 6 weeks if part time, shadowing a mentor in a health care provider/business setting. Each week requires the student to observe and assess a different aspect of the work environment, based on the core topics of the Health Sciences degree. Students provide weekly summaries of these assessments and identification of observed opportunities for improvement. Special attention is paid to the observed leadership, conflict management, communication, employee management, and customer service/satisfaction styles exhibited in the practice setting. Each student develops a final Power Point presentation of their practicum experience. Included in the final PowerPoint presentation is a detailed recommendation developed to address a specific opportunity for improvement identified within the practicum setting.



The History major is designed to familiarize students with the basic facts of both American and world history. In addition, the curriculum is designed to foster and develop critical thinking skills, research proficiency, and oral and written communications skills.

Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- HI117 Development of the United States I (3)
- PS101 U.S. Government (3)
- Physical Science with a laboratory (4)

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**Tier Two: Additional General Education Requirements (19 Hours)**

Fine Arts or Humanities: 3 hours

- When choosing a Fine Arts course, [see guidelines](#).
- When choosing a Humanities course, [see guidelines](#).

Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3) are required. 6 hours

Additional Science with Lab: Biological Science w/ lab (4) 4 hours

MA224 Mathematics for Elementary and Middle School Teachers (4) 4 hours

ED122 Education Technology 2 hours

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**Professional Education (26 Hours)**

ED101 Introduction to Teaching (2)	PY210 Educational Psychology (3)
ED102 Introduction to Teaching Practicum (1)	PY223 Developmental Psychology (3)
	PY342 Psychology of the Exceptional Child (2)
ED453 General Methods of Teaching (2)	PY343 Psych. of the Exceptional Child Practicum (1)
ED454 Student Teaching Seminar (2)	
ED462 Student Teaching (10)	

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**Middle School (5-9) certification requirements (13-15 Hours)**

ED313 Classroom and Behavior Management in the Middle and Secondary Classroom (3)	Select ED318/319 OR ED471: ED318 Reading Assessment and Instruction (3)
ED314 History & Philosophy of Middle-Level Educ. (3)	ED319 Reading Assessment/Instruction Practicum (1) ED471 Teaching Reading in the Secondary School (2)
ED320 Teaching Reading/Writing in Middle School (3)	

Special Teaching Methods:

ED 370SS The Teaching of Social Science in High School (3)

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**Social Science Subject Area requirements (21 Hours)**

HI101 World History I (3) OR HI102 World History II (3)

HI118 Development of the United States II (3)

PY101 Introduction to Psychology (3) OR SO101 Introduction Sociology (3)

HI/PS/SO/PY course electives (12)

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**Electives (To Complete Min. 124 Hours)**

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## History Minor - 18 hrs.

At least 18 hours in History courses other than those counted toward the major. These must include at least six hours of 300-level courses.

## Minor in Social Science - 18 hrs.

HI117 Development of the US I (3) OR HI118 Development of the U.S. II (3)

HI205 World Geography (3)

PS101 Introduction to American Government (3)

One (1) from the following:

EC122 Economics for Educators (3)

EC201 Macroeconomics (3)

EC202 Microeconomics (3)

One (1) from the following:

SO101 Introduction to Sociology (3)

SO102 Social Problems (3)

SO150 Introduction to Anthropology (3)

One (1) From the following:

PY101 General Psychology (3)

PY210 Educational Psychology (3)

**HI101 World History I.** 3 hours. A survey from early Mesopotamian and Egyptian civilizations to the 17th century. Topics include Classical Greece and Rome; Judaism, Christianity and Islam; the feudal age in Europe, Asia, and Africa; the commercial revolution; the Renaissance; and the Protestant Revolt.

**HI102 World History II.** 3 hours. A survey from the 17th century (century of genius) to the present. Topics include the liberal revolutions in England, America, and France; the impact of science and Social Darwinism; the industrial revolution; democratization; World Wars I - II; the communist revolutions in Russia and China; the post-colonial Third World; and modern thought and expression.

**HI103 Introduction to Missouri Civics.** 1 hour. An introduction to the Missouri Constitution, state political institutions, and processes. This course will fulfill the Missouri State Civics requirement for transfer students who have completed coursework from a non-Missouri institution in American Government or a Survey of American History I or an equivalent course which covers the U.S. Constitution. Cross-listed with PS103. Prerequisite: American Government or American History I at an out-of-state institution.

**HI117 Development of the United States I.** 3 hours. A survey from settlement to the end of Reconstruction (1877). Topics include basic institutions (family, religion, education, politics and economics); the causes of the American Revolution; democratization; the U.S. Constitution; development of political parties; the causes of the Civil War; and the changing status of African-Americans. Fulfills the state civics requirement.

**HI118 Development of the United States II.** 3 hours. A survey from Reconstruction to the present. Topics include: basic institutions (family, religion, education, politics, and economics); the transition from an isolationistic regional power to an internationalistic world power; the decline of laissez-faire; democratization; recent constitutional interpretation; and the changing status of African-Americans. Fulfills the state civics requirement.

**HI204 World Cultures.** 3 hours. A survey of western and non-western world cultures using anthropological and historical perspectives. Special emphasis on sample groups in Africa, India, and Asia. Cross-listed with SO204.

**HI205 World Geography.** 3 hours. An examination of major traditions: physical geography, historical-cultural geography, and location geography. Atlas work required.

**HI307 The History and Politics of Missouri.** 3 hours. A survey of the social, economic, intellectual, and political history of Missouri from prehistory to the twentieth century. Fulfills the state civics requirement. Cross-listed with PS307. Prerequisite: Junior standing.

**HI322 Comparative Political Systems.** 3 hours. An introduction to the comparative study of national political systems. Attention is focused on the role of political culture and historical evolution as determinants of political development. Cross-listed with PS322.

**HI340 Teaching with Historic Places.** 3 hours. A multi-dimensional study of historic places for use in the social studies classroom to understand history, historical change, and cultural continuity. Cross-listed with HI340. Prerequisites: Junior standing, and HI117 or HI118.

**HI354 The Vietnam War: An International History.** 3 hours. Vietnam was America's longest war. This class examines that war and all of its ramifications. Covering the early history of Vietnam, to the years after the Vietnam War, the class places America's Southeast Asian conflict within a larger global framework.

A student completing the Mathematics major should be able to attend graduate school or receive employment in such areas as mathematics, computing, engineering, business, economics, statistics, cartography, the physical sciences, and other fields requiring strong quantitative skills. The Mathematics major is designed also to prepare the student to teach the Mathematics courses commonly offered in middle and secondary schools. All majors are required to pass a Mathematics Department assessment examination. Mathematics courses numbered below 105 are not credited for the major. A maximum of three hours in internship may count toward the major.

Common Core (28.5-29 Hours): [See common core requirements](#)

Required Courses from General Education:

- Computer Science including a programming course (4)
- Natural or Physical Science (at least 1 with a lab) (7-8)

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**Foundations (11.5-12 hours)**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature (13 hours)**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science (CJ, CT, EC, Ethics, HI, PL, PS, PY, or SO):	3 hours
EC201 Macroeconomics (3) OR EC202 Microeconomics (3)	

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**Exploring the Nature of the Universe 4 hours**

Science with Lab	4 hours
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**Concentration in Mathematics (22 Hours)**

MA118 Calculus and Analytic Geometry I (5)

MA209 Calculus and Analytic Geometry II (5)

Twelve (12) additional hours of Mathematics courses numbered 105 or above.

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**Electives (To Complete Min. 62 Hours)**

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Common Core: [See Common Core requirements](#)

Required courses from General Education:

- MA105 Elementary Statistics (3)

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts:

- |   |              |              |
|---|--------------|--------------|
|   | 9 hours (BA) | 6 hours (BS) |
| • When choosing a Humanities course, <a href="#">see guidelines</a> . |              |              |
| • When choosing a Fine Arts course, <a href="#">see guidelines</a> .  |              |              |

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Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours (BA)	6 hours (BS)
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Science: <a href="#">See guidelines</a> .		3-4 hours
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BA Foreign Language (a single language)		6-8 hours
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BS Analytical Skills: [See guidelines](#).

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**Mathematics Major Requirements (33-39 Hours)**

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MA118 Calculus and Analytic Geometry I (5)	Electives (14-20 hours):
	BA Major: Math Electives (14)

MA209 Calculus and Analytic Geometry II (5)	BS Major: Math Electives (20)
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MA308 Calculus and Analytic Geometry III (5)

MA480 Senior Projects (Capstone) (3)

SC425 Science Seminar (Capstone) (1)

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**Minor and Electives (To Complete Min. 124 Hours)**

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All majors are required to take a Mathematics Department assessment examination and to complete the Science Division Capstone Experience. Majors also must pass at least two Computer Science courses and the state qualifying exam in content area in order to obtain Missouri certification.

Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- MA105 Elementary Statistics (3)
- Physical Science with a laboratory (4)

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### Tier Two: Additional General Education Requirements (21-24 Hours)

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Humanities or Fine Arts:

- |   |              |              |
|---|--------------|--------------|
|   | 9 hours (BA) | 6 hours (BS) |
| <ul style="list-style-type: none"> <li>• When choosing a Humanities course, <a href="#">see guidelines</a>.</li> <li>• When choosing a Fine Arts course, <a href="#">see guidelines</a>.</li> </ul> |              |              |

Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours (BA)	6 hours (BS)
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Additional Science with Lab: Biological Science w/ lab (4)	3-4 hours
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BA Foreign Language (a single language)	6-8 hours
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BS Analytical Skills: [See guidelines](#).

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### Mathematics Major Requirements (33-39 Hours)

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BA, Courses in Mathematics (33 hours):

MA118 Calculus and Analytic Geometry I (5)

MA209 Calculus and Analytic Geometry II (5)

MA308 Calculus and Analytic Geometry III (5)

MA317 Modern Algebra (4)

MA319 College Geometry (4)

Two (2) from the following:

MA105 Elementary Statistics (3) [if not taken in the Common Core above]

MA303 History of Mathematics (3)

MA318 Matrices and Linear Algebra (3)

BS, Courses in Mathematics (39 hours):

MA105 Elementary Statistics (3)

MA107 Discrete Mathematics (3)

MA118 Calculus and Analytic Geometry I (5)

MA209 Calculus and Analytic Geometry II (5)

MA303 History of Mathematics (3)

MA308 Calculus and Analytic Geometry III (5)

MA317 Modern Algebra (4)

MA318 Matrices and Linear Algebra (3)

MA319 College Geometry (4)

BS Capstone Requirements:

MA480 Special Projects (Capstone) (3)

SC425 Science Seminar (1) (Capstone)

BA Capstone Requirements:

MA480 Special Projects (Capstone) (3)

SC425 Science Seminar (1) (Capstone)



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**Professional Education Requirements (31 Hours)**

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ED101 Introduction to Teaching (2)	ED471 Teaching Reading in the Secondary School (2)
ED102 Introduction to Teaching Practicum (1)	PY210 Educational Psychology (3)
ED370MA The Teaching of Math in High School (3)	PY223 Developmental Psychology (3)
ED453 General Methods Teaching (2)	PY342 Psychology of the Exceptional Child (2)
ED454 Student Teaching Seminar (2)	PY343 Psychology of the Exceptional Child Practicum (1)
ED462 Supervised Student Teaching (Capstone) (10)	

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**Electives (To Complete Min. 124 Hours)**

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Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- Physical Science with a laboratory (4)

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**Tier Two: Additional General Education Requirements (19 Hours)**

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Fine Arts or Humanities: 3 hours

- When choosing a Fine Arts course, [see guidelines](#).
- When choosing a Humanities course, [see guidelines](#).

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Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3) are recommended. 6 hours

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Additional Science with Lab: Biological Science w/ lab (4) 4 hours

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MA224 Mathematics for Elementary and Middle School Teachers (4) 4 hours

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ED122 Education Technology 2 hours

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**Professional Education (26 Hours)**

ED101 Introduction to Teaching (2)	PY210 Educational Psychology (3)
	PY223 Developmental Psychology (3)
ED102 Introduction to Teaching Practicum (1)	PY342 Psychology of the Exceptional Child (2)
ED453 General Methods of Teaching (2)	PY343 Psychology of the Exceptional Child Practicum (1)
ED454 Student Teaching Seminar (2)	
ED462 Student Teaching (10)	

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**Middle School Grades 5-9 Certification Requirements (13-15 Hours)**

ED313 Classroom and Behavior Management in the Middle and Secondary Classroom (3)	Select ED318/319 OR ED471:
ED314 History & Philosophy of Middle-Level Education (3)	ED318 Reading Assessment and Instruction (3)
ED320 Teaching Reading/Writing in Middle School (3)	ED319 Reading Assessment/Instruct. Practicum (1)
	ED471 Teaching Reading in the Secondary School (2)

Special Teaching Methods:

ED 370MA Math (2) or ED324 Teaching Mathematics in Elem/Middle School (3)

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**Mathematics Subject Area requirements (14 Hours)**

MA105 Elementary Statistics (3) (if not taken in the Common Core above)

Mathematics Electives (to complete 14 hours): MA118 recommended

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**Electives (To Complete Min. 124 Hours)**

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Required Courses (3-5):

MA112 Selected Topics in Calculus (3) OR MA118 Calculus and Analytic Geometry (5)

Electives in Mathematics (12-14 HOURS)

**MA101 Algebra for College Students I.** 3 hours. A university common core Math course in the study of operations on real numbers and algebraic expressions, polynomials, factoring, radicals and rational exponents and graphs functions and models from a problem-solving perspective. All students having an ACT Math subscore 19 or below are required to take this course. This course does not count toward the analytical skills general education requirement. Successfully completing this course with a grade of C or better and then passing MA102 Algebra for College Students II satisfies the Math literacy common core competency requirements and is equivalent to passing MA103 College Algebra.

**MA102 Algebra for College Students II.** 3 hours. A university common core Math course which is a continuation of MA101 Algebra for College Students I with emphasis on graphs and functions, matrices, and analytical geometry from a problem-solving perspective. Successfully completing this course with a grade of C or better satisfies the Math literacy common core competency requirements and is equivalent to passing MA103 College Algebra. Prerequisite: A grade of C or better in MA101.

**MA103 College Algebra.** 3 hours. A study of equations and inequalities, functions and graphs, and systems of equations and inequalities. Prerequisite: ACT Math subscore # 20.

**MA104 Analytic Trigonometry.** 3 hours. Theory and application of the trigonometric functions. Primarily for students preparing for Calculus or Physics. Prerequisite: MA103 or equivalent.

**MA105 Elementary Statistics.** 3 hours. An introduction to basic statistical procedures with application to all areas. Prerequisite: ACT Math subscore # 20 (or MA101/MA102).

**MA106 Probabilities and Statistics.** 3 hours. Methods for visual presentation of data, measures of central tendency, measures of variation, introduction to probability, counting methods and advanced probability, normal distribution, binomial distribution, inferential statistics and hypothesis testing, regression and correlation, and Chi-Square and F distributions. Pre-requisite: MA103 or above.

**MA107 Discrete Mathematics.** 3 hours. Introduction to discrete mathematics topics including counting methods, graph theory, recursion, number theory, and writing proofs using direct and indirect reasoning and induction. Prerequisite: ACT Math subscore # 20, or MA101/102, or MA103.

**MA108 Finite Mathematics.** 3 hours. Finite Mathematics is designed to introduce students to concepts of mathematics that are relevant to business and social science applications. This includes topics such as systems and equations related to matrices, linear inequalities and linear programming, basic set theory, probability, measures of central tendency and dispersion, and counting techniques, permutations, and combinations. Pre-requisite: College Algebra.

**MA112 Selected Topics in Calculus.** 3 hours. An introduction to the basic concepts of calculus with business and social science applications. Prerequisite: One and one-half years of high school algebra or MA103. Not open to students having credit in MA118 or equivalent.

**MA118 Calculus and Analytic Geometry I.** 5 hours. The differentiation and integration of algebraic functions and transcendental functions of a single variable, and an introduction to analytic geometry. Prerequisites: ACT math subscore # 20 or having passed MA103 (or MA101/102). Students having MA112 credit receive 3 hours for this course.

**MA190 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**MA209 Calculus and Analytic Geometry II.** 5 hours. Applications of integration, the differentiation and integration of transcendental functions, and topics in analytic geometry. Prerequisite: MA118.

**MA224 Mathematics for Elementary and Middle Grade Teachers.** 4 hours. Mathematics central to a comprehensive elementary and middle school mathematics curriculum in a problem-solving context. Includes the development of the real numbers as a mathematical system and an informal introduction to geometric concepts.

**MA260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**MA268 Internship and Field Experiences.** 1-5 hours.

**MA290 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**MA303 History of Mathematics.** 3 hours. A study of the history of mathematics. Prerequisite: MA112 or MA118; concurrent enrollment in MA320; or instructor's permission.

**MA305 Statistics II.** 3 hours. This is a continuation of the study of statistics that began in MA105. Topics include but are not limited to experimental design, non-parametric techniques, regression analysis, and ANOVA. Prerequisite: A grade of "C" or better in MA105 and concurrent enrollment in MA320.

**MA308 Calculus and Analytic Geometry III.** 5 hours. The calculus of several variables, solid analytic geometry, and series. Prerequisite: MA209 and concurrent enrollment in MA320.

**MA315 Differential Equations.** 3 hours. The study of ordinary differential equations using operational, transform and/or series methods, with selected applications. Prerequisite: MA308 and concurrent enrollment in MA320.

**MA317 Modern Algebra.** 4 hours. Topics from number theory, groups, rings, integral domains, and fields. Prerequisite: MA209 and concurrent enrollment in MA320.

**MA318 Matrices and Linear Algebra.** 3 hours. An introduction to matrix algebra and vector fields, with applications. Prerequisite: MA118 or MA112 and concurrent enrollment in MA320.

**MA319 College Geometry.** 4 hours. The rigorous development of geometry from foundational axioms, with consideration of absolute, Euclidean, and some non-Euclidean geometry. Prerequisite: MA118 or MA112 or permission of the instructor and regional site coordinator; concurrent enrollment in MA320.

**MA320 Writing Mathematical Documents.** This course concerns creating mathematical documents. Students will learn to read and write in the language of mathematics, including all symbols and notations commonly found in the field of mathematics, by creating original documents and interpreting and replicating existing documents. Prerequisites: MA118 and MA209 or equivalent; or instructor's permission.

**MA321 Introduction to Real Analysis.** 3 hours. Students will study the real number system, limits, sequences, series, and convergence; completeness; limits and continuity; and selected topics from differentiation and integration theory. Prerequisites: MA118, MA209, and MA308 or equivalents; concurrent enrollment in MA320.

**MA480 Senior Projects (Capstone).** 3 hours. A course tailored to the individual student's needs. Special projects will be designed to extend each student's area of interest. Prerequisite: Math major with Junior or Senior standing or with permission of the instructor.

**AH316 Data Analysis for Nursing Practice.** 3 hours. This course focuses on statistical data and terminology as they apply to nursing research. Students will learn the importance of statistics in performing data analysis and will be introduced to basic statistical procedures. Prerequisite: MA103 or higher.

**AH330 Business Concepts in Health Care/Case Management.** 3 hours. Business Concepts in Health Care/Case Management focuses on the economics of health care, legal aspects of health care, health care systems in the U.S., case management issues, and budgeting.

**AR116 Basic Photography.** 3 hours. Basics of photography, including the history and digital evolution of photography as an art medium. Instruction includes the use of digital cameras, natural and artificial lighting, composition, presentational methods and basic Photoshop editing. A lab fee is assessed; students are responsible for printing their portfolio. Students need access to a DSLR or digital camera (not a point-and-shoot). Fulfills "Fine Arts" requirements.

**AR121 Basics of Design.** 3 hours. A study of and application of two-dimensional and three-dimensional art to include drawing, perspectives, models, etc. The course includes a component of art history and theory. A lab fee is assessed; students are responsible for purchasing their own supplies. Fulfills "Fine Arts" requirements.

**AR130 Studio Art.** 3 hours. Specific course study within two-dimensional and three-dimensional art depending on instructor expertise and availability. Course topics could include drawing, painting (watercolor, acrylics, oils), ceramics, sculpture, book making, and fibers (weaving, macramé, fiber sculpture). The course includes a component of art history and theory. A fee is required to cover the cost of materials for the course. May be repeated under different course subtitles. Fulfills "Fine Arts" requirements.

**AR186 Art History I.** 3 hours. A study of the major world cultures and their artistic achievements. Covers prehistoric art to the end of the Medieval Period. Fulfills "Fine Arts" requirement.

**AR188 Art History II.** 3 hours A study of the major world cultures and their artistic achievements. Covers the Renaissance to the present. Fulfills "Fine Arts" requirement.

**AR290 Special Topics.** 1-3 hours. Offered on demand.

**AS101 Descriptive Astronomy – The Solar System.** 3 hours. An elementary survey of the solar system and the historical development of scientific thinking in astronomy. The laboratory provides experience with telescopes and other astronomical equipment of Morrison Observatory. 3 lectures.

**AS101L Descriptive Astronomy Lab.** 1 hour. Lab exercises that accompany AS101. Must be taken concurrently with AS101. 2 lab hours.

**AS102 Descriptive Astronomy – Beyond the Solar System.** 3 hours. A survey of stars, galaxies and cosmology. The laboratory provides experience with telescopes and other astronomical equipment of Morrison Observatory. 3 lectures. AS101 is not a prerequisite for AS102.

**AS102L Descriptive Astronomy Lab.** 1 hour. Lab exercises that accompany AS102. Must be taken concurrently with AS102. 2 lab hours.



**CMU101 Freshman Survival Skills.** 1 hour. A First-year orientation class designed to orient the student to university life and discuss adaptations and skills necessary for success at the university level.

**CMU102 Freshman Survival Skills II.** 0.5 to 1 Hour. The second part of the university orientation class, designed to prepare students for success by focusing on more discipline-specific issues.

**CMU201 Introduction to Leadership.** 1 hour. This interdisciplinary course provides an introduction to leadership principles and theories using a combination of case studies, historical perspectives, and personal experience with effective leaders. By the end of the course, students should understand individual and group leadership issues and be able to identify personal leadership qualities to apply in their lives. Prerequisite: Sophomore standing. ROTC students may substitute MSL220 and MSL222.

**CT101 Public Speaking.** 3 hours. Students study the theory of speech communication to develop skills in public-speaking situations. Topics include the speech-communication process, ethics, listening, intercultural considerations, speech-topic selection, audience analysis, research, use of evidence in a speech, speech organization, language usage, speech delivery, presentation aids, and the types of public speaking. Students present introductory, impromptu, commemorative, informative, and persuasive speeches as well as group presentations to improve their public-speaking skills Required of all students and must be taken during the first three semesters of enrollment at CMU. 4/12

**CT201 Public Relations.** 3 hours. Students study the role, process, strategy, tactics, and application of public relations in the corporate, governmental, political, non-profit, sports, entertainment, and travel fields. Topics include the history of public relations, ethics, careers in public relations, public opinion, persuasion, conflict management, and legal issues. Students learn how to research, plan, communicate, and evaluate a public-relations campaign. Students create news releases, media alerts, media kits, pitch letters, audio news releases, video news releases, speeches, and other public-relations tactics. 3/12

**CT205 Public Relations Writing.** 3 hours. Students learn and practice the skills necessary for success in the many forms of modern public relations. Students develop skills in researching, writing, editing, and recording for public relations through the study of and creation of public-relation tools such as annual reports, audio news releases, brochures, media alerts, media kits, news releases, opinion-editorial pieces, press releases, pitch letters, public service announcements, speeches, and video news releases. Students also learn critical-thinking skills by using audience analysis to target the message for the intended audience or public. Student work will result in a public-relations portfolio. Prerequisites: EN120 (or EN110/EN111) and CT201. 3/12

**CT230 Mass Media.** 3 hours. Students study the history and effects of mass media, including books, magazines, newspapers, music, movies, radio, television, blogs, social media, and other internet-based media. Topics include mass media theories and how they apply to areas in the media such as advertising, journalism, and public relations. Students read and discuss important topics and current trends in mass media. 3/12

**CT232 Audio Production.** 3 hours. Students study how to research, write, edit, record, and broadcast in audio-based media such as radio, music, television, film, and the internet. Topics include the equipment and programs used in audio production, the use of sound effects and music, voice-overs and narration, audio mixing, and news and sports broadcasting. Students will record and broadcast public-service announcements, news reports, sports broadcasts, music productions, and other productions contained within the field. This course requires of the student a two-hour shift on the campus radio station. 3/12

**CT234 Video Production.** 1 hour. Students study how to research, write, edit, and record video for use in television, film, and the internet. Topics include the equipment and programs used in video production, video shooting and editing, and video production in news, entertainment, and sports broadcasts. Students will shoot, edit, and produce short videos for use in several formats such as promotional announcements, commercials, music videos, and interviews. 3/12

**CT265 Media Convergence.** 3 hours. Students study the evolving interconnectedness of the types of media. Topics include the creation of content for use in print, audio, video, and internet-based media such as blogs, podcasting, and social-networking websites. Students learn research, writing, producing, and editing skills for all types of media. Prerequisite: EN120 (or EN110/EN111). 3/12

**CT306 Media Law.** 3 hours. Students study the law as it relates to the First Amendment, journalism, and business. Topics include political speech, obscenity, campus speech, defamation, privacy, news, broadcasting, intellectual property, advertising, and public relations. Students investigate, discuss, and debate the issues surrounding these topics. Prerequisite: CT101. 3/12

**CT310 Argumentation and Debate.** 3 hours. Students study the elements and process of forming arguments and debates. Topics include the types of debates; use of evidence and reasoning; and researching, organizing, writing, presenting, and evaluating debates. Students improve their critical thinking, speaking, and advocacy skills by researching important issues of the day and transforming that information into a persuasive, logical argument. Prerequisite: CT101. 3/12

**CT320 Interpersonal Communication.** 3 hours. Students study the different methods of analyzing the self and one-on-one relationships within the context of interpersonal communication. Topics include the communication process, perception, self-concept, cultural effects, gender effects, emotions, language, listening techniques, verbal and nonverbal communication, intimacy, power, interpersonal conflict, and relational communication. Discussion, journal entries, in-class activities, and outside assignments help students understand and assess their interpersonal communication skills. 3/12

**CT325 Advanced Public Speaking.** 3 hours. Students study the theory of speech communication to further develop their skills in researching, writing, and presenting speeches in public-speaking situations. Topics include the types of speeches, methods of delivery, persuasive theory, persuasive techniques, rhetorical criticism, political speeches, and interviewing skills. Students present individual informative, persuasive, and special-occasion speeches as well as group presentations. Prerequisite: CT101/3/12

**CT330 Business Communication.** 3 hours. Students study written and oral communication used in for-profit, non-profit, and governmental organizations. Topics include the writing of memoranda, proposals, reports, speeches, résumés, cover letters, and grants. Students improve their writing, speaking, leadership, team-building, and interviewing skills through discussion, assignments, and external class projects. Prerequisite: EN120 (or EN110/EN111). 3/12

**CT331 Research Design and Data Analysis in the Social Sciences.** 3 hours. An introduction to research design, social measurement, analytic strategies and applied statistical techniques relevant to the interpretation of social phenomena. Cross-listed with CJ/HI/PS/PY/SO331. 3/12

**CT345 Small-Group Communication.** 3 hours. Students study the theories and processes of small-group communication. Topics include group development, problem-solving, and decision-making; leadership; listening; conflict resolution; and virtual groups. In-class discussion, group exercises, projects, and presentations help students improve their leadership, team-building, and presentation skills. Prerequisite: CT101. 3/12

**CT386 Media Planning.** 3 hours. Students learn how to research, plan, execute, and evaluate a media plan for an organization. Topics include different types of media, audience measurement, measurement tools, evolving technologies, market segmentation, media strategy, media buying, and evaluation techniques. Students use the knowledge learned through readings and in-class discussion to create a comprehensive media plan for a real or hypothetical organization. 3/12

**CT388 Public Relations Campaigns.** 3 hours. Students study public-relations campaigns to learn how decision-makers in the public and private sectors research, plan, execute, and evaluate communication campaigns. Topics include cases in media relations, internal communications, community relations, public affairs, governmental relations, investor relations, consumer relations, and international public relations. Students use their knowledge of public-relations theories, strategies, and techniques to create a public-relations campaign for an existing or hypothetical organization. Students also study events used in campaigns as a form of promotion for individuals, organization, products, or places. Topics include the planning, implementation, promotion, and evaluation of events. Students plan an event as part of a public-relations campaign. Prerequisite: CT201 and CT205. 3/12

**CT260/360/460 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**CT268/368/468 Internship and Field Experiences.** 1-5 hours.

**CT290/390/490 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**EN105 Introduction to Literary Studies.** 3 hours. The reading and critical discussion of literary works, including works of fiction, poetry, and drama from ancient times to contemporary. Emphasis on understanding, appreciation, and analysis of great works of literature.

**EN106 Creative Writing.** 3 hours. This course is designed to introduce students to methods of composing fiction. It exposes students to narrative techniques, methods of characterization and a variety of narrative forms. By examining examples of stories, students will learn to discern elements of style and components such as word choice, syntax, rhythm, mood, tone, atmosphere and punctuation with an emphasis on achieving an "overall intended effect." Students also develop skills in critiquing writing.

NOTE: Students may fulfill the General Education Language Skills requirement with one of two options: (A) EN110 College Composition I AND EN111 College Composition II or (B) EN120 College Composition I & II.

**EN110 College Composition I.** 3 hours. EN110 focuses on techniques of topic development, drafting, and revision to help students write clear, concise sentences, paragraphs, and essays. EN110 is also the study of grammar, syntax, and diction and their relationship to effective writing. Required of all freshman who do not take the EN120 option. Must be taken during the first two semesters of enrollment.

**EN111 College Composition II.** 3 hours. EN111 continues the mastery of techniques of topic development, drafting, and revision but focuses more on developing organizational patterns (e.g. narration, process, comparison, definition, and cause and effect). Students will practice these patterns through writing several essays, including a research essay. EN111 is also the study of grammar, syntax, and diction and their relationship to effective writing. Required of all freshman who do not take the EN120 option. Prerequisite: Grade of C or better in EN110.

**EN120 College Composition I & II.** 3 hours. Required of all freshmen who do not take the EN110/EN111 option and prerequisite to all other courses in English, EN120 focuses students on learning to develop organizational patterns (e.g. narration, process, comparison, definition, and cause and effect). Students will practice these patterns through writing several essays, including a research essay. EN120 is also the study of grammar, syntax, and diction and their relationship to effective writing. Must be taken during the first two semesters of enrollment.

**EN190 Special Topics. 1-5 hours.** This is an introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**EN212 Introduction to Cinema.** 3 hours. The class examines themes, impacts, and techniques in cinematic art. Through experiencing, reading about, and discussing a series of films, the class studies the history of film, the major film genres, and some of the important film directors. Fulfills "Fine Arts" requirements. Prerequisite: EN120 or EN110/EN111.

**EN216 Imaginative Writing.** 3 hours. This course explores students' writing in creative forms, including short fiction, drama, and verse. Prerequisite: EN120 or EN110/EN111.

**EN222 Introduction to Literature.** 3 hours. This course examines ways of understanding the meaning of character in human life through the study of literature. All sections will introduce students to fiction, poetry, and drama, but each section will be designed around each instructor's chosen theme-based readings or around a general introduction to literature. Prerequisite: EN120 or EN110/EN111.

**EN224 Topics/Movements in Literature.** 3 hours. This intermediate-level course studies the literature of a specific topic or movement. Emphasis is placed on the importance and relevance of the topic or movement within historical and literary trends. Prerequisite: EN120 or EN110/111. May be repeated for credit as topic changes.

**EN234 Major Authors in Literature.** 3 hours. This intermediate-level course studies the literature associated with a specific author or authors. Emphasis is placed on the importance and relevance of the author(s) within historical and literary trends. Prerequisite: EN120 or EN110/111. May be repeated for credit as topic changes.

**EN260 Special Problems.** 1-5 hours. This is an independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**EN268 Internship and Field Experiences.** 1-5 hours.

**EN290 Special Topics.** 1-5 hours. This is an intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**EN305 Expository Writing.** 3 hours. This advanced course in composition is designed to relate to the specific needs and interests of upper-level students with an emphasis on argumentation and research skills. Either EN305 or EN306 is required of all students. Prerequisites: EN120 (or EN110/EN111) and Junior standing.

**EN306 Technical Writing.** 3 hours. This advanced course in composition is designed to relate to the specific needs and interests of upper-level students in technical fields with an emphasis on work-related forms. Either EN305 or EN306 is required of all students. Prerequisites: EN120 (or EN110/111) and Junior standing.

**EN311 Modern Grammar.** 3 hours. This is a study of the way the English language functions. Prerequisites: EN120 (or EN110/EN111) and Sophomore standing.

**EN312 History of the English Language.** 3 hours. Students explore the historical development of the language. Prerequisites: EN120 (or EN110/EN111) and Sophomore standing.

**EN323 Literature of the United States: Colonial America to Whitman.** 3 hours. This is a study of the poetry, prose, and drama of this period. Prerequisites: EN120 (or EN110/EN111) and any 200-level English literature class.

**EN324 Literature of the United States: Realism to 1945.** 3 hours. This is a study of the poetry, prose, and drama of this period. Prerequisites: EN120 (or EN110/EN111) and any 200-level English literature class.

**EN329 Contemporary American Literature.** 3 hours. This is a study of American literature since 1945 with special consideration for literature of adolescents and ethnic groups. Prerequisites: EN120 (or EN110/EN111) and any 200-level English literature course.

**EN331 English Literature: Beginnings to 1620.** 3 hours. This is a study of English literature from the Anglo-Saxon period through 1620. Prerequisites: EN120 (or EN110/111) and any 200-level English literature class. Every third semester.

**EN335 Shakespeare.** 3 hours. This is a study of William Shakespeare's major histories, tragedies, and comedies. Prerequisites: EN120 (or EN110/EN111) and any 200-level English literature class.

**EN340 British Literature from 1620 to 1790.** 3 hours. This is a study of the poetry, prose, and drama of this period. Prerequisites: EN120 (or EN110/111) and any 200-level English literature class. Every third semester.

**EN342 British Literature from 1790 to 1900.** 3 hours. This is a study of the poetry, prose, and drama of this period. Prerequisites: EN120 (or EN110/111) and any 200-level English literature class. Every third semester.

**EN347 British Literature after 1900.** 3 hours. This is a study of the poetry, prose, and drama of this period with emphasis on post-colonial developments in English-language literature. Prerequisites: EN120 (or EN110/111) and any 200-level English literature class. Every third semester.

**EN348 Advanced Literary Studies.** 3 hours. This upper-level course studies a specific author or authors, topic, or movement in literary studies, and the literature associated with the author(s), topic, or movement. Emphasis is placed on the importance and relevance of the author(s), topic, or movement within historical and literary trends. Prerequisite: EN120 (or EN110/111) and any 200-level English literature course. May be repeated for credit as topic changes. Every third semester.

**EN360 Special Problems.** 1-5 hours. This is an independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**EN368 Internship and Field Experiences.** 1-5 hours.

**EN390 Special Topics.** 1-5 hours. This is an advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**EN409 Writing Practicum.** 3 hours. This course requires students to write and to evaluate the writing of others in order to promote an understanding of the writing process, to develop a better sense of syntax and voice, and to improve the ability to recognize common mechanical errors. Prerequisites: EN120 (or EN110/EN111); student must be seeking teacher certification in English; Junior or Senior standing.

**EN410 Senior Thesis.** 1 hour. (Capstone) Students will write an exit paper concerning their close reading of a short text (poem, short story, one-act play) that they have not studied in a class. At least one week before the end of the semester, students will present their papers to the English faculty at an oral defense. Enrollment is restricted to seniors earning a BA in English or a BS in Middle School Language Arts.

**EN460 Special Problems.** 1-5 hours. This is an independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**EN490 Special Topics.** 1-5 hours. This is an advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**GL105 Exploring Geology.** 4 hours (3 lecture/2 lab hours). This course introduces students to the science of geology. Topics include the study of the origin of the earth, plate tectonics, volcanoes, weathering, metamorphism, geologic time, evolution, and the history of life on earth. Labs explore minerals, rocks, fossils, and the living organisms characteristic of different geologic ages.

**GR101 Elementary German I.** 4 hours. Beginning course. An introduction to current German including oral practice, listening and reading comprehension, and the grammar necessary for spoken and written expression. Introduction to German culture. No prior German required.

**GR102 Intermediate German.** 4 hours. A continuation of GR101 to current German including oral practice, listening and reading comprehension, and the grammar necessary for spoken and written expression. Introduction to German culture. Prerequisite: GR101; or instructor's permission.

See related course listings under [Education](#) and [Special Education](#).

**PESW101 Swimming.** 1 hour. This course offers instruction and practice in the proper techniques of swimming strokes and aquatic skills, in understanding the aerobic value of swimming, and in understanding the hazards of the aquatic environment.

**PE111 Wellness.** 1 hour. The recognition of physical fitness and physical well being as expressions of strength of character is rooted in the ancient Greek and modern Olympic Games. Both the study of physical well being and the practice of physical well being have a long tradition in higher education. Strength of character includes (1) understanding the nature and bases of physical well being, (2) the development of physical as well as mental disciplines, (3) habits of life that support physical as well as mental well being, and (4) enhanced awareness of the meaning and applications of sportsmanship. This course includes both classroom and laboratory experiences to move students toward these dimensions of character formation. This course is part of the General Education Common Core requirement. (Army Physical Training fulfills this requirement.)

**PE120 Teaching Individual Sports Activities PK through Secondary.** 3 hours. A course focused on analysis of skill development and teaching strategies in professional practices of PK-12 educators. Students will learn rules and regulations of individual sports activities while generating age and developmentally appropriate lesson plans, with peer teaching experiences for specific individual sports and recreational activities.

**PE202 Motor Learning and Motor Development.** 2 hours. The study of scientific principles, concepts, and theories related to motor learning and human behavior in sport and physical education. The focus of the course is to introduce students to information on motor learning and acquisition of motor skills and encompasses three areas: motor learning, motor control, and motor development.

**PE203 Introduction to Strength and Conditioning.** 2 hours. This course offers instruction and practice through teaching strategies and participation to demonstrate developmentally appropriate strength and conditioning principles to both K-12 students and collegiate athletes in muscular strength, endurance, power, flexibility, and conditioning. The course focuses on kinesiology and the biomechanic principles used in training athletes and clients for the primary goal of improving athletic performance and fitness.

**PE212 First Aid/Community CPR.** 2 hours. This course provides certification for first aid and CPR.

**PE215 Psychology of Sport.** 2 hours. Application of the principles and scientific methods from psychology to study human behavior in sport and physical education. The course focuses on the frontier of knowledge associated with achievement, motivation, anxiety, self-confidence, cohesion, adherence, and leadership in sports and physical education. Exercise psychology is concerned with many psychological issues affecting the well-being of athletes and individuals who are physically active.

**PE315 Teaching Team Sports.** 2 hours. A course focused on analysis of skill development and teaching strategies in professional practices of PK-12 educators. Students will learn rules and regulations of team activities while generating age and developmentally appropriate lesson plans, with peer teaching experiences for specific team building and team sports activities.

**PE322 Teaching Elementary School Physical Education.** 3 hours. Fundamental skills, sports, and games for the elementary school physical education program. Students will study and develop knowledge, understanding participation and application in teaching motor skills in the primary grades. This course includes a minimal amount of time in clinical experiences. It covers grades K-9.

**PE323 First Aid, Care and Prevention of Athletic Injuries.** 3 hours. Lecture, demonstration and practice of the techniques used in the care and prevention of athletic injuries.

**PE339 Methods and Techniques for Tests and Measurements in Physical Education.** 3 hours. Designed to study methods and techniques for testing and measuring the basic factors on which the performance of a wide variety of physical education activities are based. Major emphasis is on the measurement of skills, knowledge and attitudes pertaining to physical education (K-12).



**PH111 General Physics I.** 3 hours. A survey of Physics including an introduction to mechanics, thermodynamics, fluids, wave characteristics, and sound. 3 lectures.

**PH111L General Physics I Lab.** 1 hour. Lab exercises that accompany PH111. Must be taken concurrently with PH111. 2 lab hours.

**PH112 General Physics II.** 3 hours. A survey of Physics including an introduction to electricity, wave characteristics, optics, and nuclear structure. 3 lectures. Prerequisite: PH111 or instructor's permission.

**PH112L General Physics II Lab.** 1 hour. Lab exercises that accompany PH112. Must be taken concurrently with PH112. 2 lab hours.

**PH205 Calculus Physics I.** 3 hours. A unified survey of physics including an introduction to mechanics, thermodynamics, fluids and acoustics. This course is presented at the mathematical level of calculus. 4 lectures, 2 laboratory hours. 3 lectures. Prerequisite: high school Calculus I or completion of/or concurrent enrollment in MA118.

**PH205L Calculus Physics I Lab.** 2 hours. Lab exercises that accompany PH205. Must be taken concurrently with PH205. 3 lab hours.

The requirements for the Bachelor of Music Education degree are designed to prepare students to teach music in the Missouri public schools. In addition to meeting state certification requirements in vocal or instrumental music, students may elect to pursue an additional endorsement in the area not represented in initial certification. Satisfactory completion of the BME degree will also prepare students for success in public performance and graduate study.

The Bachelor of Music Education student (1) must achieve a minimum GPA of 2.75 overall; a minimum GPA of 3.0 in the content area; a minimum GPA of 3.0 in the professional education sequence; (2) must have no grade below "C" in the Professional Education, Music Education and pedagogy sequences; and (3) must pass the MoGEA examination, the state qualifying exam in content area, and the piano proficiency examination.

Students pursuing the Bachelor of Music Education degree may prepare to teach both Instrumental and Vocal music by completing the following endorsement.

Vocal/Choral Endorsement. In addition to the course work required for the instrumental emphasis:

Applied Voice (4) - May include MU241 Diction for Singers (3)

Choir (2) Minimum of two semesters

MU314 Advanced Choral Conducting (2)

MU316 Choral Techniques (2)

MU324 Choral Literature (2)

MU337 Choral Arranging (2)

Common Core: [See Common Core requirements](#)

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### Tier Two: Additional General Education Requirements (11 Hours)

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Psychology: Must take the following: 8 hours

PY210 Educational Psychology (3)

PY223 Developmental Psychology (3)

PY342 Psychology of the Exceptional Child (2)

Count PY343 Practicum for PY342 (1) as part of the Professional Education Core below.

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Humanities, Fine Arts (not to include Music) or Social Science: 3 hours

- If opting for a Humanities course, [see guidelines](#).
- If opting for a Fine Arts course, [see guidelines](#).
- If opting for a Social Science course, [see guidelines](#).

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### Music Major Requirements (61 Hours)

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Music Academic Core Requirements (28 Hours)

MU107 The Theory and Practice of Music I (3)

MU321 Music History I (3)

MU108 The Theory and Practice of Music II (3)

MU322 Music History II (3)

MU117 Aural Skills I (1)

MU335 Instrumentation (2)

MU118 Aural Skills II (1)

MU365 Form and Analysis (2)

MU150 Introduction to Western Music (2)

MU423 American Music (2) (Capstone)

MU471 Composition I (2) (Capstone)

MU207 The Theory and Practice of Music III (3)

MU217 Aural Skills III (1)

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Principal Applied (14 Hours)

Applied Lessons (13)

MU492 Senior Recital (1) (Capstone)

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Secondary Applied (4 Hours)

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MU131 Piano (1) OR MLP_Applied Piano (1)	Applied Guitar (1) OR Applied Piano (1)
MU132 Piano (1) OR MLP_Applied Piano (1)	Applied Guitar (1) OR Applied Piano (1)

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**Techniques and Pedagogy (11 hours)**


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MU122 String Class (1)	MU214 Basic Conducting (2)
MU124 Percussion Class (1)	MU223 Woodwind Techniques (1)
MU127 Trumpet Class (1)	MU225 Brass Techniques (1)
MU128 Clarinet Class (1)	MU317 Advanced Conducting—Instrumental (2)
MU129 Guitar Techniques (1)	

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**Ensemble (4 hours):**

Must be enrolled in and successfully participate in a major ensemble (0.5 hour) each semester of full-time attendance

Major Ensemble (4 one half-hour each semester)

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**Professional Education Requirements (18 Hours)**


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ED101 Introduction to Teaching (2)	ED471 Teaching Reading in the Secondary School (2)
ED102 Introduction to Teaching Practicum (1)	PY343 Psychology of the Exceptional Child Practicum (1): (Take concurrently with PY342, which is counted as part of the Additional General Education requirements counted above.)
ED369MU Elementary School Music Methods (2)	
ED370MU The Teaching of Music in High School (3)	
ED462 Supervised Student Teaching (Capstone; 1 of 4 required) (8)	

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**Electives (To Complete Min. 124 Hours)**


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Students pursuing the Bachelor of Music Education degree may prepare to teach both Vocal and Instrumental music by completing the following endorsement.

Instrumental Endorsement. In addition to the course work required for the Vocal/Choral emphasis:

Applied Instrument (2)

Instrumental Ensemble (2, Minimum of two semesters)

MU122 String Class (1)

MU124 Percussion Class (1)

MU127 Trumpet Class (1)

MU128 Clarinet Class (1)

MU223 Woodwind Techniques (1)

MU225 Brass Techniques (1)

MU317 Advanced Conducting—Instrumental (2)

MU335 Instrumentation (2)

Common Core: [See Common Core requirements](#)

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### Tier Two: Additional General Education Requirements (11 Hours)

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Psychology 8 hours

Required Courses:

- PY210 Educational Psychology (3)
- PY223 Developmental Psychology (3)
- PY342 Psychology of the Exceptional Child (2)
- Count PY343 Practicum for PY342 (1) as part of the Professional Education Core below.

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Humanities, Fine Arts (not to include Music) or Social Science: 3 hours

- If opting for a Humanities course, [see guidelines](#).
- If opting for a Fine Arts course, [see guidelines](#).
- If opting for a Social Science course, [see guidelines](#).

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### Music major Requirements (62 Hours)

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Music Major Requirements (28 Hours)

MU107 The Theory and Practice of Music I (3)	MU321 Music History I (3)
MU108 The Theory and Practice of Music II (3)	MU322 Music History II (3)
MU117 Aural Skills I (1)	MU337 Choral Arranging (2)
MU118 Aural Skills II (1)	MU365 Form and Analysis (2)
MU150 Introduction to Western Music (2)	MU423 American Music (2) (Capstone)
MU207 The Theory and Practice of Music III (3)	MU471 Composition I (2) (Capstone)
MU217 Aural Skills III (1)	

## Principal Applied (14 hours)

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Applied Lessons (13)	MU492 Senior Recital (1) (Capstone)
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## Secondary Applied (4 hours)

Applied Guitar (1) OR Applied Piano (1)	MU131 Piano (1) OR MLP_ Applied Piano (1)
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	MU132 Piano (1) OR MLP_ Applied Piano (1)
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Applied Guitar (1) OR Applied Piano (1)	
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## Techniques and Pedagogy (12 hours)

MU129 Guitar Techniques (1)	MU314 Advanced Choral Conducting (2)
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MU214 Basic Conducting (2)	MU316 Choral Techniques (2)
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MU241 Diction for Singers (3)	MU324 Choral Literature (2)
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## Ensembles (4 hours):

Must be enrolled in and successfully participate in a major ensemble (0.5 hour) each semester of full-time attendance

## Major Ensemble (4)

**Professional Education Requirements (18 Hours)**

ED101 Introduction to Teaching (2)	ED471 Teaching Reading in the Secondary School (2)
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ED102 Introduction to Teaching Practicum (1)	PY343 Psychology of the Exceptional Child Practicum (1): (Take concurrently with PY342, which is counted as part of the Additional General Education requirements counted above.)
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ED369MU Elementary School Music Methods (2)	
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ED370MV The Teaching of Music in High School (2)	
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ED462 Supervised Student Teaching (Capstone; 1 of 4 required) (8)	
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**Electives (To Complete Min. 124 Hours)**

## Performance Courses

Applied private music lessons in piano, organ, guitar, voice, brass, woodwinds, strings, and percussion are available to all students with the permission of the instructor regardless of the student's major. One credit lessons provide a one-half hour of private instruction per week. Two and three credit lessons provide one hour of private instruction per week. For further information and assistance in registering for music lessons, contact the Music Office of the Conservatory of Music.

**ML\_100 Lower-level private study.** 1 to 3 hours.

**ML\_300 Upper-level private study.** 1 to 4 hours.

**MU391 Junior Recital.** 0 hour.

**MU492 Senior Recital.** 1 hour.

## Music Academic Courses

**MU107 The Theory and Practice of Music I.** 3 hours. The fundamentals of music, integrating basic materials and skills. A study of triads, modes, scales, and harmonic progressions, as well as well as analysis of melody and melodic organization. Prerequisites: MU150 or instructor's permission; concurrent enrollment in MU117.

**MU108 The Theory and Practice of Music II.** 3 hours. A continuation of Music 107, including seventh chords, modulation, secondary chords and the study of simple musical forms. Prerequisites: MU107 and concurrent enrollment in MU118.

**MU117 Aural Skills I.** 1 hour, 2 contact hours. A study in singing, playing and dictation of the same materials studied in MU 107. Rhythmic training including rhythmic reading is an important part of the course. Prerequisites: MU150 or instructor's permission; concurrent enrollment in MU107.

**MU118 Aural Skills II.** 1 hour, 2 contact hours. A continuation of MU117. Prerequisites: MU117 and concurrent enrollment in MU108.

**MU145 History of Jazz.** 3 hours. Introduction to the cultural and musical significance of Jazz in America, its development, and roots in Africa, the West Indies and Europe. Fulfills "Fine Arts" requirement.

**MU150 Introduction to Western Music.** 2 hours. A common experience course designed to introduce the art music of Western European and American culture. The course consists of three major components: 1) Exploration of representative masterworks of music literature through score study and guided listening; 2) Basics of musical notation and theory including aural skills and sight singing; and 3) introduction of computers and relevant software as tools for the professional musician. MU150 is first course in the theory, and history and literature sequences for the Music major and minor.

**MU160 Special Problems.** 1-3 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**MU188 Music Appreciation - The World of Music.** 3 hours. Designed to serve the cultural interests of students not concentrating in music. Lectures and assigned readings are supplemented by recorded music. No credit toward a major in Music. Fulfills "Fine Arts" requirement.

**MU190 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**MU207 The Theory and Practice of Music III.** 3 hours. A continuation of MU 108, including chromatic harmony, the study of larger musical forms and the analysis of musical style. Prerequisites: MU108 and concurrent enrollment in MU217.

**MU217 Aural Skills III.** 1 hour, 2 contact hours. A study in singing, playing and dictation of materials studied in MU207. Prerequisites: MU118 and concurrent enrollment in MU207.

**MU260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**MU268 Internship and Field Experiences.** 1-5 hours each semester.

**MU290 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**MU321 Music History I.** 3 hours. Ancient, Middle Ages, Renaissance and Baroque Periods. Prerequisite: MU108.

**MU322 Music History II.** 3 hours. Classic, Romantic, Impressionist and Contemporary Periods. Prerequisite: MU108, submitted degree plan, and permission of the Dean of the Conservatory. 11/11

**MU335 Instrumentation.** 2 hours. A study of the technical skills necessary for arranging and adapting music from a variety of sources for various instrumental ensembles. Demonstrating the skills necessary for arranging music for all levels and sizes of instrumental ensembles is an important component of the class. Many assignments and projects will be completed with the use of notation and sequencing software. Prerequisite: MU207.

**MU337 Choral Arranging.** 2 hours. A study of technical skills necessary for developing a melody into a complete setting for a particular choral combination with or without accompaniment. Considerations include available vocal resources at elementary school, secondary school, and adult age levels; accompaniments; two-, three-, and four-part arranging in a variety of styles. Prerequisite: MU207.

**MU360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**MU365 Form and Analysis.** 2 hours. A study of the major forms and structural units in music from the Baroque to the late 19th Century. Prerequisite: MU207.

**MU368 Internship and Field Experiences.** 1-5 hours each semester

**MU380 Senior Thesis.** 3 hours. Intensive supervised study to enhance total musicianship and to increase preparation for the student's role as teacher, performer, graduate student. Special emphasis is placed on music history, music literature, and pedagogy. Open only to Senior majoring in Music.

**MU390 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**MU423 American Music.** 2 hours. A one-semester survey of American musical culture including ethnic, folk and commercial manifestations. Particular emphasis on continuing traditions of Western European art music in the United States in the 20th Century. Prerequisite: MU 108 or instructor's permission.

**MU471 Composition I.** 2 hours. Focus on compositional and analytical techniques of the past century. Prerequisite: MU207.

## Music Pedagogy and Techniques Courses

**MU122 String Techniques.** 1 hour, 2 contact hours. Emphasis is on procedures for the instruction of the stringed instruments in the public schools.

**MU124 Percussion Techniques.** 1 hour, 2 contact hours. Emphasis on procedures for the instruction of percussion instruments of the band and orchestra in the public schools.

**MU127 Trumpet Class.** 1 hour. Emphasis is on procedures for teaching trumpet to beginning through high school students.

**MU128 Clarinet Class.** 1 hour. Emphasis is on procedures for teaching clarinet to beginning through high school students.

**MU129 Guitar Techniques.** 1 hour. Emphasis is on preparing students to use the guitar as an instrument for accompanying simple songs in the elementary school classroom. Prerequisite: Music major or instructor's permission.

**MU131 Keyboard Techniques I.** 1 hour, 2 contact hours. Group instruction in the fundamental principles of piano technique and keyboard harmony.

**MU132 Keyboard Techniques II.** 1 hour, 2 contact hours. Group instruction in the fundamental principles of piano technique and keyboard harmony. Prerequisite: MU131 or instructor's permission.

**MU214 Basic Conducting.** 2 hours. An introduction to techniques of conducting with and without a baton. Emphasis is on mastery of basic skills and a repertoire of gestures designed to elicit specific responses from an ensemble.

**MU223 Woodwind Techniques.** 1 hour, 2 contact hours. Emphasis is on procedures for the instruction of the woodwind instruments of the band and orchestra in the public schools. Prerequisite: MU128.

**MU225 Brass Techniques.** 1 hour, 2 contact hours. Emphasis is on procedures for the instruction of the brass instruments of the band and orchestra in the public schools. Prerequisite: MU127.



**MU241 Diction for Singers.** 3 hours. Focuses on English, Italian, French, and German diction, speaking, and singing with the use of the International Phonetic Alphabet. Prerequisite: one semester of voice, or instructor's permission.

**MU314 Advanced Conducting-Choral.** 2 hours. A study of conducting opportunities unique to choral ensembles; historical style and performance practice; choral organization, rehearsal procedures, and programming; major works analysis; and coordination of choral and instrumental performing forces. Prerequisite: MU214.

**MU316 Choral Techniques.** 2 hours. One semester course designed to survey techniques of score study, rehearsal and performance in the choral art. Practical aspects of preparing and rehearsing choral music will be stressed. Students will assess strengths, determine needs, research solutions, and practice presentations. Prerequisite: MU214.

**MU317 Advanced Conducting-Instrumental.** 2 hours. A study of conducting opportunities unique to instrumental ensembles; historical style and performance practice; band and orchestral organization, rehearsal procedures, and programming; and major works analysis. Prerequisite: MU214.

**MU324 Choral Literature.** 2 hours. A survey of choral music with particular attention to programming literature appropriate to available resources (elementary, middle, secondary schools, churches, community ensembles). Prerequisite: MU107.

**MU357 A, B, C Repertoire.** 2 hours. A survey of solo repertoire for the appropriate instrument or voice, covering historic periods and styles; appropriate repertoire for various occasions and levels of performer proficiency; comparisons of editions and sources. Sections offered on demand for voice, piano, organ..

**MU357A Vocal Repertoire**

**MU357B Piano Repertoire**

**MU357C Organ Repertoire**

**MU358 A, B, D Studio Pedagogy.** 2 hours. The study of pedagogical approaches, applied through supervised studio teaching. Emphasis is on studio procedures, methods and materials, professional organizations and ethics. Offered on demand to advanced applied music students in piano, organ, or voice.

**MU358A Piano Pedagogy**

**MU358B Organ Pedagogy**

**MU358D Vocal Pedagogy**

The goal of the Bachelor of Science degree in Nursing (RN-to-BSN) program is to provide opportunities for qualified students to acquire the knowledge necessary to provide nursing care which promotes adaptation of the person, family, and community. This knowledge is acquired within a liberal arts experience which emphasizes honesty, integrity, civility, and a strong sense of personal responsibility. Professional preparation as a nurse includes promotion of lifelong learning, social responsibility, and service.

The faculty believe persons are unique, holistic, and developing beings with the process and capacity for thinking, feeling, reflecting, and choosing. Persons respond to and act upon the constantly changing environment, which is everything that is within and around them. To adapt to this changing environment, people use coping processes which are both innate and learned. Adaptation occurs as adaptive responses promote integrity and wholeness.

Health is a state and a process of being and becoming an integrated and whole person. Health is a continuum ranging from peak wellness to death. The adaptation level is that point where the person is able to respond positively. A whole person is one with the highest possible fulfillment of human potential.

Nursing assists persons, families, and communities to examine life and environmental patterns, attach personal meaning to these patterns, and choose adaptation. Nursing acts to enhance interaction with the environment by promoting meaningful life experiences, growth, and adaptation. The profession of nursing is an integrated part of a system for health care delivery and shares responsibility for working collaboratively with other health care practitioners.

Nursing education is a process which enables the learner to synthesize a body of knowledge obtained through courses in nursing, liberal arts, humanities, and the sciences. Because nursing is dynamic, the education is foundational for professional growth through nursing research and continuing education.

The faculty believe that the learner is best able to reach individual potential in an environment that is nurturing and promotes inquiry, dialogue, curiosity, creativity, the ethical ideal, and assertiveness. The learner brings an attitude of commitment and motivation for achievement. The role of the learner is to share in the responsibility of the teaching-learning process.

The teacher interacts with students as persons of worth, dignity, intelligence, and high scholarly standards. The teacher's role is to provide the climate, structure, and dialogue that promotes discovery of patterns and paradigms for practice. The teacher raises questions that require reading, observation, analysis, and reflection upon patient care. The teacher nurtures the learner, is available for dialogue, and promotes the use of research and critical thinking in the delivery of nursing care.

CMU also offers an Accelerated BSN program for individuals who already have a Bachelors degree in any subject and have completed the pre-requisite courses for Nursing education. See the CMU website for more information.

## Bachelor of Science in Nursing Outcomes:

The Bachelor of Science Nursing graduate will be able to:

1. demonstrate professional nursing leadership with technical proficiency, utilizing principles of management and leadership, evidenced in the care of clients, families, and communities including management of physical, fiscal, and human resources;
2. apply critical thinking and problem solving to provide nursing care, which promotes holism and adaptation by discovering research questions, critically analyzing research, and applying research to practice as evidence-based practice;
3. incorporate the principles of communication, client education and client advocacy into practice;
4. exhibit a commitment to individual and professional growth as a lifelong learner, evidenced by continuing formal education, informal education, and reading refereed professional journals and participating in the political and regulatory processes and in shaping the health care delivery system;
5. provide, delegate and/or supervise nursing care based on current knowledge, theory, and research to promote holism, adaptation, safety, and quality care as evidenced by the ability to:
  - a. assess and diagnose the health status of diverse individuals, families, and communities; and
  - b. plan, implement, and evaluate the care for diverse individuals, families, and communities in structured and unstructured settings who require nursing at restorative, maintenance or promotion levels.
6. evaluate career choices within the nursing profession based on emerging skills and personal strengths and abilities;
7. display behaviors as a member of the profession of nursing based on standards of practice and professional codes of ethics to:
  - a. assume accountability for own nursing practice;
  - b. demonstrate professional identity and integrity.
8. demonstrate collaboration with other health care providers to promote the full human potential. (The liberal arts education provides opportunities for growth in knowledge, personal integrity, spirituality, and professional competence).

# Assessment of Student Learning Outcomes

## Assessment Methods

The Portfolio, student evaluations of instruction, course level assessments, and graduate and employer surveys are the primary methods of assessment. Students are required to maintain a portfolio during the Bachelors-completion Nursing Program. They must write a summary at the end of each nursing course analyzing how the course met one or more of the Outcomes. At the end of the program the students complete a survey identifying how well the program's design assisted the student in meeting the Program Outcomes, courses and/or assignments that helped in meeting the Program Outcomes, and suggestions for program improvement. The student evaluations of instruction identify course and instructor specific issues that can be addressed immediately. The course level assessments align course objectives and program outcomes with specific assignments, which are then used to demonstrate student learning. Graduate surveys provide further opportunity for students to submit feedback to the program. The employer surveys identify how well graduates perform based on the Program Outcomes.

## Review

Portfolios are reviewed periodically and after the end of the program. The student is to evaluate whether the courses content helped them meet the program outcomes. Student evaluations of instruction are reviewed at the end of every course. Course level assessments are reviewed annually. The graduate and employer surveys are sent and reviewed after one year of employment.

## Feedback

In the summer the Nursing Program Coordinator will review and evaluate assessment information. Recommendations are then presented at the summer faculty workshop. Recommendations result in changes to improve courses and clinical experiences for students as documented in the faculty workshop minutes. Analyses of the data obtained are reported annually in the Systematic Program Evaluation Plan Report.

# BSN Requirements for Admission

1. Applicants must meet the admission requirements of the University.
2. minimum GPA of 2.0 overall;
3. an associate's degree in Nursing (or diploma) from a regionally accredited institution (up to 40 Nursing credits from the ADN will be applied toward the BSN; general education credits will also transfer where applicable).
4. official transcripts from all regionally and nationally accredited colleges and universities attended; and
5. current unrestricted RN license (needed prior to beginning clinical courses).
6. Non-native speakers of English must present evidence of proficiency in the English language by scoring a 550 or higher on the paper-based Test of English as a Foreign Language (TOEFL) or 213 or higher on the computer-based TOEFL or 77 or higher on the Internet-based TOEFL.

## BSN Curriculum Requirements

1. A cumulative 2.0 GPA must be maintained and a grade of "B" or above must be attained in all Nursing courses.
2. NU300, NU301, NU303, NU315, NU320, NU325, NU450, and NU455, AH315, and AH330 should be completed within two consecutive academic years.
3. The BSN program should be completed within five (5) years of enrollment.

# Graduation Requirements

1. Satisfactory completion of the liberal arts and/or general education coursework as well as all courses in the major;
2. satisfactory completion of at least 124 credit hours;
3. satisfactory completion of at least 43 credit hours in the area of concentration;
4. satisfactory completion of at least 15 credit hours of upper-division coursework in the major;
5. satisfactory completion of at least 36 credit hours of upper-division coursework;
6. satisfaction of the 30-hour residency requirement;
7. cumulative GPA of at least 2.0 on coursework earned at CMU;
8. cumulative GPA of at least 2.0 on all upper-division major coursework;
9. payment of all tuition and fees; and
10. recommendation of the faculty.

# Scholastic Standards for Nursing

The grading scale for the Department of Nursing is based on 80% as the minimum percentage for a "B" grade.

To graduate, students must maintain a grade of "B" in all Nursing, Allied Health, and Science courses and must have a minimum cumulative grade point average of 2.0 on a 4.0 scale.

**Requirements for Continuation in Program:** Students who earn less than a "B" in a course may not continue in their cohort. Any one course where the student earns less than a "B" must be repeated and completed with a grade of "B" or higher, and then the student will join the subsequent cohort. Any second instance when a student earns less than a "B"- whether it is a repeated course or one taken for the first time - results in the student's dismissal from the program.

\*The following rule applies to NU307 Adaptation Nursing Applications, NU322 Maternal/Child Nursing, NU309 Psychosocial Integrity, NU321 Public Health and Community Nursing Concepts, NU334 Evidence-based Adaptation Nursing I, and NU434 Evidence-based Adaptation Nursing II:

The Nursing Department reserves the right to modify student schedules to result in even distribution of students among sections for clinical courses. This adjustment is done to enhance the opportunities for quality clinical experiences and to ease the burden on CMU's clinical partners. Students who have pertinent reasons for being in a particular course section must communicate this information in writing to the Division Chair or Administrative Assistant prior to the end of the previous semester. All efforts will be made to accommodate these requests, but the Department does not guarantee the ability to do so in all instances.

**NU304 Nursing Research.** 2 hours. This course introduces the concepts, processes, and applications of nursing research. The research role of the nurse in decision making and clinical practice will be examined. Students will read and critique research on nursing practice and will discuss problems and challenges in conducting nursing research. Throughout the course, there will be opportunities to practice various aspects of the research process (thinking of research question, planning study designs, evaluating measurement methods). The student will develop a research proposal and conduct a literature review about his or her topic. The student will begin the formal writing of this research proposal. Lecture and Discussion. Prerequisites: NU334. Fall.

**NU307 Adaptation Nursing Applications.** 5 hours (3 lecture/2 clinical hours). This course provides an introduction to basic nursing skills, terminology, and need states. Nursing applications include skills and adaptation nursing process practiced in the laboratory setting progressing to the healthcare provider setting. Clinical contact hours meet the Missouri State Board of Nursing 3:1 ratio for credit awarded. Prerequisites: AH200 and AH314. Fall. [11/11] \*

**NU308 Health Assessment.** 4 hours (3 lecture/1 lab hours). This course allows the student to develop the assessment skills necessary to provide competent care for clients of varying ages and ethnic backgrounds applying the adaptation nursing model. Health assessment is the gathering of subjective and objective data regarding a client's state of health. The knowledge gained in this course will assist the nurse in holistically assessing the adaptation level of client, family, and community across the lifespan. Students participate in the scheduled weekly Skills Lab and are expected to use the Skills Lab on an independently scheduled basis to practice the necessary psycho-motor skills for completing a physical assessment. Lab contact hours meet the Carnegie 2:1 ratio for credit awarded. Prerequisites: AH200 and AH314. Fall. [11/11]

**NU309 Psychosocial Integrity.** 3 hours (2.5 lecture/0.5 clinical hours). This course focuses on the adaptive responses in self-concept, role function, and interdependence modes which promote the goals of adaptation and the integrity of the individual, family, and community. Communication intervention techniques are examined. Much of the clinical exposure is in the community setting. Credit hours awarded meet the Missouri State Board of Nursing 3:1 contact-to-credit hour guideline. Prerequisites: NU307, NU308, and NU312. Spring. 11/11 \*

**NU312 Pharmacology I.** 2 hours. A study of routes and methods of medication administration along with an introduction to basic medication classes and their uses. This course provides the initial pharmacological knowledge needed for nursing practice. Additional aspects of this topic are addressed in NU313 Pharmacology II, the second of this two-course series. Lecture and Seminar. Prerequisites: AH200 and AH314. Fall.

**NU313 Pharmacology II.** 2 hours. This course builds on the concepts introduced in NU312 Pharmacology I and provides a study of actions and side effects of functional groups of drugs. Attention is given to diet, age, and other factors influencing drug response. Nursing interventions and client education are stressed. Lecture and Seminar. Prerequisite: NU312. Spring.

**NU321 Public Health and Community Nursing Concepts.** 3 hours (2.5 lecture/0.5 clinical hours). This course focuses on the interrelationship of community health principles and adaptation nursing. Application of principles will be in community health and community-based settings. Credit hours awarded meet the Missouri State Board of Nursing 3:1 contact-to-credit hour guideline for clinical aspects Prerequisites: NU307, NU308, and NU312. Fall. 11/11 \*

**NU322 Maternal/Child Nursing.** 4 hours (3 lecture/1 lab & clinical hours). Focuses on family dynamics and the use of the nursing process across the family lifespan. Lab and clinical contact hours meet the Carnegie requirements and the Missouri State Board of Nursing guidelines for credit hours awarded. Prerequisites: NU309, NU313, NU321, and NU334. Fall. 11/11 \*

**NU334 Evidence-Based Adaptation Nursing I.** 8 hours (6 lecture/2 clinical hours). This course focuses on concepts of adaptation nursing related to protective needs: integumentary, oncologic, immunologic, protective sensory systems, activity and rest, and safety; and metabolic needs: fluid, electrolyte, and acid-base balance and problems of nutrition, digestion, elimination, and excretion. The adaptation model and evidence-based practice are used to promote the highest potential for individuals and families of varying developmental levels and cultures within a variety of healthcare settings. The lab, clinical, and simulation contact hours meet the Missouri State Board of Nursing guidelines for the credit hours awarded. Prerequisites: NU307, NU308, and NU312. Spring. 11/11 \*

**NU360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**NU434 Evidence-Based Adaptation Nursing II.** 8 hours (6 lecture/2 clinical hours). This course focuses on concepts of adaptation nursing related to oxygenation needs: circulatory, respiratory, and hematologic systems; and regulatory needs: problems of the neurologic system and the endocrine system. The adaptation model and evidence-based practice are used to promote the highest potential for individuals and families of varying developmental levels and cultures within a variety of healthcare settings. The lab, clinical, and simulation contact hours meet the Missouri State Board of Nursing guidelines for the credit hours awarded. Prerequisite: NU309, NU313, and NU321. Fall. 11/11 \*

**NU451 Adaptation Nursing Practicum.** 6 hours (1 directed study/5 clinical hours). (Capstone) This course affords the student the opportunity to apply adaptation nursing concepts through an individualized nursing practice under the supervision of a faculty member and a clinical preceptor. The student will be required to demonstrate fulfillment of course objectives through evidence-based practice. Prerequisites: NU304, NU322, and NU434. Spring. 11/11

**NU452 NCLEX Review.** 2 hours. This course is designed to increase student readiness for the NCLEX-RN examination. Concurrent enrollment in NU 451. Prerequisite: NU304, NU322, and NU434. Spring.

**NU456 Leadership and Management.** 3 hours. Prepares the student for the role as nurse leader/ manager. Focuses on theory and application of leadership and management skills. Includes pertinent aspects of the economic, regulatory, and legal aspects of health care as well as health care systems in the United States that impact the role of the nurse leader/manager. Lecture and seminar. Prerequisite: NU304, NU322, and NU434. Spring.

**NU460 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**NU461 Gerontology.** 3 hours. Study of the aging process from both a physical and a developmental perspective and its impact on nursing care and considerations. Lecture and seminar. Prerequisite: NU304, NU322, and NU434. Spring.

The accelerated Bachelor of Science in Nursing (BSN) program option is designed for individuals with a previously earned bachelor's degree in any field from an accredited college or university who wish to earn a BSN and enter the nursing profession. This program can be completed in 14 months of study and is located at CMU-Columbia in the Forum Shopping Center. Clinical experiences will occur in a variety of mid-Missouri health care facilities.

This program is fully approved by the Missouri State Board of Nursing.

## Admission Requirements

Selection of students for the Accelerated Bachelor of Science in Nursing (ABSBN) program is based on the following criteria:

- Complete an application to Central Methodist University and to the ABSBN program
- A BA or BS degree in any field from an accredited college or university (official transcripts must be submitted from ALL colleges or universities attended)
- Completion of the following prerequisite courses with a minimum grade of "C" or better: Anatomy with lab, Physiology with lab, Microbiology with lab, Chemistry, Pathophysiology, and College Algebra OR Statistics.
  - Students must have earned a grade of "C" or better in no more than two (2) attempts per course and must have earned a Science (all of the listed prerequisites except College Algebra or Statistics) sub-cumulative GPA of at least 2.5.
  - All prerequisite courses must be completed prior to beginning the ABSBN program.
- A minimum cumulative GPA of 3.0 for all college coursework
- Two letters of recommendation that address the student's character, work ethic, motivation, and general ability to complete an intensive course of study.
- A personal interview with members of the nursing faculty
- Completion of the Test of Essential Academic Skills (TEAS) V (administered by the nursing department for a nominal fee) with a minimum score of 70 in the areas of "reading" and "science."

## Accelerated Nursing - Curriculum Plan

### Year One

#### Term V

NU308-Health Assessment (4 hours)

NU307-Adaptation Nursing Applications (5 hours)

Total: 9 hours

#### Term I

NU461-Gerontology (3 hours) +

NU309-Psychosocial Integrity (3 hours)

NU304-Nursing Research (2 hours) +

Total: 8 hours

#### Term II

NU312-Pharmacology I (2 hours)

NU322-Maternal/Child Nursing (4 hours)

NU321-Public Health and Community Nursing Concepts (3 hours)

Total: 9 hours

#### Term III

NU313-Pharmacology II (2 hours)

NU334-Evidence Based Adaptation Nursing I (8 hours)

Total: 10 hours

#### Term IV

NU434-Evidence Based Adaptation Nursing II (8 hours)

NU456-Leadership and Management (2 hours) +

Total: 10 hours

**Year Two**

Term V

+NU451-Concepts of Adaptation Nursing Practicum (6 hours)

+NU452-NCLEX Review (2 hours)

+NU456-Leadership and Management (1 hour)

Total: 9 hours

Total program credit hours: 55

Pre-requisite courses for entrance into Accelerated BSN Program: Anatomy with lab, Physiology with lab, Chemistry, Microbiology with lab, Pathophysiology, College Algebra or Statistics

This plan will change depending on when a cohort begins.

+ Designates an online hybrid course.



Common Core: [See Common Core requirements](#)

Required courses from General Education:

- MA103 College Algebra (3)
- SO101 Introduction to Sociology (3)

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**Tier Two: Additional General Education Requirements (17-23 Hours)**

Humanities or Fine Arts: 3 hours

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): [See guidelines](#). 6 hours

- Must include PY101 General Psychology (3).
- Must include a 200- or 300-level course in SO or PY (3).

Science 8-14 hours

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**Nursing Credit granted for Associate's Degree in Nursing (ADN) or diploma education (up to 40 Hours)**

**Nursing Major Requirements (30 Hours)**

AH316 Data Analysis for Nursing Practice (3)	NU315 APA Formatting and Library Databases (1)
AH330 Business Concepts in Health Care/Case Management (3)	NU320 Adaptation Nursing in the Community (4)
NU300 Adaptation Nursing Model (2)	NU325 History/Trends in Nursing (3)
NU301 Physical Assessment (2)	NU450 Integrated Concepts on Adaptation Nursing (6)
NU303 Research in Nursing (3)	NU455 Professional Issues, Leadership, and Management (3)

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**Electives To Complete Min. 124 Hours**

**NU300 Adaptation Nursing.** 2 hours. This course introduces the student to the adaptation framework. The four modes of adaptation are explored with the focus on the individual student who explores his or her own adaptation level. The framework is applied to health restoration, maintenance, and enhancement of nursing interventions with a focus on wellness. Student will also be introduced to the online portfolio system in this course. Students will have the opportunity to explore the portfolio system and begin building their portfolio. A fee is assessed for Foliotek access.

**NU301 Physical Assessment.** 2 hours. This course introduces the student to physical assessment using the adaptation nursing model. The four modes of adaptation are explored with the focus on psychosocial needs identified through interview skills and on physiologic needs identified through physical assessment skills. 3 lecture/lab hours.

**NU303 Research in Nursing.** 3 hours. Introduction to research in the discipline of nursing. Topics include elements of the research process, examination of research design, development of research proposals, and application of the research process in the clinical area. 3 lecture hours. Prerequisite: AH316.

**NU306 End-of-Life Care.** 3 hours. This course introduces the student to the theoretical foundations of end-of-life care. Through the use of a caring model which focuses on culturally sensitive communication processes, the nurse becomes a facilitator of holistic, patient-centered care for the terminally ill patient and family.

**NU315 APA Format and Research Databases.** 1 hour. This course focuses on writing research papers in the RN-BSN program. Areas highlighted will include Smiley Memorial Library services (online and print) and use of APA format when writing.

**NU320 Adaptation Nursing in the Community.** 4 hours. This course focuses on the inter-relationship of community health principles and adaptation nursing. Lecture and seminar topics include community assessment, family assessment and dynamics, role and function of the community health nurse, crisis intervention, epidemiology, legal/ethical issues of practice, economics of community/home health agencies, and patient education. Application of theory content will be through exercises designed to demonstrate clinical understanding of public health nursing. Prerequisite: NU301. 3 lecture hours, 1 clinical hour.

**NU325 Historical Trends in Nursing.** 3 hours. This course focuses on the historical development of nursing from biblical time to the present day. Lectures and seminars focus on historical occurrences and trends in nursing and the current relationship between nursing and the health care system.

**NU361 Gerontology I.** 3 hours. The focus of this course is on theories, concepts, and issues related to aging with specific consideration to how these affect current and projected increases in the elderly population. Individual, social, and political implications of the culturally complex nature of these populations are integrated throughout the lessons.

**NU362 Gerontology II.** 3hours. The focus of this course is to build on the concepts of Gerontology I. Content includes physiology of aging, cognitive changes, cultural dimensions, wellness, environmental concerns, stress, nutrition, dementia, and polypharmacy.

**NU364 Hospice.** 3 hours. This course is an introduction to the concepts and issues related to hospice nursing. Topics include the philosophy and history of the hospice movement, standards of nursing care, communication, family dynamics, spirituality, and professional self-care.

**NU367 Home Health.** 3 hours. This course is designed to introduce the undergraduate nursing student to the transition of patient care from the institution to the home. The role of the home health nurse is analyzed in relation to health promotion, health restoration, and disease prevention in providing care in the home setting. Through utilization of the nursing process, an emphasis is placed on nursing care and services using levels of health care and levels of prevention.

**NU369 Rural Health.** 3 credit hours. This course focuses on health issues from a **rural health** perspective. Content includes a study of the multifaceted dimensions of health, illness, the health care delivery system, populations with special needs, occupational accidents, and health beliefs of rural residents. Also included is information from a U.S. and international viewpoint.

**NU450 Integrated Concepts of Adaptation Nursing.** 6 hours. This course builds on the concepts of Nursing 300, 301, 302, 303, and allows the student the opportunity to apply these concepts through an individualized nursing practice under the supervision of a faculty advisor and a clinical advisor. The student will be required to develop a specific set of learning objectives for the selected area of clinical practice. This flexible approach to learning allows the student the opportunity to develop expertise in a selected area of practice. Students must pass the practical, written, and oral components of this course to graduate. Prerequisites: AH330, NU300, NU301, NU303, NU320. NU325, and NU455.

**NU455 Professional Issues, Leadership, and Management.** 3 hours. This course prepares the student for the expanded role as nurse leader/manager. Lectures and seminars focus on management theories, leadership style, change theory, interpersonal and inter-professional relationships, and current issues/trends in practice and education.

**NU360/460 Special Problems.** 1-3 hours each semester. A directed, independent study program on a topic of special interest to the student and approved and guided by an instructor. Prerequisite: approval of the project by the instructor.

**NU390/490 Special Topics.** 1-3 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

PL306 Ethics and the Professions (3)

**One (1) from the following:**

PL101 Introduction to Logic (3)

PL105 Introduction to Philosophy (3)

**One (1) from the following:**

PL303 Classical to Medieval Thought (3)

PL304 Modern to Contemporary Thought (3)

**Three (3) from the following:**

PL225 Philosophy of Religion (3)

PL310 Ethics and Leadership (3)

PL311 The Study of Knowledge (3)

PL314 World Religions Today (3)

**PL101 Introduction to Logic.** 3 hours. Introduction to the study of logic. Attention is given to both the analysis of formal arguments and the examination of arguments in ordinary language. Special attention is given to induction and informal fallacies.

**PL105 Introduction to Philosophy.** 3 hours. The nature of philosophy and its methods; the problems of knowledge, reality, ethics, aesthetics and religion.

**PL225 Philosophy of Religion.** 3 hours. This is a study of the nature of religion and of the relation of philosophy to theology. Attention is given to such problems as the existence of God, knowledge of God, faith, religious language, evil, immortality, and eschatology. Cross-listed with RL225. Prerequisite: RL122.

**PL303 Classical to Medieval Thought.** 3 hours. This is a comprehensive survey of the philosophical ideas and thought systems of Europe which have influenced our conceptions of experience and reality. Emphasis is on the contributions of the Greeks and on the contributions of medieval thought. Prerequisite: PL105.

**PL304 Modern to Contemporary Thought.** 3 hours. This is a comprehensive survey of the philosophical ideas and thought systems of Europe which have influenced our conceptions of experience and reality. Emphasis is on the modern and contemporary development of rationalism, empiricism, idealism, process philosophy, existentialism, logical positivism, and linguistic analysis. Prerequisite: PL105 or Junior standing.

**PL306 Ethics and the Professions.** 3 hours. After an introduction to ethics, ethical theories, and the art of critical thinking about ethical issues, students will examine ethical issues specific to their chosen professions. Emphasis in the past has been on ethics and the sciences (medicine, experimentation, genetics), the environment (corporation vs. individual rights, responsibilities to animals and to the environment), and philosophy of law (justice, equality, rights, responsibility, and punishment). Emphasis is on case studies. Prerequisite: Sophomore standing.

**PL310 Ethics and Leadership.** 3 hours. Leadership uninformed by character is likely empty at best and disastrous at worst. Thus, the course will examine leadership styles and the ethics of leadership as a consequence of or a derivative of adequate character and a strong sense of personal responsibility. The course will examine "good," Relativism, the relation of character and virtue, leadership responsibilities, and personal responsibility. Prerequisite: Sophomore standing.

**PL311 The Study of Knowledge.** 3 hours. Students explore the areas of knowledge, belief, and truth. Students will be introduced to concepts such as skepticism and justification. Students will explore what counts as knowledge and how these issues affect the areas of morality, science, math, and society.

**PL314 World Religions Today.** 3 hours. This is a study of the theoretical, practical, and sociological expressions of religions, including Hinduism, Buddhism, Chinese religions, Judaism, Christianity, and Islam. Cross-listed with RL314. Prerequisites: RL122.

PS200 International Problems and Relations (3)

PS308 American Constitutional Law (3)

PS318 American Legislative Politics (3)

PS319 The American Presidency, Past and Present (3)

Guided Elective Courses in Political Science (6 hours)

NOTE: PS101 may not be credited towards the minor in Political Science.

**PS101 Introduction to American National State and Local Government.** 3 hours. A study of the structure and functions of national, state, and local government. This course applies toward fulfilling secondary teaching certification requirements in the Social Sciences.

**PS103 Introduction to Missouri Civics.** 1 hour. An introduction to the Missouri Constitution, state political institutions, and processes. This course will fulfill the Missouri State Civics requirement for transfer students who have completed coursework from a non-Missouri institution in American Government or a Survey of American History I or an equivalent course which covers the U.S. Constitution. Cross-listed with HI103. Prerequisite: American Government or American History I at an out-of-state institution.

**PS200 International Problems and Relations.** 3 hours. Introduction to principles of international affairs, including theory and methodology of world politics, nature of power and its control, competition and cooperation among nations.

**PS204 Global Crime.** 3 hours. An examination of international crime operations including sea and air piracy, smuggling and terrorism. Cross-listed with CJ204. Prerequisite: CJ100 or instructor's permission.

**PS307 The History and Politics of Missouri.** 3 hours. A survey of the social, economic, intellectual, and political history of Missouri from prehistory to the twentieth century. Fulfills the state civics requirement. Cross-listed with HI307. Prerequisite: Junior standing.

**PS308 American Constitutional Law and the Judicial Process.** 3 hours. Study of the leading American constitutional principles and major decisions of the Supreme Court. An analysis of the role played by judges and courts in public policy formation. Prerequisite: PS101; or instructor's permission.

**PS309 Law in American Society.** 3 hours. A study of the role of law and legal institutions in the American system of justice. Cross-listed with CJ309.

**PS318 American Legislative Politics.** 3 hours. A detailed examination of current research into the structure and function of American legislative institutions at the national, state and local levels. Prerequisite: PS101 or instructor's permission.

**PS319 The American Presidency, Past and Present.** 3 hours. An analysis of the evolution and contemporary operation of the office of the presidency with special emphasis on the administrations of selected presidents. Cross-listed with HI319. Prerequisites: PS101 or instructor's permission.

**PS322 Comparative Political Systems.** 3 hours. An introduction to the comparative study of national political systems. Attention is focused on the role of political culture and historical evolution as determinants of political development. Cross-listed with HI322.

**PS330 Principles of Public Administration.** 3 hours. A survey of Public Administration with reference to organization, personnel management, financial administration, and administrative process. Prerequisites: PS101 and Junior standing; or instructor's permission.

**PS331 Research Design and Data Analysis in the Social Sciences.** 3 hours. An introduction to research design, social measurement, analytic strategies, and applied statistical techniques relevant to the interpretation of social phenomena. Cross-listed as PY331.

**PS333 Public Policy Analysis.** 3 hours. An introduction to the tools of the public policy planner and budget analyst with emphasis on the role of policy analysis in program design, implementation, and review.

**PS334 Applied Quantitative Data Analysis in the Social Sciences.** 3 hours. A study of the application of quantitative analytic techniques to data in the Social Sciences. Cross-listed as PY334. Prerequisite: MA105; or instructor's permission.

**PS355 Topics Seminar in Area Studies.** 3 hours. This seminar will familiarize students with the modern political history and contemporary political and social dynamics of the nations of a selected region of the world. The seminar will examine the political and social history and social evolution of the designated region. Discussion and reading will focus on the political and social evolution of the region since World War II, the arrangement of political institutions, the key leadership dynamics, and the overall contemporary political situation in the nations of the region. There will be assigned readings and discussion topics for each seminar meeting, and students will be expected to follow contemporary developments in the politics of the region. Each student will be expected to complete a research paper on some facet of the politics of one state within the region on which the seminar is focusing. May be repeated with different designated regions.

**PS260/360/390 Special Problems.** 1-3 hours. A directed, independent study program on a topic of special interest to the student and approved and guided by an instructor. Prerequisite: approval of the project by the instructor.

**PS290/390/490 Special Topics.** 1-3 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**PS368/468 Internship/Field Experiences.** 1-5 hours. Prerequisite: Junior or Senior standing.



The Division of Social Sciences offers a bachelor's degree program in Psychology which is designed to assist students in gaining an understanding of the science of human behavior and mental processes. Students will become familiar with the most important contemporary research finding in the fields of learning, personality, counseling, psychophysiology, social processes, abnormal Psychology, and human development. The Psychology major is often used as a foundation for professional training in counseling, law, the ministry, or graduate study in Psychology.

The Psychology major has the option of graduating with a Bachelor of Arts or a Bachelor of Science degree. The requirements of the Bachelor of Arts in Psychology provide a broad liberal arts exposure to the discipline, thereby preparing students for a broad range of careers in business management and public service. The requirements of the Bachelor of Science in Psychology include a stronger emphasis on the development of analytic skills and thus may be of special interest to students planning to pursue advanced degrees in the field. As a requirement for graduation, all Psychology majors must sit for a nationally normed exit examination in the Senior year.

Common Core (28.5-29 Hours): [See common core requirements](#)

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**Foundations (11.5-12 hours)**

CMU101/102	1.5-2 hours
Wellness	1 hour
Freshman Writing	3 hours (6 hours if taking EN110 & EN111)
Oral Communications	3 hours
Math/Algebra/Statistics	3 hours (6 hours if taking MA101 & MA102)

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**Understanding Human Nature (13 hours)**

Religion	3 hours
Social Science with Constitution	3 hours
Leadership	1 hour
Literature	3 hours
Valuing or Social Science (CJ, CT, EC, Ethics, HI, PL, PS, PY, or SO)	3 hours
Exploring the Nature of the Universe	4 hours
Science with Lab	4 hours

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**Tier Two: Additional General Education Requirements (15-16 Hours)**

Humanities or Fine Arts:	9 hours
<ul style="list-style-type: none"> <li>• When choosing a Humanities course, <a href="#">see guidelines</a>.</li> <li>• When choosing a Fine Arts course, <a href="#">see guidelines</a>.</li> </ul>	
Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours
Science: <a href="#">See guidelines</a> .	3-4 hours

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**Concentration in Psychology (18 Hours)**

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**Electives (To Complete Min. 62 Hours)**

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Common Core: [See Common Core requirements](#)

Required courses from General Education:

- MA105 Elementary Statistics (3)
- PY101 General Psychology (3)

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts:	9 hours (BA)	6 hours (BS)
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- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

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Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours (BA)	6 hours (BS)
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Science: <a href="#">See guidelines</a> .	3-4 hours
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BA Foreign Language (a single language)	6-8 hours
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BS Analytical Skills: [See guidelines](#).

- Must include MA105 Elementary Statistics (3) if MA105 not taken as part of the Common Core.
- May include either PY331 Research Design and Data Analysis in the Social Sciences (3) OR PY334 Applied Quantitative Data Analysis (3) [OR BOTH if MA105 taken as part of the Common Core.

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**Psychology Major Requirements (24-30 Hours)**

PY204 Experimental Psychology (3)

PY331 Research Design and Data Analysis in the Social Sciences (3) OR PY334 Applied Quantitative Data Analysis (3), whichever not taken in Tier Two requirements

PY480 Senior Thesis (Capstone) (3)

Psychology electives (6 hours): PY210 cannot be counted for Psychology credit in the degree programs of Psychology majors or minors without the written permission of the chair of the Division of Social Sciences.

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One (1) course from each of these four areas (12 Hours):

**Biological:**

PY211 Psychology of Adjustment (3)

PY348 Health Psychology (3)

**Applied:**

PY315 Sport and Exercise Psychology (3)

PY332 Cognitive Processes and Applications (3)

PY338 Applied Psychology (3)

PY353 Industrial/ Organizational Psychology (3)

**Counseling, abnormal, and personality:**

PY301 Abnormal Psychology (3)

PY308 Personality (3)

PY351 Introduction to Counseling (3)

**Developmental and social:**

PY223 Developmental Psychology (3)

PY321 Family Relationships and Values (3)

PY324 Social Psychology (3)

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**Minor and Electives (To Complete Min. 124 Hours)**

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Courses in Psychology (18) (Courses are not counted towards the student's major and must include at least six (6) hours of 300/400 coursework.)

NOTE: PY210 cannot be counted for Psychology credit in the degree programs of Psychology majors or minors without the written permission of the chair of the Division of Social Sciences.

**PY101 General Psychology.** 3 hours. A survey of many factors that influence behavior and the techniques that psychologists use to study these factors. Major topics include heredity and physiology; development; learning and thinking; motivation and emotion; personality; and psychological adjustment, disorders, and treatment.

**PY190 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**PY204 Experimental Psychology.** 3 hours. An introduction to the basic process of conducting psychological research. Special attention will be focused on experimental methodology, the analysis and interpretation of data, and scientific report-writing. A practical goal for the course is to provide students with the analytic and conceptual skills necessary to read and critically evaluate professional journal articles.

**PY210 Educational Psychology.** 3 hours. Introduction of general psychological theories to the prospective elementary and secondary teacher. There is a brief introduction to developmental stages, learning theories, individual differences and motivation, with application to the classroom in teaching methods, content presentation, and evaluation procedures. (PY210 cannot be counted for Psychology credit in the degree programs of Psychology majors or minors without the written permission of the chair of the Division of Social Sciences.)

**PY211 Psychology of Personal Adjustment.** 3 hours. The study of individual differences and self-analysis of cognitive processes, emotional responses to normal and/or traumatic life events. Limitations and options for appropriate behavior will be explored through discussion, testing, and evaluations.

**PY223 Developmental Psychology.** 3 hours. An examination of various aspects of physical, cognitive, and psychosocial development from conception through late adulthood. Emphasis is placed on child and adolescent development. Prerequisite: PY101 or PY210.

**PY260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**PY268 Internship and Field Experiences.** 1-5 hours.

**PY290 Special Topics.** 1-5 hours. Intermediate-level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**PY301 Abnormal Psychology.** 3 hours. A study of the causes and treatments of behavior disorders. Special attention is given to relevant diagnostic and legal issues. Prerequisite: PY101.

**PY308 Personality.** 3 hours. An examination of the major theoretical paradigms and research studies pertaining to the human personality. Psychodynamic, existential, humanistic, trait, social learning, and narrative approaches to understanding personality dynamics are reviewed. Prerequisite: PY101.

**PY315 Sport and Exercise Psychology.** 3 hours. This course will examine the psychological principles and techniques that are applied to sport performance and other fields of achievement (exercise and wellness, music, and academics). Special attention will be given to team cohesion, psychological aspects of injury and rehabilitation, youth sport, and athletic career termination issues.

**PY321 Family Relationships and Values.** 3 hours. A study of interpersonal relations in courtship and marriage across cultures, with an emphasis on the currently changing values in the United States. There will be a focus on cultural, social, cognitive, and emotional bases of intimacy, commitment, and family roles. Cross-listed with SO321.

**PY324 Social Psychology.** 3 hours. A study of how people think about, influence, and relate to one another. The focus is on the individual within group situations, including both the effects of the group on the individual and the effects of the individual on the group. Specific topics include conformity, persuasion, aggression, altruism, and attraction. Cross-listed with SO324. Prerequisite: PY101 or SO101.

**PY331 Research Design and Data Analysis in the Social Sciences.** 3 hours. An introduction to research design, social measurement, analytic strategies, and applied statistical techniques relevant to the interpretation of social phenomena. Cross-listed as PS331.

**PY332 Cognitive Processes and Applications.** 3 hours. A study of cognitive processes such as perception, thinking, learning, and problem-solving. Special attention will be given to various applications of cognitive theory and research. Prerequisite: PY101.

**PY334 Applied Quantitative Data Analysis in the Social Sciences.** 3 hours. A study of the application of quantitative analytic techniques to data in the Social Sciences. Cross-listed as PS334. Prerequisite: MA105; or instructor's permission.

**PY338 Applied Psychology.** 3 hours. An examination of the applications of the facts, principles, and techniques of psychology to a broad range of human endeavors. The core of the course consists of an introduction to the various career paths in psychology. Prerequisite: PY101.

**PY342 Psychology of the Exceptional Child.** 2 hours. A study of techniques for increasing the academic, social, and vocational competence of disabled individuals. Attention is given to causal factors and behavioral characteristics associated with different exceptionalities. Prerequisite: PY101 or PY210.

**PY343 Psychology of the Exceptional Child Practicum.** 1 hour. Applied experiences working with disabled individuals. Taken concurrently with PY342. This course includes 18-20 clock hours of clinical experiences. Prerequisites: PY101 or PY210, and credit or enrollment in PY342.

**PY345 Learning.** 3 hours. An overview of the principles of animal and human learning. Special attention is given to the acquisition, retention, and extinction of learned behavior patterns. Prerequisite: PY101.

**PY346 Sensation and Perception.** 3 hours. This course will examine the process by which we interpret and organize sensory information to produce our conscious experience of objects and relationships among objects. Prerequisite: PY101.

**PY347 Physiological Psychology.** 3 hours. Examination of the physiological roots of psychological processes. Special attention will be given to neurochemistry and brain structures, as well as to the endocrinological bases of behavior. Prerequisite: PY101.

**PY348 Health Psychology.** 3 hours. An introduction to the application of psychological theories and research to our understanding, prediction, and promotion of health behavior. Course topics include stress, exercise, nutrition, sexual behavior, alcohol, smoking, chronic diseases, and terminal illnesses. Prerequisite: PY101.

**PY349 Biological Psychology.** 3 hours. An introduction to the foundations of human behavior. Course topics include the roles of brain function, hormones, and heredity as they relate to personality, sex differences, psychopathology, language, emotion, memory, sleep, and sensation/perception. Prerequisite: PY101.

**PY351 Introduction to Counseling.** 3 hours. A study of basic theories and methods of counseling and psychotherapy, including: behavioral, cognitive, and humanistic approaches to counseling, client analysis, and interviewing techniques. Emphasizes goals, responsibilities, and ethical problems in the counseling relationship. Cross-listed with SO351. Prerequisite: PY101.

**PY352 Group Processes.** 3 hours. A study of the properties, structure, and dynamics of groups and inter-group relations, as well as an introduction to group therapy techniques. Specific topics include group decision-making and problem-solving, leadership, communication patterns within and between groups, and therapy groups. The psychological effects of participation in groups are also examined. Prerequisite: PY101.

**PY353 Industrial/Organizational Psychology.** 3 hours. An introduction to the ways that psychological theory and research can be applied to understand and increase the effectiveness of people in the workplace. Course topics include personnel selection, training, performance appraisal, work motivation, morale, and job satisfaction. Prerequisite: PY101.

**PY360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**PY368 Internship and Field Experiences.** 1-5 hours.

**PY390 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**PY480 Senior Thesis.** 3 hours. (Capstone) Open only to Juniors and Seniors majoring in Psychology. This is a Senior thesis seminar. To receive credit in this course, all students must complete a directed research paper and successfully defend it before the faculty of the Division of Social Sciences.

The Public Administration major provides students with multidisciplinary education which focuses on developing the skills essential for the public sector manager. The major prepares students for a variety of careers in national, state, and local government service, including but not limited to human resource management, program planning, budgeting, and law enforcement administration. In addition to its standard course offerings, this program provides opportunities for field experiences and internships. Majors in Public Administration may pursue either a Bachelor of Arts or a Bachelor of Science degree.

**Common Core:** [See Common Core requirements](#)

**Required course from General Education:** CH111 General Chemistry (4)

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts: 9 hours (BA) 6 hours (BS)

- When choosing a Fine Arts course, [see guidelines](#).
- When choosing a Humanities course, [see guidelines](#).

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Social Sciences (CJ, CT, EC, HI, PY, PS, or SO): [See guidelines](#). 3 hours (BA) 6 hours (BS)

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Science: [See guidelines](#). 3-4 hours

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BA Foreign Language (a single language) 6-8 hours

BS Analytical Skills: [See guidelines](#).

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**Public Administration Major (35-36 Hours)**

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EC201 Macroeconomics (3) **Two (2) courses from the following:**

EC302 Economics of Public Policy (3) AC201 Principles of Accounting I (3)

EC330 Law and Economics (3)

HI118 Development of U.S. II (3) PS308 Constitutional Law (3)

PS/SO480 Major Readings (3) PS309 Law in American Society (3)

PS368/468 Government Internship (2)

PS101 Intro American National State Local Govt. (3) SO102 Social Problems (3)

SO302 Urban and Rural Sociology (3)

PS330 Principles of Public Administration (3) SO350 Social Theory (3)

PS333 Public Policy Analysis (3)

PY101 General Psychology (3)

PY352 Group Processes (3)

SO324 Social Psychology (3)

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**Minor And Electives To Complete Min. 124 Hours**

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RL314 World Religions Today (3)

Electives in Religion (12 hours)

**One (1) from the following:**

RL201 Old Testament (3)

RL202 New Testament (3)

**RL122 Religion and the Human Adventure.** 3 hours. An introduction to the ways in which religion provides meaning and purpose for human life. The course includes a study of a variety of religious traditions, beliefs, and practices. Prerequisite to all other courses in Religion.

**RL201 Old Testament.** 3 hours. A survey of Old Testament, literature concentrating on the faith of Israel and its relevance for today.

**RL202 New Testament.** 3 hours. A survey of New Testament literature, concentrating on the faith of the early church and its relevance for today.

**RL203 Explorations in Christian Thought.** 3 hours. An examination of the resources of the Christian faith with special concern for its relevance to twentieth-century life. Prerequisite: RL122.

**RL225 Philosophy of Religion.** 3 hours. This is a study of the nature of religion and of the relation of philosophy to theology. Attention is given to such problems as the existence of God, knowledge of God, faith, religious language, evil, immortality, and eschatology. Cross-listed with PL225. Prerequisite: RL122.

**RL314 World Religions Today.** 3 hours. Study of the theoretical, practical, and sociological expressions of religions including Hinduism, Buddhism, Chinese religions, Judaism, Christianity, and Islam. Prerequisite: RL122.

**RL320 Peace, Justice, and Conflict Resolution.** 3 hours. A multi-disciplinary approach to the nature and causes of aggression, violence, and war; to public policy on issues of defense and social services; to biblical and theological teachings and principles concerning war, peace, and justice; and to methods and strategies of resolving conflicts at all levels. Cross-listed with SO320. Prerequisite: RL122.

**RL336 Thanatology.** 3 hours. A cross-cultural study of many aspects of the phenomena of death and dying, and the associated rituals and processes which accompany them. Prerequisite: RL122.

**RL190/290/390/490 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

AS101 Descriptive Astronomy—The Solar System (3) and AS101L (1)

AS102 Descriptive Astronomy—Beyond the Solar System (3) and AS102L (1)

GL105 Exploring Geology (4)

HI205 World Geography (3)

SC101 Concepts in Physical Science (3) and SC101L (1)

SC103 Introduction to Meteorology (3)

**SC101 Concepts in Physical Science.** 3 hours. A study of the theory, interrelation, and application of concepts from Chemistry, Physics, Astronomy, Geology, and Meteorology presented in an activity format. Also explores teaching strategies for physical science concepts. 3 lectures. Prerequisite: ACT math subscore # 20, or MA103, or MA101/102. For Education majors, prerequisite of MA224 or completion of MA101 and co-requisite with MA102.

**SC101L Concepts in Physical Science Lab.** 1 hour. Lab exercises that accompany SC101. Must be taken concurrently with SC101L. 2 lab hours.

**SC103 Introduction to Meteorology.** 3 hours. A basic survey course of the atmosphere and atmospheric phenomena. Most topics in this Science course are presented descriptively. However, some familiarity with algebra and computers is assumed. Emphasis is placed on understanding and application of meteorological concepts to everyday life. 3 lectures.

**SC160 Special Problems.** 1-5 hours. Independent study or research based on reading and analysis of published sources on a subject of interest to an individual student. A student may take this course any number of times but with a limit of 8 hours on combined SC160, SC190, SC260, SC290, SC360, SC390, and SC460 counting towards graduation. Prerequisite: Instructor's permission. 12/11

**SC225 Interdisciplinary Science Seminar.** 1 hour. For majors, this one hour course must be taken during the Freshman or Sophomore years. Designed to study and discuss research and issues in science and technology and to explore the role of scientists in research, education, and society. The seminar may be repeated each semester, but only 1 hour will count toward the major.

**SC260 Special Problems.** 1-5 hours. Independent study or research based on reading and analysis of published sources on a subject of interest to an individual student. A student may take this course any number of times but with a limit of 8 hours on combined SC160, SC190, SC260, SC290, SC360, SC390, and SC460 counting towards graduation. Prerequisite: Instructor's permission. 12/11

**SC268 Internship and Field Experiences.** 1-5 hours. Professional supervised internship and/or field experience. Students must fill out the appropriate forms for course credit and be approved by the division's internship coordinator. Students are expected to spend 40 hours in the internship and/or field experience for each hour of credit. A student may take this course any number of times but with a limit of 5 hours of combined SC268, SC368, and SC468 counting towards graduation. 12/11

**SC325 Interdisciplinary Science Seminar.** 1 hour. Must be taken during the Junior or Senior years. Designed to study and discuss research and issues in science and technology and to explore the role of scientists in research, education, and society. A student may take the seminar any number of times, but only 1 hour will count toward the major.

**SC331 Research Methods.** 1 hour. An introduction to the process of project design and proposal development for research project.

**SC360 Special Problems.** 1-5 hours. Independent study or research based on reading and analysis of published sources on a subject of interest to an individual student. A student may take this course any number of times but with a limit of 8 hours on combined SC160, SC190, SC260, SC290, SC360, SC390, and SC460 counting towards graduation. Prerequisite: Instructor's permission. 12/11

**SC364 Undergraduate Research.** 1-3 hours. Independent research involving the collection and analysis of data that is conducted under the supervision of a faculty member within the Division of Mathematics, Science, and Computer Science. Students are expected to spend 4 hours per week working on the research project for each hour of credit. A student may take SC464 any number of times but with a limit of 5 hours of combined SC364 and SC464 counting towards graduation. Prerequisite: SC331. 12/11

**SC368 Internship and Field Experiences.** 1-5 hours. Professional supervised internship and/or field experience. Students must fill out the appropriate forms for course credit and be approved by the division's internship coordinator. Students are expected to spend 40 hours in the internship and/or field experience for each hour of credit. A student may take this course any number of times but with a limit of 5 hours of combined SC268, SC368, and SC468 counting towards graduation. 12/11

**SC382 History and Philosophy of Science.** 3 hours. A study of important discoveries of science and how they influenced our culture. The course entails a broad selection of topics from science and technology. There is emphasis on analyses of science-related problems; making decisions about science-related problems; and communicating solutions to science-related problems. Prerequisites: Any 2 science laboratory courses.

**SC401 Conceptual Physical Science in the Elementary Classroom.** 3 hours. An inquiry based approach to topics in Physics, Chemistry, Astronomy, Meteorology, and Geology. Experiments and activities to teach scientific concepts and to demonstrate teaching strategies are emphasized. Students are required to complete a project to incorporate the new knowledge into their teaching situation.

**SC402 Advanced Conceptual Physical Science in the Elementary Classroom.** 2 hours. Students further expand and apply their knowledge base in specific areas of Physics, Astronomy and Chemistry as applies to grade level. Constructivist teaching methods and strategies are explored in relation to personal and children's knowledge growth in the classroom environment.

**SC425 Science Seminar.** 1 hour. (Capstone) For majors, this one hour course must be taken during the Senior year for capstone credit. Designed to study and discuss research and issues in science and technology and to explore the role of scientists in research, education, and society. In addition to making a formal presentation, students will be expected to complete the standardized exit exam for their major and participate with the Career Development Center in resume preparation and career planning.

**SC460 Special Problems.** 1-5 hours. Independent study or research based on reading and analysis of published sources on a subject of interest to an individual student. A student may take this course any number of times but with a limit of 8 hours on combined SC160, SC190, SC260, SC290, SC360, SC390, and SC460 counting towards graduation. Prerequisite: Instructor's permission. 12/11

**SC464 Undergraduate Research Capstone.** 3 hours. Independent research involving the collection and analysis of data that is conducted under the supervision of a faculty member within the Division of Mathematics, Science, and Computer Science. Students are expected to spend 4 hours per week working on the research project for each hour of credit. A student may take SC464 any number of times but with a limit of 5 hours of combined SC364 and SC464 counting towards graduation. Prerequisite: SC331. 12/11

**SC468 Internship and Field Experiences.** 1-5 hours. Professional supervised internship and/or field experience. Students must fill out the appropriate forms for course credit and be approved by the division's internship coordinator. Students are expected to spend 40 hours in the internship and/or field experience for each hour of credit. A student may take this course any number of times but with a limit of 5 hours of combined SC268, SC368, and SC468 counting towards graduation. 12/11

The Division of Social Sciences offers Bachelor's degree programs in Sociology which are designed to fulfill the following objectives: (1) provide an understanding of the interdependence between humans and their social environment; (2) provide insight into the interdependent relationships between social elements; (3) develop an appreciation for the procedure and methodology of Sociology as a scientific study of human interaction; and (4) provide necessary knowledge and skills to work as an applied sociologist or to pursue graduate studies in Sociology. The Sociology major has the option of graduating with a Bachelor of Arts or a Bachelor of Science degree. As a requirement for graduation, all Sociology majors must sit for a nationally normed exit examination during their Senior year.

Common Core: [See Common Core requirements](#)

Required courses from General Education:

- MA105 Elementary Statistics (3)
- SO101 Introduction to Sociology (3) OR SO102 Social Problems (3)

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**Tier Two: Additional General Education Requirements (21-24 Hours)**

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Humanities or Fine Arts:	9 hours (BA)	6 hours (BS)
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- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

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Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): <a href="#">See guidelines</a> .	3 hours (BA)	6 hours (BS)
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Science: <a href="#">See guidelines</a> .		3-4 hours
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BA Foreign Language (a single language)		6-8 hours
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BS Analytical Skills: [See guidelines](#).

- **Must include** MA105 Elementary Statistics (3) if MA105 not taken as part of the Common Core (above).
- **Must include** either SO331 Research Design and Data Analysis in the Social Sciences (3) OR SO334 Applied Quantitative Data Analysis (3) OR BOTH if MA105 taken as part of the Common Core above.

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**Sociology Major (24-30 hours)**

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SO331 Research Design and Data Analysis (3) OR SO334 Applied Quantitative Data Analysis (3), whichever not taken as part of Tier Two requirements	One (1) from the following (3 hours): SO301 Race and Ethnicity in the United States (3) SO312 Gender and Sexuality (3)
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SO350 Social Theory (3)

SO480 Senior Thesis (3)  
(Capstone)

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**Five (5) from the following (15 hours):**

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SO101 Introduction to Sociology (3)	SO314 Social Deviance (3)
SO102 Social Problems (3)	SO315 Criminology (3)
SO150 Introduction to Anthropology (3)	SO321 Family Relationships and Values (3)
SO204 World Cultures (3)	SO324 Social Psychology (3)
SO301 Race and Ethnicity in the United States (3)	SO340 Teaching with Historic Places (3)
SO311 Popular Culture (3)	SO351 Introduction to Counseling Theory and Practice (3)
SO312 Gender and Sexuality (3)	SO190/290/390 Special Topics (1-5)

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**Minor And Electives (To Complete Min. 124 Hours)**

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Eighteen hours in sociology, other than those counted toward the major. The minor must include six (6) hours of upper division (300/400 level) coursework.



**SO101 Introduction to Sociology.** 3 hours. A study of social interaction and its products; culture, personality, social groups, institutions, and social change.

**SO102 Social Problems.** 3 hours. A study of the major problems of social and personal disorganization.

**SO150 Introduction to Anthropology.** 3 hours. A study of humans and their works from prehistory to the present. Covers the four major subfields of anthropology in addition to anthropological theory and method.

SO190 Special Topics. 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**SO204 World Cultures.** 3 hours. A survey of western and non-western world cultures using anthropological and historical perspectives. Special emphasis on sample groups in Africa, India, and Asia. Cross listed with HI204.

**SO260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**SO268 Internship and Field Experiences.** 1-5 hours.

**SO290 Special Topics.** 1-5 hours. Intermediate level course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**SO301 Race and Ethnicity in the United States.** 3 hours. This course introduces students to contemporary race and ethnic relations in the United States. We examine how race has been socially constructed in the past, how racial identities are created and maintained in the present, the emergence and persistence of racial inequality, current beliefs and discourses about race, and how some groups are resisting racial inequality. We pay close attention to the relations between the dominant society and African-Americans, Asian-Americans, Latino-Americans, and Arab-Americans. Prerequisite: SO 101 or SO102.

**SO302 Urban and Rural Sociology.** 3 hours. A survey of the relationship between urban and rural areas with particular attention to historical transformations and urban and rural renewal. Prerequisite: SO101.

**SO303 Sociology of Aging.** 3 hours. An examination of the sociological issues of aging in modern society.

**SO307 Sociology of Education.** 3 hours. A survey of sociological theory as it applies to education. Education in America has been said to be rife with conflict and contradiction. The course examines the reasons, both stated and silent, for education in America, as well as the construction of a consensus of knowledge and its interplay in the plurality, which is our society. Includes examination of the various theoretical approaches to studying education from the sociological point of view. An ongoing thread of inquiry relates to the issues of gender, race/ethnicity, and class, and how these issues affect and are affected by the American educational system.

**SO312 Gender and Sexuality.** 3 hours. This course examines how our conceptions of gender and sexuality influence our daily lives. The course will focus on how gender and sexuality are socially constructed; on media images of gender, gender inequality, heterosexuality, homosexuality, and bisexuality; on political and social issues associated with gender and sexuality, and on the various ways in which sexuality is practiced. Prerequisite: SO101 or SO102.

**SO313 The Sociology of Revolution.** 3 hours. An examination of theories of revolution in tandem with a close examination of empirical cases of revolution. Prerequisite: SO101, HI102, or PS200.

**SO314 Social Deviance.** 3 hours. Sociological approaches to deviance are reviewed and various forms of social deviance are examined as is the process involved in changing the status of a behavior from deviant to not and vice-versa. Cross-listed with CJ314. Prerequisite: SO101.

**SO315 Criminology.** 3 hours. The nature, extent, causes, control and prevention of crime. Cross-listed with CJ315.

**SO320 Peace, Justice, and Conflict Resolution.** 3 hours. A multi-disciplinary approach to the nature and causes of aggression, violence, and war; to public policy on issues of defense and social services; to biblical and theological teachings and principles concerning war, peace, and justice; and to methods and strategies of resolving conflicts at all levels. Cross listed with RL320. Prerequisite: RL122.

**SO321 Family Relationships and Values.** 3 hours. A study of interpersonal relations in courtship and marriage across cultures, with an emphasis on the currently changing values in the United States. There will be a focus on cultural, social, cognitive, and emotional bases of intimacy, commitment, and family roles. Cross-listed with PY321.

**SO324 Social Psychology.** 3 hours. The basic principles that underlie social behavior, with emphasis upon the social aspects of personality and the psychological bases of interaction between individuals and groups. Cross-listed with PY324. Prerequisite: SO101 or PY101.

**SO331 Research Design and Data Analysis in the Social Sciences.** 3 hours. An introduction to research design, social measurement, analytic strategies, and applied statistical techniques relevant to the interpretation of social phenomena.

**SO334 Applied Quantitative Data Analysis in the Social Sciences.** 3 hours. A study of the application of quantitative analytic techniques to data in the social sciences. Prerequisite: MA105; or instructor's permission.

**SO340 Teaching with Historic Places.** 3 hours. A multi-dimensional study of historic places for use in the social studies classroom to understand history, historical change, and cultural continuity. Cross-listed with HI340. Prerequisite: HI117 or HI118.

**SO350 Social Theory.** 3 hours. Analysis and application of sociological theory from past to present. Specific attention is given to the contemporary relevance and potential of perspectives and concepts. Prerequisites: SO101 and Junior status.

**SO351 Introduction to Counseling Theory and Practice.** 3 hours. A study of basic theories and methods of counseling and psychotherapy, including: behavioral, cognitive, and humanistic approaches to counseling, client analysis, and interviewing techniques. Emphasizes goals, responsibilities, and ethical problems in the counseling relationship. Cross-listed with PY351. Prerequisite: PY101.

**SO360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**SO368 Internship and Field Experiences.** 1-5 hours.

**SO390 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**SO480 Senior Thesis.** 3 hours. Open to Juniors and Seniors majoring in Sociology. This course is a senior thesis seminar. To receive credit in this course, all students must complete a directed research paper and successfully defend it before the faculty of the Division of Social Sciences.

Students declaring a Spanish minor are encouraged to pursue one summer semester or session of study in a country where the language being studied is the native language. The Department must approve the place of study and the program selected.

Required courses:

SP101 and SP102 (8 Hours)

Electives (Spanish courses numbered 200) (9 Hours)

**SP101 Elementary Spanish I.** 4 hours. This is an introduction to contemporary Spanish including oral practice, listening and reading comprehension, and the grammar necessary for spoken and written expression. There is also an introduction to Spanish culture. No prior Spanish is required. Students may test out of this course only through the authorized College-Level Examination Program (CLEP) test. 4/12

**SP102 Elementary Spanish II.** 4 hours. This continuation of SP101 includes oral practice, listening and reading comprehension, and the grammar necessary for spoken and written expression. There is also an introduction to Spanish culture. Prerequisite: SP101. Students may test out of this course only through the authorized College-Level Examination Program (CLEP) test. 4/12

**SP190 Special Topics.** 1-5 hours. Introductory course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**SP203 Spanish Civilization.** 3 hours. A survey of the historical and cultural heritage of Spain and Spanish America. Prerequisite: SP102 or equivalent.

**SP204 Spanish Civilization.** 3 hours. A survey of the historical and cultural heritage of Spain and Spanish America. Prerequisite: SP102 or equivalent.

**SP260 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**SP290 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

The undergraduate programs provided by the Division of Professional Education at Central Methodist University offer a rigorous and comprehensive initial Educator Preparation Program in Mild-Moderate Disabilities. The program reflects the most recent Council for Exceptional Children and State of Missouri professional standards. The curriculum is a result of a collaborative effort of the Education faculty. Please note that courses with the SE discipline code are offered only online.

The standards-based curriculum features

- a commitment to the preparation of reflective education practitioners to serve in both rural and urban environments;
- a commitment to a curriculum that is inculcated with a global perspective that values and appreciates the contributions of a multicultural student population;
- a common core of courses for all Special Education majors;
- a series of fieldwork experiences that provide opportunities for early application of performance standards concurrent with courses containing related knowledge standards;
- a series of fieldwork experiences that provide opportunities for early and on-going investigation of the needs and opportunities for teaching in rural and urban environments;
- a full semester capstone student teaching experience;
- a performance-based evaluation system.

Common Core: [See Common Core requirements](#)

Required Courses from General Education:

- Physical Science with a laboratory (4)

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**Tier Two: Additional General Education Requirements (19 Hours)**

Humanities or Fine Arts: AR186, AR188, or MU188	3 hours
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Social Sciences: EC122 Economics for Educators (3) AND HI205 World Geography (3)	6 hours
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Additional Science with Lab: Biological Science w/ lab (4)	4 hours
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MA224 Mathematics for Elementary and Middle School Teachers (4)	4 hours
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ED122 Education Technology	2 hours
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**Professional Education (23 Hours)**

ED101 Introduction to Teaching (2)	ED462 Student Teaching (10)
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ED102 Introduction to Teaching Practicum (1)	PY210 Educational Psychology (3)
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ED453 General Methods of Teaching (2)	PY223 Developmental Psychology (3)
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ED454 Student Teaching Seminar (2)	
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**Special Education certification (Mild/Moderate disabilities K-12) requirements (58 Hours)**

NOTE: We recommend that students have a second area of certification, in addition to Special Education certification.

ED103 Child Development (2)	SE203 Introduction to Special Education – MMD K-12 (3)
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ED264 Child Health (2)	SE204 Diversity Experience for Special Ed. Majors (1)
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ED303 Methods/Materials for Teaching Content Classes (3)	SE213 Curriculum Methods—MMD Elementary (3)
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ED304 Methods and Materials for Teaching Content Classes Practicum (1)	SE214 Curriculum Methods Practicum (1)
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ED304 Methods and Materials for Teaching Content Classes Practicum (1)	SE223 Career Development (2)
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ED304 Methods and Materials for Teaching Content Classes Practicum (1)	SE233 Special Education Processes (2)
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ED304 Methods and Materials for Teaching Content Classes Practicum (1)	SE301 Curriculum Methods—MMD Secondary (3)
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ED304 Methods and Materials for Teaching Content Classes Practicum (1)	SE309 Curriculum Methods Practicum (1)
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ED315 Reading and Writing with Young Children (4)	SE313 Counseling in Special Education (2)
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ED318 Reading Assessment and Instruction (3)	SE321 Diagnostic & Prescriptive Procedures (3)
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ED318 Reading Assessment and Instruction (3)	SE340 Mathematics Instruction for Special Needs Students (2)
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ED319 Reading Practicum (1)	SE341 Literacy Instruction for Special Needs Students (2)
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ED324 Methods of Teaching Mathematics in the Elementary/Middle School (3)	SE345 Classroom & Behavior Management (3)
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ED324 Methods of Teaching Mathematics in the Elementary/Middle School (3)	
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ED326 Children's Literature (3)	
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ED327 Creative Arts (3)	
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ED329 Emergent Language (2)	
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PE322 Teaching Elem.  
School Physical Education  
(3)

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**Minor And Electives (To Complete Min. 132 Hours)**

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See related course listings under [Education](#) and [Physical Education](#).

**SE203 Introduction to Special Education-MMD K-12.** 3 hours. This course is an introduction to the profession of Special Education. History, theoretical foundations, and practices related to the social, emotional, health, and learning characteristics of individuals with mild-moderate disabilities are explored. The course includes an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of school age individuals with mild-moderate disabilities and the implications these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are introduced.

**SE204 Diversity Experience for Special Education Majors.** 1 hour. Students from CMU will visit an urban school, spending two school days in a Special Education classroom, preferably at two different grade levels since their certification will be K-12. Immediately following these visits, students will write about their experiences, connecting the practices and behaviors they observed with Missouri Standards for Teacher Education programs (MoSTEP) and grade-level expectations (GLE) they have discussed in their classes. These papers will be evaluated by the CMU instructor of the practicum, who will accompany the students to the schools.

**SE213 Curriculum Methods-MMD Elementary.** 3 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of elementary-age individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for elementary-age students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials. Prerequisite: Concurrent enrollment in SE214.

**SE214 Curriculum Methods-Practicum.** 1 hour. The practicum will be a supervised clinical and school based experience with students with mild-moderate disabilities including physical and other health related impairments for a total of 32 clock hours. The student observes and uses strategies and techniques demonstrated by the classroom teacher and/or university supervisor. Prerequisite: Concurrent enrollment in SE213.

**SE223 Career Development.** 2 hours. This course will explore a variety of theories, concepts, principles, curricula, and service delivery models utilized when planning and implementing effective career development and transition programs for the exceptional individual. Issues related to family dynamics and resources available in the community to support families and their children as they transition into adulthood will be explored. Students will learn techniques for interacting with parents/professionals and examine collaborative strategies for interdisciplinary efforts.

**SE233 Special Education Processes.** 2 hours. This course focuses on the legally mandated process involved in Special Education assessment, diagnosis, placement, and intervention. An analysis of federal, state, and local requirements is included. Emphasis is placed on the development of Individual Education Plan (IEP) with information provided on the development of Individual Family Service Plans (IFSP) and Individualized Transition Plans (ITP).

**SE301 Curriculum Methods-MMD Secondary.** 3 hours. This course provides an introduction to the educational and psychological characteristics (cognitive, emotional, and social) of secondary-age individuals with mild-moderate disabilities and the implications that these characteristics have for educational practice. Problems of definitions, screening, diagnosis, classification systems, transition, future planning, classroom management, and multicultural issues are addressed. Information useful for selecting and developing intervention programs for secondary-age students with mild disabilities including physical and other health impairments are addressed. Included is an overview of research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials. Prerequisite: Concurrent enrollment in SE309.

**SE309 Curriculum Methods-Practicum.** 1 hour. The practicum will be a supervised clinical and school-based experience with students with mild-moderate disabilities including physical and other health-related impairments for a total of 32 clock hours. The student observes and uses strategies and techniques demonstrated by the classroom teacher and/or university supervisor. Prerequisite: Concurrent enrollment in SE301.

**SE313 Counseling in Special Education.** 2 hours. This course presents approaches to working with school students, both with and without disabilities, in the home, school, and community environment. Students will focus on understanding, developing, and implementing approaches to interact with school students. Students will explore theories and practical methods to enhance positive relationships with families of school-aged children.

**SE321 Diagnostic & Prescriptive Procedures.** 3 hours. This course is an introduction to principles and practices in evaluation procedures in education and special education (preschool through adolescence). Students are also introduced to securing case histories and test administration and interpretation in basic development and skill areas.



**SE340 Mathematics Instruction for Special Needs Students.** 2 hours. This course focuses on the methods for diagnosis and remediation of mathematical skills and concepts of the special needs learner. The students will review, evaluate, develop, and provide individual and/or classroom trials of instructional components prepared for teaching remedial mathematics. The course will develop a greater depth of preparation and development of programs for exceptional children.

**SE341 Literacy Instruction for Special Needs Students.** 2 hours. This course builds upon the foundation provided by the previous reading and literacy coursework included in the elementary certification program. Students will learn how to adapt literacy instruction for the needs of individual students, small groups, and/or classroom settings.

**SE345 Classroom & Behavior Management.** 3 hours. This course is designed to acquaint pre-service and in-service teachers with genuine issues of classroom management and organization. Participants engage with information that will provide a clear view of the knowledge and skills to be internalized in order to maximize instructional opportunities and insure a successful professional career in education.

The Bachelor of Science with a major in Sports Management is offered for students interested in a career in physical education, health and wellness, recreation, and sports. The program of study provides students with a background to establish, manage, and evaluate their own recreational, sports, and/or fitness center. Students will receive the knowledge and background for a career in commercial and/or non-profit facilities.

Common Core: [See Common Core requirements](#)

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**Tier Two: Additional General Education Requirements (21-22 Hours)**

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Humanities or Fine Arts: 6 hours

- When choosing a Humanities course, [see guidelines](#).
- When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): [See guidelines](#). EC201 Macroeconomics (3), EC202 Microeconomics (3) 6 hours

**OR**

EC122 Economics for Educators

Science: [See guidelines](#). 3-4 hours

Analytical Skills: [See guidelines](#). Must include BU225 Computer Applications in Business (3) [students may need CS121 (1)]. 6 hours

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**Sports Management Major (47-50 Hours)**

NOTE: This major has a "forced" minor built into the following coursework for the major.

AC201 Accounting Principles I (3)	PE215 Psychology of Sport (2)
BU110 Introduction to Business (3)	PE315 Teaching Team Sports (2)
BU341 Business Law Contracts (3)	PE323 First Aid, Care & Prevention of Athletic Injuries (3)
MG356 Human Resource Management (3)	PE339 Tests and Measurements (3)
ET375 Small Business Management (3)	RM214 Sport in Society (2)
MK330 Marketing (3)	RM321 Organization and Administration of Physical Education K-12 (2)
PE101 Swimming (1)	RM343 Management of Sports Facilities (3)
PE120 Teaching Individual Sports Activities (3)	RM345 Law for Recreation and Sports Managers (3)
PE212 First Aid/Community CPR (2)	RM368 Sports Management Internship (1-4)
PE203 Introduction to Strength & Conditioning (2)	

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**Electives (To Complete Min. 124 Hours)**

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PE215 Psychology of Sport (2)

PE323 First Aid, Care & Prevention of Athletic Injuries (3)

RM214 Sport in Society (2)

RM321 Organization and Administration of Physical Education and Health programs (2)

RM343 Management of Sports Facilities (3)

RM345 Law for Recreation and Sports Managers (3)

RM368 Sports Management Internship (2)

**RM214 Sport in Society (Issues and Controversies).** 2 hours. Taking a look into the sociological perspective of sports in today's society. Emphasis is clearly on sports and sport-related behaviors as they occur in social and cultural contexts.

**RM321 Organization and Administration of Physical Education and Athletic Programs K-12.** 2 hours. Examines recognized and successful ways of setting up physical education and athletic programs and carrying them out to meet stated aims and objectives. Specific attention is given to dealing with curriculum development, program creation, finance, physical layout, school policies, safety policies/practices, record keeping and purchasing and caring for equipment. Cross-listed with PE321. Prerequisite: PE217.

**RM343 Management of Sports Facilities.** 3 hours. This course is designed to develop the competencies necessary to manage and operate sport, recreation, convocation, convention, and other public/private assembly facilities. In addition, the conceptual and technical aspects related to the planning and design of recreation and athletic facilities (in educational, municipal, and commercial settings) will be addressed. Prerequisite: Junior standing.

**RM345 Law for Recreation and Sports Managers.** 3 hours. This course is designed to develop student understanding of legal issues in the recreation and sports industry. Topics covered in this course will include tort law, contracts, personal liability, risk management, gender discrimination (Title IX), human resources, and drug testing. Fall.

**RM360 Special Problems.** 1-5 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**RM368 Internship and Field Experience.** 2-5 hours.

TA103 Basic Principles of Theatre (3)

TA111 Acting I (3)

TA113 Script Analysis (3)

One (1) from the following:

TA384 Theatre History I (3)

TA386 Theatre History II (3)

TA388 Dramatic Literature and Criticism (3)

Guided Electives (200-300 level courses) in Theatre (5-6 hours).

**TA103 Basic Principles of Theatre.** 3 hours. An introduction to the art of theatre including an introduction to both classic and modern plays, analysis and criticism of the plays, and an examination of the roles of the director, the actor, the designer, and the technician. Fulfills "Fine Arts" requirement.

**TA111 Acting I.** 3 hours. This course introduces students to the craft of realistic acting focusing on the theory and practices originated by Constantin Stanislavski and his followers in the U.S. Students will read and practice exercises developed by the masters, applying them to individual exercises and scene work. Fulfills FINE ARTS requirement. 12/11

**TA113 Script Analysis.** 3 hours. This course focuses on the analysis of play scripts with an emphasis on developing insights for theatre practitioners: designers, actors, and directors. Fulfills "Fine Arts" requirement.

**TA384 Theatre History I.** 3 hours. A study of theatrical history and drama from the golden age of Greece through the Renaissance. Prerequisite: TA103; or instructor's permission.

**TA386 Theatre History II.** 3 hours. A study of theatrical history and drama from the Restoration through today. Prerequisite: TA103; or instructor's permission.

**TA388 Dramatic Literature and Criticism.** 3 hours. The study of dramatic literature from the golden age of Greece through today with an emphasis on 20th century drama. Fulfills HUMANITIES requirement. Prerequisite: TA113 or instructor's permission. 12/11

The Adult Degree Program (St. Louis)

Admission Policies and Procedures

Tuition and Fees

Financial Assistance

Student Services

General Academic Regulations

The Curriculum

Degree Programs



At CMU's Adult Degree Program (ADP) in St. Louis, courses are offered in a format designed specifically for working adults. To accommodate students' busy schedules, classes are offered at several convenient locations. The curriculum is structured sequentially, with students taking one (1) course at a time and meeting one (1) class night per week. Most courses last from 5-7 weeks. CMU's one-time registration process is completed at the beginning of the student's program.

## Adult Degree Program Design

**Cohort Structure.** The basic learning structure of the Adult Degree Program is a cohort—an active learning community of 14 to 25 students. Students are assigned to specific cohorts as the result of their interest in a particular degree program, location, and the timeframe within which they wish to pursue their education. The cohort schedule automatically incorporates the necessary courses to complete the program curriculum. The program is designed so that students will usually stay with the same cohort throughout their program. However, occasionally students may change cohorts as the result of their inability to attend class on a specific night or other personal reasons that are reviewed by the Administration on an individual basis. Additionally, students from other cohorts may join a cohort for a specific course. In some instances, cohorts may merge to complete the necessary requirements of their program.

**Learning Teams.** Learning teams are an integral part of the Adult Degree Program educational model. Typically, learning teams consist of 3–5 students. The assignments are designed to be completed by groups with 3–5 members. Class size, work schedules, and/or geographic barriers often may require group sizes to vary from the ideal 3–5 members. Learning teams have the flexibility to choose their meeting place and how they meet. Teams may meet face-to-face, in a structured on-line "learning team club," or in combination. Participation in the learning team is a required element of the program. Learning teams function as mutual support mechanisms through which students can learn more efficient problem-solving techniques from the professional expertise of peers, and a portion of each course evaluation/grade is based on the group performance. Additionally, most courses require a group project in the form of a written and/or oral report, presented to the class for discussion and critique. The ability to incorporate each member's participation becomes the responsibility of all group members and is reflected in students' grades.

**Variety of Instructional Formats.** Teaching strategies in the Adult Degree Program include seminars, small groups, simulations, experiential learning, presentations, problem solving, and brainstorming. Case studies and research projects are used extensively.

**Adult Degree Program Calendar.** The ADP's 12-month academic year enables students to enter the program during any given month. Each student is given a cohort class schedule at registration. This schedule contains a complete list of classes and their meeting dates for the student's group. In general, all classes meet on the same evening throughout the program. Be aware that CMU's administrative offices observe the following holidays:

- Labor Day (Mon., Sept. 1, 2014)
- Thanksgiving (Nov. 26-28, 2014)
- Christmas Break (Dec. 23, 2014—Jan. 1, 2015)
- Martin Luther King, Jr. Day (Mon., Jan. 19, 2015)
- Presidents' Day (Mon., Feb. 16, 2015)
- Good Friday (April 3, 2015)
- Memorial Day (Mon., May 25, 2015)
- Independence Day (Fri., July 3, 2015)

Potential students should call the CMU Adult Degree Program Office (314-227-4400) and make an appointment with an Admissions Representative to discuss their plans and previous college coursework. Upon application, official transcripts from each college or university attended must be obtained. Applications are valid for one (1) year from the date of completion.

## Admission Requirements (ADP)

Admission as a Full-time, First-time Degree Seeking College Freshman

1. Applicants with fewer than 11 (eleven) non-developmental post-secondary college credit hours other than dual-credit are considered first-time freshmen and are required to submit high school transcripts.
2. Applicants without a high school diploma may qualify for admission by passing a GED-test with a score at or above the 50th percentile.
3. Applicants must provide official transcripts from all higher education institutions attended. When reviewing transcripts for admission, all non-remedial or non-developmental courses will be included.
4. Applicants must possess a GPA of at least 2.0 on prior college and university course work, and a GPA of at least 2.5 on a 4.0 scale on all previous high school coursework.
5. Applicants will have had a minimum of one (1) year of full-time equivalent work experience after high school and have access to a work/organizational environment.

### Degree-Completion Programs Admission

Applicants with 50 or more credits are considered upper-level applicants and are subject to the following policies:

1. Applicants must provide official transcripts from all higher education institutions attended.
2. Applicants must possess a GPA of at least 2.0 on prior college and university course work.
3. Applicants will have had a minimum of 2 years of full-time work experience after high school and have access to a work/organizational environment.

Admission files are complete when the admission application, all official transcripts, and the non-refundable application fee have been received.

Additional admission requirements apply to specific programs. See an Admission Representative for details.

## Readmission of Former Students

Former students who wish to return to CMU must apply for readmission. Students who left CMU in good academic standing and in good standing with the Business Office are routinely readmitted. Students who left CMU under academic or financial probation or suspension will be considered for admission on an individual basis. Former students attending other institutions during their absence from CMU must submit an official transcript from each college attended. All transcripts must be received by the CGES Admissions Office before a student will be eligible to attend class and receive financial assistance.

Central Methodist University reserves the right to restrict, deny, or revoke an offer of admission or the admission of any person otherwise eligible for reasons determined to be in the best interest of the institution by the officers thereof. These reserved rights shall be administered in a manner strictly consistent with state and federal non-discrimination laws. Students must meet the catalog requirements in effect at the time of re-enrollment.

## Provisional Admission

Applicants not meeting the criteria for unconditional admission will be considered for provisional admission on an individual basis. This consideration will be conducted by the Extended Studies Committee (undergraduate applications) or Director of Graduate Programs (graduate applications). Students admitted under provisional admission must comply with all conditions and requirements specified in writing by Central Methodist University in the acceptance letter.

## Transfer Credit (ADP)

Central Methodist University accepts credit for coursework completed at a college or university with regional accreditation. Coursework completed at a college or university with national, professional, or specialized accreditation will be accepted on a case-by-case review. Accreditation status is determined through the use of ACE's Directory of Accredited Institutions of Post Secondary Education

Students in the associate's program must complete a minimum of 24 credits in residence at CMU, and bachelor's program students must complete a minimum of 30 credits in residence at CMU.

Students also can earn credit through examinations such as CLEP, Excelsior, and DAN TES. Students with credit from AP (Advanced Placement) programs or IB (International Baccalaureate) programs are also recognized. Military veterans may receive credit for military training and military schools and courses. See an Academic Advisor for details on these procedures.

CMU also recognizes job development coursework received through an applicant's employer or other prior experiences. See an Academic Advisor for information on Prior Learning Assessment.

Students wishing to enroll in courses at other institutions are required to receive prior written approval from the local Region Coordinator before enrolling. This will ensure that the proposed transfer coursework will apply to their degree programs as they intend. If students take courses at another institution without advanced written CMU approval, CMU accepts no responsibility for the applicability of these courses to the student's degree program.

Students should contact the Adult Degree Program Accounting Office (314-227-4400) for a current fee schedule which contains specific information on tuition, fees, and payment deadlines.

<b>Undergraduate Tuition &amp; Fees</b>	<b>Per Credit Hour</b>
Undergraduate-Child Development onsite (plus student services fee below)	\$200.00
Undergraduate-Business, Psychology, RN to BSN (St. Louis , MO Region only)	\$300.00
General Education Pre-Cohort (St. Louis, MO Region only)	\$300.00
Online Tuition (plus student services fee below)	\$240.00
Student Services Fee	\$10.00
Master's of Education Program	\$280.00
<b>Special Fees &amp; Charges</b>	<b>per transaction</b>
Tuition Deposit	\$100.00
Foliotek fee (BSN program only)	\$120.00
Graduation fee (non-refundable and paid with final tuition payment—required of all graduates for cap, gown, and diploma, even if not participating in commencement):	\$75.00
Returned Check fee	\$30.00
Transcript (Requests to Registrar can be submitted online)	\$7.25 per release
<ul style="list-style-type: none"> <li>• FAX</li> <li>• Priority Mail</li> <li>• Priority service</li> </ul>	\$7.50 Add \$20.00 Add \$15.00

## Payments (ADP)

Payment of tuition and all other fees and penalties is due prior to the course start date for cash pay and tuition reimbursement students. Regardless of financial source, the student is responsible for all costs of the program in which he/she is enrolled.

## Payment procedure (ADP)

1. The student will receive a payment schedule for payment of tuition for the core curriculum.
2. Payments are due in advance of the start date of each new course, as listed on the payment schedule.
3. A late fee of \$25 may be charged if payment is not received prior to the start date of the course.
4. For cash-paying students, if the payment is not received in full by the start date of the next course, grades will not be released.
5. If payment is not received for two sequential courses, the student will not be allowed to attend class.
6. No transcripts will be provided to any student with an outstanding balance.
7. Students may be subject to Administrative Dismissal (removal from the program) for failure to meet financial obligations.
8. Students may not participate in graduation exercises, receive their diplomas, or obtain any documentation indicating the completion of their degree until all financial obligations are met.

## Payment Options Summary (ADP)

Central Methodist University offers a variety of payment plans for students' convenience. Students will be asked to select a payment plan prior to enrollment. Any questions about the payment options should be addressed to the Accounting Office.

## Applying for Financial Assistance

Those students who may be qualified to receive student financial aid must first complete the Free Application for Federal Student Aid (FAFSA) or a renewal application on an annual basis.

Access the FAFSA application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to complete the form electronically. Designate CMU as the school of choice by entering the Title IV school code– 002453. The FAFSA application should be submitted no earlier than January 1 but no later than June 30 of each year. Missouri students must have submitted their FAFSA to the Department of Education's processor by April 1 of each year to determine eligibility for Missouri State Aid. Students who process their FAFSA application after April 1 will not be considered for this source of financial assistance.

Each student must apply annually for all state and federal financial assistance by filing the FAFSA or Renewal Application.

## Financial Assistance Requirements

Students will not receive any financial assistance if they owe refunds on grants, are in default on a loan previously issued by CMU or another college, or are not maintaining satisfactory progress in the course of study they are pursuing according to the standards and practices of the University. Refer to the Standards of Satisfactory Academic Progress to Maintain Financial Assistance Eligibility (next column).

All funding is awarded in accordance with state and federal policies and with those policies set forth by the Enrollment Management Committee and does not discriminate on the basis of race, color, religion, sex, sexual preference, national origin, age, or federally defined disability in its recruitment and admission of students

Concerns regarding financial aid should be filed first with the Director of Financial Assistance. Appeals may be made to the Vice President of Finance and Administration.

## Standards of Satisfactory Academic Progress (SAP) to Maintain Financial Aid Eligibility

### Minimum credit to maintain student financial assistance eligibility (pace of completion)

The undergraduate student must successfully pass 16 credit hours of every 24 credit hours attempted each academic year to maintain eligibility for Student Financial Assistance funds. An academic year consists of the student successfully passing 24 credit hours in at least 30 weeks. The Standards of Academic Progress (pace of completion) will be measured at the end of each academic year. The pace of completion is measured by the cumulative number of credit hours the student has completed / cumulative number of credit hours the student attempted.

The Adult Degree Program student is expected to successfully pass 16 credit hours out of each 24 credit hours attempted while maintaining the minimum cumulative grade point average (GPA) stated below.

Students are expected to complete their degree within a 150% timeframe of the published length of the degree program to maintain Student Financial Assistance eligibility.

Credits Attempted	Min. Cum. GPA
<b>Undergraduate</b>	
• Freshman (1-29 hours)	1.80
• Sophomore (30-59 hours)	1.90
• Junior (60-89 hours)	2.0
• Senior (90 or more hours)	2.0
<b>Graduate</b>	
1-24	2.0
25-34	2.0

The Office of Financial Assistance performs reviews of Satisfactory Academic Progress at the end of each student's academic year, at which time students who fail to meet the minimum SAP requirements will have their financial aid terminated.

## Refunds and Withdrawal

A student who wishes to withdraw from the University must obtain a withdrawal permit from the academic advisor. **It is the student's responsibility to see that this withdrawal permit is completed and filed with the local Region Coordinator.** The Adult Degree Program application fee and registration fee are non-refundable.

For students who withdraw, drop out, are dismissed, administratively withdrawn, or take a leave of absence from CMU, the following refund schedule will be applied towards institutional charges including tuition. However, based on the refund calculations applied, a student is still responsible for any outstanding charges owed CMU. The Institutional Refund Policy is used for all calculation purposes and is outlined as follows:

- 90% refund—after the first class meeting
- 50% refund—after the second class meeting
- 0% refund—the third class meeting and beyond

Courses lasting less than four (4) weeks are subject to the following policy:

- 50% refund after the first class meeting
- 0% refund from the second class meeting and beyond

Students receiving financial assistance are subject to federal regulation and financial aid policy governing refunds which determine what portion, if any, of the funds must be returned to the required aid programs. For more information on this policy, students should contact the Office of Financial Assistance. Students should be aware that withdrawals have an impact on financial assistance.

Absence from class does not constitute withdrawal from the class or from CMU. Students who leave school without completing the withdrawal process will forfeit their claim to honorable dismissal and will receive a grade of "F" for all courses in progress. An honorable dismissal will be granted to all students who desire to withdraw from the University if they are in good academic standing, are not subject to discipline, have made satisfactory arrangements for settling their financial account, and file the completed withdrawal form. Students who withdraw from the University will receive grades for the courses in which they are registered according to the grading policies.

The University reserves the right to withdraw any student from one or more classes or from the University for academic misconduct, excessive absence, disruptive behavior, or other sufficient cause.

## Student Accounts (ADP)

**Payments.** Remittances should be addressed to the Accounting Office, Central Methodist University, 2458 Old Dorsett Road, Suite 200, Maryland Heights, MO 63043. For questions, please call 314-227-4400.

**Outstanding Accounts:** Any student who has a balance due to the University will have a hold placed on his/her account. Grades, transcripts, and diplomas will not be issued to the student, and the student may not participate in commencement. Failure to rectify a balance due may also result in academic dismissal from the University. Past due accounts may be turned over to a collection agency with all related legal and collection fees also due from the student.

Call 314-227-4400 for more information or assistance.

## Academic Advising

All students should meet with an Academic Advisor prior to their first course in the Adult Degree Program. The advisor will explain all options available to the student and help them formulate a plan for completing their educational goals. This degree-completion planning session is a very important part of tracking student progress in the program.

## Textbooks

[ADP textbook lists](#)

## Parking

Parking permits are required for students attending classes at St. Charles Community College and Jefferson College. The local CMU Region Coordinator will provide students with information about how parking permits are obtained.

## Library

Adult Degree Program students have access to CMU's Smiley Memorial Library located in Fayette. This facility houses approximately 75,000 print titles and a strong collection of electronic resources to meet the curricular needs of students. At orientation, enrolled students receive their login and password information to access the library's electronic databases. CMU participates in the MOBIUS program, which allows distance learners to request materials from the Smiley Memorial Library or many other libraries and have the material delivered to a library nearest to their home, work, or the St. Louis campus. For more information about resources at the CMU Library, [visit the Smiley Library website](#).

Students needing reference assistance are encouraged to call the information desk during operating hours at 660-248-6271 or email [library@centralmethodist.edu](mailto:library@centralmethodist.edu).

## Study Assistance

Adult Degree Program students are able to find help with their study needs through the Center for Learning and Teaching on the main campus. Students can contact the Center and work with a tutor via electronic means. [More Information about the Center](#)

CMU is also a registered partner with SmartThinking, an online tutoring service that provides help to students in a wide variety of areas. [More Information about the SmartThinking\\_blank](#)

## Career Services

Adult Degree Program students are able to utilize resources available through the James C. Denny, Jr. Career Development Center located in Fayette. [More information about the Career Center](#).

Because education is a uniquely personal experience, it is the individual responsibility of each student to (1) know the degree requirements for his or her own course of study; (2) know the rules, regulations, and deadlines which govern the academic programs which are published in this catalog; and (3) develop and follow schedules which comply with these course and program requirements. The University's faculty, advisors, and staff support each student's education in every way they can, but students must assume final responsibility to establish the timeline for advancing and completing their course of study, to register for the appropriate courses, and to complete all degree requirements. Registration in the University confirms students' acceptance of these obligations.

## Class Attendance

Class and Learning Team attendance is vital to the educational experience in the Adult Degree Program and is, therefore, mandatory. Class attendance is recorded and maintained for administrative, grading, and financial aid purposes. Failure to attend may impact student financial aid eligibility. Students should contact the Financial Assistance Office for specific information.

The accelerated, lock-step course structure of the Adult Degree Program and its strong focus on collaborative learning require that students have regular attendance and dynamic participation in both the classroom and Learning Team sessions of each course. Increased absenteeism adversely impacts students' academic progress and ability to receive financial aid funds. Thus, CMU is committed to the following attendance policy that fosters academic integrity and ensures the appropriate disbursement of financial aid funds to students who are eligible:

If a student misses any of the combinations (below) of class and/or learning team sessions, then the final grade will be affected accordingly...

	2-week course	4-week course	5-week course	6-week course	7-week course and beyond
1 class	F grade required	1 full letter grade reduction required	Up to 1 full letter grade reduction		
2 classes	N/A	F grade required	F grade required		

For a class lasting five (5) weeks or more, students may withdraw from a class with a grade of W prior to the fourth night of the class. The grade of W will not be calculated into the student's GPA. A student may not withdraw from a class after this date. Withdrawal paperwork should be requested from the student's advisor. For classes lasting four (4) weeks, the deadline to withdraw is prior to the third night of the class. Absence from class does not constitute withdrawal from the class, as appropriate paperwork must be completed by the student.

Students who miss an entire course due to extenuating circumstances must arrange for a temporary withdrawal prior to the beginning of the course. Before withdrawing from a course, students receiving financial assistance should check with the Office of Financial Assistance to assure that they will not jeopardize their financial aid status through their absence from class.

## Administrative Withdrawal Policy

Students will be administratively withdrawn from a course when they fail to attend the first session of a class and have not communicated with their instructor. The local Region Coordinator will initiate the withdrawal and will communicate with the Office of Financial Assistance and accounting. Students will receive a letter notifying them of the withdrawal. No charges will be added to a student's account for the course.

When a student attends a class for at least one session but fails to return to the class for subsequent sessions and does not complete the appropriate withdrawal paperwork, the local Region Coordinator will attempt to communicate with that student by email and phone. If a student is non-responsive and/or does not complete the withdrawal paperwork, the local Region Coordinator will initiate an administrative withdrawal of the student from the program by the 14th day after the student's last date of attendance in a class. The student forfeits any refund of tuition for the course and is charged full course fees. The student will receive an F for the course. Exceptions to this policy can be made in special situations, but only after communication between the student and the local Region Coordinator.

## Student Late Arrival



Tardiness is a major concern in that it represents both missed class time and disruption to the class in session. A student's grade will be adversely affected by habitual and/or excessive lateness to class. Students who arrive more than one and one-half hours late for class will be recorded as absent for the entire class.

## Instructor Late Arrival

If an instructor is late arriving to class—in any location—please notify the Student Services Office at 314-227-4400. It is recommended that students meet in their learning teams to discuss the assignments that were due at the beginning of the class. Students are expected to wait at least 30 minutes for the instructor's arrival. However, after 30 minutes, they may leave, and the Student Services Office will reschedule the class after consultation with the students and the instructor.

## Leave of Absence Policy

Continuous enrollment in the Adult Degree Program is vital to a student's success in completing his or her degree and in maintaining financial aid eligibility. When situations occur that require a student to leave the program for a specified period of time, students must apply for a Leave of Absence through the Student Services Office. Generally, an approved leave of absence should not exceed 90 days in length. A student may be granted a combination of leaves of absence within a twelve-month period not to exceed 180 days.

Students must provide a written, signed, and dated request for a leave of absence to the local Region Coordinator on or before the last date of class attendance. The request must include the reason for the leave. A leave of absence may be considered for approval if the University determines that there is a reasonable expectation that the student will return. If unforeseen circumstances prevent a student from providing a request on or before the last date of class attendance, the University may grant the leave of absence if verification is received that substantiates the unforeseen. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, business travel, University course cancellation and/or facility closure, and natural disasters. Leaves of absence will have an impact on financial assistance. See the Financial Assistance Office for more information.

Above all, student success in completing the degree is the most important consideration. If students have concerns about their enrollment, communicating with the local Region Coordinator as early as possible is vital.

## Taking More than One Class at a Time

All programs offered in the Adult Degree format are accelerated, and students are considered to be attending college on a full-time basis. The "doubling up" or the taking of two courses at once is not permitted without explicit approval by the Assistant Dean.

As a minimum, students must have the following to be considered, although meeting these requirements does not guarantee permission will be granted:

- Cumulative GPA of at least a 3.0
- At least 12 hours of coursework completed in CMU's accelerated cohort format
- No grades below a C earned in the accelerated cohort courses
- Student is making satisfactory academic progress toward degree completion (very few, if any withdrawals from courses)

In addition to these guidelines, consideration will also be given as to the choice of courses students are making when doubling up. Above all, student success is the primary concern in these decisions.

## Transfer Credits Allowed After Matriculation

Prior written approval from the local Region Coordinator is required when a current matriculated student wishes to enroll in courses at another accredited institution and receive transfer credit from CMU. Without this prior written approval, CMU accepts no responsibility for how courses will be accepted in transfer.

## End-of-Course Surveys

At the end of each course, students are asked to complete the Student End-of-Course Survey. This survey records information about the curriculum, the faculty, and administrative services. This document provides valuable information which allows the administration to address issues and concerns and to continually improve upon the Adult Degree Program.

## Non-Students in the Classroom

Individuals who are not currently enrolled CMU students are not allowed in the CMU classrooms or lobby areas. Students are not allowed to bring children to class, nor should children be left unattended in the halls, offices, lobby areas or outside on campus property. Out of concern for their safety, students must make arrangements for the care of their children outside of CMU facilities.

## Class Cancellations

In the case of inclement weather or other unexpected circumstances:

- A final decision to cancel will be made by 3 p.m.
- Call Student Services Office at 314-227-4400, or check the [CMU Weather page](#) where notices will be posted.
- Check KTVI Fox 2 for information on school closures.
- Students will be notified by the instructor about the rescheduling of their class.

## Classification of Students (ADP)

Undergraduate students are classified according to the number of semester hours of work completed:

Freshman	1-29
Sophomore	30-59
Junior	60-89
Senior	90 and over

Students are considered full-time students at Central Methodist University as long as they maintain continuous enrollment in the Adult Degree Program. To be full-time, an undergraduate student must complete 24 credits in a 30-week period. Students who are not currently matriculating are considered "inactive."

## Courses, Grades, and Grade Point Averages

Grades are posted to myCMU following the end of each course. The transcript is the individual student's permanent academic record, maintained and secured by the Office of the Registrar.

The University uses the system of grades, grade symbols, and quality points described below to report each student's academic achievement on grade reports and transcripts.

A	Grade Points	4
B	Grade Points	3
C	Grade Points	2
D	Grade Points	1
F	Grade Points	0
P	Pass, credit hours only	
I	Incomplete	
W	Withdrawal	
AU	Audit, no credit hours	

All courses taken on a letter-grade basis (A through F) are used to compute Grade Point Averages (GPA). For grades in courses repeated, see "Repeated Courses." A student's GPA is calculated by dividing the number of grade points earned by the number of credit hours attempted on a letter grade basis. As a result, GPAs range from 0 to 4.0. Courses taken on a Pass/Fail (P/F) basis are not computed in the student's GPA. The grades of I, W, and AU earn no credit and are not computed in the GPA.

The grade of I (Incomplete) can be given by an instructor at the end of the course only when both of the following conditions are met: (1) the student is unable to finish the work of a course because of exceptional circumstances which can be documented, and (2) the student has completed at least three-fourths of the coursework and can complete the remaining work apart from class meetings. Faculty should file a plan for completion of incomplete work with the Office of the Registrar. All incomplete work must

be completed within 5 weeks after the end of the course for undergraduates, within 6 weeks for graduate courses. After this time, if the "I" has not been removed, it will automatically convert to a grade of F. Additional work will no longer be accepted, and the grade appeals policy (see "Grade Appeals" below) will apply.

For a class lasting five (5) weeks or more, a student may withdraw from the class with a grade of W prior to the fourth night of the class. The grade of W will not be calculated into the student's GPA. A student may not withdraw from a class after this date. For a class lasting four (4) weeks, the deadline to withdraw is prior to the third night of class.

The grade of AU is given to students who formally register as auditors. Auditors must have the approval of the Director of Student Services prior to registering and are expected to attend regularly. They receive no credit, and no grade is given. Upon the report from the instructor that an audit has been satisfactorily completed, notation of the audit is made on a permanent record.

## Undergraduate Academic Achievement Award (ADP)

CMU recognizes outstanding academic achievement with the Academic Achievement Award. This award requires all the following:

1. **Admission status:** the student must have met all requirements for full admission.
2. **Scholarship:**
  - a. The student must have a cumulative GPA of at least 3.5 for all college work, including transfer work, and
  - b. The student must earn a 4.0 CMU GPA and complete at least 12 hours during the previous six-month tracking period. Grades will be checked twice each calendar year (on January 1 and on July 1).
3. The student must be a good citizen of the University community in the judgment of the Director of Student Services.

The Academic Achievement Award recognition will be posted on the student's transcript and published in the Adult Degree Program newsletter.

## Grade Appeals (ADP)

Students have the right to appeal a grade. All student appeals must be initiated, in writing, within one calendar year of the date the grade is first posted. In all steps of that appeal, the faculty member must be consulted, and the burden of proof is on the student. Students should first make every effort to resolve grade issues with the course instructor. This is the most likely avenue to produce satisfactory results.

If the issue is not resolved through the instructor appeal and if the student wishes to continue the appeal, the student should consult the Assistant Dean for the Adult Degree Program for directions in presenting a petition to the Extended Studies Committee (undergraduate petitions) or the Director of Graduate Programs (graduate petitions). The course instructor will be consulted in advance, notified of any hearings, and permitted to be present at the hearing. If a two-thirds majority of the respective committee judges that a grade change is warranted, the committee will direct the Registrar to make the change. The decision of this committee is final and binding on all parties. (Faculty-initiated grade change requests must be completed and filed with the Office of the Registrar within one [1] calendar year of the date the grade is first posted).

## Academic Grievances

Students who wish to file a grievance not involving a grade appeal should contact the instructor (if appropriate), followed by the Director of Student Services, and if a resolution has not been reached, the Office of the Vice President and Dean of the University (660-248-6211).

## Academic Probation (undergraduates)

Academic Probation is imposed for one of two reasons: (1) the failure of a full-time student to pass at least 24 hours during an academic year, and/or (2) the failure of any student to make the cumulative and cumulative resident grade point averages (GPAs), which are verified after each cohort term, listed below.

Weighted Hours Attempted	Minimum Cumulative and Cumulative Resident GPAs
1-29	1.80
30-59	1.90
60-89	2.00

90 or beyond

2.00

NOTE: The 24-hour rule does not apply to part-time students.

## Academic Suspension (undergraduates)

Academic suspension is imposed for one of four reasons: (1) the failure of any student to rise above the probation level at the end of two consecutive cohort terms on probation; (2) the failure of any student to rise above the probation level in three individual cohort terms, counting all terms of attendance at CMU; (3) the failure of any student to achieve a 1.0 (or above) grade point average for any 2 consecutive classes, or (4) the failure of any student to attain at least the following cumulative and cumulative residential grade point average for his/her attempted hours.

Weighted Hours Attempted	Minimum Cumulative and Cumulative Resident GPAs
1-29	1.30
30-59	1.50
60-89	1.70
90 or beyond	1.90

A student on academic suspension may not continue in the Adult Degree Program. A suspended student must petition the Extended Studies Committee (undergraduate petitions) for readmission. Any hours earned at other accredited institutions during the period of suspension will be subject to review before a student is readmitted. A student who has been suspended twice may not re-enroll at Central Methodist University.

## Academic Probation (graduate students)

Graduate students are placed on academic probation for failing to achieve a cumulative grade point average of 2.0 (or higher) in any given term or a 2.5 for an academic year. This serves as a serious warning of the need for academic improvement if the student is to succeed in the program.

## Academic Suspension (graduate students)

Graduate students are placed on academic suspension for failing to achieve a cumulative grade point average of 1.5 (or above) in any given term, or a 2.0 for two or more consecutive terms. Suspended students may not continue in the Adult Degree program and must petition the Director of Graduate Programs for readmission at any later date. The petition should explain the reasons for previous academic difficulties, plans for improvement, and reasons for believing the plans will be successful.

## Repeated Courses

Students may repeat any course in which they received a grade of A, B, C or D one time and receive financial aid for the course. If a student receives a grade of F in a course, the student may repeat that course as often as necessary to achieve a passing grade. The most recent grade earned will be counted in the student's grade point average. All registrations and grades will be entered on the permanent record, but a notation that the course has been repeated will be added to previous enrollments in the course.

## Academic Bankruptcy Policy

To declare "Academic Bankruptcy" a student must petition the Extended Studies Committee (undergraduate petitions) or the Director of Graduate Programs (graduate petitions) specifying the courses the student requests to be dropped. Only courses with grades of "D" and "F" may be dropped. Only courses taken ten (10) semesters (excluding summer sessions) or more before the student's application for readmission may be dropped. The petition for Academic Bankruptcy must be made within six months following the student's readmission. Only students who are readmitted to and currently attending the University may petition the faculty Academic Standards and Admissions Committee for Academic Bankruptcy. When the Committee approves a petition for

Academic Bankruptcy, the original grades will be shown on the transcript but a notation will be made and these grades will not be included in the calculation of grade point averages, nor will they be included in the satisfaction of degree requirements.

## Course Numbering System

Courses numbered 100-299 are designed primarily for Freshmen and Sophomores. Courses numbered 300-499 are for Juniors and Seniors.

## Catalog in Effect - Graduation Requirements

Students' degree requirements are generally governed by the catalog in effect when they matriculate for a degree so long as enrollment is continuous. Students may choose to meet the requirements of any subsequent catalog published during their enrollment but not of an earlier catalog. Former students who are readmitted must meet the graduation requirements in the catalog at the time of re-enrollment.

## Academic Conduct

The students of Central Methodist University are expected always to follow the rules of good conduct, including the specific policies of the University as outlined in the CMU Student Handbook. When they are participating in a class, whether in the classroom, a laboratory, or another setting, students are responsible to the instructor and are expected to comply with class policies provided by the instructor and with reasonable requests made by the instructor. Course instructors may request that any student be administratively dropped from a course at any time for academic misconduct, excessive absence, or disruptive or other unacceptable classroom behavior. With the approval of the Dean, or at the Dean's request by the Extended Studies Committee or the Director of Graduate Programs, the student will be withdrawn from the course.

Central Methodist University believes that adhering to acceptable professional practices throughout life is a significant foundation of character and personal integrity. The University's Academic Conduct Policy applies to all forms of academic work, including but not limited to, quizzes and examinations, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. By registering at the University, every student accepts the obligation to abide by this policy. Students also are responsible for understanding the particular policy applications required by each of their instructors and to ask instructors to clarify any areas of uncertainty.

Academic Conduct requires that each person accept the obligation to uphold professional standards in all academic endeavors. Any conduct that unprofessionally represents a student's academic performance violates CMU's Academic Conduct Policy. Unprofessional practices include but are not limited to the following:

1. **Cheating** in any form (e.g., ghost-written papers; cheat sheets or notes; copying during exams, quizzes, or other graded class work; allowing anyone access to your courseware account to misrepresent their coursework as yours, or your coursework as theirs, etc.);
2. **unauthorized collaboration** with others on work to be presented in ways contrary to the stated rules of the course or the specifications of a particular assignment;
3. **stealing** or having unauthorized access to examination or course materials,
4. **falsifying information** (records, or laboratory or other data);
5. **submitting work previously presented in another course** without the advance consent of the second instructor;
6. **assisting academic misconduct** (intentionally or unintentionally) This includes allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work; and
7. **plagiarism.** Plagiarism includes, but is not limited to, (1) representing as your own work a paper, speech, or report written in whole or in part by someone else (from the un-credited use of significant phrases to the un-credited use of larger portions of material), including material found on the internet, and/or (2) failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper reference citations. Always provide appropriate recognition of all borrowed materials and sources.

Penalties internal to a course, including grades and expulsion from the course, are at the discretion of the instructor, who should detail course-specific policies and sanctions in course syllabi. Instructors must report all penalties which they impose for academic misconduct, with a brief account of the offense, to the Dean, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty, including, but not limited to, notations in the student's file, notations on the student's transcript, probation, suspension, and expulsion. Students can appeal instructors' internal course penalties and any further sanctions by the Dean to the Committee on Academic Standards and Admissions, whose decision is final.

## Requirements for a 2nd Bachelor's Degree

1. Students with a CMU Degree. To be eligible for a second bachelor's degree, a student must complete at least 26 hours in addition to those counted for the first degree. These hours must be earned in courses approved by the Dean of the University, must be taken at Central Methodist University, and must satisfy all the specific course requirements for the second degree.
2. Students with a Bachelor's degree from another accredited institution have met all General Education requirements but must satisfy any additional General Education requirements for each program and/or degree.

When CMU accepts associate's or bachelor's degrees from another regionally accredited institution of higher learning, we honor the means by which those institutions granted credit (including credit granted by internal testing-out procedures, Advanced Placement scores, International Baccalaureate scores, CLEP scores, etc.)

## General Education Requirements for Transfer Students with an Associate's Degree

Students transferring to CMU with a post-1995 Associate of Arts degree (and 60-89 hours of transfer credit) from a Missouri institution of higher education (or with a completed general education program consistent with the "42-hour General Education Curriculum" described in the Missouri State Transfer and Articulation Agreement) are required to complete an advanced writing course, foreign language (for student pursuing the Bachelor of Arts degree), analytical skills (for students pursuing a Bachelor of Science degree), and any specified courses for a specific degree (BSE, BAcc, etc) as identified in the catalog or as designated in any subsequent catalog. Students are cautioned, however, that Associate of Arts coursework might not meet individual program requirements.

## Graduation

An application for graduation must be filed with the program registrar no later than six (6) months before the student intends to graduate. The registrar and academic advisor will review the application to ensure that all requirements for graduation have been met and to notify the student in writing of deficiencies.

Associate's degree candidates must meet the following requirements:

- Satisfactory completion of all the required liberal arts and/or general education coursework, as contained in the Common Core, as well as all coursework required by the individual major
- A cumulative GPA of at least 2.0
- A cumulative GPA of at least 2.0 on all CMU coursework
- Completion of a minimum of 24 credits in residence at CMU
- Payment of all tuition and fees
- Recommendation of the faculty

Bachelor's degree candidates must meet the following requirements:

- Satisfactory completion of all the required liberal arts and/or general education coursework, as contained in the Common Core, as well as all coursework required by the individual major
- Completion of at least 124 semester credits
- Completion of at least 36 semester credits of upper-level (300-400 level) study and 15 semester hours of upper-level study in the major
- Completion of a minimum of 30 credits in residence at CMU
- A cumulative GPA of at least 2.0A GPA of at least 2.0 in all upper-division courses in the major

Students who do not maintain continuous enrollment will graduate under the CMU catalog and the transfer of credit agreement in effect at the time of re-entry.

## Honors at Graduation

Each year, certain members of the graduating class are recognized for outstanding scholarship. Students whose cumulative grade point average is 3.95 or above graduate

summa cum laude

. Students whose grade point average is 3.8 or above graduate

magna cum laude

. Students whose grade point average is 3.7 or above graduate cum laude

. Honors students must have earned at least 54 hours in residence at Central Methodist University. Graduation with Honors will be figured using all grades earned by the student toward graduation, including all transferred hours. These honors are recorded on the diplomas and in the Commencement Program. Honors students are awarded recognition cords to wear with their cap and gown.

The Central Methodist University Adult Degree Program offers students the opportunity to earn their Undergraduate or Graduate Degrees in an accelerated format that is committed to a high-quality, continuously improving, stimulating, and practical education. The [Values, Mission, and Educational Goals statement](#) of Central Methodist University are published earlier in the catalog. These statements are pledges about the character of the Adult Degree Program and the education it seeks to provide to all students. As these pledges make clear, the University understands education to be concerned with the formation of the self, not merely with providing information to an individual who is unchanged by it. Liberal education is formative as well as informative. At their best, both liberal arts education and education for professional preparation provide the intellectual knowledge, skills, and disciplines from which the student constructs his or her unique character as well as prepares for a career and for life.

The educational program described in the following pages is intended to fulfill the mission of the University by providing a curriculum that enables students to reach the Educational Goals of the Adult Degree Program through acquiring the habits of mind, habits of heart, and habits of action that embody the good. The development of such habits requires both knowledge and mental discipline in many fields of study. Habits of mind should move beyond knowledge toward wisdom. And wisdom requires an understanding that decisions and actions should be based on both knowledge and the will to do the good. Our curriculum is designed to help students make responsible life choices with deep concern for the common good.

### The Adult Degree Program

The Adult Degree Program is designed to help students achieve their undergraduate or graduate degree while pursuing their careers. The curriculum is structured sequentially, with students taking one (1) course at a time and meeting one (1) class night per week. Most courses last from 5-7 weeks. The Adult Degree Completion Program is a "computer-enhanced" program, which means that advances in technology may be utilized to augment the learning experience.

Organizations are increasingly relying on production through cross-functional teams, and this program fosters effective learning through diverse teams. In addition to class sessions, each student in the program works on team projects with other Learning Team Members for a minimum of four (4) hours per week. In keeping with the trends of the global marketplace, this work is completed in either a face-to-face or "virtual" format, or both. Documentation of this work is reviewed by the course instructor each week.

Bachelor's degree students must complete a minimum of 124 hours of credit. Their degrees focus on the academic major. CMU believes that every person with a college education should have one or more areas of both in-depth and extensive knowledge. The academic major insures that all graduates have one or more widely recognized fields of study in which they can function at a sophisticated, advanced level. Students choose a degree program, and within it they choose an academic major. Degree programs must also include a significant secondary field of study or a set of corollary courses in addition to the major and the General Education program. This can be classified as an academic minor or an alternative to the minor, both of which must include at least 17 hours of coursework that would enhance the student's educational experience. Students should work closely with their Academic Advisor to plan for the courses that would best meet their needs.



**AC201 Principles of Accounting I.** 3 hours/5 weeks. This course is an introduction to integrated financial and managerial accounting systems with emphasis on a) providing economic information to all users, b) accounting terminology, and c) using financial statement analysis and accounting information for decision making. Practical applications of math, communication, and skills used in business will be integrated. Prerequisite: MA 103.

**ACC301 Principles of Financial Accounting.** 4 hours/7 weeks. This course is an examination of the development and use of accounting information for the purposes of planning, control and decision making. Topics will include accounting cycles, asset valuation, liabilities, forms of owner's equity, income determination, managerial accounting applications, capital budgeting and interpretation of published financial statements.

**ACC302 Managerial Accounting.** 3 hours/5 weeks. This course will focus on managerial accounting, cost accounting, management performance reports, segment reporting, variable costs, cost, profit, and volume analysis. Prerequisites: MG 409 and ACC 301

**ADM495 Seminar in Business.** 3 hours/5 weeks. This course is an integrative capstone course stressing the application of all prior learning concerning business problems through case analysis and simulations/gaming. Application to the major functions of business within the context of social, technological, economic, political and physical environments. Policy formation and executive action will be the focus as the conceptual approach for establishing guiding principles for courses of action.

**AH316 Data Analysis for Nursing Practice.** 3 hours/5 weeks. This course focuses on statistical data and terminology as it applies to nursing research. Students will learn the importance of statistics in performing data analysis and will be introduced to basic statistical procedures. Prerequisite: MA103.

**AH330 Business Concepts in Health Care/Case Management.** 3 hours/5 weeks. This course will focus on the economics of health care, legal aspects of health care, health care systems in the U.S., budgeting concepts, Medicare guidelines, and entrepreneurship.

**BI110 Biotechnology.** 3 hours/5 weeks. This introductory course is primarily aimed at non-majors. This is a study of biotechnology, including the science behind it, how it is regulated, the impact on society and ethical concerns raised by new advances in biological sciences.

**BU110 Introduction to Business.** 3 hours/5 weeks. This is a survey course to acquaint students with the major institutions and practices in the business world; to provide the elementary concepts of business; to act as an orientation course for selecting a major; and to provide information on business career opportunities.

**BU225 Computer Applications in Business.** 3 hours/5 weeks. The course includes the use of microcomputer spreadsheet application software. Topics include creating, formatting, and manipulating files, graphs, and databases; using relational and logical operators to extract data; linking databases and creating reports. Emphasis is on business applications (i.e. Microsoft Office).

**BUS227 Conflict Resolution for Managers.** 3 hours/5 weeks. This course will help students develop skills in the principles and practices that transform conflict in the workplace setting from destructive win-lose approaches to positive problem-solving processes that produce win-win outcomes. Special attention will be given to consensus decision-making and problem-solving. Students will revisit the learning team structure and processes in application of conflict resolution skills.

**CMU202 Moral Leadership.** 3 hours/5 weeks. This course will explore moral and ethical development from philosophical, theological and historical perspectives and examine the unique moral and ethical challenges faced by leaders in today's contemporary business environment. The focus will be on the inner dimension of leadership and describing ethical perspectives and problem-solving strategies applied to making moral choices using case studies.

**CT101 Public Speaking.** 3 hours/5 weeks. Students study the theory of speech communication to develop skills in public-speaking situations. Topics include the speech-communication process, ethics, listening, intercultural considerations, speech-topic selection, audience analysis, research, use of evidence in a speech, speech organization, language usage, speech delivery, presentation aids, and the types of public speaking. Students present introductory, impromptu, commemorative, informative, and persuasive speeches as well as group presentations to improve their public-speaking skills Required of all students. 4/12

**EC201 Macroeconomics.** 3 credits/5 weeks. Following an initial introduction to important general economic concepts, including demand and supply, the course will examine the U.S. economy from a macroeconomic perspective. It includes an analysis of a) how unemployment, inflation, and Gross Domestic Product are measured, b) different theories of why the economy goes through cyclical fluctuations (i.e., recessions and booms) in the short-run, c) long-run economic growth, and d) the use of monetary and fiscal policies to stabilize the economy. Prerequisite: MA 103.

**EC202 Microeconomics.** 3 hours/5 weeks. Following an initial introduction to important general economic concepts, including demand and supply, the course will examine the U.S. economy from a microeconomic perspective. It will include an analysis of a) the theory of consumer behavior, b) elasticity, c) costs and supply, d) market structure, e) anti-trust law and regulation, and f) factor markets. Prerequisite: MA 103.

**ED103 Child Development.** 3 hours/5 weeks. This course is a study of the physical, motor, intellectual, social and emotional development of the young child as well as the development of an intelligent philosophy of adult-child relationships.

**EN110 College Composition I.** 3 hours/5 weeks. This course will focus on techniques of topic development, drafting and revision to help students write clear, concise sentences, paragraphs and essays. EN 110 will also focus on the study of grammar, syntax, and diction and their relationship to effective writing.

**EN111 College Composition II.** 3 hours/5 weeks. EN111 will continue the mastery of techniques of topic development, drafting and revision but focus more on developing organizational patterns (e.g., narration, process, comparison, definition, and cause and effect). The students will practice these patterns through writing several essays, including a research essay. EN 111 will also focus on the study of grammar, syntax, and diction and their relationship to effective writing. Prerequisite: Grade of C or better in EN 110.

**EN222 Introduction to Literature.** 3 hours/5 weeks. This course examines ways of understanding the meaning of character in human life through the study of literature. All sections will introduce students to fiction, poetry, and drama, but each section will be designed around each instructor's chosen theme-based readings or around a general introduction to literature. Prerequisites: EN110 and EN111.

**EN305 Expository Writing.** 3 hours/5 weeks. This advanced course in composition is designed to relate to the specific needs and interests of upper-level students with an emphasis on argumentation and research skills. Prerequisites: EN110 and EN111.

**ET375 Small Business Management.** 3 hours/5 weeks. This course will focus on the characteristics of the entrepreneur, methods of starting and running a self-owned business, and an awareness of the legal, financial, marketing, and personnel problems of the entrepreneur.

**FB101 Personal Finance.** 3 hours/5 weeks. This course is a survey course for both Business and non-Business students in personal financial planning, including personal budgeting, investments, insurance, credit, housing and retirement planning. Fundamentals of financial planning and making educated decisions regarding spending, saving, borrowing and investing that lead to long-term financial security will be the key components of this course.

**HI117 Development of the United States I.** 3 hours/5 weeks. This course is a survey from settlement to the end of Reconstruction (1877). Topics will include basic institutions (i.e., family, religion, education, politics and economics), the causes of the American Revolution, democratization, the U.S. Constitution, development of political parties, the causes of the Civil War and the changing status of African-Americans.

**HRM400 Employee Recruitment and Retention.** 3 credits/5 weeks – This course focuses on developing staffing needs, evaluating sourcing, recruiting internally and externally, hiring, and orientation of new employees. In addition, succession planning, retention and long-term staffing strategies are considered to meet the organization's goals and objectives. Prerequisite: MG 356

**HRM 410 Employee Performance and Appraisal Management.** 3 credits/5 weeks. This course will address issues related to monitoring the performance, development and training of employees. The focus will be on managing the talents, skills, abilities and knowledge of the human resources of a company to maximize performance. Prerequisite: MG 356

**HRM 420 Essentials of Compensation and Benefits.** 3 credits/5weeks. This course evaluates areas of compensation, such as base pay, incentive pay, performance pay, and benefits, and the balance of creating attractive compensation packages with the overall organizational needs and goals. Consideration will be given to the current business climate and corporate priorities and the impact that has on creating a compensation plan that is ethical and fair. Legal issues are also evaluated. Prerequisite: MG 356

**HRM 430 Employment Law, Labor Relations and Risk Management.** 3 credits/5 weeks. This course will focus on federal and state laws and regulations regarding areas such as employee relations, discipline, discharge, and grievance/dispute resolution. Court decisions and case studies will be used. The relationship between management and labor and the right of labor to organize will be addressed. Prerequisite: MG 356 and MG 411

**HRM 440 Occupational Safety, Health and Security.** 3 credits/5 weeks. This course introduces students to the area of safety management, focusing on topics such as workers' compensation cases, dealing with OSHA requirements, ergonomics and violence in the workplace. The many ethical and moral dilemmas in safety management will be discussed. Prerequisite: MG 356

**HRM 460 Special Problems in Human Resources.** 3 credits/5 weeks. This course will allow students to study an area of the human resources field that is of special interest to them and utilize the information they have learned throughout their coursework to research that topic and develop strategies. A major research paper and presentation on the topic is the primary project in this course. Case studies and current topics in human resources will also be studied. Prerequisite: MG 356

**IB376 International Business.** 3 hours/5 weeks. This course is an introduction and overview of international business as it has evolved to the present time. Topics will include the evolution of international business structure, processes utilized by international and multi-national businesses, and the effect of national policy on international business. Particular attention will be devoted to evaluating how culture, language, political and legal issues impact management policy and decision making. The course also explores the role of mid-size firms in the international market. Prerequisites: MG 421 and MG 409

**MA103 College Algebra.** 3 hours/5 weeks. This course is a study of equations and inequalities, functions and graphs, and systems of equations and inequalities.

**MA105 Elementary Statistics.** 3 hours/5 weeks. This course is an introduction to basic statistical procedures with application to all areas. Prerequisite: MA103.

**MG356 Human Resource Management.** 3 hours/5 weeks. This course will focus on HRM concepts related to the selection of employees, employee training, leadership styles, job design, communication systems, and rewards and punishments. Prerequisite: Sophomore standing.

**MG365 Organizational Theory.** 3 hours/5 weeks. This course will focus on the knowledge and skills to study organizations as a whole entity and to recognize needed changes to improve effectiveness and performance. This course is an examination of complex, formal organizations as systems linked into an environment. This course will also focus on organization goals, structure, internal processes, job design and degree of centralization and formality. Prerequisite: MG356.

**MG409 Economics: Theory, Concepts, and Issues (Micro/Macro).** 3 hours/6 weeks. This course is a survey of microeconomic issues such as price, competition, monopoly, oligopoly, income distribution, international trade, and economic development. This course will also include a survey of macroeconomic issues, such as the structure of modern economics, its production, interrelationships, the nature and function of money, monetary and fiscal policy, and public finance.

**MG411 Business Law and Governmental Regulations.** 3 hours/5 weeks. This course will examine, analyze and apply the nature, formation and system of law in the United States to the modern business environment.

**MG421 Strategies in Marketing Management.** 3 hours/5 weeks. As a manager in an ever-changing, fast-paced, technology-driven society, the magnitude of understanding our product or service while meeting the needs of our customers is vital to our existence not only in a traditional sense, but in the virtual aspect as well. This course offers a managerial approach to marketing with a focus on matching organizational goals with customers' needs in an ethical and socially responsible manner, while addressing basic marketing concepts, processes, problems and applications.

**MGT302 Management and Leadership.** 3 hours/5 weeks. This is an introductory course for adult students pursuing an undergraduate degree. Topics will include group interaction, communication skills, professional and personal growth, academic resource utilization, organizational dynamics, and other topics relevant to goal accomplishment in an academic setting. This course requires finalization of a degree completion plan prior to enrollment in any other coursework. Cross-listed with PY302.

**MGT425 Issues in Ethics.** 3 hours/5 weeks. This course will focus on individual, organizational, and societal issues in business ethics. Dilemmas, real-life situations, and case studies will provide an opportunity for the students to use concepts and resolve ethical issues. Since there is no universal agreement on the correct ethical business norms, on critical thinking, and on informed decision-making, Issues in Ethics will provide an introduction to ethical decision-making in business.

**MK330 Marketing.** 3 hours/5 weeks. This course will focus on the concepts and techniques involved in marketing products and services to consumers and industrial users. Topics will include the role of marketing, the selection of marketing targets, product planning, channels of distribution, product promotion and pricing. Prerequisite: BU110.

**NU300 Adaptation Nursing.** 2 hours/4 weeks. This course introduces the student to the adaptation framework. The four modes of adaptation are explored with the focus on the individual student who explores his or her own adaptation level. The framework is applied to health restoration, maintenance, and enhancement of nursing interventions with a focus on wellness. Students also will be introduced to the online portfolio system in this course. Students will have the opportunity to explore the portfolio system and begin building their portfolio.

**NU301 Physical Assessment.** 2 hours/4 weeks. This course will introduce the students to physical assessment using the adaptation nursing model. The four modes of adaptation are explored with the focus on psychosocial needs identified through interview skills and physiologic needs identified through physical assessment skills.

**NU303 Research in Nursing.** 3 hours/5 weeks. This course is an introduction to research in the discipline of Nursing. Topics will include elements of the research process, examination of research design, development of research proposals, and application of the research process in the clinical area. Prerequisite: AH316.

**NU315 APA Format and Research Databases.** 1 hour/2 weeks. This course focuses on writing research papers in the RN-to-BSN program. Areas highlighted include Smiley Library services (online and on campus) and utilizing APA format when writing.

**NU320 Adaptation Nursing in the Community.** 4 hours/7 weeks. This course will focus on the inter-relationship of community health principles and adaptation nursing. Lecture and seminar topics include community assessment, family assessment and dynamics, the role and function of the community health nurse, crisis intervention, epidemiology, legal/ethical issues of practice, economics of community/home health agencies, and patient education. Application of theory content will be through nursing practice in a county community health/home health agency. Prerequisite: NU301.

**NU325 Historical Trends in Nursing.** 3 hours/5 weeks. This course will focus on the historical development of nursing from biblical time to the present day. Lectures and seminars focus on historical occurrences and trends in nursing and the current relationship between nursing and the health care system.

**NU450 Integrated Concepts of Adaptation Nursing.** 6 hours/10 weeks. This course will build on the concepts of NU300, NU301, NU302, and NU303, and will allow students the opportunity to apply these concepts through an individualized nursing practice under the supervision of a faculty advisor and a clinical advisor. Students will be required to develop a specific set of learning objectives for the selected area of clinical practice. This flexible approach to learning allows students the opportunity to develop expertise in a selected area of practice. The students must pass the practical, written, and oral components of this course to graduate. Prerequisites: AH316, AH330, NU315, NU300, NU301, NU303, NU320, NU325, and NU455.

**NU455 Professional Issues, Leadership, and Management.** 3 hours/5 weeks. This course will prepare the students for the expanded role as nurse leader/manager. Lectures and seminars focus on management theories, leadership style, change theory, interpersonal and interprofessional relationships, and current issues and trends in practice and education.

**PE140 Concepts of Wellness.** 2 hours/4 weeks. This course will be a consideration of contemporary health concepts as they apply to an awareness of personal wellness.

**PY101 General Psychology.** 3 hours/5 weeks. This course is a survey of the many factors that influence behavior and the techniques that psychologists use to study these factors. Major topics will include heredity and physiology; development; learning and thinking; motivation and emotion; personality; and psychological adjustment, disorders, and treatment.

**PY200 Introduction to Psychological Theories.** 3 hours/5 weeks. This course will introduce the students to a wide range of psychological approaches, including biological, social, and cognitive psychologies. It will examine areas such as identity, learning, memory, and language.

**PY204 Experimental Psychology.** 3 hours/5 weeks. This course is an introduction to the basic process of conducting psychological research. Special attention will be focused on experimental methodology, the analysis and interpretation of data, and scientific report-writing.

**PY210 Educational Psychology.** 3 hours/5 weeks. This course is an introduction of general psychological theories to the prospective elementary and secondary teacher. There will be a brief introduction to developmental stages, learning theories, individual differences and motivation with application to the classroom in teaching methods, content presentation and evaluation procedures.

**PY211 Psychology of Personal Adjustment.** 3 hours/5 weeks. This course is a study of individual differences and self-analysis of cognitive processes and emotional responses to normal and/or traumatic life events. Limitations and options for appropriate behavior will be explored through discussion, testing, and evaluations.

**PY223 Developmental Psychology.** 3 hours/5 weeks. This course is an examination of the various aspects of physical, cognitive, and psychosocial development from conception through late adulthood. Emphasis will be placed on child and adolescent development. Prerequisite: PY 101 or PY 210

**PY301 Abnormal Psychology.** 3 hours/5 weeks. This course is a study of the causes and treatments of behavior disorders. Special attention will be given to relevant diagnostic and legal issues. Prerequisite: PY 101

**PY302 Personal and Professional Development.** 3 hours/5 weeks. This is an introductory course for adult students pursuing an undergraduate degree. Topics will include group interaction, communication skills, professional and personal growth, academic resource utilization, organizational dynamics, and other topics relevant to goal accomplishment in an academic setting. This course requires finalization of a degree completion plan prior to enrollment in any other course work. Cross-listed with MGT302.

**PY308 Personality.** 3 hours/5 weeks. This course is an examination of the major theoretical paradigms and research studies pertaining to the human personality. Psychodynamic, existential, humanistic, trait, social learning, and narrative approaches to understanding personality dynamics will be reviewed. Prerequisite: PY101.

**PY321 Family Relationships and Values.** 3 hours/5 weeks. This course is a study of interpersonal relations in courtship and marriage across cultures, with an emphasis on the currently changing values in the United States. It will focus on cultural, social, cognitive, and emotional bases of intimacy, commitment, and family roles.

**PY324 Social Psychology.** 3 hours/5 weeks. This course is a study of how people think about, influence, and relate to one another. The focus will be on the individual within group situations, including both the effects of the group on the individual and the effects of the individual on the group. Specific topics include conformity, persuasion, aggression, altruism, and attraction. Prerequisites: PY101 or SO101.

**PY331 Research Design and Data Analysis in Social Sciences.** 3 hours/6 weeks. This course is an introduction to research design, social measurement, analytic strategies, and applied statistical techniques relevant to the interpretation of social phenomena.

**PY332 Cognitive Processes and Applications.** 3 hours/5 weeks. This course is a study of cognitive processes such as perception, thinking, learning, and problem-solving. Special attention will be given to various applications of cognitive theory and research. Prerequisite: PY101.

**PY334 Applied Quantitative Data Analysis in the Social Sciences.** 3 hours/5 weeks. This course is a study of the application of quantitative analytic techniques to data in the social sciences. Prerequisite: MA105.

**PY338 Applied Psychology.** 3 hours/5 weeks. This course is an examination of the applications of the facts, principles, and techniques of Psychology to a broad range of human endeavors. The core of the course consists of an introduction to the various career paths in Psychology. Prerequisite: PY101.

**PY346 Sensation and Perception.** 3 hours/5 weeks. This course will examine the process by which we interpret and organize sensory information to produce our conscious experience of objects and relationships among objects. Prerequisite: PY101.

**PY351 Introduction to Counseling.** 3 hours/5 weeks. This course is a study of basic theories and methods of counseling and psychotherapy including behavioral, cognitive, and humanistic approaches to counseling, client analysis, and interviewing techniques. This course will emphasize goals, responsibilities, and ethical problems in the counseling relationship. Prerequisite: PY101.

**PY353 Industrial/Organizational Psychology.** 3 hours/5 weeks. An introduction to the ways that psychological theory and research can be applied to understand and increase the effectiveness of people in the workplace. Course topics include personnel selection, training, performance appraisal, work motivation, morale, and job satisfaction. Prerequisite: PY101.

**PY480 Senior Thesis (Capstone) (MFT Taken).** 3 hours/5 weeks. This course is a senior-thesis seminar and is open only to juniors and seniors majoring in Psychology. To receive credit in this course, all students must complete a directed research paper and must defend it successfully.

**RL122 Religion and the Human Adventure.** 3 hours/5 weeks. This course is an introduction to the ways in which religion provides meaning and purpose for human life. The course includes a study of a variety of religious traditions, beliefs, and practices.

**SC102 Concepts of Chemistry and Physics.** 4 hours/7 weeks. This course is a study of basic physics and chemistry. The physics portion of the course includes motion, energy, heat and temperature (thermodynamics), sound, electricity, and light. The chemistry portion includes atoms, molecules, chemical bonds and chemical reactions. The final topic of the course, nuclear reactions, relates to both physics and chemistry.

**SO101 Introduction to Sociology.** 3 hours/5 weeks. This course is a study of social interaction and its products: culture, personality, social groups, institutions and social change.

**SO102 Social Problems.** 3 hours/5 weeks. This course is a study of the major problems of social and personal disorganization.

**UNIV111 Introduction to Lifelong Learning.** 3 hours/5 weeks. Adult learners in this course will gain an understanding of the policies and procedures, adult learning model, team building, study skills and human relations. The culminating activity is the selection of learning teams and construction of the team constitution.

This program is in the process of being discontinued in the ADP format. Students currently enrolled in this program should see an advisor.

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Associate of Science, Business

Bachelor of Science, Business

Associate of Science, Psychology

Bachelor of Science, Psychology

Bachelor of Science, Nursing (RN-BSN)

Master of Education (MEd)



**ED504 Current Issues and Trends in Education.** 3 hours/6 weeks. This course will focus on the review and appraisal of contemporary trends and practices in Education. Emphasis will be placed on social and multi-cultural issues in American education. Educational theories and curricula will be critically analyzed within a variety of educational settings. The students will receive the criteria for completing their Final Project, and will begin to identify an area of interest for further research.

**ED505 Liberal Arts in Education.** 3 hours/6 weeks. This course requires students to focus on liberal arts once again in their academic studies. Students in this course will build both on their individual broad level of knowledge about education and their mastery of their specific teaching area of expertise or work skills. This course integrates liberal education, professional studies, and specialty studies.

**ED513 Classroom Assessment.** 3 hours/6 weeks. This focus of this course will be classroom observation, interpretation, and research. The students will be expected to practice and implement various techniques discussed in class, as well as prepare documentation for explorations undertaken.

**ED514 Instructional Technology.** 3 hours/6 weeks. This is a project-based course in which the students will study the relationship between contemporary learning theories and classroom technology. Coursework encourages development of technology skills and a conceptual foundation that supports a) continued life-long professional development, b) potential technological leadership among peers, and c) new instructional technology perspectives. Missouri Standards for Teacher Education Programs (MoSTEP) competencies will also be addressed.

**ED516 Exceptional and Diverse Learners.** 3 hours/6 weeks. The basic concepts of this course will be multicultural education with an emphasis on students from diverse cultural and ethnic backgrounds, as well as the gifted and special-needs student. Instruction will include a review of instructional strategies for the diverse classroom, a personal examination of one's bias and stereotypes, and the role of personal professional responsibility within a global society. The Missouri Standards for Teacher Education Programs (MoSTEP) and provisions of the No Child Left Behind Act will also be addressed.

**ED523 Teacher Leadership.** 3 hours/6 weeks. In this course, issues of school improvement and reform will be discussed and evaluated. The concept of leadership will be explained using current theories and different styles of leadership will be explored along with their effectiveness

**ED533 Classroom and Behavior Management.** 3 hours/6 weeks. This course will focus on organization, procedures, and management of the classroom including approaches to disciplinary problems.

**ED539 Issues & Trends in Curriculum.** 3 hours/6 weeks. This course is designed to provide the students with information concerning issues and trends in curriculum. Topics will include the history of and evolution of curriculum use, curriculum development, connecting curriculum and assessments, practical use of curriculum, and how curriculum fits into our current state and national achievement responsibilities.

**ED561 Instructional Strategies.** 3 hours/6 weeks. This course is designed to assist the students in recognizing personal instructional strategies and selecting strategies appropriate to the student population. Various instructional strategies will be explored.

**ED595 Introduction to Research.** 3 hours/6 weeks. This course is designed to familiarize the students with a variety of methodologies in educational research. The students will select an area of interest for secondary research. A project proposal for fulfillment of ED596 Final Project will be completed. The students will continue their independent research as delineated in their project proposals for presentation in ED596.

**ED596 Final Project.** 3 hours/6 weeks. Every student must successfully complete ED596 to fulfill the research requirement for the Master of Education degree. Students complete their project with the instructor's guidance. This project includes practical research, a literature review, and a presentation. Students who do not complete the project during this course will receive a grade of "I" (Incomplete) for the course. Students who receive a grade of Incomplete must maintain continuous enrollment in ED 598 Project Continuation until the thesis is completed or the six-year time for program completion has expired. Prerequisite: ED595 or significant coursework in research.

**PS501 American Public School Law.** 3 hours/6 weeks. This course will focus on the study of the American legal system and the court decisions impacting education. Emphasis will be placed on the legal rights and responsibilities of students, teachers, administrators, and others involved in the public education process.

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Common Core (34-35 Hours)

<b>Foundations</b>	<b>15 hours</b>
Freshman Writing: EN110 College Composition I and EN111 College Composition II	6 hours
Oral Communications: CT101 Public Speaking	3 hours
Math: MA103 College Algebra	3 hours
Advanced Writing: EN305 Expository Writing	3 hours
<b>Understanding Human Nature</b>	<b>12 hours</b>
State civics requirement	3 hours
Religion: RL122 Religion and the Human Adventure	3 hours
Literature: EN222 Introduction to Literature	3 hours
Valuing or Social Science: PY101 Introduction to Psychology	3 hours
Exploring the Nature of the Universe	7-8 hours
Science Course with Lab	4-5 hours
Additional Science	3 hours
<b>Tier Two: Additional General Education Requirements (12 Hours)</b>	
Humanities or Fine Arts: NU455 Professional Issues, Leadership, and Management	3 hours
Social Sciences (CJ, CT, EC, HI, PS, PY, or SO):	6 hours
<ul style="list-style-type: none"> <li>• Must take PY302 Personal and Professional Development (3)</li> <li>• Must take NU325 Historical Trends in Nursing (3)</li> </ul>	
Analytical Skills: NU303 Research in Nursing (3)	3 hours
ADN (previous degree earned): up to 40 hours from the Associate's Degree in Nursing are applied here.	up to 40 hours
<b>Nursing Major Requirements (21 Hours): See Program Sequence</b>	
AH316 Data Analysis for Nursing Practice (3)	NU301 Physical Assessment (2)
AH330 Business Concepts in Health Care/Case Management (3)	NU315 APA Format and Research Databases (1)
NU300 Adaptation Nursing Model (2)	NU320 Adaptation Nursing in the Community (4)
	NU450 Integrated Concepts in Adaptation Nursing (6)
<b>Electives (To Complete Min. 124 Hours)</b>	

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<b>Course Title</b>	<b>Hours</b>	<b>Weeks</b>
PY302 Personal and Professional Development (orientation course)	3	5
NU315APA Format and Research Databases	1	2
NU300 Adaptation Nursing Model	2	4
NU301 Physical Assessment	2	4
MA103 College Algebra	3	5
AH316 Data Analysis for Nursing Practice	3	5
EN305 Expository Writing	3	5
NU303 Research in Nursing	3	5
RL122 Religion and the Human Adventure	3	5
NU325 Historical Trends in Nursing	3	5
NU320 Adaptation Nursing in the Community	4	7
NU455 Professional Issues, Leadership, and Management	3	5
AH330 Business Concepts in Health Care/Case Management	3	5
EN222 Introduction to Literature	3	5
NU450 Integrated Concepts of Adaptation Nursing	6	10
<b>TOTALS</b>	<b>45</b>	<b>77</b>

# Philosophy

The goal of the Bachelor of Science degree in Nursing (RN-to-BSN) program is to provide opportunities for qualified students to acquire the knowledge necessary to provide nursing care which promotes adaptation of the person, family, and community. This knowledge is acquired within a liberal arts experience which emphasizes honesty, integrity, civility, and a strong sense of personal responsibility. Professional preparation as a nurse includes promotion of lifelong learning, social responsibility, and service.

The faculty believe persons are unique, holistic, and developing beings with the process and capacity for thinking, feeling, reflecting, and choosing. Persons respond to and act upon the constantly changing environment, which is everything that is within and around them. To adapt to this changing environment, people use coping processes which are both innate and learned. Adaptation occurs as adaptive responses promote integrity and wholeness.

Health is a state and a process of being and becoming an integrated and whole person. Health is a continuum ranging from peak wellness to death. The adaptation level is that point where the person is able to respond positively. A whole person is one with the highest possible fulfillment of human potential.

Nursing assists persons, families, and communities to examine life and environmental patterns, attach personal meaning to these patterns, and choose adaptation. Nursing acts to enhance interaction with the environment by promoting meaningful life experiences, growth, and adaptation. The profession of nursing is an integrated part of a system for health care delivery and shares responsibility for working collaboratively with other health care practitioners.

Nursing education is a process which enables the learner to synthesize a body of knowledge obtained through courses in nursing, liberal arts, humanities, and the sciences. Because nursing is dynamic, the education is foundational for professional growth through nursing research and continuing education.

The faculty believe that the learner is best able to reach individual potential in an environment that is nurturing and promotes inquiry, dialogue, curiosity, creativity, the ethical ideal, and assertiveness. The learner brings an attitude of commitment and motivation for achievement. The role of the learner is to share in the responsibility of the teaching-learning process.

The teacher interacts with students as persons of worth, dignity, intelligence, and high scholarly standards. The teacher's role is to provide the climate, structure, and dialogue that promotes discovery of patterns and paradigms for practice. The teacher raises questions that require reading, observation, analysis, and reflection upon patient care. The teacher nurtures the learner, is available for dialogue, and promotes the use of research and critical thinking in the delivery of nursing care.

## Bachelor of Science in Nursing (RN-to-BSN) Outcomes

The Bachelor of Science Nursing graduate will be able to:

1. demonstrate professional nursing leadership with technical proficiency, utilizing principles of management and leadership, evidenced in the care of clients, families, and communities including management of physical, fiscal, and human resources;
2. apply critical thinking and problem solving to provide nursing care, which promotes holism and adaptation by discovering research questions, critically analyzing research, and applying research to practice as evidence-based practice;
3. incorporate the principles of communication, client education and client advocacy into practice;
4. exhibit a commitment to individual and professional growth as a lifelong learner, evidenced by continuing formal education, informal education, and reading refereed professional journals and participating in the political and regulatory processes and in shaping the health care delivery system;
5. provide, delegate and/or supervise nursing care based on current knowledge, theory, and research to promote holism, adaptation, safety, and quality care as evidenced by the ability to:
  - a. assess and diagnose the health status of diverse individuals, families, and communities; and
  - b. plan, implement, and evaluate the care for diverse individuals, families, and communities in structured and unstructured settings who require nursing at restorative, maintenance or promotion levels.
6. evaluate career choices within the nursing profession based on emerging skills and personal strengths and abilities;
7. display behaviors as a member of the profession of nursing based on standards of practice and professional codes of ethics to:
  - a. assume accountability for own nursing practice;
  - b. practice within ethical and legal frameworks; and
  - c. demonstrate professional identity and integrity.
8. demonstrate collaboration with other health care providers to promote the full human potential. (The liberal arts education provides opportunities for growth in knowledge, personal integrity, spirituality, and professional competence).

# Assessment of Student Learning Outcomes

## I. Assessment Methods

The portfolio and the employer surveys are the primary methods of assessment. Students are required to maintain a portfolio during the program through Foliotek, an online portfolio system. (A Foliotek fee is assessed in NU300.) They must write a summary at the end of each Nursing course analyzing how the course met one or more of the outcomes. At the end of each course and at the end of the program, students complete a survey identifying how well the course and program design assisted the student in meeting the program outcomes, assignments that helped in meeting program outcomes, and suggestions for program and course improvement. Students will also complete a self-evaluation based on program outcomes. Employer surveys identify how well graduates perform based on the program outcomes.

## II. Review

Portfolios are reviewed periodically and after the end of the program. The student is to evaluate whether course content helped them meet program outcomes. Employer surveys are sent and reviewed after one year of employment.

## III. Feedback

In the summer workshop, faculty review and evaluate portfolio and employer information. Evaluations result in changes to improve courses and clinical experiences for students as documented in the faculty workshop minutes.

# BSN Requirements for Admission

- Applicants must meet the admission requirements of the University.
- Minimum GPA of 2.0 overall;
- an associate's degree in Nursing (or diploma) from a regionally accredited institution (up to 40 Nursing credits from the ADN will be applied toward the BSN; general education credits will also transfer where applicable).
- official transcripts from all regionally and nationally accredited colleges and universities attended; and
- current unrestricted RN license (needed prior to beginning clinical courses).
- Non-native speakers of English must present evidence of proficiency in the English language by scoring a 550 or higher on the paper-based Test of English as a Foreign Language (TOEFL) or 213 or higher on the computer-based TOEFL or 77 or higher on the Internet-based TOEFL.

# BSN Curriculum Requirements

- A cumulative 2.0 GPA must be maintained and a grade of "B" or above must be attained in all Nursing courses.
- NU300, NU301, NU303, NU315, NU320, NU325, NU450, and NU455, AH315, and AH330 should be completed within two consecutive academic years.
- The BSN program should be completed within five (5) years of enrollment.

# Graduation Requirements

1. Satisfactory completion of the liberal arts and/or general education coursework as well as all courses in the major;
2. satisfactory completion of at least 124 credit hours;
3. satisfactory completion of at least 43 credit hours in the area of concentration;
4. satisfactory completion of at least 15 credit hours of upper-division coursework in the major;
5. satisfactory completion of at least 36 credit hours of upper-division coursework;
6. satisfaction of the 30-hour residency requirement;
7. cumulative GPA of at least 2.0 on coursework earned at CMU;
8. cumulative GPA of at least 2.0 on all upper-division major coursework;
9. payment of all tuition and fees; and
10. recommendation of the faculty.

# Scholastic Standards for Nursing

The grading scale for the Department of Nursing is based on 80% as the minimum percentage for a "B" grade.

To graduate, students must maintain a grade of "B" in all Nursing, Allied Health, and Science courses and must have a minimum cumulative grade point average of 2.0 on a 4.0 scale.

**Requirements for Continuation in Program:** Students who earn less than a "B" in a course may not continue in their cohort. Any one course where the student earns less than a "B" must be repeated and completed with a grade of "B" or higher, and then the student will join the subsequent cohort. Any second instance when a student earns less than a "B"- whether it is a repeated course or one taken for the first time - results in the student's dismissal from the program.

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For information about our graduate programs and about application procedures, call Aimee Sage at 660-248-6651 or [visit the Graduate Studies webpage](#).

## Mission

The Mission of the Graduate Program at Central Methodist University is to create a learning environment that allows students to continue their professional development. This is achieved through emphasis on academic and professional excellence, ethical leadership and social responsibility.

## Admission

All students who desire to enroll in graduate courses at CMU must complete an application to the respective graduate program, along with all official transcripts. Students must have a minimum cumulative GPA of 3.0 to enroll in the graduate program. Following acceptance into the graduate program, students then may apply to specific graduate programs as outlined in this section of the catalog. Students may need to meet additional admission requirements for specific programs. A \$25 application fee must accompany the application.

## Credit Hour Definition

The semester credit hour is the unit of measure for college-credit course work. The Carnegie unit is generally the guideline used to determine credit hour worth, with one hour of credit equated to 750 minutes plus the final exam. Additional hours may be required for laboratory, clinical, internships, practicums, and music performance courses in which additional instructional time is required to achieve learning objectives.

For distance learning courses (e.g., online and hybrid), the Carnegie unit is applicable in the sense that students meet the same objectives as those delivered in traditional coursework; therefore, students are expected to spend comparable amounts of time in achieving these objectives. However, because learning is difficult to quantify in terms of minutes and hours in online and hybrid courses, more emphasis is placed upon evidence of student learning. In order to earn credit hours, students must meet stated learning outcomes at a satisfactory level.

For applied music lessons, students are expected to practice at least three hours per week for each hour of credit:

- 1 hour credit = three hours practice per week
- 2 hours credit = six hours practice per week
- 3 hours credit = nine hours practice per week
- 4 hours credit = twelve hours practice per week

## Academic Load

A full-time graduate student course load per semester is six (6) semester hours. No student may register for more than nine (9) hours of graduate credit unless that student has a grade point average of 3.20 in the previous semester and obtains written permission from the Director of Graduate Studies. Students may not earn more than twelve (12) hours of graduate credit in a semester under any circumstances.

## Conditional Admission

With permission of the Director of Graduate Studies, students who do not yet meet the requirements for regular admission may be conditionally admitted and may enroll in one (1) semester (including the summer term) of coursework up to a maximum of nine (9) hours of graduate credit. At that point, continuation in the degree program requires full admission status.

## Academic Probation

Graduate students are placed on academic probation for failing to achieve a cumulative grade point average of 2.0 (or higher) in any given semester or a 2.5 for two semesters. This serves as a serious warning of the need for academic improvement if the student is to succeed in the program.

## Academic Suspension

Graduate students are placed on academic suspension for failing to achieve a cumulative grade point average of 1.5 (or above) in any given semester or 2.0 for two or more consecutive semesters. Suspended students may not return the following semester and must petition the Graduate Studies Committee for readmission at any later date. The petition should explain the reasons for previous academic difficulties, plans for improvement, and reasons for believing the plans will be successful.

## Transfer Credit

A maximum of nine (9) hours of graduate-level credit from other accredited institutions may be applied to the graduate programs at CMU, depending on the specific program of study. The courses transferred

must be applicable to the categories of the degree program. All courses for transfer credit must have a grade of "B" or above. CMU students who earn a Master's degree at CMU may transfer up to nine (9) hours from that degree to a second Master's degree from CMU.

## Non-Degree Seeking Students

With the permission of the Director of Graduate Studies, non-degree-seeking students may enroll in courses for graduate credit. Such students must complete an application and present transcripts certifying that they have an undergraduate degree from an accredited college. If they later choose to seek admission to the graduate program, non-degree seeking students must follow the regular admission process and may apply earned CMU graduate credit to the degree.

## Waiving of Admission Requirements

Admission requirements for all graduate programs may be waived at the discretion of the Dean of the University.

## Graduation Requirements

- Overall Graduate GPA of 3.0 or better on a 4.0 scale;
- A maximum of two (2) grades below a C are allowed, but the overall GPA must be a minimum of 3.0;
- Courses with grades below a "C" will not count toward graduation; and
- All work must be completed within a six-year (6-year) period from the time of initial graduate enrollment.

NOTE: No current CMU student shall supervise another CMU student as part of any CMU course. This specifically includes all practicum, internship, and student-teaching experiences or related courses. Students should consult the appropriate advisor if they have any questions regarding their assignment for the aforementioned experiences.

<b>Graduate Tuition &amp; Fees</b>	<b>Per Credit Hour</b>
Master of Education Tuition (per credit hour)	\$240.00
Master of Education Tuition (per credit hour)—VESi courses	\$280.00
Master of Music Education Tuition (per credit hour)	\$240.00
Master of Science in Clinical Counseling Tuition (per credit hour)	\$360.00
Master of Science in Nursing Tuition (per credit hour)	\$360.00
Master of Science in Nursing Foliotek fee (charged upon enrolling in NU500)	\$120.00
Master of Science in Nursing Certifying Exam Fee (charged upon enrolling in NU522)—for Clinical Nurse Leader Exam	\$345.00
Graduate Online tuition (per credit hour) (Education)	\$280.00
Student Services Fee (per credit hour)	\$10.00
Transcript (Requests to Registrar can be submitted online or in person and must be signed)	\$7.25 per release
• FAX	\$7.50
• Priority Mail	Add \$20.00
• Priority service	Add \$15.00
Graduation Fee (All graduates are required to pay this fee before graduation for cap, gown, diploma, and thesis binding even if they do not participate in Commencement exercises.)	\$75.00
Returned Check	\$30.00

Note: Some fees are based on vendor quotes and are subject to change.

For CMU program information, contact information, and an online application [visit the MEd website](#).

The Master of Education program is primarily designed for the growth and advancement of educational professionals who desire to

- complete an accredited master's degree;
- complete requirements to advance through the tiered levels of teacher classifications; and/or
- complete specific required coursework for additional content area endorsements or certifications from the Missouri Department of Elementary and Secondary Education (DESE).

The program is 36 credit hours in length. It can be completed during full- or part-time study. Courses are offered in the evening with some courses available during the day on the Fayette campus.

## Student Outcomes:

1. Be proactive lifelong learners helping to shape all aspects of their schools, school districts, or workplaces.
2. Be critical and creative decision-makers who base their decisions on a consciously developed set of values, an in-depth body of knowledge, current research, and accepted educational theories.
3. Be able to facilitate the learning of each student in their classrooms or of their peers by providing and supporting opportunities for exploration, invention, discovery, and construction of knowledge.
4. Be able to articulate the theories that guide their methodology and to adapt this methodology to the changing needs of a diverse student population or workplace.
5. Be prepared to continue to expand their present educational knowledge base as field-based research professionals.

## Admission Requirements

Students are admitted to the Master of Education degree program on the basis of academic preparation, aptitude for graduate study, and character based on the following:

- baccalaureate degree from an accredited college or university
- undergraduate GPA of 3.0 (or more) on a 4.0 scale
- two (2) letters of recommendation from school administrators, professional colleagues, or college professors addressing the applicant's suitability for graduate work
- official transcripts of all previously completed college and university coursework

Upon receipt and review of all information and supporting documents, applicants will be notified of their admission status. The University reserves the right to refuse admission to anyone who does not meet standards for admission. Students are admitted on a continuous enrollment basis, at any time of the year. Prospective students are encouraged to visit the campuses.

## Graduation Requirements

- Completion of the prescribed course of study for the MED program (36-hour minimum)
- Overall GPA of 3.0 or better on a 4.0 scale
- A maximum of two (2) grades below a C is allowed, but the overall GPA must be a minimum of 3.0.
- Courses with grades below "C" will not count toward graduation.
- All work must be completed within a six-year (6-year) period from the time of initial enrollment.

## Undergraduate Seniors

University seniors with a 3.0 or better cumulative GPA may enroll in a maximum of 6 hours of graduate credit upon approval of their undergraduate advisor and the Director of Graduate Studies. These hours will not count toward the baccalaureate degree but may be applied to the Master of Education degree.

**Professional Foundation Core (18 Hours):** see self-advising chart

ED505 Liberal Arts in Education (3)

ED595 Introduction to Educational Research (3)

ED514 Instructional Technology (3)

ED596 Final Project (3)

ED516 Exceptional and Diverse Learners (3)

PS501 American Public School Law (3)

May substitute ED602, ED623, or ED625 (VESi courses).

**Professional Teaching Core (18 Hours):** Students may request a course substitution for all tracks except for Mathematics. The course substitution form is available in the Graduate Studies Office. All substitutions are subject to approval of the Dean of the University.

Courses are approved for a specific standard; a student must successfully complete coursework in at least four (4) of the five (5) following standards:

- Content knowledge
- Planning and preparing for instruction
- Delivery of instruction that meets multiple learning needs of students
- Monitoring and assessment
- Individual and classroom management

Students who wish to focus their graduate studies on Mathematics may choose to replace the Professional Teaching Core with the following courses in Mathematics:

MA503 History of Mathematics (3)

MA515 Advanced Statistics (4)

MA517 Modern Algebra (4)

MA518 Matrices and Linear Algebra (3)

MA521 Introduction to Real Analysis (3)

MA522 Writing Mathematical Documents (2)

MA523 Introduction to Complex Variables (3)

Students who wish to focus their graduate studies on Athletic Administration may choose to replace the Professional Teaching Core with the following courses in Education and Psychology. Students electing the Athletic Administration Emphasis must also complete the 18 hour Professional Foundation Core that is required of all M.Ed. students.

ED507 Foundations of Educational Administration (3)

ED547 Introduction to Interscholastic and Intercollegiate Athletic Program Administration I (3)

ED548 Introduction to Interscholastic and Intercollegiate Athletic Program Administration II (3)

ED549 Introduction to Interscholastic and Intercollegiate Athletic Program Administration III (3)

ED525 Teacher Leadership (3)

PY523 Human Growth and Development (3)

Students who wish to focus their graduate studies in the area of Special Education may choose to replace the Professional Teaching Core with the following courses in Special Education. Students electing this emphasis must also complete the 18 hour Professional Foundation Core, which is required of all M.Ed. students.

SE503 Introduction to Graduate Study in Special Education (3)

PY543 Advanced Psychology for the Exceptional Child (2)

SE533 Special Education Law (3)

SE545 Advanced Behavior Management (3)

SE513 Advanced Curriculum and Assessment (3)

SE508 Advanced Organization and Management (2)

SE514 Special Education Internship (3)

ED618 Educational Assessment: Assessing Student Learning in the Classroom (2)

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These standards refer to MEd Professional Teaching Core Courses.

Courses marked with an asterisk (\*) are available from CMU through Virtual Education Software (VESi).

<b>Content Knowledge</b>	<b>Date Completed</b>
ED509 Play and the Young Child (3)	
ED510 History & Philosophy of Middle-Level Education (3)	
ED525 Theories of Child Development (3)	
ED538 Issues in Special Education (3)	
ED539 Issues & Trends in Curriculum (3)	
ED547 Intro. Interscholastic & Intercollegiate Athletic Program Admin. I (3)	
ED548 Interscholastic & Intercollegiate Athletic Program Administration II (3)	
ED549 Interscholastic & Intercollegiate Athletic Program Admin. III (3)	
ED610* Attention Deficit Disorder (2) [VESi]	
ED611* Autism & Asperger's Disorder (2) [VESi]	
ED613* Drugs & Alcohol in School (2) [VESi]	
ED616* Traumatized Child (2) [VESi]	
ED621* Understanding Aggression (3) [VESi]	
ED624* Violence in Schools (2) [VESi]	
ED627* Harassment, Bullying, & Cyber-Intimidation in Schools (3) [VESi]	
MA503 History of Math (3)	
MA515 Advanced Statistics (4)	
MA517 Modern Algebra (4)	
MA518 Matrices & Linear Algebra (3)	
MA521 Introduction to Real Analysis (3)	
MA522 Writing Mathematical Documents (2)	
MA523 Introduction to Complex Variables (3)	
PY523 Human Growth & Development (3)	
<b>Planning and Preparing for Instruction</b>	
ED508 Introduction to Cross-Categorical Abilities (3)	
ED512 Middle Level Curriculum & Instruction (3)	
ED518 Reading Assessment & Instruction (3)	
ED520 Teaching Reading in Middle School (3)	
ED524 Methods of Teaching Mathematics in Elementary School	
ED541 Power of Engaged Learning (3)	



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ED551 Methods & Materials in Math Education (3)

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ED572 Teaching Reading in Content Area (3)

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ED623\* Learning Disabil. (3) [VESi]

(NOTE: May substitute for ED516 for MEd students but not for TAC students)

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**Delivery of Instruction**

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ED504 Current Issues and Trends in Education (3)

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ED543 Software for Students (3)

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ED544 Software for Teachers (3)

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ED545 Web Page Design (3)

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ED561 Instructional Strategies (3)

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ED612\* Child Abuse (2) [VESi]

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ED615\* Talented & Gifted (2) [VESi]

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ED625\* Teaching Diversity (2) [VESi] (NOTE: May substitute for ED516)

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**Monitoring and Assessment**

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ED507 Foundations of Education Administration (3)

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ED513 Classroom Assessment (3)

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ED532 Screening, Diagnosis, Planning Instr. for Young Children (2)

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ED618 Education Assessment (2) [VESi]

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ED628 Ethics and Safety for our Schools (3)

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**Individual and Classroom Management**

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ED523 Teacher Leadership (3)

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ED533 Classroom & Behavior Management (3)

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ED620 Advanced Classroom Management (3) [VESi]

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ED622\* Behavior is Language (3) [VESi]

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**Electives**

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RL504 Religion & the Public Schools (3)

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SO501 Minority Groups (3)

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The following courses have been approved to fulfill the requirements of the Master of Education degree at Central Methodist University. Graduate courses are numbered in the 500-level. Some courses are offered for either undergraduate credit at the 300/400-level or for graduate credit at the 500-level, with appropriate requirement differences determined by the instructor. These courses must be taken at the 500-level to apply to the MEd degree.

Central Methodist University reserves the right to cancel classes for sufficient cause and to add to or delete from the courses listed below according to the demands of the program.

## Professional Foundational Core Courses - 18 hours

**ED505 Liberal Arts in Education.** 3 hours. This course requires students to focus on liberal arts once again in their academic studies. Students in this course will build both on their individual broad level of knowledge about education and their mastery of their specific teaching area of expertise or work skills. This course integrates liberal education, professional studies, and specialty studies.

**ED514 Instructional Technology.** 3 hours. A project-based course in which students study the relationship between contemporary learning theories and classroom technology. Coursework encourages development of technology skills and a conceptual foundation that supports (a) continued life-long professional development, (b) potential technological leadership among peers and (c) new instructional technology perspectives. Addresses Missouri Standards for Teacher Education Programs (MoSTEP) competencies.

**ED516 Exceptional and Diverse Learners.** 3 hours. Basic concepts of multicultural education, with an emphasis on students from diverse cultural and ethnic backgrounds, as well the gifted and special needs student. Instruction includes a review of instructional strategies for the diverse classroom, a personal examination of one's bias and stereotypes, and the role of personal professional responsibility within a global society. Also addressed are the Missouri Standards for Teacher Education Programs and provisions of the No Child Left Behind Act.

**ED595 Introduction to Research.** 3 hours. This course is designed to familiarize the student with a variety of methodologies in educational research. Students will select an area of interest for secondary research.

**ED596 Final Project.** 3 hours. Every student must successfully complete ED596 to fulfill the research requirement for the Master of Education degree. Students complete their project with the instructor's guidance. This project includes practical research, a literature review, and a presentation. Students who do not complete the project during this term of enrollment will receive a grade of "I" (Incomplete) for the course. Students who receive a grade of Incomplete must maintain a continuous enrollment of at least 1-hour each term (except summer) until the thesis is completed or the six-year time for program completion has expired. Prerequisite: ED595 or significant coursework in research.

**ED598 Project Continuation.** 1 hour. This course provides students with continuing support in completing their research project.

**PS501 American Public School Law.** 3 hours. A study of the American legal system and the court decisions impacting education. Emphasis will be placed on the legal rights and responsibilities of students, teachers, administrators, and others involved in the public education process.

## Professional Teaching Core Courses - 18 hours

**ED504 Current Issues and Trends in Education.** 3 hours. This course focuses on the review and appraisal of contemporary trends and practices in education. Emphasis is placed on social and multicultural issues in American education. Educational theories and curricula will be critically analyzed within a variety of educational settings. Standard 3.

**ED507 Foundations of Education Administration.** 3 hours. This course serves as part of the foundation for students choosing to pursue careers in elementary or secondary school administration, including athletic administration and coaching. Course content is based upon the unique challenges and demands faced by contemporary school leaders, and is both interactive and reflective. In addition to direct instruction the class will feature learning through case studies, class discussions, and personal reflection. Students will be challenged to assess their individual skills, talents, and potential as leaders, and then develop a professional improvement plan that moves them toward their goal of becoming school administrators. Topics include organizational theory and behavior, administrative theory and practice, decision-making, organizational communications, historical perspectives, and current issues and trends. Meets M.Ed. Standard 4.

**ED508 Introduction to Cross-Categorical Abilities.** 3 hours. Overview of information about students with disabilities and the interactions among societal, cultural, cognitive, psychological, and physical factors that impact people with disabilities. Meets MEd Standard 2.

**ED509 Play and the Young Child.** 3 hours. The role of play in the young child's learning will be the focus of the course. Course content will include theories of play, play intervention, observation of play, and various other aspects of theories regarding play and the young child. Meets MEd Standard 1.

**ED510 History and Philosophy of Middle-Level Education.** 3 hours. Study of the historical background, philosophy, organization, and curricular programs of middle-level education. First in this series of courses. Meets MEd Standard 1.

**ED512 Middle-Level Curriculum & Instruction.** 3 hours. Middle-level education and the teaching techniques and practices which serve best as delivery systems for the middle-level students. Areas of emphasis are teaming, advisor/advisee programs, co-curricular, extracurricular, and instructional methods. Prerequisites: ED310 and PY223. Meets MEd Standard 2.

**ED513 Classroom Assessment.** 3 hours. Classroom observation, interpretation, and research are the focus of this course. Students will be expected to practice and implement various techniques discussed in class as well as prepare documentation for explorations undertaken. Meets MEd Standard 4.

**ED518 Reading Assessment and Instruction.** 3 hours. This course focuses on the study of formal and informal assessment as it relates to individual needs. Developing instructional plans with an emphasis on personalized reading strategies and continuous evaluation is included. Prerequisite: Coursework in Reading Foundations and Assessment preferred. Meets MEd Standard 2.

**ED520 Teaching Reading in Middle Schools.** 3 hours. The reading process and the application of reading and writing strategies in various content areas in the middle school. Meets MEd Standard 2.

**ED523 Teacher Leadership.** 3 hours. Issues of school improvement and reform will be discussed and evaluated. The concept of leadership will be explained using current theories, and different styles of leadership will be explored along with their effectiveness. Meets MEd Standard 5.

**ED525 Theories of Child Development.** 3 hours. The focus of this course will be an in-depth exploration of the theories of social/emotional, cognitive, and language development of the young child. The young child within the context of the family and culture will be considered. Meets MEd Standard 1.

**ED532 Screening, Diagnosis, and Planning Instruction for Young Children.** 2 hours. This course is designed to acquaint students in early childhood education with the various facets of assessing the needs of young children. The study will include consideration of children with significant cultural, cognitive, and linguistic differences, the administration, evaluation and interpretation of assessment instruments and their results, and making educational recommendations and their implementation. Prerequisite: Coursework in Child Development. Meets MEd Standard 4.

**ED533 Classroom and Behavior Management.** 3 hours. Organization, procedures, and management of the classroom including approaches to disciplinary problems. Meets MEd Standard 5.

**ED538 Issues in Special Education.** 3 hours. This course provides an overview of special education issues relative to U.S. society. It presents a multi-faceted range of opinions about how, where, and why we educate persons with disabilities. Meets MEd Standard 1.

**ED539 Issues and Trends in Curriculum.** 3 hours. This course is designed to provide students with information concerning issues and trends in curriculum. Topics will include the history and evolution of curriculum use, curriculum development, connecting curriculum and assessments, practical use of curriculum, and how it fits into our current state and national achievement responsibilities. Meets MEd Standard 1.

**ED541 Power of Engaged Learning.** 3 hours. This course will lead students to research, discuss, and apply the "power of engaged learning" on effective teaching and learning processes using technology. Meets MEd Standard 2.

**ED543 Software for Students.** 3 hours. A project-based course in which the students will increase their competency in the integration of software use by all students within their present curriculum and improve their ability to integrate software into future units of study. Meets MEd Standard 3.

**ED544 Software for Teachers.** 3 hours. A project-based course in which the students will increase their competencies in the use of technologies that support classroom instruction and enhance professional practice. Meets MEd Standard 3.

**ED545 Web Page Design.** 3 hours. This course is designed to provide educators with the necessary knowledge and skills to design and develop educational web pages. NVU, HTML editors and other software will be used to develop World Wide Web pages and applications. Meets MEd Standard 3.

**ED547 Introduction to Interscholastic & Intercollegiate Athletic Program Administration I.** 3 hours. Students will become familiar with the organizational roles and responsibilities of the athletic administrator in programs ranging from high school to the

intercollegiate level. Learner outcomes will be aligned with both the Missouri State High School Activities Association and the National Interscholastic Athletic Administration Standards. Meets MEd Standard 1.

**ED548 Interscholastic & Intercollegiate Athletic Program Administration II Administration II.** 3 hours. This seminar further identifies and explores the organizational roles and responsibilities of the athletic administrator. The course focuses on current events impacting both high school and intercollegiate athletics, the administrations of interscholastic athletes, athletics and the law, legal considerations, cautions and issues. Meets MEd Standard 1.

**ED549 Interscholastic and Intercollegiate Athletic Program Administration III.** 3 hours. This seminar further identifies and explores the organizational roles and responsibilities of the athletic administrator. This course will focus on current events impacting both high school and intercollegiate athletics, the administrations of interscholastic athletes, athletics, athletics and the law, legal considerations, cautions and issues (including anti-trust issues, amateur sports issues, Title IX issues, labor issues, tort law issues), and the role of state high school association now and in the future. Meets MEd Standard 1.

**ED551 Methods and Materials in Mathematics Education.** 3 hours. Students examine and create materials, which are useful in teaching mathematics. Effective teaching techniques such as learning-by-doing are demonstrated and the educational theories and research literature which support these techniques will be discussed. Meets MEd Standard 2.

**ED560 Special Problems.** 1-3 hours. Independent study or research on a subject of interest to an individual student. Prerequisite: Instructor's permission.

**ED561 Instructional Strategies.** 3 hours. Designed to assist the student in recognizing instructional strategies and selecting strategies appropriate to the student population. Various instructional strategies are explored. Meets MEd Standard 3.

**ED572 Teaching Reading in the Content Area.** 3 hours. This course provides a study of teaching and learning situations in the elementary and secondary schools with the application of reading and writing strategies in various content areas and specialties, including core contents, electives, and library sciences. Learners extend their content area reading as they engage in the language arts practice of reading, writing, speaking, and listening. Meets MEd Standard 2.

**ED590 Special Topics.** 1-3 hours. This course provides opportunity to research literature and produce a project regarding an educational issue on an individual basis to meet students' needs and interests.

**ED618 Educational Assessment: Assessing Student Learning in the Classroom.** 2 hours. This is an existing VESI course which is currently available to all CMU graduate students.

**MA503 History of Mathematics.** 3 hours. Development of mathematics through calculus; solutions of problems with historical significance; problems that highlight significant mathematical characteristics. Prerequisite: MA112, MA118, and MA522; or instructor's permission. Meets MEd Standard 1.

**MA515 Advanced Statistics.** 4 hours. This course addresses the topics of correlation and regression, particularly modeling phenomena using appropriate data. Non-parametric techniques are developed and applied, as well as one-way and two-way ANOVA procedures. Prerequisite: Students enrolling in this course should have completed an elementary statistics course that included hypothesis testing (MA105 or its equivalent). Prerequisite: MA522. Meets MEd Standard 1.

**MA517 Modern Algebra.** 4 hours. Topics include number theory, groups, rings, integral domains and fields. Prerequisite: MA209 and MA522; or instructor's permission. Meets MEd Standard 1.

**MA518 Matrices and Linear Algebra.** 3 hours. An introduction to matrix algebra and vector fields, with applications. Prerequisite: MA118 or MA112, and MA522. Meets MEd Standard 1.

**MA521 Introduction to Real Analysis.** 3 hours. Students will study the real number system, limits, sequences, series, and convergence; completeness; limits and continuity; and selected topics from differentiation and integration theory. Prerequisites: MA118, MA209, MA308, and MA522; or equivalents. Meets MEd Standard 1.

**MA522 Writing Mathematical Documents.** 2 hours. This course concerns creating mathematical documents. Students will learn to read and write in the language of mathematics, including all the symbols and notations commonly found in the field of mathematics, by creating original documents and interpreting replicating existing documents. Prerequisites: MA118 and MA209 or equivalent; or instructor's permission. Meets MEd Standard 1.

**MA523 Introduction to Complex Variables.** 3 hours. An introduction to the study of functions of a complex variable including the algebra and geometry of complex numbers, derivatives, analytic functions, integral theorems, and applications. Prerequisite: Three (3) semesters of calculus, and MA522; or instructor's permission. Meets MEd Standard 1.

**MA524 Topology.** 3 hours. Including sets, relations, functions, metric spaces, compactness, completeness and connectedness.

**PY523 Human Growth and Development.** 3 hours. This course explores the biological, psychological, and sociological factors that impact the individual throughout the human life span—from birth to death. Meets MEd Standard 1.

**PY543 Advanced Psychology for the Exceptional Child.** 2 hours. This course is a study of general psychological theories to the prospective special education teacher. There is a brief introduction to developmental stages, learning theories, individual differences and motivation with application in the special education classroom regarding teaching methods, content presentations, and evaluation procedures.

**RL304/504 Religion and the Public Schools.** 3 hours. Students will survey constitutional issues concerning the expression of religion and the study of religion in the public school setting, including ways that world religions are or may be integrated into the school curriculum. Meets MEd Standard 6.

**SE503 Introduction to Graduate Study in Special Education.** 3 hours. This course is an introduction to the profession of Special Education. The history and theoretical foundations of all disabilities, mild to severe, will be explored. Legally mandated processes involved in Special Education assessment, diagnosis, placement, and intervention along with the development of Individual Family Service Plans (IFSP), individual Education Plans (IEP), and Individualized Transition Plans (ITP) are introduced.

**SE508 Advanced Organization and Management.** 2 hours. This course involves the development and enhancement of strategies for developing, organizing, and administering a quality special education program.

**SE513 Advanced Curriculum and Assessment.** 3 hours. This course focuses on the educational and psychological characteristics of students with disabilities, mild to severe. Information useful for selecting and developing intervention programs for students with disabilities will be explored. Research in the field with emphasis on the study of instructional approaches emphasizing specific methods and materials will be introduced.

**SE514 Special Education Internship.** 3 hours. The internship will be a supervised school based experience with students with mild/moderate disabilities including physical and other health related impairments, autism, or emotional disturbance for a total of 100 clock hours. The student observes and uses strategies and techniques demonstrated by the classroom teacher and/or university supervisor.

**SE533 Special Education Law.** 3 hours. This course focuses on the specific court cases involved in special education identification, assessment, eligibility, and programming of students with a disability. This course will also encompass the area of 504, FERPA, and confidentiality.

**SE545 Advanced Behavior Management.** 3 hours. This course is designed to provide special education teachers with strategies for classroom and behavior management. Students will address such topics as a Functional Behavior Assessment (FBA), Behavior Improvement Plans, Adaptive Behavior Analysis, Discreet Trial Training, picture schedules, and picture stories.

**SE590 Special Topics.** 1-5 hours. Advanced course on a topic not included in the regular curriculum. Prerequisite: Instructor's permission.

**SO301/501 Race and Ethnicity in the United States.** 3 hours. This course introduces students to contemporary race and ethnic relations in the United States. We examine how race has been socially constructed in the past, how racial identities are created and maintained in the present, the emergence and persistence of racial inequality, current beliefs and discourses about race, and how some groups are resisting racial inequality. We pay close attention to the relations between the dominant society and African-Americans, Asian-Americans, Latino-Americans, and Arab-Americans. Prerequisite: SO 101 or SO102. Meets MEd Standard 6.

Visit the [VESI website](#) blank for CMU program information, contact information, and online application materials.

Virtual Education Software Company (VESi) of Spokane, Washington, was founded in 1991. VESi provides affordable, user-friendly computer-based instruction to K-12 educators. Currently, VESi courses offered by CMU are for 2-3 hours of graduate credit. VESi provides course materials and faculty.

## CMU Graduate Credit

Students who wish to receive graduate credit for VESi course(s) must complete an application/registration obtained by mail, fax, or online (<http://www.virtualeduc.com/cmu/>). Course credit may be applied to professional core courses, as determined by the Director of Graduate Studies. NOTE: Students may not apply more than eight (8) VESi credit hours towards their graduate program.

## Continuing Education Credit (CEC)

Students who wish to receive a continuing education certificate upon completion of the course must complete an application obtained by mail, fax or online (<http://www.virtualeduc.com/cmu/>). Continuing Education Certification (CEC) numbers and Continuing Education Units (CEUs) are detailed in the chart and in "VESi Course Descriptions" listed below.

## Fees

2 graduate credits	\$715.00 ([\$280 x 2] + \$20 fees + \$135.00 VESi fees)
3 graduate credits	\$1005.00 ([\$280 x 3] + \$30 fees + \$135.00 VESi fees)
Graduate Fee (per credit hour)	\$10.00 per credit hour
3 Continuing Education units	\$285.00 (\$150.00 student tuition & fees & \$135.00 VESi fees)
4.5 Continuing Education units	\$360.00 (\$225.00 student tuition & fees & \$135.00 VESi fees)

## VESI Courses Through CMU

NOTE: Students may apply no more than eight (8) VESi credit hours towards their CMU graduate degree.

VESI Course	Course Title	CMU Graduate Credit	CMU Standard	Continuing Educ. Cert. (CEC) #	Continuing Education Units (CEUs)
ED602	Inclusion: Working with Special Needs Students in Mainstream Classrooms [May substitute for ED516]	2 credits	May substitute for ED516	CEC117	3 CEUs
ED610	Attention Deficit Disorder: Information & Interventions for Effective Teaching	2 credits	Standard 1	CEC101	3 CEUs
ED611	Autism & Asperger's Disorder: Information & Effective	2 credits	Standard 1	CEC103	3 CEUs

	Intervention Strategies				
ED612	Child Abuse: Working with Abused & Neglected Children	2 credits	Standard 3	CEC105	3 CEUs
ED613	Drugs & Alcohol in Schools: Understanding Substance Use & Abuse	2 credits	Standard 1	CEC106	3 CEUs
ED615	Talented & Gifted: Working with High Achievers	2 credits	Standard 3	CEC113	3 CEUs
ED616	Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning	2 credits	Standard 1	CEC114	3 CEUs
ED618	Educational Assessment: Assessing Student Learning in the Classroom	2 credits	Standard 4	CEC116	3 CEUs
ED620	Advanced Classroom Management: Children as Change Agents	3 credits	Standard 5	CEC100	4.5 CEUs
ED621	Understanding Aggression: Coping with Aggressive Behavior in the Classroom	3 credits	Standard 1	CEC102	4.5 CEUs
ED622	Behavior is Language: Strategies for Managing Disruptive Behavior	3 credits	Standard 5	CEC104	4.5 CEUs
ED623	Learning Disabilities: Practical Information for the Classroom Teacher [May substitute for ED516 but not for TAC students]	3 credits	Standard 2	CEC111	4.5 CEUs

ED624	Violence in Schools: Identification, Prevention & Intervention Strategies	2 credits	Standard 1	CEC115	3 CEUs
ED625	Teaching Diversity: Influences & Issues in the Classroom [May substitute for ED516]	2 credits	Standard 3	CEC118	3 CEUs
ED627	Harassment, Bullying & Cyber-Intimidation in Schools	3 credits	Standard 1	CEC119	4.5 CEUs
ED628	Ethics & Safety for our Schools	2 credits	Standard 4	CEC121	3 CEUs
ED630	Teaching Math Conceptually	2 credits	Standard 2	CEC130	3 CEUs

## VESI Course Descriptions

### **ED602 Inclusion: Working with Special Needs Students in Mainstream Classrooms.**

©

2 hours. This course helps teachers understand concepts and terms related to educating students in inclusive classrooms. The course also helps teachers learn about the continuum of placements that school systems can use in providing special education services to students with disabilities. The course helps you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms. May substitute for ED516. [CEC117 for 3 CEUs]

### **ED610 Attention Deficit Disorder: Information & Interventions for Effective Teaching.**

©

2 hours. This course will help you achieve a better understanding of ADD and intervention strategies to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course covers the history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications, and strategies that are currently used to treat the disorder. And for situations where a student needs services beyond what you can provide in the classroom, you will learn about the referral process for getting help for the student. Reference materials include a list of resources for both teacher and parents who would like more help or information about ADD or ADHD. Meets MEd Standard 1. [CEC101 for 3 CEUs]

### **ED611 Autism & Asperger's Disorder: Information & Effective Intervention Strategies.**

©

2 hours. This course describes Autism and Asperger's Disorder, including characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. The course helps you make sense out of why individuals with Autism spectrum disorders act the way they do, and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who want more help or information on Autism and Asperger's Disorder. Meets MEd Standard 1. [CEC103 for 3 CEUs]

### **ED612 Child Abuse: Working with Abused and Neglected Children.**

©

2 hours. Welcome to Child Abuse: Working with Abused and Neglected Children, and interactive computer-based instruction (CBI) course designed to help you identify and effectively teach students affected by child abuse and/or neglect. This course



teaches you to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major emphasis in this course is on helping the participant understand the special learning needs of the abused or neglected child and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

This course meets the child abuse and neglect educational requirement in most states. It is the responsibility of the student to verify the course content with your specific state professional licensing agency to ensure proper credit. Meets MEd Standard 3. [CEC105 for 3 CEUs]

#### **ED613 Drugs & Alcohol in Schools: Understanding Substance Use & Abuse.**

©

2 hours. Take this course to gain a more comprehensive understanding of alcohol, drugs, and their influences in your classroom. This course provides a contextual framework for understanding what students may be experiencing either through their own substance use or from the substance use of persons close to them. Taught by Casey Jackson, this course provides a basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction. Upon course completion, you will better understand the complex dynamics that contribute to this biological and social phenomenon. Meets MEd Standard 1. [CEC106 for 3 CEUs]

#### **ED615 Talented and Gifted: Working with High Achievers.**

©

2 hours. Talented and Gifted Education provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. The course also covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives you an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom. This course also lists resources for teachers and parents who would like more information about the talented and gifted. Meets MEd Standard 3. [CEC113 for 3 CEUs]

#### **ED616 Traumatized Child: The Effects of Stress, Trauma, and Violence on Student Learning.**

©

2 hours. This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma. Participants will explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short and long term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. Participants will learn the dynamics of domestic violence and community violence. The educator's role in the intervention and prevention of violence will be discussed. Meets MEd Standard 1. [CEC114 for 3 CEUs]

#### **ED618 Educational Assessment: Assessing Student Learning in the Classroom.**

©

2 hours. This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering and interpreting, a variety of informal assessment measures typically used in schools. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed. Meets MEd Standard 4. [CEC116 for 3 CEUs]

#### **ED620 Advanced Classroom Management: Children as Change Agents.**

©

3 hours. This course is geared primarily for professionals (e.g. regular or special educators, instructional assistants, school psychologist, counselors) serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this "advanced" course. Meets MEd Standard 5. [CEC100 for 4.5 CEUs]

#### **ED621 Understanding Aggression: Coping with Aggressive Behavior in the Classroom.**

©

3 hours. Understanding Aggression includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and "hot spots" that tend to breed aggression and

violence. The course helps school personnel become more aware of the causes of aggression and ways to evaluate aggression and intervene before the aggression turns to violence in the schools. The course also speaks about aggression in our communities through driving, dating, sports, television, music and how these issues are dealt with in modern society. Meets MEd Standard 1. [CEC102 for 4.5 CEUs]

**ED622 Behavior Is Language: Strategies for Managing Disruptive Behavior.**

©

3 hours. This course is designed to give you a new perspective on student behavior and effective tools to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course provides a developmental framework to help you understand what students are trying to tell you through the "language" of their behavior. You will learn behavioral techniques and intervention strategies that remediate disruptive, behaviors reduce power struggles while increasing classroom control, reduce your workload, and help prevent burnout. After successfully completing this course, you (and your students) will be better equipped to find and implement creative, effective solutions to behavioral problems. Meets MEd Standard 5. [CEC104 for 4.5 CEUs]

**ED623 Learning Disabilities: Practical Information for Classroom Teachers.**

©

3 hours. This course describes diverse theoretical approaches to handling learning disabilities in the classroom. Taught by Dr. Bob Pillay, this course lays the foundation for sensitive, appropriate assessment and evaluation of students. In addition, this course covers program planning and implementation, stresses the importance of a close, positive partnership with parents or alternative caregivers, and explores methods for ensuring that the home-school axis is effective and meaningful. You will also learn about major trends and unresolved issues in the field of learning disabilities. May substitute for ED516 for the MEd program but not for TAC students. Meets MEd Standard 2. [CEC111 for 4.5 CEUs]

**ED624 Violence in Schools: Identification, Prevention, and Intervention Strategies.**

©

2 hours This course is designed to give you a better understanding of school violence and increase your intervention strategies. Taught by Dr. Michael Sedler, this course provides an overview of violence and the motivational purposes behind aggression. The correlation and impact of the media, community and family upon violence is investigated. You will learn identification and intervention approaches to working with out-of-control behaviors. In addition, you will receive information about the national resources available for both parents and teachers. Upon successful completion of this course, you will have a better understanding of violence and the motivations behind the use of violence, as well as specific strategies to minimize the occurrence of violence in a school and community. Meets MEd Standard 1. [CEC115 for 3 CEUs]

**ED625 Teaching Diversity.**

©

2 hours. Designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom, this course teaches how to understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. The learner is challenged to apply knowledge of the richness of contributions from our diverse society to the teaching field. May substitute for ED516. Meets MEd Standard 3. [CEC118 for 3 CEUs]

**ED627 Harassment, Bullying, and Cyber-Intimidation in Schools.**

©

3 hours. This course will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventive strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all. Meets MEd Standard 1. [CEC119 for 4.5 CEUs]

**ED628 Ethics & Safety for Our Schools.**

©

2 hours. An interactive computer-based instruction course, which is a risk management seminar developed to help educators reduce and eliminate violations of ethics and professional conduct codes. This course is intended to keep ethical teachers ethical and to be a part of a larger school district plan to protect the district's teachers, staff, and students. Meets MEd Standard 4. [CEC121 for 3 CEUs]

**ED630 Teaching Math Conceptually: A New Paradigm.**

©

2 hours. The course is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current research and trends in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive. Meets MEd Standard 2. [CEC130 for 3 CEUs]

Visit the [MME webpage](#) for program information, contact information, and an online application.

The Master of Music Education program is primarily designed for the growth and advancement of educational professionals who desire to

- complete a master's degree that is accredited by the National Association of Schools of Music;
- learn advanced education techniques;
- develop musical maturity; and,
- investigate current issues in music education.

The program is 31 credit hours in length. The typical student will take 9 or 10 hours (3 or 4 classes) for three consecutive summers. For each hour of credit, students will be on campus for one day (3-4 days every 3-4 weeks). The rest of the learning/coursework will take place electronically over the course of the entire summer. Non-degree seeking students may take classes as well.

Following the third summer of classes, students will develop their Master's report project. This culminating project will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the MME program. Students will prepare a concert at their home schools using the pedagogical and musical tools they have acquired during their course of study at CMU.

## Student Outcomes:

1. Develop, coordinate, supervise, and evaluate a school music program with appropriate use of fiscal and human resources to best meet the needs of the enrolled children.
2. Assess the instructional needs of students and employ a variety of pedagogical techniques to help students develop musical skills.
3. Evaluate current issues in music education from an ethical, philosophical, technological, and historical framework while providing leadership for change.
4. Use conducting gesture to communicate musical information gathered through score study.
5. Assess the usefulness of a variety of technologies available to music educators and appraise the usefulness of the technologies in the classroom.
6. Apply knowledge of music history and music theory to develop informed interpretations of music and communicate to students a deeper understanding of music they hear or perform.
7. Express themselves effectively, orally and in writing, amongst a community of scholars and practitioners.

## Admission Requirements

- Official transcripts verifying completion of BME or similar degree with a cumulative GPA of 3.0 on 4.0 scale from baccalaureate program.
- Three letters of recommendation from school administrators, professional colleagues, or college professors with knowledge of the applicant's academic program or professional performance.
- Completion of the online application.

Upon receipt and review of all information and supporting documents, applicants will be notified of their admission status. The University reserves the right to refuse admission to anyone who does not meet standards for admission. Students are admitted on a continuous enrollment basis, at any time of year. Prospective students are encouraged to visit the campus.

## Graduation Requirements

- Completion of the prescribed course of study for the MME program (31-hour minimum)
- Overall GPA of 3.0 or better on a 4.0 scale
- A maximum of two grades below C are allowed
- Courses with grades below C will not count toward graduation
- All work must be completed within a six-year period from the time of initial enrollment

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**Music Education Core (16 Hours)**

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MU531 Introduction to Research in Music Education (3)

MU541 A/B/C/D/E Pedagogy (Woodwind, Brass, Percussion, Vocal I, Vocal II)—2 hours each (must take 2 classes ) (4)

MU562 Rehearsal Techniques (Choral or Instrumental) (3)

MU570 Organization and Administration of the School Music Program (3)

MU599 Master's Report (3)

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**Music Core (12 Hours)**

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MU507 Graduate Music Theory (3)

MU514 A/B Advanced Conducting (Choral or Instrumental) (3)

MU521 Graduate Music History (3)

MU557 A/B Literature Analysis (Choral or Instrumental) (3)

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**Contemporary Issues in Music Education (3 hours)**

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MU580 Current Issues (3)

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**MU507 Graduate Theory.** 3 hours. Developing analytical skills that help musicians create an informed interpretation of a piece of music is the focus of this course. This course will also include a review of analytical techniques.

**MU514A Advanced Conducting-Choral.** 3 hours. The study and refinement of conducting skills is the focus of this course. Attention will be given to exploring musical scores and preparing appropriate gestures.

**MU514B Advanced Conducting-Instrumental.** 3 hours. The study and refinement of conducting skills is the focus of this course. Attention will be given to exploring musical scores and preparing appropriate gestures.

**MU521 Graduate Music History.** 3 hours. This course is designed as a survey of music history. Emphasis will be placed on assessing the impact of historical events and culture on music and distinguishing stylistic trends through aural recognition.

**MU531 Introduction to Research in Music Education.** 3 hours. This course is designed to acquaint students with the process of completing the Master's Report. Special emphasis will be placed on refining editing skills, using APA format, and becoming acquainted with academic music education research.

**MU541A Woodwind Pedagogy.** 2 hours. The purpose of this course is to examine advanced methods of teaching woodwind musicians.

**MU541B Brass Pedagogy.** 2 hours. The purpose of this course is to examine advanced methods of teaching brass musicians.

**MU541C Percussion Pedagogy.** 2 hours. The purpose of this course is to examine advanced methods of teaching percussionists.

**MU541D Vocal Pedagogy I.** 2 hours. The purpose of this course is to examine advanced methods of teaching vocalists with an emphasis on technical information.

**MU541E Vocal Pedagogy II.** 2 hours. The purpose of this course is to examine advanced methods of teaching vocalists with an emphasis on practical applications of diction, repertoire selection, and musicianship.

**MU557A Literature Analysis-Choral.** 3 hours. This course is designed to allow students to develop familiarity with music literature, develop skills in assessing the teaching challenges of a piece, and exploring resources for finding music.

**MU557B Literature Analysis-Instrumental.** 3 hours. This course is designed to allow students to develop familiarity with music literature, develop skills in assessing the teaching challenges of a piece, and exploring resources for finding music.

**MU562A Rehearsal Techniques-Choral.** 3 hours. This course is designed to investigate effective methods of organizing an efficient large ensemble rehearsal. Emphasis is placed on effective teaching techniques and planning.

**MU562B Rehearsal Techniques-Instrumental.** 3 hours. This course is designed to investigate effective methods of organizing an efficient large ensemble rehearsal. Emphasis is placed on effective teaching techniques and planning.

**MU570 Organization and Administration of the School Music Program.** 3 hours. This course is designed to expand understanding of strategies for developing, organizing, and administering quality music education programs.

**MU580 Current Issues.** 3 hours. This course is designed to encourage exploration of the current issues relevant to music education. Attention is given to using technology in the music classroom, understanding the role of music in the schools, historical foundations, philosophical debates, and current discussion about curriculum.

**MU599 Master's Report.** 3 hours. In the academic year following the completion of regular coursework students will prepare the Master's Report. The Master's Report will provide an opportunity for students to demonstrate mastery of the outcomes of every course in the Master of Music Education program. Students will prepare a concert at their home school using the tools they have developed during their course of study at CMU. Concurrently, students will document their preparation. The revised and edited version of this documentation will be the Master's Report. Prerequisite: Completion of all other coursework.

Visit the [MSCC webpage](#) for program information, contact information, and an online application.

The Master of Science Clinical Counseling Program is a professional development program. Graduates of this program are employed in a variety of clinical counseling arenas including correctional centers, mental health centers, psychiatric institutions, and private practice. Graduates may be eligible to obtain a license in Missouri as a professional counselor, pending satisfactory completion of requirements.

## Mission

To provide a professional development experience wherein students gain the knowledge and skills necessary to be prepared to apply for licensure in Missouri as a Licensed Professional Counselor (LPC).

## Vision

To graduate competent, socially conscious, reflective, evidence-based counselors who are able to meet the needs of a diverse society and are prepared to meet the highest standards set by the profession and the licensing standards of the majority of states.

## Degree Program

A degree from the Master of Science in Clinical Counseling (MSCC) program requires a minimum of 48 credit hours and may be completed in less than three years through a full-time course of study. Students may choose to pursue electives beyond the 48 hours and may also opt for part-time study. This program adheres to all policies of the Graduate Program at Central Methodist University. See sections entitled Curriculum Requirements and Graduation Requirements for further information.

## Course Delivery

Courses are typically taught in a traditional setting, one to two evenings per week from 5:00 pm to 10:00 pm. Up to 10% of course offerings may be in synchronous hybrid format, using a system such as ITV.

## Accreditation

Central Methodist University is accredited by the Higher Learning Commission. Although the MSCC program prepares graduates for licensure as an LPC in the State of Missouri, the program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Admission Requirements

1. Baccalaureate degree from an accredited college or university
2. 18 or more hours of coursework in psychology, counseling, social work or a closely related field
3. Undergraduate cumulative GPA of 3.0 or above on a 4.0 scale.

Exception

: Applicants with undergraduate GPAs lower than 3.0 will be considered for provisional admission based upon consideration of multiple factors (for example: competitiveness of undergraduate institution, GPA in psychology courses and GPA in the last 60 hours of undergraduate study). Students admitted provisionally will be moved to regular status if they achieve a 3.0 GPA in the first 9 hours of study. If they do not, the student will be disenrolled from the program.

4. Criminal background check deemed acceptable by the MSCC Admissions Committee in consultation with the Missouri Division of Professional Registration<sup>[TK1]</sup>
5. Demonstration of adequate written communication skills
6. Demonstration of appropriate interest and aptitude for counseling profession

## Application Process

1. Apply on-line at <http://www.centralmethodist.edu/graduate/counseling/index.php>
2. Send official transcripts of all previously completed college/university coursework.
3. Complete criminal record check through Certified Background at a cost of \$50.00 to applicant (instructions will come from admissions office after application is made).

4. Submit three, one-page written statements on the following topics.  
Experiences and interests that have brought you to pursue a career in counseling?  
  
Professional career goals?  
  
Experiences you have had with diversity and what you learned about yourself.
5. Submit two reference letters from individuals knowledgeable about applicant's potential to complete graduate work and to function successfully as a counselor.

Items 2, 4, and 5, above should be emailed to: [cgessadmissions@centralmethodist.edu](mailto:cgessadmissions@centralmethodist.edu) or posted to CGES Admissions Office, Central Methodist University, 411 Central Methodist Square, Fayette, MO 65248.

Upon receipt and review of all information and supporting documents, applicants will be notified of their admission status. The University reserves the right to refuse admission to anyone who does not meet standards for admission.

## Curriculum Requirements

1. Transfer credit
  - . Transfer hours will be accepted on a case-by-case basis and at the discretion of the Admissions Committee.
2. GPA
  - . A 3.0 cumulative GPA must be maintained and a grade of "C" or above must be obtained in all divisional courses. Courses in which a student obtained a grade of less than a "C" will not count toward graduation.
3. Maximum program length
  - . The MSCC program must be completed within six years of enrollment.
4. Professional liability insurance
  - . Students are required to purchase and show proof of individual professional liability insurance prior to the student's enrollment in any practicum or internship course and for the duration of their enrollment in those courses. Liability insurance is offered by a variety of private insurance companies and by or through some professional organizations (see more information in the student handbook). Students will not be allowed to enroll in practicum/internship courses until they have shown proof of their coverage.
5. Evaluation, remediation and dismissal
  - . It is the priority of program faculty to assist students to be successful in their career aspirations. However, because of concern about potential harm to clients and to the counseling profession, members of the faculty evaluate student's academic and professional conduct on a regular basis in order to assure the suitability of students for the profession of counseling. In some cases, personal behavior that might interfere with professional functioning is also evaluated. If the student is not making satisfactory progress, he or she will be referred to a committee whose members will consider whether remediation or dismissal is appropriate. Additional information on the evaluation, remediation, & dismissal process is in the Student Handbook.
6. Supervision
  - . No current CMU student shall supervise another CMU student as part of any CMU course. This specifically includes all practicum, internship, and student-teaching experiences or related courses. Students should consult the appropriate advisor if they have any questions regarding their assignment for the aforementioned experiences.

## Graduation Requirements

1. Satisfactory completion of 48 credit hours, including 36 hours of core academic courses, 9 hours of required practice courses (including 1 practicum and 2 internships), and 3 additional hours of elective coursework.
2. A 3.0 cumulative GPA with a maximum of two course grades of "C". Courses in which a student obtained a grade of less than a "C" will not count toward graduation.
3. Satisfactory completion of the Comprehensive Preparation Counseling Examination (CPCE).

### Note

. The academic courses in the program prepare students to take the CPCE, which must be passed in order for students to graduate. Three (3) attempts to pass the exam will be allowed. Upon failure to pass the exam the third time, additional coursework must be satisfactorily completed, after which one last attempt to pass the exam will be allowed. Students who do not pass the final CPCE must complete a written comprehensive examination in the areas of the CPCE where deficits were apparent (as defined by the program). Students must pass this final exam or be disenrolled from the graduate program.

## National Certification



Central Methodist University participates in the Graduate Student Application Program (GSA-NCC) of the National Board for Certified Counselors (NBCC), called the “jump-start program”, in order to allow students to work toward board certification.

Through the GSA-NCC, the National Counseling Exam (NCE) is available during the last two semesters of the Master’s Program and within six months of graduation from the program. Upon passing the NCE through this program, providing proof of graduation, and following requirements provided by the NBCC, students may move on to become a National Certified Counselor (NCC). The NCC is the only general-practice counseling credential with nationwide recognition. National counselor certification from NBCC is not a license to practice; rather, it proves to the public and employers that the counselor has met the national standards set by the counseling profession. For more information about the National Board for Certified Counselors and their affiliates, go to <http://www.nbcc.org/>.

## State Licensing Requirements

Counselors must be licensed by the state in which they practice. Every state has different licensing requirements. In Missouri, passing the National Counseling Exam (NCE) is part of the State of Missouri Licensure process, hence, passing the exam while in the program gives candidates a “jump-start” on completing a major component to becoming licensed to practice in Missouri.

Passage of the NCE and completion of state requirements, including acquiring a supervisor, may allow students to become a Provisionally Licensed Professional Counselor (PLPC). When PLPCs complete other Missouri requirements for licensure, including 3,000 hours of postgraduate clinical experience, they may then be eligible for licensure as an LPC.

Applicants for licensure must meet current requirements as established by the State of Missouri, Department of Economic Development, Division of Professional Registration, Committee for Professional Counselors, and RSMo 337.507 Missouri Revised Statutes

. For further information, go to <http://pr.mo.gov/counselors-about.asp>, or do a web search for RSMo 337.525 Missouri Revised Statutes

Note: The counseling domain as required by 20 CSR 2095-2 (Code of State Regulations –which can be found at <http://www.sos.mo.gov/adrules/csr/current/20csr/20c2095-2.pdf>) is indicated in parentheses following each class description. Core (required) classes are also designated.

## Appraisal

**PY520 Introduction to Psychological Measurement.** 3 hours. The purpose of this course is to help the counseling student develop an understanding of the assessment process and an overview of the different areas of counseling and psychological evaluation and the different tests used in those areas. The course does not teach test administration and scoring. Core (CSR, G)

**PY530 Individual Intelligence Assessment.** 3 hours. The focus of this course will be the administration, scoring, and interpretation of individual intelligence tests. The student will study the nature of intelligence, theories of intelligence, behavioral observation skills, and the importance of the clinical interview. There will be labs in which the student will learn to administer specific intelligence tests. The course will focus on the Wechsler scales. Core (CSR, G)

## Career Development

**PY505 Career Development.** 3 hours. This course provides an in-depth look at the theoretical and conceptual approaches, and the assessment techniques used in career counseling. This will include the assessment of career interests, work skills, career decision making, career beliefs, work values, and career decision making. Core (CSR, F)

## Counselor Practicum/Internship

**PY563 Counselor Practicum I.** 3 hours. Prereq: PY501; PY510; PY525; PY535; graduate status; application, and approval of academic advisor. Liability insurance is required of all practicum students; students will submit a copy of their liability insurance before beginning at their practicum site. In this course, students will learn and develop counseling skills, initial diagnostic competencies, client record keeping, and the formation of treatment plans through a combination of lecture, demonstration, experiential activities, and guided practices. Students will receive supervised experience in counseling and interview evaluation, including use of audio and video tapes, and client and supervisor feedback. The student must be supervised at the ratio of at least one (1) hour of one-to-one supervision for every ten (10) hours of experience in the setting. Each student is required to complete three (3) semester credit hours of practicum. For each three (3) credit hours, the student must log a minimum of 40 clock hours of direct service with actual clients and 60 hours of indirect counseling, for a total of at least 100 training clock hours, before moving on into their internship phase. The practicum experience is set in both a classroom and a clinical field setting. Core (CSR, K)

**PY564 Counselor Practicum II.** 3 hours. Prereq: PY563; graduate status; application, and approval of academic advisor. Students in the MS Clinical Counseling program are required to complete a learning practica of 100 hours before moving on into their internship phase. Counseling Practicum II offers an additional opportunity to fulfill practica hours. See PY563, above, for the course description and requirements. This is an elective section of practica. (CSR, K)

**PY573 Counseling Internship I.** 2-3 hours. Prereq: PY563 or combination of PY563/PY564; graduate status; application, and approval of academic advisor. Liability insurance is required of all internship students; students will submit a copy of their liability insurance before beginning at their internship site. Internship is an intensive counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor. Students will learn and develop counseling skills, initial diagnostic competencies, client record keeping, and the formation of treatment plans through a combination of lecture, demonstration, experiential activities, and guided practices. Students will receive supervised experience in counseling and interview evaluation, including use of audio and video tapes, and client and supervisor feedback. In the field placement portion of the internship, the student will work under the direct supervision of a professional who is a licensed professional counselor, a licensed psychologist, a licensed psychiatrist, or a licensed social worker. If a student is employed where they do their internship, the students' employment hours and responsibilities cannot be counted toward their internship hours and responsibilities. The student must be supervised at the ratio of at least one (1) hour of one-to-one supervision for every ten (10) hours of experience in the field setting. Each student is required to complete six (6) semester credit hours of internship, within which he or she must log a minimum of 240 clock hours of direct service with actual clients and 360 hours of indirect counseling, for a total of at least 600 training clock hours. The internship experience may be broken up into 2-3 graduate credit hours per semester, depending on agreement between advisor and student. Internship is set in both a classroom and a clinical field setting. Core (CSR, K)

**PY574 Counseling Internship II.** 2-3 hours. Prereq: PY573, graduate status; application, and approval of academic advisor. PY574 is a continuation of PY573; see PY573, above, for the course description and requirements. Core (CSR, K)

**PY575 Counseling Internship III.** 2-3 hours. Prereq: PY574, graduate status; application, and approval of academic advisor. See PY573 for a description of the course contents and course requirements. This is an elective section of internship. (CSR, K)

## Counseling Theory

**PY510 Counseling Theory.** 3 hours. This course will explore various theories in the field of professional counseling. It will look at personality dynamics, treatment factors, and specific treatment techniques of each theory. Core (CSR, A)

## Diagnosis

**PY501 Diagnosis & Psychopathology.** 3 hours. This course will provide an in-depth review of the assessment process that is used in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. The course will provide a historical perspective on abnormal behavior and its definition as well as a review of the diagnostic and assessment phase of psychological disorders and various theories that look for the causes of abnormal behavior. This course will further develop the ability of the student to identify diagnostic criteria of the various disorders that a professional counselor may be asked to treat. Core (CSR, J)

## Group Counseling

**PY552 Group Counseling Techniques.** 3 hours. This course will provide an overview of group theories and the basic elements of the group process. This course will be didactic and experiential in nature and will provide the student with the opportunity to practice interventions in a small group setting. Core (CSR, E)

## Helping Relationships

**PY527 Foundations of Addictions Counseling.** 3 hours. This course will focus on historical and cultural patterns of addictions and addictive behaviors, knowledge and attitude toward chemical abuse, theories of chemical dependency, and recognition and identification of addictions. Elective (CSR, D)

**PY535 Techniques of Interviewing.** 3 hours. This course is designed to help the student develop the interview and communication skills necessary for a counselor to establish a helping relationship with a client. The counselor must be able to gather information, identify problems, complete a psychosocial history, and formulate a treatment plan. Core (CSR, D)

## Human Growth and Development

**PY524 Counseling Across the Lifespan.** 3 hours. This course examines the nature of the developmental process, from birth to death. The course will look at biological, psychological, and sociological aspects of development. The course will review developmental theories in each area and the educational needs of individuals at different points of their lives. Core (CSR, B)

## Professional Orientation

**PY500 Introduction to Clinical Counseling.** 3 hours. This course is an introduction into the field of clinical counseling. Students enter graduate-level counselor-education programs from a variety of educational and experiential backgrounds. A graduate with a Master's degree in Clinical Counseling can be employed in a multitude of settings. The purpose of this course is to introduce the student to some of the knowledge and skills a counselor needs to know, to some of the areas in which the counselor can apply these skills, and to some of the theories and ethical issues important to the professional counselor. Core (CSR, I)

**PY525 Legal and Ethical Issues in Counseling.** 3 hours. The purpose of this course is to familiarize the prospective counselor with the code of ethics, legal standards, licensing, role identity of counselors versus other helping professionals, fee structures, and the impact of fees on the counseling profession. No information in this course is a legal opinion. The instructor is not a lawyer. The information given in this course is intended solely to increase the counseling student's awareness of some of the issues in the field. Core (CSR, I)

**PY514 Behavioral Emergencies and Crisis Intervention.** 3 hours. This course will address the theories and techniques for the evaluation and management of behavioral emergencies and of other crises that confront counseling clients and individuals in the community. Behavior emergencies explored include suicide, violence, grave risk to defenseless victims, and drug or health-related states of impaired judgment. Other crises explored include grief and loss, sexual assault, terrorism, natural disasters, and provider burnout. Elective (CSR, I & D)

**PY557 Current Issues and Supervision in Clinical Counseling.** 3 hours. This course will provide a synopsis of the Clinical Counseling program as well as offering a lead into the practicum experience. An examination of current issues in counseling, licensure, legislation, affiliation, supervision, and an understanding of the public and private practice domain will be investigated. Elective (CSR, I)

## Research Methods

**PY550 Research Methodology.** 3 hours. This course is designed to familiarize the student with a variety of research methodologies that may be used in conducting research in the counseling field. Core (CSR, H)

**PY595 Thesis Research.** 1 hour. This course will provide an opportunity for students to establish and turn in a proposal for topic approval, acquire approval and begin the research process for master thesis as well as provide regular supervision during the process. Elective (CSR, H)

**PY597 Master Thesis.** 3 hours. The completion of a master's thesis gives the counseling student the opportunity to extend and expand their knowledge of the counseling field and pursue proficiency on the journey to their Ph.D. The individual will integrate their knowledge of counseling, report writing, and research methodology, along with quantitative and qualitative analysis methodologies. Elective (CSR, H).

**PY598 Thesis Continuation.** 1 hour. This course provides students with continuing support in completing their research thesis. Elective (CSR, H)

## Social and Cultural Diversity

**PY542 Social & Cultural Diversity in Counseling.** 3 hours. This course is designed to provide students with a didactic theoretical and experiential learning environment that will challenge them to (a) critically conceptualize the cultural awareness of self and others; (b) identify sociopolitical influences involved in oppression and privilege; (c) examine specific cultural issues of non-majority populations; (d) explore the research, theoretical models, and techniques to enhance counseling skills and level of multicultural competency; (e) and identify counseling implications when working with diverse populations. Core (CSR, C)

**PY512 Foundations of Sexuality in Counseling.** 3 hours. This courses addresses the practice theories and techniques for assessment, evaluation, and treatment of sexual concerns (including: sexuality concerns, sexual exploration, physical/emotional intimacy, disability, chronic illness, pain, and sexual difficulties). Variations in human sexual function and expression will be discussed from physiological and socio-cultural viewpoints. Elective (CSR, C)

**PY590 Professional Clinical Development Seminars.** The seminars cover a wide range of clinical topics including but not limited to state licensure, supervision, and working with a multitude of populations. These courses are designed to assist in the development and enhancement of the professional counselor identity.

### CMU Graduate Credit

Students/individuals who wish to receive graduate credit for professional clinical development seminars must complete and submit an application/registration form with the CMU Graduate Office and pay the designated course fee.

### Continuing Education Credit

Individuals who wish to receive a continuing education certificate upon completion of a seminar/class must complete a registration form with the CMU Graduate Office, and pay the designated CEU fee.

### Fees

3 Continuing Education Units--\$150

1 Graduate Credit--\$360



Visit the [MSN webpage](#) for program information, contact information, and an online application.

## Mission of CGES

The Mission of the Graduate Program at Central Methodist University is to create a learning environment that allows students to continue their professional development. This is achieved through emphasis on academic and professional excellence, ethical leadership, and social responsibility.

## Mission of the MSN Program

The Master of Science in Nursing Program in the College of Graduate and Extended Studies at Central Methodist University provides opportunities for qualified students to acquire the knowledge necessary to enhance professional leadership and management skills while nurturing a research-oriented, mentor and evidence-based practice nursing environment. The Master of Science in Nursing Program's mission is to prepare nurses to practice in a professional role with a master's degree in nursing. The primary focus is to provide advanced practice clinical skills and knowledge fostering ethical leadership and social responsibility.

## American Association of Colleges of Nursing (AACN)

The program has been written using the guiding principles developed by the American Association of Colleges of Nursing. The MSN graduate should be eligible to matriculate to a practice- or research-focused doctoral program.

## MSN Philosophy

The goal of the Central Methodist University Master of Science in Nursing Program is to facilitate opportunities for qualified students to acquire the knowledge necessary to provide excellent nursing leadership and management skills while nurturing a research-oriented, mentor and evidence-based practice environment. This knowledge is acquired within a liberal arts experience, which emphasizes honesty, integrity, civility and a strong sense of personal responsibility. Professional preparation as a nurse includes promoting lifelong learning, social responsibility and service.

**CNL Program:** The goal of the Master of Science in Nursing, Clinical Nurse Leader Program is to provide opportunities for qualified students to acquire advanced knowledge and skills in nursing and clinical leadership in the health care delivery system across all health care settings. The CNL assumes accountability for client care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate the process of health care delivery. The goal also includes improving clinical or client outcomes and enhancing nursing practice through the identification and application of evidence-based care to clients and families. The CNL is accountable for a defined group of clients within the health care setting. The CNL is a formal leader and provides horizontal leadership to foster lateral integration of care.

**NE Program:** The goal of the Master of Science in Nursing, Nurse Educator program is to provide opportunities for qualified students to acquire advanced knowledge and skills in nursing to enable them to provide nursing education across all settings in which health care information is delivered. The Nurse Educator assumes accountability for client or student outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate curriculum, instruction, and learning. The goal also includes improving client or student outcomes and enhancing nursing practice through the identification of and application of effective instructional strategies. The Nurse Educator is accountable for a defined group of clients or students within an educational setting.

**Nursing Faculty Belief:** The faculty believes

persons

are unique, holistic and developing beings with the process and capacity for thinking, feeling, reflecting and choosing.

Health

is a state and a process of being and becoming an integrated and whole person. Health is a continuum ranging from peak wellness to death.

Nursing

assists persons, families and communities to examine life and environmental patterns while attaching personal meaning to these patterns. Nursing acts to enhance interaction with the environment by promoting meaningful life experiences and growth. The profession of nursing is an integrated part of a system for health care delivery and shares responsibility for working collaboratively with other health care practitioners.

### Nursing education

is a process, which enables the learner to synthesize a body of knowledge obtained through courses in nursing, liberal arts, humanities, and the sciences. Because nursing is dynamic, the education is foundational for professional growth through nursing research and continuing education.

The faculty believes that the learner is best able to reach individual potential in an environment that is nurturing and promotes inquiry, dialogue, curiosity, creativity, the ethical ideal and assertiveness. The learner brings an attitude of commitment and motivation for achievement. The role of the learner is to share in the responsibility of the teaching-learning process.

The facilitator interacts with students as persons of worth, dignity, intelligence and high scholarly standards. The facilitator's role is to provide the climate, structure, and dialogue that promote discovery of patterns and paradigms for practice. The facilitator raises questions that require reading, observation, analysis, and reflection upon patient care. The facilitator nurtures the learner, is available for dialogue, and promotes the use of research and critical thinking in the delivery of nursing care.

## Program Outcomes

### CNL Program Outcomes

At the end of this program the graduate will be able to:

1. Design, coordinate, supervise and evaluate care provided by the health care team evaluating appropriate use of fiscal and human resources.
2. Assume accountability for client care outcomes by utilizing evidence-based information to design, implement, and evaluate the process of health care delivery.
3. Evaluate issues in health care delivery from an ethical, socio-political, technological, and historical framework while providing leadership for change.
4. Effect change through advocacy for clients within the health care delivery and policy system, the profession, and the interdisciplinary health care team.
5. Assume personal responsibility and accountability for current practice and health care information and skills.
6. Utilize a multidisciplinary approach to discuss strategies and identify and acquire resources for client populations that empower them to attain health and maintain wellness.
7. Identify the impact of health care financial policies and economics on the delivery of health care and client outcomes.
8. Utilize information systems and patient care technologies at the point of care to improve health care outcomes.
9. Effectively utilizes varied methods of communication and technologies to impact care and practice, including instructional practices, at macro-, meso-, and microsystems levels.

### ANE Program Outcomes

At the end of this program the graduate will be able to:

1. Design, coordinate, and evaluate educational experiences provided to student and patient populations.
2. Assume accountability for learning outcomes, including those that focus on patient care, by utilizing research-based information to design, implement, and evaluate learning experiences.
3. Analyze issues in education from an ethical, sociopolitical, technological, and historical framework while providing leadership for change.
4. Advocate for policies that improve nursing education and the profession of nursing.
5. Analyze the impact of higher education on nursing education focusing on policy, issues, and trends.
6. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.
7. Integrate findings from the sciences and humanities to impact educational outcomes.
8. Mentor and coach nursing students and other members of the educational team.
9. Effectively utilize varied methods of communication and technologies to enhance learning.
10. Integrate clinical prevention and population health concepts in the development of health education, communication strategies, and interventions.
11. Design strategies that promote lifelong learning for self, peers, and students that incorporate professional nursing standards and accountability for practice.
12. Integrate an evolving personal philosophy of nursing and healthcare into one's educational practice.

## Admission Criteria

**POLICY:** The Admissions Committee shall review all applications to the nursing program. The committee will determine whether an applicant may be admitted unconditionally, admitted with provisions, or not admitted, based on established criteria. This committee will include the following individuals: the Division Chair of Health Professions, three nursing program coordinators, one full time MSN faculty member, and one adjunct MSN faculty member.

**PROCEDURE:** The Admissions Committee shall evaluate records and determine an applicant's admissibility. Students who do not meet the published admission criteria for the MSN program may petition for consideration of acceptance. Petition letters must explain why the student does not meet the standard and provide a valid reason for consideration. Additionally, students must express how they plan to be successful in the MSN Program and participate in a phone interview with a member of the Admission Committee. Committee decisions are final.

- Current Bachelor of Science in Nursing (BSN) Degree from a college or university accredited by CCNE or ACEN (previously NLNAC).
  - Students with an Associate Degree in Nursing (ADN), three years of nursing experience, and a non-nursing Baccalaureate degree from a regionally accredited college or university may be considered for acceptance after submitting a portfolio of experiences based on the Essentials of Baccalaureate Nursing Education to the Admission's Committee.
- Current, undisciplined RN license from a U.S. state or territory
- Cumulative GPA 3.0 on a 4.0 scale
- Nursing Research course with a C grade or better
- Approved Statistics course with a C grade or better
- All previous undergraduate and graduate nursing courses with a C grade or better
- Computer experience/literacy
- Resume and cover letter (one page each) detailing why you are pursuing a graduate degree and how you will use this degree to improve your current practice.
- Submission of a new or previously written assignment demonstrating skills in grammar, spelling, and composition (APA formatting preferred)
- Two letters of recommendation, one must be from a previous instructor or supervisor
- Must meet the admission requirements of Central Methodist University's Graduate and Extended Studies Division, as well as Central Methodist University admission requirements.

Students who do not meet the published admission criteria for the MSN program may petition for conditional admission during the Admission Review Process. Petition letters must explain why the student does not meet the standard and provide a valid reason for consideration. Additionally, students should express a plan of how they plan to be successful should their petition to be considered for admission be granted. The Admissions Committee will then submit a recommendation to the Director of Graduate Studies once the petition has been reviewed.

## Criteria Upon Acceptance

Students are required to show proof of the following prior to first class:

- Students need to have a computer with access to the internet to be successful in this program. They must also have Microsoft Office Professional 2007 or newer version to enable them to submit papers to the faculty which are easily opened and by which faculty comments can be submitted as feedback to the students. Documents must be saved in .rtf, .doc, or .docx format.

Students are required to show proof of the following prior to clinical coursework:

- Students must upload all required proof of background check, urine drug screen, immunizations, physical exam, malpractice/liability insurance, CPR certification, confidentiality statements, etc., to Certified Background prior to beginning any clinical experience. Students will be provided with a detailed and specific list of requirements several weeks prior to beginning clinical coursework.

## Requirements for Continuation in Program

Students who earn less than a "B" in a course may not continue in their cohort. Any one

course where the student earns less than a "B" must be repeated and completed with a grade of "B" or higher, and then the student will join a subsequent cohort. Any

second

instance when a student earns less than a "B" – whether it is a repeated course or one taken for the first time – will result in the student's dismissal from the MSN program.



**Note:** No current CMU student shall supervise another CMU student as part of any CMU course. This specifically includes all practicum, internships, and student-teaching experiences or related courses. Students should consult the appropriate advisor if they have any questions regarding their assignment for the aforementioned experiences.

## Graduation Requirements

1. A 3.0 cumulative G.P.A. must be maintained and a grade of "B" or above must be earned in all graduate course work. Should a student receive a grade of less than a "B" the student must "stop out" and return the next year to repeat that course before continuing. A student may "stop out" only one time.
2. The MSN Program must be completed within five years.

## Assessment

### Method of Assessment

Specific Program Outcomes are aligned with each course. Each course has primary objectives which illuminate the aligned Program Outcomes. Satisfactory achievement of the identified primary objective demonstrates accomplishment of the Program Outcome. Each primary objective has a specific course assignment for which successful completion of the assignment at or above the established threshold signifies student achievement of the objective.

### Review

Student evaluations of instruction (SEIs) are reviewed at the end of each course and at the end of the program as part of the Nursing Department's yearly evaluation process. Graduate and Employer surveys are completed annually in December. The surveys are designed to provide an opportunity for these two groups of constituents to provide feedback to the programs regarding the achievement of program outcomes and new opportunities to provide service.

### Feedback

Faculty provide primary feedback to students regarding assignments through the course management system, myCMU. Rubrics used to grade assignments with comments appended are attached to the course room. Feedback for assignments is NOT provided through email.

Faculty are required to respond to student assignments with feedback not more than 7 days following the due date for the assignment. Work turned in early does not require earlier feedback.

Faculty will be active participants in the discussion forum at least once per week.

Faculty should respond to questions and concerns communicated via email in no more than 24 hours.

The Portfolio, which may include course summaries and self-evaluation related to whether the courses content helped them meet the program outcomes, is primarily a methodology for students to demonstrate growth in professionalism to actual and potential employers and for 5-year recertification as a CNL or CNE.

Students will be admitted as a cohort with a minimum of 10-12 people per cohort. Up to 9 transfer hours will be accepted on a case-by-case basis and at the discretion of the Admissions Committee.

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**Advanced Practice Nursing Core Curriculum (12 Credit Hours Total)**

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NU500 Advanced Health Assessment (4)

NU502 Advanced Pathophysiology (3)

NU504 Advanced Pharmacology (3)

NU514 Theoretical Frameworks (2)

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**CNL Graduate Core Curriculum Content (22 Credit Hours Total)**

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NU508 Epidemiology (4)

NU516 Health Care Issues (3)

NU510 Advanced Professional Role (4)

NU518 Evidence-Based Client Care Management (4)

NU512 Health Care Finance/Policy/Economics (3)

NU522 Clinical Nurse Leader Residency (4)

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**ANE Graduate Core Curriculum Content (22 Credit Hours Total)**

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NU509 Curriculum Development (3)

NU517 Issues and Trends in Post-Secondary Education (3)

NU511 Advanced Professional Role–Nurse Educator (4)

NU519 Evidence-Based Practice in Nursing Education (4)

NU513 Evaluation Methods (3)

NU523 Nurse Educator Practicum (2)

NU515 Instructional Strategies (3)

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**NU500 Advanced Health Assessment.** 4 hours. The focus of this course is development of advanced health history and assessment skills. Discussion will center on interpreting data, recognizing deviations from normal, recognizing actual and potential health problems, and determining the nursing/medical diagnosis. Cultural diversity and ethical issues will be considered. This course requires completion of 40 hours of precepted clinical practice.

**NU502 Advanced Pathophysiology.** 3 hours. The purpose of this course is to build on an undergraduate pathophysiology course. The focus will be on alterations in body systems, pathophysiologic changes and associated signs and symptoms across the life span.

**NU504 Advanced Pharmacology.** 3 hours. The focus of this course is on Pharmacotherapeutics and the implications for nursing practice. Treatment guidelines, indications, contraindications, prescription writing, drug law, and drug information resources will be discussed using case studies.

**NU508 Epidemiology.** 4 hours. A study of the origin, distribution, and control of disease including the study of infectious and non-infectious diseases, the etiology, vector control, host defenses and resistance, and the investigation of disease outbreaks. This course requires completion of 40 clinical/project hours.

**NU509 Curriculum Development.** 3 hours. Examines theoretical foundations, principles and issues in curriculum design. Explores design, systematic evaluation and function of curriculum structure. Considers assumptions, methods and resources in the design and evaluation of various curricula in formal and practice settings.

**NU510 Advanced Professional Role–CNL.** 4 hours. Students will examine the role of Master's prepared nurses with attention to the factors of personnel management, team coordination, and interdisciplinary management. The students will begin development of a capstone project under the guidance of the nurse administrator and the faculty.

**NU511 Advanced Professional Role–NE.** 4 hours. Students will examine the role of the Master's prepared nursing educators with attention to the factors of history of nursing education, responsibility to students and institution, legal and ethical issues, and the accreditation process.

**NU512 Health Care Finance/Policy/Economics.** 3 hours. Introduces students to health care finance and provides an opportunity to prepare Unit budgets. Students will develop an understanding of health care economics, the health care system, the development of health policy, and the role of the advance practice nurse in the process.

**NU513 Evaluation Methods.** 3 hours. The purpose of this course is to prepare nurse educators to appropriately and effectively evaluate students in both the classroom and clinical settings. The course will focus on developing effective classroom and clinical evaluation tools, assembling and administering exams, analyzing exam results, analyzing the social, ethical, and legal issues related to evaluation and testing, and developing an understanding of overall program assessment and evaluation.

**NU514 Theoretical Frameworks.** 2 hours. This course presents a variety of conceptual and theoretical frameworks and allows students to examine both nursing and contemporary theories from other disciplines.

**NU515 Instructional Strategies.** 3 hours. Explores the role of educator, including classroom management and diverse student needs. Examines teaching strategies as applied to nursing education, instructional methods and best practices. Emphasis is placed on student participation in the learning process and learning principles. Key theories of human nature, culture and society related to teaching and learning are introduced.

**NU516 Health Care Issues.** 3 hours. Assists students to examine the role diversity and social factors play in the care of clients. Provides an opportunity for students to examine legal and ethical factors that influence health and health care and to discuss ethical decision making in advance practice nursing.

**NU517 Issue and Trends in Postsecondary Education.** 3 hours. This course encompasses a foundational understanding of the current and historical structures and governance of postsecondary education. Students will explore the external issues of accountability facing postsecondary education such as accreditation, state and federally legislated regulations, and the economic factors of affordability. Current and historically relevant issues related to faculty, academic freedom, research, funding, students, and technology will also be explored.

**NU518 Evidence-Based Client Care Management.** 4 hours. The focus of the course is evidence-based care of the client in the acute care setting with attention to restoration, maintenance and health promotion. Clinical decision making will be enhanced through the use of case studies. Client safety, client satisfaction, national initiatives, and models of measurement will be discussed. This course requires completion of 40 clinical/project hours.

**NU519 Evidence-Based Practice in Nursing Education.** 4 hours. This course introduces evidence-based practices in nursing education leading to the creation of continuous quality improvement in the nurse educator role. Students will develop skills needed

to explore and evaluate current evidence related to nursing education, including evidence from systematic reviews, meta-analyses, and various qualitative and quantitative studies. Students will be provided the opportunity to explore a topic of choice through a literature review. This course is designed for both academic and staff educators.

**NU522 Clinical Nurse Leader Residency.** 4 credit hours. This course is the clinical experience which will provide students with an opportunity to work in the role of clinical nurse leader under the guidance of a mentor. The one hour seminar, held weekly, will give all students the opportunity to share experiences. The capstone project will be completed in the required 300 clinical/project hours for this course.

**NU523 Nurse Educator Practicum.** 2 hours. This course integrates the concepts of NU 511, 513, 515, 517, 519 and provides students the opportunity to demonstrate these concepts in their final project. The final project will be completed in 200-300 hours.

\*The MSN programs do require clinical hours as part of some courses. Specific information is available from the Program Coordinator.