

COLUMBIA COLLEGE

Division of Adult Higher Education 2013 - 2014 Graduate Bulletin

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ADMINISTRATIVE OFFICES

Columbia College Switchboard	(573) 875-8700
General Fax	(573) 875-7209
Graduate Admissions (<i>Requirements, application forms, catalogs, campus tours, transfer information and course offerings</i>)	(573) 875-7759
Fax	(573) 875-7506
Graduate Studies Office.....	(573) 875-7440
Adult Higher Education Division (<i>Campus locations, academic offerings, session dates</i>)	(573) 875-7661
Fax	(573) 875-7660
Career Services (<i>Career planning/placement off-campus jobs, career opportunities, testing</i>)	(573) 875-7425
Evaluations Office (<i>Credit evaluation, transfer information</i>)	(573) 875-7658
Fax	(573) 875-7391
Financial Aid (<i>Information, application forms, assistance</i>).....	(573) 875-7390
Fax	(573) 875-7452
Library (<i>Reference information, library hours</i>)	(573) 875-7381
Fax	(573) 875-7379
Online Campus Office (<i>Online courses</i>)	(573) 875-7246
Registration and Financial Services Office (<i>Payment of fees, repayment of loans, general business policies, registration of classes</i>)	(573) 875-7252
Fax	(573) 875-7436
Student Records and Transcripts (<i>Assistance with CougarTrack, loan deferments, VA benefits</i>)	(573) 875-7526
Fax	(573) 875-7436
Transcripts	(573) 875-7505
Fax	(573) 875-7392

General Web Address: www.ccis.edu

Graduate Programs Web Address: www.ccis.edu/graduate

ACCREDITING AGENCIES

The Higher Learning Commission
North Central Association of Colleges and Schools
Commission on Institutions
 30 North LaSalle Street, Suite 2400
 Chicago, IL 60602-2504
 Telephone: 312-263-0456 or
 800-621-7440
 E-mail: infor@ncacihe.org

Department of Elementary and
Secondary Education
 P.O. Box 480
 Jefferson City, MO 65102
 Telephone: 573-751-6504
 E-mail: mlvcas@mail.dese.state.mo.us

PRINCIPLES OF EXCELLENCE: Columbia College, to include all 35 campuses, intends to fully comply with Executive Order 13607 establishing "http://www.whitehouse.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti"Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses and Other Family Members. We are dedicated to continuing our long-standing partnership with military and veteran communities.

SERVICEMEMBERS OPPORTUNITY COLLEGES (SOC): Columbia College is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System. The SOC Consortium consists of colleges and universities committed to expanding and improving voluntary postsecondary educational opportunities for servicemembers worldwide. SOC Consortium members subscribe to principles and criteria to ensure that quality academic programs are available to active-duty military students, their family members, and veterans. A list of current SOC Consortium member institutions can be found on the SOC Web site at <http://www.soc.aascu.org/>.

COLUMBIA COLLEGE STATEMENT OF NONDISCRIMINATION: Columbia College does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law, including race, religion, gender, nationality, ethnicity, age, sexual orientation, marital status, veteran status or disability, in the administration of its educational policies, admission, financial assistance, employment, educational programs or activities. The following office has been designated to handle inquiries regarding the non-discrimination policies:

Office of Human Resources
 Columbia College • 1001 Rogers St. • Columbia, MO 65216
 573-875-7495

CATALOG INSERT: Specific state notifications are located on page 61. Additional information may be provided by catalog insert or the local campus for students in the states of Alabama, California, Florida, Georgia, Missouri, Texas and Washington.

DISCLAIMER: This Catalog has been prepared on the basis of the best information available at the time of publication. Columbia College reserves the right to alter any academic policy or procedure, admission and enrollment standards, degree and graduation requirements, tuition, fees, or any other cost as may be deemed necessary and appropriate, without prior notice. Provisions of this catalog as they describe these and similar matters will not be regarded as an irrevocable contract entered into between a student and Columbia College. Generally, but not always, a curriculum or graduation requirement is not made retroactive unless such a procedure operates to the student's advantage.

It must be understood that this Catalog cannot and does not contain all academic policies, rules, and procedures adopted by the College and applicable to extended campuses. Additional material may be found in the College's academic policies and procedures manual, other publications, College memoranda, etc. Further information of this type may be obtained from the Director of the campus or Vice President for Adult Higher Education.

Publication Date: August 1, 2013 at Columbia, Missouri.

Provisions of this Catalog are effective August 1, 2013. This Catalog replaces 2012-13, Columbia College Degree Completion Catalog, Division of Adult Higher Education, Columbia, Missouri, dated August 1, 2012.

Nationwide Campus Locations



ALABAMA

Redstone Arsenal
Mary Morgan, Director
(256) 881-6181
redstone@ccis.edu

CALIFORNIA

Coast Guard Island
Bryan Tremper, Director
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coastguard@ccis.edu

Lemoore

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Los Alamitos

Carl David, Director
(562) 799-9630
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San Diego

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Whidbey Island

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ONLINE CAMPUS

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COLLEGE PROFILE

ADDRESS

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CONTACT INFORMATION

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BACKGROUND

Columbia College, a private, coeducational institution, offers associate, baccalaureate, and master's degrees that prepare students of differing backgrounds for entry-level or advanced positions in various occupations and professions. Founded in 1851 by charter of the Missouri legislature and then named Christian Female College, Columbia College assumed its current name and became coeducational in 1970. Although it retains a covenant with the Christian Church (Disciples of Christ), Columbia College is a nonsectarian institution.

ACCREDITATION

The College is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools and holds specialized accreditation in its Education program. Students may enroll in either day or evening classes at the main campus in Columbia, Missouri, or in its Division of Adult Higher Education at one of the many campuses nationwide. Students may also enroll in the web-based online education classes worldwide.

MISSION, VALUES AND VISION STATEMENT

Columbia College improves the lives of diverse undergraduate and graduate learners through exemplary teaching.

The liberal arts and sciences and professional programs of the College embrace and profess these values:

- Student-centrism
- Ethics and citizenship
- Quality and improvement
- Environmental and fiscal stewardship.
- Life long learning
- Flexibility and innovation
- Civility and respect

Vision: A model institution.

Approved by the Board of Trustees, May 1, 2009

THE DIVISION OF ADULT HIGHER EDUCATION – MISSION & VISION STATEMENT

AHE Mission Statement: To deliver high quality undergraduate and graduate education responsive to diverse student populations.

AHE Vision Statement: A future where Nationwide/Online/Evening campuses promote the reputation and status of Columbia College as a model institution by:

- Delivering the highest value in quality education
- Providing excellent and courteous student services
- Providing leadership and organizational structure to sustain each campus and the division into the future
- Maintaining the highest standards of integrity, civility, and respect
- Identifying and capitalizing on opportunities to expand program offerings in all venues
- Enhancing the learning and working environments through professional, attractive, and functional facilities
- Optimizing technology for learning and organizational management
- Expanding outreach to diverse external constituencies
- Providing professional development and training opportunities for staff and adjunct faculty
- Integrating adjunct with full-time faculty to promote professional development and departmental focus

CHARACTER OF INSTRUCTION

Degree requirements, course objectives, and academic standards at each AHE campus are the same as those established for students on the main campus in Columbia, Missouri.

Classes at extended campuses are taught primarily by adjunct faculty who meet the qualifications for appointment by the full-time faculty of each academic department, based at the Columbia campus. The credentials of all adjunct faculty are reviewed by the Executive Vice President and Dean of Academic Affairs and the appropriate academic department chair who determine the courses they are qualified to teach.

Course goals and objectives are prescribed by full-time faculty. They develop master syllabi for all courses and recommend textbooks to be used. The Vice President for Adult Higher Education, along with the Director at each AHE campus, has the responsibility of recruiting faculty and ensuring that the academic programs and instruction at the campuses are of the highest quality.

The campus classrooms are housed in appropriate facilities and are equipped with computers with internet access, projectors and other equipment in support of academic courses and programs of study.

CALENDAR FOR ACADEMIC YEAR 2013-2014

— NATIONWIDE CAMPUS GRADUATE CLASSES —

August 9, 2013	Last day to register for graduate classes
August 12, 2013	August (Early Fall) session begins
August 19, 2013	Last day to drop without academic/financial liability
September 2, 2013	Labor Day Holiday; offices closed, classes not in session
September 16, 2013	Registration begins for October (Late Fall) session
September 20, 2013	Last day to withdraw with a grade of W
October 5, 2013	August (Early Fall) session ends
<hr/>	
October 18, 2013	Last day to register for graduate classes
October 21, 2013	October (Late Fall) session begins
October 28, 2013	Last day to drop without academic/financial liability
November 28-29, 2013	Thanksgiving Holiday; offices closed, classes not in session
November 25, 2013	Registration begins for January (Winter) session
November 29, 2013	Last day to withdraw with a grade of W
December 14, 2013	October (Late Fall) session ends
December 23-25, 2013	Christmas Holiday; offices closed, classes not in session
January 1, 2014	New Year's Holiday; offices closed, classes not in session
<hr/>	
January 10, 2014	Last day to register for graduate classes
January 13, 2014	January (Winter) session begins
January 20, 2014	Martin L. King, Jr's Birthday; offices closed, classes not in session
January 21, 2014	Last day to drop without academic/financial liability
February 17, 2014	Registration begins for March (Spring) session
February 21, 2014	Last day to withdraw with a grade of W
March 8, 2014	January (Winter) session ends
<hr/>	
March 21, 2014	Last day to register for graduate classes
March 24, 2014	March (Spring) session begins
March 31, 2014	Last day to drop without academic/financial liability
April 28, 2014	Registration begins for June (Summer) session
May 2, 2014	Last day to withdraw with a grade of W
May 17, 2014	March (Spring) session ends
<hr/>	
May 26, 2014	Memorial Day Holiday; offices closed, classes not in session
May 30, 2014	Last day to register for graduate classes
June 2, 2014	June (Summer) session begins
June 9, 2014	Last day to drop without academic/financial liability
July 4, 2014	Fourth of July Holiday; offices closed, classes not in session (TBD)
July 7, 2014	Registration begins for August (Early Fall) session
July 11, 2014	Last day to withdraw with a grade of W
July 26, 2014	June (Summer) session ends

ADMISSION POLICY

The standards of admission to Columbia College graduate programs require evidence of personal integrity and responsibility, academic preparation and leadership potential. Applicants must present a minimum 3.0 cumulative undergraduate grade point average from a regionally accredited institution(s) (3.0 must be cumulative for all colleges attended) or a departmentally approved GRE or GMAT score. Cumulative grade point average calculation is done using a straight 4.0 grading system with no consideration of pluses and minuses in the calculation. Criteria for admission apply to all categories of any graduate program at Columbia College unless otherwise specified.

Students whose academic career includes considerable gaps of time will have their cumulative grade point average from the final 60 semester hours of their baccalaureate program used as a basis for evaluation as well as their overall cumulative grade point average. Thus, students whose cumulative grade point average is less than 3.0 because of coursework from considerably earlier in their academic career may qualify for admittance if the rest of their admission materials show the probability of success at the graduate level, especially if there is substantial improvement in grade point average in the final 60 hours. All academic transcripts, however, will be evaluated.

Graduate applicants are expected to present undergraduate coursework achievement commensurate with graduate program requirements. It is expected that the applicant has completed a sound undergraduate degree program from a regionally accredited institution(s). Applicants may apply for full program admission during their final semester, session, or quarter of undergraduate academic study. Each applicant's record is carefully examined to determine if the student has potential for successful completion of a master's degree program at Columbia College. If admitted during the final semester, session, or quarter of undergraduate study, a transcript reflecting the receipt of a bachelor's degree, with graduation date, must be received by the Office of Admissions no later than the end of the first session of enrollment. Applicants will be prevented from registering from subsequent sessions pending receipt of a final transcript by the institution.

Students not meeting graduate program admission standards may petition for admittance. Petitions must be accompanied by written justification and substantiating documentation to support the candidate's request. Consideration for admission will be at the dis-

cretion of the respective academic department. It is important that applicants read and understand requirements before applying for admission.

Students entering graduate school at Columbia College are expected to possess computer skills equivalent to those obtained from a basic computer applications course, such as CISS 170 Introduction to Computer Information Systems. This includes competency with word processing, spreadsheets, and computer presentation software.

ADMISSION CATEGORIES

All categories are not available in every program. Refer to the categories below for admissions options for the Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Science in Criminal Justice (MSCJ), Master of Education in Educational Leadership (M.ED.), and Master of Arts in Military Studies (MAMS) admission options. Please refer to specific degree guidelines for further details.

Full Program Admission

MAMS Full Program: Students applying for Full Program admission must complete steps 1-5 listed under Application Procedures (page 8).

MAT Full Program: Students applying for Full Program admission must complete steps 1-6 listed under Application Procedures (page 8).

MBA Full Program: Students applying for Full Program admission must complete steps 1-5 listed under Application Procedures (page 8).

MEd in Educational Leadership: Students applying for Full Program admission must complete steps 1-6 listed under Application Procedures (page 8). In addition, applicants must have a baccalaureate degree with teacher certification (2 years teaching experience required before principal certificate can be granted); and completion of EDUC 390 – Psychology of the Exceptional Child.

MSCJ Full Program: Students applying for Full Program admission must complete steps 1-5 listed under Application Procedures (page 8).

Students who meet the admission criteria and wish to pursue a graduate degree are classified as full program admits. Fully admitted graduate students may enroll for undergraduate or graduate courses for which they have met prerequisites.

Non-Degree Seeking

Non-degree graduate applicants for the MBA, MSCJ, or MAMS must complete the full admission application steps.

Non-degree seeking MAT or MEd applicants who hold a state-issued teacher certification need only submit the following application documents:

1. Application: <http://www.ccis.edu/apply>
2. \$55 application fee
3. Official transcript from one of the following:

The college/university from where the bachelor's degree was earned (proof of degree is required from a regionally-accredited institution with GPA of 3.0 or higher)

OR

The college/university from where a graduate-level degree was earned (proof of master's, specialist, or doctorate degree).

4. Copy of current teaching certification
5. Notarized Affidavit of Moral Character: <http://www.ccis.edu/graduate/forms/character.pdf>

Post-Baccalaureate

Applicants who have not completed all required prerequisite courses at the time of applying to a graduate program, but fulfill all other admission standards, can be considered for Post-Baccalaureate admission. If admitted under this status, all prerequisite courses must be successfully completed with a grade of B or higher prior to enrollment in graduate coursework. Once completed, students are eligible for graduate course enrollment.

MBA Post-Baccalaureate: Students applying for Post-Baccalaureate status must complete steps 1-5 listed under Application Procedures (page 8). Students must earn a grade of B or higher in each undergraduate prerequisite in order to be considered for full admission to the MBA program.

MSCJ Post-Baccalaureate: Students applying for Post-Baccalaureate status must complete steps 1-5 listed under Application Procedures (page 8). Students must meet two undergraduate prerequisites: CJAD 101 and CJAD 415, with a grade of B or higher in each undergraduate prerequisite in order to be considered for full admission to the MSCJ program.

MAMS Post-Baccalaureate: Students applying for Post-Baccalaureate status must complete steps 1-5 listed under Application Procedures (page 8). Students must complete at least one undergraduate course equivalent to HIST 370 with a grade of B or higher. The consequences for earning grades of C or lower in undergraduate courses for MAMS Post-Baccalaureate stu-

dents are the same as those listed for graduate courses (see –“Dismissal”).

MAT: Master of Teaching Post Baccalaureate Program (MAT.PB) and Master of Teaching Alternative Certification (MAT.AC) are programs for students who have completed a bachelor's degree and are interested in receiving their Missouri teacher certification. This option is not available at all campus locations.

APPLICATION PROCEDURES

To be considered for full admission to the Columbia College Graduate Program, an applicant's file must include the materials outlined below. All documents should be sent to the Graduate Admissions Office.

Graduate programs and individual graduate level courses may be offered at some Adult Higher Education Campuses. Students interested in taking graduate courses at Nationwide campuses should contact the respective location for information. For a map of nationwide locations go to www.ccis.edu/nationwide. The application is available online at www.ccis.edu/apply. The materials outlined in steps 1 and 3-5 should be submitted using the online application.

1. A completed application for graduate admission, accompanied by a non-refundable \$55 application fee. Checks should be made payable to Columbia College. The application fee is waived for students who earn a baccalaureate degree from Columbia College.
2. Official transcripts from each undergraduate and graduate college or university from which the applicant has received a bachelor's or graduate-level degree. Unofficial transcripts must be submitted from all other colleges or universities the applicant has attended. If an applicant has received credit from an institution based outside the U.S., or has received credit that will count toward the undergraduate prerequisites for the degree being sought, official transcripts must be submitted from those institutions as well. For those applicants admitted before a bachelor's degree is granted, a transcript reflecting the receipt of a bachelor's degree, with graduation date, must be received by the Office of Admissions no later than the end of the first session of admission. Applicants will be prevented from registering from subsequent sessions pending receipt of a final transcript by the institution.
3. Three complete Columbia College graduate program recommendation forms. All should attest to the applicant's ability to successfully perform graduate work and at least 80% of the quantified descriptors should be in the two high-

est categories. A recommender is someone with a professional or academic relationship to you. Recommenders may not be close friends or family members.

4. MAT, MBA, and MSCJ applicants should include a personal goal statement which establishes a correlation between the goals of the graduate degree program and the applicant's personal and professional goals. MAT and MEd students should include a personal statement of teaching philosophy and leadership goals.
5. Current resume.
6. MAT applicants must also submit a notarized affidavit of moral character and if available, proof of teacher certification.

To be guaranteed consideration for enrollment in a session, the completed file needs to be received no later than two (2) weeks prior to the beginning of any academic session. Review of graduate application files will not begin until six months prior to the intended term of enrollment.

A completed application file is required before Columbia College may process an application for financial aid.

CougarTrack

Applicants are assigned a Columbia College CougarTrack account, including an official Columbia College email address.

CougarTrack will allow students access to CougarMail (the official means of communication for the college) their Columbia College transcripts, grades, access to online courses, student schedule, and more. Enrollment processes, to include registration and adding and dropping classes, are also available through CougarTrack. Once students have completed an enrollment process online they receive an email confirmation of their course schedules; they should review it carefully to ensure that they have been registered appropriately. If there are any errors or questions they should contact the Student Records and Transcripts Office at (573) 875-7526.

INTERNATIONAL APPLICANTS

International applicants attending the Columbia, MO, Elgin, IL or Denver, CO campuses may speak with their local campus representatives for information on admissions requirements and the issuance of I-20 Forms.

In addition to the required application documents, international applicants are required to submit the following materials to be considered for graduate admission.

1. Proof of English language proficiency as evidence by a TOEFL score of at least 550 on the

paper-based exam or 79-80 on the internet-based exam. The minimum IELTS score required to demonstrate English language proficiency is an overall band score of 6.5 with no individual band below a 6.

2. Official original transcripts in the native language from each undergraduate and graduate college or university attended, as well as English translations that are notarized by the translator.

Application materials should be sent to Graduate Admissions, Columbia College, 1001 Rogers Street, Columbia, MO 65216.

Students that have studied graduate-level work at international universities/colleges may petition to receive graduate transfer credit. International institutions will be checked for regional accreditation; if an institution does not have regional accreditation, then the institution will be evaluated per the Evaluations Department international credentialing process (see Transfer of Credits from Another Institution or Columbia College Degree Program for additional information on the transfer process.)

TRANSFER STUDENTS

Students who have earned graduate credit at another regionally accredited institution may submit a request for evaluation of transfer credit. Requests must be submitted prior to the successful completion of 12 hours of graduate coursework at Columbia College. To be considered, the credit must be completed with grades of B or higher within the last seven years. No more than nine semester hours of graduate degree requirements may be fulfilled by transfer coursework. Students who wish to request transfer credit must contact their service campus for instruction and additional details. Detailed information about transfer of credit can be found on page 19.

READMISSION

Students have one year, from the date of admission, to enroll in courses. If students do not enroll within that timeframe, or if students are absent from a graduate program for five consecutive sessions (or longer), the readmission process must occur. An updated application, as well as other supporting application documentation, must be submitted to the Graduate Admissions office for readmission consideration. Students have an overall timeframe of seven years, from the date of admission, to complete the entire program. Catalog policies, procedures and degree requirements in effect at the time of readmission will govern all decisions regarding subsequent procedures and requirements.

TUITION AND FEES

Graduate Tuition and Fees

Application Fee	\$ 55
Audit Fee (per semester hour)	\$ 90
MAMS, MBA and MSCJ	\$ 325
MAT and MEd.	\$ 315
Graduation Fee	\$ 120
(per semester hour)	\$ 335
Online MAMS, MBA and MSCJ Graduate Tuition (per semester hour)	\$ 345
Online Undergraduate Tuition (per semester hour) ..	\$ 245
Returned Check Fee	\$ 25
Transcript Fee	\$ 10

All fees are subject to change without notice.

Students enrolled as graduate students pay graduate tuition for courses receiving graduate credit, and undergraduate tuition for courses receiving undergraduate credit. Charges vary depending on the combination of graduate and undergraduate courses.

Payment plans are available; contact the Registration and Financial Services Office for more information

POLICIES ON PAYMENTS, CREDITS AND REFUNDS

When an applicant is admitted to the graduate program, the student, the parents or the guardians accept the standard payment policy of Columbia College. Students incur financial liability when they complete and sign an official Columbia College course registration form. Full payment is due at that time. Liability is not dependent upon a student receiving a billing statement.

Educational expenses may include tuition, textbooks, lab fees and any miscellaneous fee related to the course(s). The personal payment portion of the student's educational expenses (educational expenses less financial aid or assistance awarded) is due in full at the time of registration (for additional information concerning financial aid, please refer to the Financial Aid section of the Graduate Catalog).

Deferred Payment Plan

If full payment is not possible, students may request a deferred payment plan. The arrangement requires payment of one half of the personal payment portion at the time of registration. The remaining half must be shown with a maturity date no later than the

last day of the session. Having a payment plan in place will allow for registration in subsequent sessions. Deferred payment plans are valid for only one session and must be requested for each individual session.

Students with pending financial aid are required to enroll in a deferred payment plan.

Failure to Pay

Students are financially responsible for the payment of all fees charged to their accounts such as tuition, textbooks, lab fees, and all miscellaneous fees. Students may not register or attend future sessions if the financial obligations for which the student is responsible are not paid in full.

The personal payment portion of a student's account that remains unpaid after the end of the session may be assessed a 1% finance charge each month until the account is paid in full.

Failure to comply with the payment policies of the College may result in further collection activity by an outside collection agency or attorney. When this action occurs, students are responsible for paying all collection expenses which can, in some cases, exceed 50% of the original balance owed. Although every effort is made to contact a student prior to submission to a collection agency, Columbia College reserves the right to submit a student's account for collection at any time when the student fails to remit the personal payment portion of the account balance.

Applying Federal Financial Aid

If the student has applied for and been awarded financial assistance, the aid, excluding college employment programs, is subtracted from the balance owed to determine the amount to be paid or deferred. Aid in the form of a Stafford (subsidized and unsubsidized) Loan is considered on the deferred payment plan only if awarded by the Financial Aid Office.

Employer Tuition Assistance

Students who receive employer tuition assistance may have the costs of educational expenses paid by their employer through direct billing or through reimbursement. Students should check with their employers to determine which plan is appropriate for them.

1. *Direct Billing:* A student whose employer offers direct payment to the College must ensure that the College receives a letter from the employer which authorizes and describes the conditions of such an arrangement. The letter must be on file in the Registration and Financial Services Office.

2. *Reimbursement:* A student attending under employer reimbursement is required to follow the standard payment policy and then receive reimbursement following guidelines established by his/her employer.

Under either form of tuition assistance, students are responsible for any portion of the educational fees not paid by their employers. Students whose employers have contingencies on payments (such as attaining a certain grade) are required to pay as if they did not have employer tuition assistance and will be reimbursed after the employer makes payment.

Military Tuition Assistance (MTA)

Students receiving military tuition assistance (MTA) are required to present an approved MTA form at the time of registration. Students are personally responsible for any tuition or miscellaneous fees not paid by the military and are required to follow the standard payment policy for their portion of educational fees. Students may not register for a subsequent session if they have a balance due from previous sessions. It is recommended that military students contact the appropriate educational services officer for guidance and assistance in completing MTA paperwork.

Veterans Educational Assistance

An individual who is currently serving or has served in our nation's armed forces may be eligible for educational assistance from the Veterans Administration (VA). Eligible students must complete paperwork required to establish VA eligibility at the time of registration. The VA pays benefits directly to eligible individuals. Students receiving VA benefits are, therefore, personally responsible for payment for all of their educational fees and are required to follow the standard payment policy of the College.

Attendance Policy for VA Students

Students using veterans' benefits to attend Columbia College will have attendance monitored until the time the student drops, graduates, or completes the program. Unsatisfactory attendance will be reported to the DVA even if the VA student has completed the required number of hours to complete and no refund is due the student and/or refund sources. Therefore, the attendance policy (20% of the total program and/or being absent five [5] consecutive days) will apply throughout the student's stay in school. All violations of the attendance policy will be reported to DVA on VA form 22-1999b within 30 days at such time the student exceeds the allowed number of absences.

Dropping a Class

Financial liability is assessed at the completion of the drop period for each session. If students drop a class prior to the end of the drop period, no financial or academic liability is incurred. If students drop a class after the drop period, they are financially liable for the full amount of tuition. No reduction of charges is made for laboratory/course fees, etc.

Withdrawal from College

After classes begin, tuition charges (if applicable) are determined by the following schedule should the student complete a total withdrawal from Columbia College:

<u>Time Frame</u>	<u>Charge</u>
(Count all days, including weekends)	
Before the 1st day through the 6th business day of term	No charge
After the 6th business day of term	100% of original charges

For students who are recipients of federal Title IV student aid, refunds will be made in accordance with federal regulation 34 CFR 668.22. Please see Return of Title IV Funds in the Financial Aid portion of this course catalog.

Students receiving financial assistance should be aware that their financial aid package could be affected if they elect to drop or withdraw from a course. For additional information, please refer to the Financial Aid portion of the catalog.

Active Service

Columbia College recognizes that individuals serving in both National Guard and Reserve units may be in need of tuition refunds or credits if called to active service. Columbia College will assist students called to active military service with options regarding their registration in classes including, but not limited to, course work completion, tuition refunds or tuition credits.

FINANCIAL AID

Columbia College's financial aid program exists to make education affordable for all students who qualify. The College believes that if students desire to attend college they should not be prevented from doing so simply because they lack sufficient funds. Financial aid is not intended to cover all student expenses. While the primary financial responsibility for education rests with the students and their families, Columbia College is committed to helping students bridge the gap between the cost of a college education and what the student can afford to pay.

Financial aid is monetary assistance to help the student meet the expenses of attending college. Aid may be in the form of grants, student employment, loans, scholarships, types of outside assistance, or a combination thereof.

Applying for Federal Financial Aid

To apply for federal financial assistance at Columbia College:

1. Complete an application for admission and submit the required one time non-refundable application fee to the AHE Campus Office. Students must be accepted to a graduate program before aid is awarded.
2. Complete the Free Application for Federal Student Aid (FAFSA), and indicate the Columbia College federal school code, **002456**. Completing the FAFSA electronically is recommended. Students may apply electronically by accessing the FAFSA through Columbia College's Financial Aid website, www.ccis.edu/financialaid, or the Department of Education's website, www.fafsa.gov. FAFSA worksheets may be obtained through the AHE Campus Office. The FAFSA must be completed each academic year. Students attending the current 2013-14 academic year must complete the FAFSA for 2013-14 by June 30, 2014. Students are able to complete the FAFSA for the upcoming academic years, 2014-15, as early as January 1, 2014 to meet the priority deadline. Students returning for the 2014-15 academic year should have the 2014-15 FAFSA completed, and any additional paperwork requested submitted, by May 2014 to avoid registration delays for Fall 2014.
3. The Financial Aid Office corresponds with applicants primarily via Cougarmail regarding the status of their financial aid application and award estimates. Notification of missing information is

sent to a student's CougarMail account, the email address assigned to each student by Columbia College.

4. Students receive their maximum Federal Stafford loan award through their electronic award letter. Students must also complete:
 - a. Entrance counseling (first time Columbia College borrower only).
 - b. Stafford Loan Master Promissory Note (first time Columbia College borrower only).
 Students may access these forms in CougarTrack under the Financial section.
5. Parents (for students who are deemed dependent according to federal financial aid guidelines) who are interested in applying for additional assistance for their students through federal Stafford PLUS loan programs should complete:
 - a. PLUS Loan data sheet
 - b. PLUS Loan Master Promissory Note (first time Columbia College borrower only).
 Students may access these forms in CougarTrack under the Financial section.
6. Students who are interested in applying for additional assistance through federal GRAD PLUS Loan programs should complete:
 - a. GRAD PLUS Loan Data Sheet
 - b. GRAD Plus Master Promissory Note
 Students may access these forms in CougarTrack under the Financial section.

Students must reapply each year for all federal and state grants, loans and student employment.

Eligibility for Federal and State Financial Aid

To receive aid from the federal student aid programs, a student must meet certain criteria:

1. U.S. citizenship or eligible non-citizen status.
2. Pursuing a degree and enrolling in coursework required for the degree. If a student is considered non-degree seeking, he/she is not eligible for financial aid. Students admitted as non-degree seeking, student-at-large or pre-graduate are not considered to be seeking a degree. Post-baccalaureate students must see "Post-Baccalaureate" section for eligibility.
3. Making Financial Aid satisfactory academic progress. (See Financial Aid Standards of Academic Progress.)

4. Other eligibility factors that are identified based upon individual student circumstances as determined by the results of the Free Application for Federal Student Aid (FAFSA).
 - The Financial Aid Office communicates what necessary documentation is needed to resolve eligibility issues. This communication will be sent via CougarMail.
 - Examples of eligibility issues include verification, selective service, citizenship, etc.

Federal aid programs have varying requirements of eligibility in terms of required enrollment; please see individual aid types for more information. Federal regulation allows for financial aid to pay for one retake of any previously passed course.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

According to the United States Department of Education regulations and Missouri Department of Higher Education policy, all students applying for federal and/or state financial assistance (as well as some private, credit-based loans) must meet and maintain satisfactory academic progress in a degree program to receive funding.

Satisfactory academic progress is measured in terms of qualitative, quantitative and maximum time standards. All prior coursework is applied to these standards. The Financial Aid Office reviews the academic progress of financial aid recipients once per academic year in May.

Qualitative Measure

The quality of a student's progress is measured by cumulative grade point average (cumulative GPA). The minimum cumulative grade point average for financial aid recipients is a 2.00; it should be noted that the academic requirement for post-baccalaureate course work is a 3.00 (B):

Cumulative Attempted Hours	Minimum Cumulative Grade Point Average
46 or more	2.00 Post-Baccalaureate
Graduate Program	3.00

Quantitative Measure

The quantity of a student's progress is measured by the Pace of Completion (hours earned divided by hours attempted). Students are required to complete 2/3 of attempted hours while at Columbia College. Students who receive an I (Incomplete), F (Failing), W (With-

drawing) or WE (Excused Withdrawal) for a course in a semester or session will have those courses included in the cumulative attempted hours (for definition of grades please see Academic Policies, Regulations, and Procedures). All courses are included in the Cumulative Completion Rate calculated. Please note the following:

Repeated courses add total hours attempted but not hours completed; the grade is simply replaced. The new grade is included in the cumulative GPA calculation, which is considered when progress is again checked; therefore the repeated course is included in both qualitative and quantitative calculations. Federal regulation allows for financial aid to pay for one retake of any previously passed course.

Withdrawals, including excused withdrawals, count toward hours attempted for the Pace of Completion as well as cumulative GPA.

Remedial, Enrichment and English as a Second Language courses count toward the Pace of Completion as well as cumulative GPA.

Audit courses do not count toward the Pace of Completion.

Pass/Fail courses count toward the Pace of Completion.

Transfer credit (including credit received during consortium study) does not count toward the calculation of cumulative attempted semester hours and cumulative completed semester hours. Transfer credit will count toward the Pace of Completion. Transfer credit does count in the calculation of GPA or toward Maximum Time Frame Measure.

Maximum Time Frame Measure

Financial Aid recipients must complete an educational program within a time frame no longer than 150% of the published length of the educational program. All attempted, withdrawn, and/or transferred credits count toward this maximum time limit. For example, a student pursuing a master's degree requiring 36 semester hours may attempt up to 54 hours before financial aid eligibility is suspended ($36 \times 150\% = 54$).

At 150% the student is no longer eligible to receive federal financial aid. A student may appeal (see Appeal Procedure). The Financial Aid Office will review the academic progress of financial aid recipients once per academic year in May.

FINANCIAL AID SUSPENSION

Failure to meet the minimum academic progress requirements results in financial aid suspension. The first time a student fails to meet the minimum (quantitative or qualitative) requirement, he/she is placed on financial aid suspension.

If placed on financial aid suspension, notification is sent to the student and all forms of Title IV federal and state aid are withdrawn for the next terms in which the student enrolls. Notification of suspension is sent via email to a student's CougarMail address.

Reinstatement

Financial Aid can be reinstated when one of the following conditions has been met:

- The student completes courses in one or more terms at Columbia College with the cumulative GPA and the cumulative completion rate at the required standard. It is the student's responsibility to notify the Financial Aid Office when reinstatement conditions have been met.

OR

- The student files an appeal and if approved, the student is placed on Financial Aid Appealed Probation (see Appeal Procedure and the Financial Aid Probation sections below).

Appeal Procedure

Students who have been suspended from financial aid may make a written appeal for reinstatement of eligibility if extenuating circumstances have contributed to their inability to meet the requirements for satisfactory progress. Extenuating circumstances include, but are not limited to, the following:

- Death of an immediate family member
- Severe injury or illness of the student or an immediate family member
- Emergency situations such as fire or flood
- Legal separation from spouse or divorce
- Military reassignment or required job transfers or shift changes

Students who do not meet the above criteria and/or cannot thoroughly document such situations, must reestablish eligibility through reinstatement before any additional federal or state aid will be disbursed.

Students who have extenuating circumstances may appeal using the following procedures:

1. Submit a completed appeal form available under the Financial Aid section of CougarTrack.
2. The appeal is reviewed.
3. The student is notified by CougarMail of the decision and recommendations. The decision is final.

Financial Aid Appealed Probation

Financial Aid Probation is a status assigned to a student who fails to make satisfactory academic progress and:

- Has appealed and
- Has had aid eligibility reinstated

While on Financial Aid Probation, an academic plan for performance will be set and monitored.

Minimum academic plan requirements for the term are a completion rate of 66.67% and a cumulative GPA of 2.0.

The probationary conditions will continue each term until the student meets the minimum standard(s) or fails to meet the probationary conditions. If the student does not make satisfactory progress or meet requirements of the academic plan by the end of the next term, the student loses eligibility for federal aid again.

DETERMINATION OF FEDERAL FINANCIAL AID AWARD

Financial need for federal and state aid is determined in the following manner:

Cost of Attendance (from August 2013 to May 2014):

<u>Expense</u>	<u>Master</u>	<u>Post-Baccalaureate</u>
Tuition	\$6,020	\$3,880
Books	1,000	1,000
Room & Board	7,284	7,284
Transportation	2,484	2,484
Personal	5,592	5,592
Loan Fees	64	64
TOTAL:	\$22,444	\$20,304

Cost of Attendance: Estimated allowances for tuition, books, room and board, transportation, and personal expenses. Cap on amount of aid (from any source) that a student can receive.

EFC: Estimated Family Contribution. EFC is determined by FAFSA.

Financial need: Cost of Attendance minus EFC.

Unmet need: Cost of Attendance minus EFC minus awarded aid.

Unmet cost: Cost of attendance minus aid awarded.

Military Student Cost of Attendance* (from August 2013 to May 2014):

<u>Expense</u>	<u>Master</u>	<u>Post-Baccalaureate</u>
Tuition	\$6,020	\$3,880
Books	1,000	1,000
Room & Board	2,112	2,112
Transportation	2,484	2,484
Personal	5,592	5,592
Loan Fees	64	64
TOTAL:	\$17,272	\$15,132

*For students living in housing on a military base or housing for which they receive a basic allowance, the room and board cost of attendance component may only include an allowance for board only.

Once the Expected Family Contribution (EFC) and financial need have been determined, the student's information is reviewed. The student is offered an aid package that may consist of grants, scholarships, outside assistance, loans and/or Federal Work-Study. A federal aid recipient's aid package may not exceed cost of attendance.

Students are responsible for reporting to the Financial Aid Office all assistance received from outside sources, as federal law requires that all outside assistance be considered as a part of the financial aid package. These types of assistance include such aid as Veteran's Benefits, outside scholarships, military or corporate tuition assistance, vocational rehabilitation or other state aid. Federal guidelines require that a student not exceed the cost of attendance in the amount of aid they receive.

A student's loan amount is determined as a part of the aid package. A student's loan eligibility is based on factors that include annual loan limits, unmet need, and federal aggregate limits. In addition, if a student has less than an academic year remaining in the degree program, the loan is prorated, per federal guidelines.

A student who completes the academic requirements for a program but does not yet have the degree is not eligible for further federal aid for that program.

Federal Stafford Loan Annual Limits

Dependent Undergraduate	Subsidized	Combined Limit (Subsidized & Unsubsidized)
Post-Baccalaureate	\$ 5,500	\$ 5,500
Independent Undergraduate <i>(and dependents whose parents are unable to borrow under the PLUS program)</i>	Subsidized	Combined Limit (Subsidized & Unsubsidized)
Post-Baccalaureate	\$ 5,500	\$ 12,500
Graduate	–	\$ 20,500
Graduate PLUS	See Types of Aid	

Aggregate Limits (Limit of all loans combined)		
	Subsidized	Total (Subsidized & Unsubsidized)
Dependent Undergraduate	\$23,000	\$ 31,000
Independent Undergraduate	\$23,000	\$ 57,500
Graduate	\$23,000	\$138,500

Notification of Financial Aid Status and Awards

College email addresses are assigned to all Columbia College applicants. The Financial Aid Office corresponds with students primarily via email regarding the status of their financial aid application and notification of financial aid estimated awards. Correspondence sent via email is not sent via postal mail. Students should check their college email on a regular basis and are responsible for information sent even when school is not in session.

Students may access their financial aid award estimate(s) through the CougarTrack link on Columbia College's website: www.ccis.edu/CougarTrack. The financial aid electronic award notifications and associated links in the notification discuss eligibility requirements and other important information. Students should carefully review their electronic award notifications and are responsible to read and understand all included information. Students should accept or decline the aid that is offered to them through the electronic award notification process. Students must provide documentation if they are receiving an outside form of financial assistance not listed in the award notification.

Attendance

Financial aid is awarded to a student with the expectation that the student will attend school for the period for which the assistance is awarded. If a student does not begin attendance in all of his or her classes, the aid must be recalculated based on the actual attendance. Students who are not in attendance for the courses in which they enrolled are not eligible to receive financial aid.

Aid Disbursement

A student's financial aid (except Federal Work-Study) is credited directly to his/her student account and applied to tuition and fees each term. Aid funds are credited for other charges with authorization from the student through the electronic award notification process. Federal Work-Study funds are paid in the form of a bi-weekly paycheck to the student. Funds are paid for authorized hours worked.

When a student registers for courses, he/she may deduct the amount of aid that has been awarded (except Federal Work-Study) from what is owed to the college. If a student's financial aid awards exceed his/her charges, the student receives a refund. A student may use excess financial aid prior to the start of a session to purchase books by using a book voucher. If you are eligible for a book voucher, contact your local campus to obtain information. Refund dates are posted on the Financial Aid website under "Important Dates".

RETURN OF TITLE IV FUNDS

This policy applies to students who complete 60% or less of the enrollment period (i.e., Fall, Spring or Summer session) for which they received Federal Title IV aid. A student who withdraws from a class but still completes one or more classes does not require a Return of Title IV calculation. The term "Title IV aid" refers to the following Federal financial aid programs: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal PLUS (Parent) loans, Federal Pell Grants, Federal SEOG (Supplemental Educational Opportunity Grant) and Federal SSS (Student Support Services) Grant.

To conform to the policy, Columbia College must determine the student's withdrawal date. A student's withdrawal date is defined as the last date of academic attendance as determined by the college's attendance records.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least five days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains in attendance beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

The College's refund policy and return of Title IV Funds procedures are independent of one another. A student who withdraws may be required to return unearned aid and still owe the College for the course (see Fees section).

The responsibility to repay unearned Title IV aid is shared by Columbia College and the student. For example, the calculation may require Columbia College to return a portion of Federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation. A student returns funds to the Federal Stafford Loan programs based on the terms and conditions of the promissory note of the loan. A student who receives a Federal Pell Grant may be required to repay 50% of the funds received. The return of Federal aid is in the following order: Federal Unsubsidized loans, Federal Subsidized loans, Federal PLUS loans, Federal Pell Grants and Federal SEOG (Supplemental Educational Opportunity Grant).

A student who owes funds to a grant program is required to make payment of those funds within 45 days of being notified of the overpayment. During the 45-day period students remain eligible for Title IV funds. If no positive action is taken by the student within 45 days of being notified, Columbia College will

notify the U.S. Department of Education of the student's overpayment situation. The student is no longer eligible for Title IV funds until he/she enters into a satisfactory repayment agreement with the U.S. Department of Education.

During the 45-day period, the student can make full payment of the overpayment to Columbia College. The College will forward the payment to the U.S. Department of Education and the student remains eligible for Title IV funds. If a student is enrolled in a future session within the 45-day period and has financial aid, the Financial Aid office may cover the student's overpayment with a student's upcoming disbursement of aid.

If a student is unable to pay the overpayment in full, he/she can set up a repayment plan with the U.S. Department of Education. Before doing so, the student should contact the Financial Aid Office to confirm the situation has been referred to the U.S. Department of Education before any repayment plan can be arranged.

U.S. Department of Education
Student Financial Assistance Programs
P.O. Box 4222
Iowa City, IA 52245
Phone: 1-800-621-3115
Email: DCS_HELP@ed.gov

For examples of the Return of Title IV Funds calculations or questions regarding the overpayment policy, please contact the Financial Aid Office.

Summer Aid

Financial aid is available during the summer program in the form of Federal Pell Grant, Student Employment (if funding permits), and the Federal Loan Programs based on a student's specific eligibility.

Scholarships

Scholarships, awards and grants are forms of "gift" assistance that do not require repayment. Institutional aid is generally intended for tuition assistance. Endowed scholarships and awards are made through the generous gifts of alumni and friends of Columbia College. These awards are competitive and are primarily based on academic performance. Generally, scholarships, awards and grants are non-need based forms of financial assistance.

Due to federal regulations, scholarships awards may be affected if you are receiving federal and/or state financial aid.

POST-BACCALAUREATE

Post-baccalaureate programs at Columbia College are programs for students who have completed a bachelor's degree but must complete undergraduate prerequisite course work before being fully admitted to the master's program of their choice. Federal financial aid regulations require that the Financial Aid Office

differentiate these students from fully admitted masters students when awarding aid. While post baccalaureate students are not considered degree seeking, they do have eligibility for some types of aid. Graduate students may be eligible for federal loans. The student's federal loan eligibility begins at the time of enrollment in the first post baccalaureate course. From the beginning of federal loan eligibility, a post baccalaureate student has 12 months to complete all required post baccalaureate courses. Post baccalaureate students are considered to be undergraduate students for federal financial aid purposes; these students also must complete the following items to be eligible for aid.

1. Be fully admitted to the post baccalaureate MBA, MSCJ, MAMS, or MAT program.
2. Complete the FAFSA. Students must answer the following questions as indicated below:
 - a. Question 29, "When you begin the 2013-2014 school year, what will be your grade level?" will need to be answered "5th year/other/undergraduate."
 - b. Question 30, "When you begin the 2013-2014 school year, what degree or certificate will you be working on?" will need to be answered "Other/undecided."
 - c. Question 47, "At the beginning of the 2013-2014 school year, will you be working on a master's or doctoral program (such as an MA, MBA, MD, JD, Ph.D., Ed.D., or graduate certificate, etc.)? will need to be answered "no" for not working on a master's program.

Once the 12 month period of time is over a student must be fully admitted into the graduate program in order to continue receiving federal aid. Once the student is fully admitted to the graduate program the student should contact the Financial Aid Office to have aid processed at graduate levels. Once a student is fully admitted to the graduate program the student will need to update the answers on the FAFSA to the following questions.

- a. Question 29: "When you begin the 2013-2014 school year, what will be your grade level?" ANSWER: "1st year graduate/professional"
- b. Question 30: "When you begin the 2013-2014 year, what degree or certificate will you be working on?" ANSWER: "Graduate or professional degree"
- c. Question 47: "At the beginning of the 2013-2014 school year, will you be working on a master's or doctoral program (such as an MA, MBA, MD, JD, Ph.D., Ed.D., or graduate certificate, etc.)? ANSWER: "Yes"

3. Master of Arts in Teaching Post Baccalaureate Program (MAT.PB) and Master of Arts in Teaching Alternative Certification (MAT.AC) are programs for students who have completed a bachelor's degree and are interested in receiving their Missouri teacher certification. A student who is interested in teaching elementary or high school usually must have teacher certification before being fully admitted to the Master of Arts in Teaching Program. MAT.PB students must have a list of classes that are needed to complete teacher certification in their financial aid file. An MAT.PB student may only take courses that are on the list of classes from the education office while receiving financial aid. Enrolling in a course that is not on the list will affect the student's financial aid. Both MAT programs noted are available at select campuses.

TYPES OF AID

Financial aid is monetary assistance to help the student meet the expenses of attending college. Aid may be in the form of grants, student employment, loans, scholarships, types of outside assistance or a combination thereof.

Grants

Federal Pell Grant

The Federal Pell Grant is available to undergraduate students and ranges from \$550 to \$5,645 per academic year, based on the financial need of the student. The Federal Pell is applied for through the Free Application for Federal Student Aid (FAFSA). Only MAT.PB students may be eligible for the Federal Pell Grant.

A student may be eligible for the Pell Grant with less than full time enrollment depending on student's award. You may not receive Pell at more than one school at a time. Pell Grant recipients are limited to six Scheduled Awards (maximum amount for full-time enrollment for a full academic year).

Iraq and Afghanistan Service Grant

This is a grant for undergraduate students who are not eligible for a Pell grant whose parent or guardian died as a result of military service in Iraq or Afghanistan after 9/11/01. Students who were less than 24 years old and were enrolled at least part-time at an institution of higher education at the time of their parent's or guardian's death are eligible. The amount is the same as Pell Grant amount and is adjusted for less than full-time enrollment.

Federal Supplemental Educational Opportunity Grant (SEOG)

SEOG is a grant available based on the financial need of the student. Federal SEOG is applied for through the Free Application for Federal Student Aid (FAFSA). Awarding of SEOG is limited by federal funding.

Student Employment

The College provides jobs for students on campus through institutional and federally funded programs. Student employment is limited based on positions that are available. Students are paid minimum wage or above. Information is available from the local campus.

Federal Work-Study Program

This program provides jobs for students who demonstrate financial need through a federally funded program. Federal Work-Study program has jobs on campus and through specific community service entities.

College Work Program

College Work Program provides jobs for students on campus through an institutionally-funded program.

Loans

Federal Family Education Loans

A loan is a type of financial assistance that must be repaid when students graduate or are no longer enrolled in college, depending on the terms of the loan. Students must sign a promissory note (legal agreement to repay) for any loan monies received. The promissory note contains detailed information about terms, responsibilities and repayment of loans.

Federal Stafford Loan Program

This program provides unsubsidized loans to students. The student is responsible for paying the interest that accrues on an unsubsidized Stafford loan. Loans must be repaid. The interest rate is 6.8% for unsubsidized loans.

Federal PLUS Loan Program

This is a credit-based unsubsidized loan made to graduate students (Graduate PLUS) and parents of dependent post-baccalaureate students. This loan must be repaid. The interest rate for the PLUS Loan program is 7.9%. Students must access their Stafford loan eligibility first before they are eligible for the Graduate PLUS loans. Graduate PLUS loan award

amounts are available for the difference between the cost of attendance less other aid and Stafford loans. Graduate PLUS Loans are only available to Full and Conditional Admit graduate students.

Private, Credit-Based Loan (Also Known as Alternative Loans)

This is a credit-based loan for students to help with college financing beyond federal aid. A student does not have to complete the FAFSA to apply for and receive a private, credit-based loan. Various products are available for students.

Outside Sources

Vocational Rehabilitation Benefits

Students with physical or mental disabilities may be eligible to receive benefits from the Department of Vocational Rehabilitation. Assistance may include counseling; training for vocational, technical or professional employment; and funding for books, supplies, maintenance, medical services and transportation. To apply, students should contact the regional Department of Vocational Rehabilitation. Missouri residents may write to the Division of Vocational Rehabilitation, Jefferson City, MO 65101.

GI Educational Benefits

For additional information and application materials, contact the Veterans certifying official, Columbia College, (573) 875-7504 or vacert@ccis.edu.

Students with questions about financial aid should call their local campus VA certifying official for assistance. Columbia College is approved for enrollment certification of students eligible to receive educational assistance (GI Bill) from the U.S. Department of Veterans Affairs. Eligibility requirements vary for veterans education benefit programs. Financial aid information is available at the Columbia College website: www.ccis.edu/financialaid.

Students with questions about financial aid should call Registration and Financial Services (RFS) Office for assistance (573) 875-7390. Additional financial aid information is available at the Columbia College website: www.ccis.edu/financialaid.

ACADEMIC & ADMINISTRATIVE POLICIES, REGULATIONS AND PROCEDURES

Graduate students must be registered prior to the first day of a session. Late registrations are not permitted. Post baccalaureate students are allowed to register for undergraduate courses during the registration period for seniors. Five eight-week sessions are offered each year beginning in January, March, June, August and October.

Students may register online or at their campus location office.

Students who are fully admitted to a graduate degree program or with written permission from the respective graduate program director may be eligible to enroll in undergraduate and graduate courses for which they have met the prerequisites. Students may enroll in undergraduate and graduate courses within the same session or semester; however, financial aid may be affected.

AUTHENTICATION OF STUDENT IDENTITY

Students are required to authenticate their identity prior to registering for their first course. Two options for authentication are provided to students. Students may visit a campus location near them or use an online proctoring service, free of charge. The proctoring service the college uses is ProctorU. The authentication site for Columbia College can be accessed at www.proctoru.com/ccis. Students will need to click on the "Authenticate" tab at the top right portion of the page, setup a ProctorU account, and schedule an authentication session. The process can take from 15-30 minutes. You will need to have a government issued photo ID, student ID number, as well as access to a web cam available. To assist in navigation of the authentication process, a walkthrough of the necessary steps is provided to guide you. Additional contact information is provided on the "Columbia College | ProctorU Student Authentication" page should you have issues at any step in the process. Once your authentication is complete Columbia College will receive notification from ProctorU and your student account will be updated accordingly.

AWARD OF ACADEMIC CREDIT

1. Transfer of Credit from other Colleges/Universities:

Applicants must inform the College of all institutions of higher learning attended and whether or not academic credit was earned at these institutions. Falsification of application information, including failure to

identify all post-secondary institutions attended, may result in denial of admission or dismissal if discovered after enrollment.

Upon petition by the student to the appropriate graduate program coordinator, credit may be given for graduate hours taken at another institution or another Columbia College degree program within the last seven years. Petitions must include an official course description from the transferring college catalog and/or course syllabus to be considered. Credit may be transferred from regionally accredited institutions only. International institutions that do not have regional accreditation will be evaluated per the Evaluations Department International credentialing process. Petitions for consideration of transfer credit must be made prior to the successful completion of 12 hours of graduate course work at Columbia College. A maximum of 9 semester hours of transfer credit, with the grade of B or higher, may be allowed for graduate students. In all instances, the culminating experience must be taken at Columbia College.

After being admitted to a graduate program at Columbia College, a student at Columbia College who wishes to take courses at another college or university while pursuing a graduate degree at Columbia College must first obtain written permission for the transfer of these courses from the appropriate graduate program coordinator.

An official transcript from each college and university attended must be submitted to the College before transfer of credit can be accomplished. An official transcript is marked as such and sent directly from the institution attended to the Columbia College evaluations office. A transcript marked official and hand delivered in a sealed envelope of the institution by the applicant will be accepted as official. Transcripts marked unofficial or student copy will not be considered official even if delivered in a sealed institution envelope. Faxed transcripts are not considered official. Credit will not be evaluated for one institution from another institution's transcript.

Appeals may be made for an exception to having all transcripts/credit documents submitted. An appeal must include a statement of why the transcript/credit document is unavailable.

Appeals will not be approved or exceptions made for the following reasons: applicant owes money at another institution and is therefore unable to procure an official transcript; poor grades at the previous institution and therefore courses may not be transferable to Columbia College; applicant does not believe that pre-

vious coursework is applicable to Columbia College; applicant does not want to pay transcript fees.

Applicants who are unable to obtain transcripts because the previous institution has closed, had a fire or some other records catastrophe may include a letter from the institution or the Department of Education for the state where the school is located indicating that the transcript is not available. If the letter is provided along with the application and other transfer documents, then an appeal is not necessary and there will be no delay in the evaluation process.

Applicants may also submit a letter of appeal if a previous institution attended is not currently nor has ever been accredited by one of the accrediting bodies recognized by Columbia College.

Once a document has been submitted it becomes the property of Columbia College. Neither the original nor a copy will be given to the applicant.

2. CLEP (College Level Examination Program):

Columbia College awards semester hours of credit for CLEP. Credit for CLEP may be accepted toward the undergraduate prerequisite courses needed for the Master of Business Administration degree. The required "B" level scores for CLEP exams to be accepted toward the Master of Business Administration degree include:

<u>CLEP Exam</u>	<u>Columbia College Equivalency</u>	<u>Credit Hours</u>	<u>Minimum Score</u>
Financial Accounting	ACCT 280	3	65
Principles of Management	MGMT 330	3 UL	56
Principles of Marketing	MKTG 310	3 LL	62

3. DANTES Subject Standardized Tests (DSST):

Credit for DANTES may be accepted toward the undergraduate prerequisite courses needed for the Master of Business Administration and the Master of Science in Criminal Justice degrees. The required "B" level scores for DANTES exams to be accepted toward the Master of Business Administration degree include:

<u>Dantes Exam</u>	<u>Columbia College Equivalency</u>	<u>Credit Hours</u>	<u>Minimum Score</u>
Principles of Finance	FINC 350 & FINC 396	6 UL	53 or 532*
Principles of Finance	FINC 350	3 UL	53 or 532*
Principles of Financial Accounting	ACCT 280	3	52

*DANTES is currently transitioning between exam versions. Score reports may reflect either of the noted scores above.

4. Military training:

Training that may carry a graduate level equivalency must be submitted via AARTS transcript, SMARTS transcript, official CCAF transcript, Coast

Guard transcript from CG Institute or Army - Form 2-1; Navy - Page 4's; Coast Guard - Page 3's; Marine Corps - NAVMC 118 8a. Graduate Level credit is reviewed for acceptance by the academic department chair.

Advising

Students are encouraged to meet regularly with their advisor. The importance of the advisor/advisee relationship cannot be overemphasized. Both personal and academic concerns should be addressed at these meetings.

Change in Degree Program

A student wishing to pursue a graduate degree or program other than the one originally sought should contact the Graduate Admissions Office to determine whether additional materials need to be submitted.

Second Degrees

A student who desires a second masters degree from Columbia College may receive a maximum of 9 hours credit from the first degree toward the second degree, if the credit is deemed applicable by the academic department in which the second degree is sought. All application steps and other requirements for the second degree, including the culminating experience, must be completed.

Students who have earned MBA or MSCJ degrees cannot pursue the same degree with additional tracks (MBA.ACCT, MBA.HRM, MSCJ.CA or MSCJ.LE). Coursework can be completed and added to the student record. Students wishing to complete additional coursework must apply as Non-Degree students.

Focused Academic Sequence: Baccalaureate or Graduate

A *Focused Academic Sequence (FAS)* can be developed and implemented to quickly and effectively respond to a student's specific needs. Any student may request an FAS to meet any baccalaureate or graduate academic need for which there is no present academic degree, major, minor, concentration, emphasis or endorsement.

In a formal business memorandum, addressed to the academic department chair(s), and jointly signed by the student and the faculty member working with the student, an FAS must be requested. An FAS request, taking the form of a specific educational objective, or objectives, and specification of the completed coursework necessary for meeting the objective, or objectives, must be approved by the department chair(s) of the department(s) in which the coursework is to be completed. The chair of the academic department in

which the student is pursuing an academic major is responsible for monitoring the student's FAS progress, and for notifying the Executive Vice President and Dean for Academic Affairs when the FAS has been completed and a letter of completion is justified. The Executive Vice President and Dean for Academic Affairs issues the "Letter of Completion" and authorizes the Student Records Office to enter notice of the letter in the student's academic transcript.

REGISTRATION AND COURSE LOAD

Online Registration

Graduate students have the ability to register via CougarTrack at www.ccis.edu. Students should log into CougarTrack and click on the appropriate registration link. Students may choose an *Express Registration* format, used when the exact course number and section is known, or the *Search and register for classes* method allowing a search for classes based on specified criteria. This method also allows students to view seat availability. Either method will place selected section(s) on a preferred sections list where students will complete the registration process. The student may choose to register from this screen immediately or in the future as sections will remain on the preferred section list until the student either removes a section or registers for it. It is important to note that the appearance of a section on this screen does not guarantee eligibility to register for the section or that a seat will be available. Eligibility screening takes place when the student actually registers. Students may return to this screen to complete the registration process by clicking on the *Register or drop classes* link.

Post-Baccalaureate students must use Assisted Registration via CougarTrack to register for post-baccalaureate courses.

If an error message is received during any part of the registration process, please make a note of the contents of the message and contact the appropriate office for assistance. Students may also contact the Student Records and Transcripts Office at 573/875-7526 or 800/231-2391 ext. 7526 during normal business hours. Students who have trouble logging into CougarTrack should call the Help Desk at 573/875-7369 or 800/231-2391 ext. 7369.

Adding a Course

Registration for graduate courses ends Friday before the start of classes. Graduate students may be allowed to add courses under extraordinary circumstances with permission from the AHE campus director of graduate program director if the course has not met for the first time.

Dropping a Course

Graduate students may drop courses without academic record and financial liability through the first

business day of the second week of the session. Drop forms are available online or at your campus location office.

Withdrawal from Courses

Graduate students who withdraw from a course or courses between the end of the drop period and the end of the sixth week of a session receive a grade of W. Students do not receive grade points for withdrawn grades, but the notation appears on the transcript.

To withdraw, a student must complete a withdrawal form either online or by submitting the form to the Campus office. Withdrawals become effective the date a staff member at the appropriate office receives the withdrawal form from the student. **Discontinuing class attendance does not constitute withdrawal and students remain academically liable; those who do not complete the withdrawal process as outlined above are in danger of receiving an F in the course.**

Financial liability is not reduced when a student withdraws from a course. Students who receive any form of Federal Title IV assistance, and who withdraw may be required by federal regulations to return some or all of the federal aid received. This includes the Federal Pell and SEOG grants, and the Federal Perkins, Stafford, and PLUS loans. See the Financial Aid portion of the College catalog for additional information.

Course Load

Students may take a maximum of six graduate semester hours per session. Students taking fewer than three graduate semester hours (six undergraduate semester hours) per session are classified as part-time students.

3 Graduate Semester Hours	Full-time
1.5-2 Graduate Semester Hours	Half-time
below 1.5 Graduate Semester Hours	Less than Half-time

Students desiring to take a course from a department outside the one to which they were admitted must obtain permission from the Chair of the Department for that course.

Prerequisites

Students must check prerequisite requirements carefully (see Course Descriptions). Failure to meet prerequisite(s) may result in being dropped from the respective course(s).

Audit

Students wishing to audit graduate courses must be properly admitted to the Graduate Program and complete the Audit Approval Request Form.

Students may audit a regularly scheduled class for no grade and no credit; however, participation in the course is noted on their official records. Acceptable performance and attendance is defined by all instructors of the course. Audit enrollments do not fulfill requirements for course work for degree completion or financial aid awards. The cost to audit is \$90 per semester hour. Audit courses are not available via the Online Campus.

Cancellation Policy

A class will be cancelled only if there are an insufficient number of students enrolled or if faculty availability issues arise. Students are not held financially liable if a course in which they are enrolled is cancelled.

GRADING, ACADEMIC PROGRESS & APPEALS

Graduate Grading System

Columbia College records letter grades for course work. Grades for graduate courses include:

- A . . . Outstanding performance
- B . . . Average performance
- C . . . Less than acceptable performance
- F . . . Significant performance failure with no academic credit or quality points awarded

Other grades include

WWithdrawn. Awarded when a student officially withdraws from a course, or when an instructor withdraws a student from a course. Students may not withdraw from a course after the sixth week has been completed.

WEExcused from the course for extraordinary circumstances. Generally, "extraordinary circumstances" is narrowly interpreted to mean the development of unforeseen, unexpected circumstances beyond a student's ability to control that prevent continued attendance in all classes (death of an immediate family member, a significant change in the location and/or conditions of the student's employment, and mental or physical illness befalling the student or a member of his/her immediate family).

A request for a grade of WE must be accompanied by a letter from the student explaining the circumstances. In addition, substantiating documentation must be provided. **A grade of WE may be requested anytime during the term of enrollment, and all courses currently enrolled in must be included in the WE request.**

A grade of WE is not automatic and is subject to review and approval.

IAssignment of an Incomplete is reserved for extraordinary circumstances that prevent a student from completing the requirements of a course by the end of the session. Extraordinary circumstances is narrowly interpreted to mean unforeseen, unexpected circumstances beyond the students' control that prevents continued attendance in all classes (death of an immediate family member, a change in the student's employment, mental or physical illness befalling the student or a member of the immediate family). In such cases instructors make specific written arrangements with students for completion of the course.

If a student receives an Incomplete, he/she must complete required course work by the end of the following eight-week session. Incompletes that are not finished are to be permanently recorded by the instructor as I or any other grade assigned by the instructor.

When incomplete work in a course is completed, the instructor is responsible for reporting the letter grade that replaces the I on the student's permanent record.

Graduate credit is awarded only for courses designated as graduate courses and the graduate grade point average is computed based on those courses. Undergraduate credit is given only for courses designated as undergraduate courses. A grade of B or higher is expected in all graduate and undergraduate course work.

Academic Progress

Probation

Students whose cumulative grade point average falls below the 3.0 minimum for courses within their degree program will be placed on probation. Students placed on probation must earn sufficient grade points, within their degree program, during their probationary term, to raise their cumulative grade point average to 3.0 within the next 9 semester hours. Failure to do so will result in dismissal.

Dismissal

Students will be dismissed from the graduate program and are not considered as having met graduation requirements for any of the following:

1. Receipt of a grade of C in two or more graduate courses. Note: Although students may repeat a course in order to replace a C with a higher grade,

receiving a second C prior to repeating the first C with a grade of B or higher will cause the student to be dismissed.

2. Receipt of a grade of F in any one graduate course.
 3. Failure to remove themselves from probation as described above.
 4. Recommendation of the academic department, based on proven academic dishonesty, or ethical or professional misconduct.
 5. Students not completing the graduate degree program within a seven-year period will be dismissed.
 6. Students may appeal a grade resulting in academic dismissal to the Associate Dean for Graduate Studies who will convene a Campus Hearing Board to rule on the grade appeal. Only if the grade appeal is successful will the dismissal be reversed. The decision of the Campus Hearing Board is final. Students will receive a written summary of the outcome by the Associate Dean for Graduate Studies. Student appeals must be directed to the Associate Dean for Graduate Studies within one session of the original dismissal.
1. Discuss the problem with the faculty member involved.
 2. If not satisfied with that faculty member's explanation, seek mediation from the appropriate graduate program coordinator.
 3. Failing resolution of the problem, request a grade appeal hearing with the Hearing Board. This request must be filed in writing with the Associate Dean for Academic Affairs and Dean for Graduate Studies within 60 calendar days after grades have been posted by the Registration Office. The Associate Dean for Academic Affairs and Dean for Graduate Studies may inform students that their submitted materials do not support requests for changes in grades and/or forward the appeals to the Campus Hearing Board. The decision of the Campus Hearing Board is final. The chair of the Campus Hearing Board communicates decisions to the student and other parties involved in the appeal. If a change in grade or academic standing results, the chair of the Campus Hearing Board notifies the Registrar of the new grade or change in standing.
 4. In the event that new evidence becomes available, a request may be made in writing to the Executive Vice President and Dean for Academic Affairs, who determines if the appeal is to be reconsidered. If a question arises regarding procedural correctness or impartiality, the issue may be brought to the Executive Vice President and Dean for Academic Affairs, who has the final authority in passing judgment on these matters.

Changes of Grade

A change in grade may be made when a computational error has been made in the Student Record and Transcripts Office. Request for a grade change is honored only when approved by the Executive Vice President and Dean for Academic Affairs.

Repeating a Course

Courses may be repeated at Columbia College in an attempt to improve grades. The grade earned the second time the course is taken is used to determine the grade-point average, and the first grade is identified as R (Repeat) on the transcript. The first grade does not figure in the total hours or the grade-point average. In all cases, the second grade is the one that is recorded. No duplicate credit is given.

Additionally, students who use federal financial aid assistance must check with the Registration and Financial Services office to determine financial liability when repeating a course.

Grade Appeals

Students may file appeals when they believe that an incorrect or unfair grade has been awarded. Documentation which demonstrates compelling objective evidence is required in all grade appeals.

In general, students should follow this procedure for grade appeals:

GRADUATION REQUIREMENTS & PROCESS

In order to complete a graduate level degree with Columbia College you must:

1. Successfully complete 36 semester hours of course work as specified by the degree being pursued. Twenty-seven of these hours must be with Columbia College
2. Have a cumulative grade point average of 3.00 or higher
3. Complete a Declaration of Candidacy (DEC) form

Candidacy for Degree

Declaration of candidacy for degree must occur **no later** than one session prior to the last session of enrollment. File the form by the early spring if you anticipate an October or December degree completion date. File the form by early Fall if you anticipate a March, May or July degree completion date.

Candidacy forms are available via CougarTrack under the link “Declaration of Candidacy Degree.” The form cannot be filled out earlier than one year prior to your anticipated degree completion term. The graduation processing fee will be automatically charged to your account.

Responsibility for understanding and meeting graduation requirements rests entirely with the student.

Filing the Declaration of Candidacy for Degree form indicates anticipated degree completion. It also confirms participation in a commencement ceremony. Deadline to sign up to participate in the main campus December Commencement Ceremony is in mid-October. The deadline to sign up to participate in the main campus May Commencement Ceremony is in mid-March.

COMMENCEMENT

Columbia College holds 28 commencement ceremonies throughout the year, including two at the main campus in Columbia, Missouri. Students are eligible to participate in any of the commencement ceremonies regardless of location of attendance. Students should review the www.ccis.edu/commencement website to find the ceremony dates as well as information needed to sign up to participate.

While not all students are able to participate in a physical commencement ceremony everyone is able to participate in Columbia College’s Virtual Commencement ceremony.

The virtual commencement website allows graduates and their family and friends, who may have been unable to attend a ceremony, the opportunity to share in this momentous event.

The virtual commencement ceremony contains a message from the President of Columbia College, the President of the Alumni Association, a Commencement Address, reading of graduate names and a view of a diploma for each. In addition, guests can view graduate profiles and sign the guestbook to offer congratulations.

TRANSCRIPTS

Columbia College transcripts of permanent student records are confidential and cannot be released to anyone, except Columbia College instructors and officials, without the written permission from the student. Columbia College accepts transcript requests via mail, fax or in person. All requests must include the signature of the student whose record is being released. Payment may be made by cash, check, money order or credit card. The transcript fee is \$10 per transcript.

Requests must include the student’s full name, maiden or former name if applicable, dates of attendance, ID or SS number, birth date, the student’s current address and phone number, the address where the transcript should be sent, the number of copies to be issued and the payment. A student’s current account balance must be clear prior to the release of the transcript.

Transfer of Columbia College Credits

Columbia College courses are normally accepted by other regionally-accredited institutions of higher learning. However, all colleges and universities reserve the right to determine those credits they will accept in transfer.

STUDENT CONDUCT CODE

The college has adopted a Student Conduct Code to protect the rights of students, faculty, staff and the college. This code ensures that the Columbia College learning community is characterized by mutual respect, civility and good citizenship.

Directors for the Nationwide, Evening, and Online campuses will be responsible for disposition of less serious conduct-related offenses. For more serious offenses, disposition will be handled by the Division of Student Affairs.

Columbia College students, as members of the academic community, are expected to accept and adhere to these high standards of personal conduct. Students shall:

1. Treat all members of the community with courtesy, respect and dignity.
2. Comply with directions of college officials acting in the performance of their duties.
3. Treat the campus itself including buildings, grounds and furnishings with respect.
4. Respect the rights and property of other members of the community.
5. Fulfill their obligations through honest and independent effort and integrity in academic and personal conduct.
6. Accept responsibility for and the consequences of their actions and encourage responsible conduct in others.
7. Respect the prohibition of possession, consumption, distribution and provision of alcohol on campus and the illegal possession, use, distribution and provision of controlled substances.
8. Abide by all published policies, including but not limited to, those that appear in the Columbia College catalog and class syllabi.
9. Refrain from tampering with fire safety equipment in college buildings and on campus grounds.

10. Have no firearms, weapons or any other item designed to inflict harm or damage on campus. Sworn law enforcement and military officials possessing firearms while on duty may be exempt.
11. Behave in a manner that does not intentionally or recklessly interfere with normal college sponsored activities, including but not limited to, studying, teaching, research, college administration, or fire, police or emergency services.
12. Refrain from behavior that intentionally or recklessly endangers, threatens or causes physical or emotional harm to any person including self, or that intentionally or recklessly causes reasonable apprehension of such harm.

The Student Conduct Code, as well as the guidelines outlining the adjudication of conduct-related offenses, applies to all Columbia College students.

Student Rights and Responsibilities

1. Students have the right to access accurate and clearly stated information relating to acceptable academic standing, graduation requirements and individual course requirements.
2. In all academic evaluations, students have the right to fair and impartial treatment.
3. The college will not interfere with students' rights to join associations which promote their common interests. However, student organizations which are officially recognized by the college are subject to the policies and regulations established by the college.
4. Students have the right to freely discuss, speak, write and exchange ideas and opinions on any subject in accordance with the guarantees and restrictions of federal and state constitutions.
5. Student groups on campus have the right to freely select guest speakers or performers. There are no restrictions on the point of view expressed by the speakers other than those imposed by national or state law. The invitation to appear on campus does not imply approval or sponsorship by the college or the group which offers the invitation of the speaker's expressed views.
6. Students and/or recognized student groups have the right to use the facilities of the college as long as established rules and procedures are followed.
7. Students are free to engage in peaceful and orderly protest demonstrations and picketing as long as they do not disrupt the functions of the college or violate the rights of others.
8. Students have the right to appeal a grade or a disciplinary action by following the procedures established for each.
9. Students have the right to discuss problems and concerns with appropriate college officials, free from duress or fear of retribution.
10. Students are responsible for all information contained in the Columbia College catalog and other relevant publications of the college.
11. Students are responsible for initiating action when necessary to secure their rights.
12. Students are responsible for their actions. While students have the right to select from alternatives, they must also recognize the responsibility that freedom implies and accept the consequences that result from their selections.
13. Students are responsible for checking their Columbia College assigned CougarMail email account often. All official electronic communications from Columbia College to students will be managed using their CougarMail email account. Students are responsible for all information received through this account from the College.

ACADEMIC CONDUCT

The college expects students to fulfill their academic obligations through honest and independent effort. In a community of scholars committed to truth, dishonesty violates the code of ethics by which we live and is considered a serious offense subject to strong disciplinary actions. Academic misconduct includes, but is not limited to, the following:

1. Knowingly furnishing false or misleading information.
2. Falsification, alteration or misuse of college forms or records.
3. Any joint effort in examinations, assignments or other academic activity unless authorized by the instructor.
4. Plagiarism in any form; using another's phrase, sentence or paragraph without quotation marks; using another's ideas or structure without properly identifying the source; or using the work of someone else and submitting it as one's own.
5. Willfully aiding another in any act of academic dishonesty. Columbia College is equally concerned about the interpersonal social relationships that affect the learning environment. Respect for the conditions necessary to enhance learning is, therefore, required.

Plagiarism

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the

original author. These violations are taken seriously in higher education and could result in a failing grade on the assignment, a grade of F for the course or dismissal from the College. If a student is unclear what constitutes plagiarism they should begin by asking their instructor for clarification. Additionally, the internet has extensive tools a student can use to help them avoid plagiarism. The easiest source is to access Google.com and search for the word "plagiarism." Many helpful sources will be provided. For proper citation of the original authors, students should reference the appropriate publication manual for their degree program or course (APA, MLA, etc.) The instructor will be able to supply this information or you may access the website at www.ccis.edu for writing guidelines.

Academic Misconduct Procedures:

Generally, the faculty will handle offenses related to academic misconduct and assign appropriate penalties without involving others. In such cases, the following procedure will be followed:

1. The faculty member who, upon investigation, suspects academic misconduct will, if possible, confer with the student suspected.
 - a. If the faculty member determines the student is not responsible for engaging in academic misconduct, the matter will be dropped.
 - b. If the faculty member determines the unacceptable behavior was unintentional, the violation will be explained and an alternative penalty will be imposed at the discretion of the investigating faculty member. The Assistant Dean for Adult Higher Education will be notified in writing of the incident. Upon resolution, the Office of Student Affairs will be informed of the incident and outcome.
 - c. If the student admits responsibility for academic misconduct, or if the faculty member determines there was intentional unacceptable behavior, the faculty member may impose the penalty stated in the course syllabus. In the absence of a penalty stated in the syllabus, the penalty will be a grade of F on that activity, which will be factored into the final grade. The Assistant Dean for Adult Higher Education will be notified in writing of the incident. The Office of Student Affairs will be informed of the incident and outcome.
2. A student wishing to challenge or appeal the accusation of academic misconduct should seek the counsel of the Campus Director. The Assistant Dean for Adult Higher Education office must be notified of the results of this informal disposition.
3. If either the student or the faculty member is not satisfied with the informal disposition, he/she may provide a written request for an appeal. The

individual must file an appeal request with the Campus Director within three (3) business days after the informal disposition meeting. The written request will be forwarded to the Assistant Dean for Adult Higher Education.

4. The Assistant Dean for Adult Higher Education will review the appeal request and attempt to resolve the situation.
5. If the situation is unable to be resolved and it is shown that there are proper grounds for appeal and if the evidence submitted warrants reconsideration of the decision, all parties involved will be notified. Generally, most incidents of academic dishonesty, such as plagiarism, cheating and grade appeals will be resolved through processes governed by Academic Affairs. Most incidents of personal conduct related allegations, such as disorderly classroom conduct, will be resolved through processes governed by Student Affairs.

It is important to note that there are those cases where the allegations and potential consequences are so serious and complex that the matter will be submitted, at the outset, to Student Affairs for investigation, informal disposition, and if necessary, formal disposition through a campus hearing board. Decisions regarding case jurisdiction ultimately rest with the Dean for Academic Affairs and the Dean for Student Affairs.

Levels of Academic Misconduct Violations and Recommended Sanctions

Any violation of academic integrity at Columbia College is a serious offense.

For each level of violation a corresponding set of sanctions is recommended. The recommended sanctions at each level are not binding but are intended as general guides for the academic community. Culpability, mitigating and aggravating circumstances and past behavior may be assessed and sanctions imposed differentially. Examples are cited below for each level of violation. These examples are meant to be suggestions and should not be considered all inclusive.

First Level (First level violations occur because of inexperience or lack of knowledge of academic integrity. Usually there is an absence of dishonesty or intent.)

Examples include:

- Working with another student on a minor exercise or homework assignment when such collaboration is prohibited.
- Failure to footnote or give proper citation in a limited section of an assignment.

Possible Sanctions include:

- Instructor notice of academic misconduct (and corresponding academic action which is outlined in course syllabus and/or catalog)

- Disciplinary warning or probation
- Required tutorials or meetings to clarify understanding of academic integrity.

Second Level

Examples include:

- Repeat first level violation.
- Quoting directly or paraphrasing to a moderate extent without acknowledging the source.
- Copying work or facilitating copying on an exam.
- Using prohibited materials during an exam.
- Exchanging information during an exam.
- Submitting the same work or portions thereof to satisfy requirements of more than one course without permission from the instructor to whom work is submitted for the second or subsequent time.
- Failure to acknowledge assistance from others.
- Presenting the work of another as one's own.
- Plagiarizing major portions of a written assignment.

Possible sanctions include:

- Instructor notice of academic misconduct (and corresponding academic action which is outlined in course syllabus and/or catalog)
- Disciplinary probation or suspension
- Required tutorials or meetings to clarify understanding of academic integrity

Third Level

Examples include:

- Repeat first or second level violation.
- Acquiring or distributing copies of an exam or assignment from an unauthorized source.
- Submitting purchased materials such as a term paper.
- Fabricating sources or data.
- Sharing of passwords and other security measures that compromise the integrity of one's work.
- Intentionally ignoring the instructions of instructors and/or proctors.
- Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.
- Committing a violation of academic integrity that breaks the law or resembles criminal activity, such as forging a grade, letter or official document; stealing an exam or class materials; buying a stolen exam or class materials; falsifying a transcript or official document; or altering a college record or official document.
- Having a substitute take an exam or complete an assignment or taking an exam or doing an assignment for someone else.
- Sabotaging another student's work through actions

designed to prevent the student from successfully completing an assignment.

- Knowingly violating canons of the ethical code of the profession for which a student is preparing.

Possible sanctions include:

- Instructor notice of academic misconduct (and corresponding academic action which is outlined in course syllabus and/or catalog)
- Disciplinary suspension or dismissal
- Required tutorials or meetings to clarify understanding of academic integrity

Mitigating/Aggravating Circumstances for Academic Misconduct

These factors could mitigate or aggravate a situation. These factors may be considered at the point that a sanction is being decided.

1. Extent of misconduct. Misconduct that extends across multiple classes and involves multiple assignments or the entire assignment is generally more serious.
2. Intent of misconduct. Misconduct may occur if a student violates the expectations of academic integrity through: negligence, knowledge, recklessness and willfulness.
3. Importance of the assignment. Other things being equal, misconduct on final examinations, term papers, and the like merit higher penalties than the same misconduct on lesser assignments. Similarly, misconduct in a capstone or similar course is particularly serious.
4. Student's class standing. Inexperience or unfamiliarity with the rules of integrity is not ordinarily available as a mitigating factor for students after the freshman year. The gravity of the offense increases as the student rises in class standing.
5. Integrity of the student's response. Students who fully and promptly admit misconduct may receive consideration not available to students whose denial of responsibility is contradicted by the findings.
6. Prior offenses. Repeat offenses are especially serious.

The Assistant Dean for Adult Higher Education will review the appeal request and attempt to resolve the situation.

If the situation is unable to be resolved and it is shown that there are proper grounds for appeal and if the evidence submitted warrants reconsideration of the parties involved will be notified. Generally, most incidents of academic dishonesty, such as plagiarism, cheating and grade appeals will be resolved through processes governed by Academic Affairs. Most incidents of personal conduct related allegations, such as disorderly class-

room conduct, will be resolved through processes governed by Student Affairs.

It is important to note there are those cases where the allegations and potential consequences are so serious and complex that the matter will be submitted, at the outset, to Student Affairs for investigation, informal disposition, and if necessary, formal disposition through a campus hearing board. Decisions regarding case jurisdiction ultimately rest with the Dean for Academic Affairs and the Dean for Student Affairs.

CLASS CONDUCT

Students are expected to conduct themselves on campus and in class so others are not distracted from the pursuit of learning. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Persistent misconduct on the part of a student is subject to disciplinary action. Some examples of classroom misconduct that will not be tolerated include, but are not limited to, the following:

- Disorderly conduct
- Harassment
- Verbal abuse
- Assault
- Interference with the educational opportunity of other students
- Attending class under the influence of alcohol or other drugs

PERSONAL CONDUCT

Students may be disciplined for conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the interests of the college. These sanctions apply whether or not such conduct occurs on campus, off campus, at college-sponsored or non-college-sponsored events. Disciplinary action may be taken regardless of the existence of any criminal proceedings that may be pending.

Class and Personal Conduct Disciplinary Procedures:

Generally, allegations regarding a student's personal conduct will be adjudicated through processes governed by the Student Affairs Department.

1. The Assistant Dean for Student Affairs, or another appropriate college official, will investigate the situation and review it with the student. If it is determined that no violation occurred, then the matter will be dropped. If the student admits responsibility or the Assistant Dean for Student Affairs, or another appropriate college official, determines there was a violation, college disciplinary action will ensue. The student will be notified in writing of the finding of fact and the disciplinary sanction recommended by the As-

sistant Dean for Student Affairs or another appropriate college official.

2. If facing disciplinary action, the student has the right to accept the finding of fact and recommended sanction, at which time the matter is closed; or the student may appeal to the Dean for Student Affairs for a review of the finding of fact and/or the recommended sanction.
3. To initiate an appeal, the student must file an appeal request with the Dean for Student Affairs within three (3) business days of the informal disposition meeting with the Assistant Dean for Student Affairs. The Dean for Student Affairs will review the request and determine if there are sufficient grounds for appeal and if evidence submitted warrants reconsideration of the decision. All parties will be notified.
4. If a decision is made to reconsider, a campus hearing board will be assembled to adjudicate the matter. Decisions made by the Campus Hearing Board are final.

DISCIPLINARY SANCTIONS

Interim Suspension

The Dean for Student Affairs or designee may suspend a student for an interim period pending the outcome of disciplinary proceedings. An interim suspension will become immediately effective without prior notice whenever there is evidence that the continued presence of the student on the college campus poses a substantial threat to him or herself or to others or to the stability and continuance of normal college functioning.

A student suspended on an interim basis shall be given an opportunity to confer with the Dean for Student Affairs or designee within two working days from the effective date of the interim suspension in order to discuss the following issues:

1. The reliability of the information concerning the student's conduct and/or condition.
2. Whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student poses a substantial threat to him or herself or to others or to the stability and continuance of normal college functions.

An interim suspension period can last, but does not have to, up to final adjudication of the matter through the normal college disciplinary procedures.

Disciplinary Warning

Written notice to a student for violation of a campus rule or regulation.

Disciplinary Probation

A student is placed on disciplinary probation for a specified time period. As a part of the probationary status, conditions to a student's probation may be established (i.e. restitution, required assessments, etc.)

A student who violates additional college policies while on disciplinary probation will likely appear before a conduct officer and/or Campus Hearing Board and will face a full range of disciplinary actions including suspension or dismissal.

Disciplinary Suspension

A disciplinary suspension results in the separation of a student from the college for a specified time period, usually no more than two years. Other conditions can also be stipulated for a student's readmission. Suspension applies to all programs, unless otherwise noted. After the suspension period has been served, the student should contact the Assistant Dean for Student Affairs for directions regarding the possibility of re-enrollment.

Disciplinary Dismissal

A disciplinary dismissal results in the permanent separation of a student from the college. Dismissal applies to all programs. After a three year separation, a student may request in writing that the Assistant Dean for Student Affairs review the dismissal and consider allowing the student to apply for readmission. The student's written request must include the following: how the student has used his/her time of separation from the college, what the student has learned and how the student's return will be different. Decisions are made on a case-by-case basis. Some violations of the college's student conduct code are so serious that students will never be permitted to return. The Dean's decision will be provided in writing to the student. A student returning from a disciplinary dismissal is placed on disciplinary probation for one year. Other conditions may also be included.

Campus Hearing Board

The board is composed of faculty members, staff members and students. Its purpose is to ensure due process for students involved in conduct-related offenses, grade appeals or academic dishonesty, and also to uphold the rules of the institution. Procedures for academic related hearing boards are maintained by Academic Affairs and for conduct related hearing boards by Student Affairs.

Sanction Appeal Guidelines

1. Students have a right to a fair and impartial hearing of their case. Fundamental fairness includes written notice of the violation and disciplinary action. Students also have a right to speak in their own defense and present substantiating evidence and testimony.

2. Students may appeal on the grounds of their innocence or the inappropriateness of the disciplinary action assigned. Appeals may not be made against the college's accepted standards of conduct or established policies, rules and regulations.
3. Students are encouraged to consult with a member of the counseling staff, a member of the Student Affairs staff or a faculty member of the college in deciding whether to appeal.
4. Students must assume the responsibility for the development of their case. Students have the right to consultation before and during the hearing with a member of the college community willing to provide support and advice and approved by the chairperson of the committee.
5. It is recognized that the hearing is not based upon the strict rules of law and evidence found in a court of law. The hearing will be conducted in a fair and impartial manner and decisions will be based on the evidence presented.

Student's Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review their education record within 45 days of the day the College receives a request for access.** Students should submit to the Registrar or Vice President and Dean for Academic Affairs written requests that identify the record(s) they wish to inspect. The student will be notified of a time and place where the records may be inspected.
2. **The right to request the amendment of that part of a student's education record that the student believes is inaccurate or misleading.** The student should write to the Registrar, clearly identifying the part of the record he/she wants changed and specify why it is inaccurate or misleading. If Columbia College decides not to amend the record as requested, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Although not required, institutions may release information from a student's record without prior consent, under the following allowable exceptions include the following:**

- To school officials with legitimate educational interest (as defined by institution within FERPA guidelines).

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic or support staff position (including law enforcement unit and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the College discloses educational records in order to fulfill his or her professional responsibility.

- To schools in which the student seeks or intended to enroll.
- To federal, state and local authorities involving an audit or evaluation of compliance with education programs.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and Personally Identifiable Information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such

entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

- In connection with financial aid.
- To organizations conducting studies of or on behalf of educational institutions.
- To accrediting agencies.
- To parents of dependent students.
- To comply with a judicial order or subpoena.
- In health or safety emergencies.
- As directory information (described below).
- To the student.
- Results of disciplinary hearings.
- Results of disciplinary hearing to an alleged victim or a crime of violence.
- Final results of a disciplinary hearing concerning a student who is an alleged perpetrator of a crime of violence and who is found to have committed a violation of the institution's rule or policies.
- To parents of students under 21 if the institution determines that the student has committed a violation of its drug or alcohol rules or policies.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

5. **Release of Directory Information.** Under the provisions of the Act, Columbia College is allowed to disclose "Directory Information" without consent. "Directory Information" is described as name, address, telephone number, email address, dates of attendance, enrollment status, class, previous institutions attended, major field of study, awards, honors (including dean's list), degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), picture and date and place of birth. "Directory Information" is released at the discretion of the institution.

However, students who do not wish directory information to be released may prevent such release by completing and signing a *Request to Prevent Disclosure of Directory Information* form. If at any time you would like to remove this restriction, you may complete the *Remove Request to Prevent Disclosure of Directory Information* form. **IMPORTANT: Please consider very carefully the consequences of restricting the disclosure of your directory information. The college will not be able to confirm your existence to any person or organization outside of Columbia College who may be requesting information or attempting to verify our enrollment or degree. Our response to the requestor will be "I have no information on this individual." Regardless of the effect upon you, Columbia College assumes no liability for honoring your request that such information be withheld.**

You may also complete and return the *Third Party Release Form* or the *Parental Release Form* granting access of non-directory information (such as student's account or grades) to parents or other individuals.

To submit one of these forms sign the completed form and send to:

Student Records & Transcripts
Columbia College
1001 Rogers Street
Columbia, MO 65216
Fax: (573) 875-7436 or
studentrecords@ccis.edu

6. **Grade Reports:** Columbia College grades are viewable through student access using CougarTrack. Columbia College will mail grades upon request only to the name and to the permanent address of a student as this information appears on the student's academic record. Students are reminded that certain federal or state agencies may require grade reports as a condition of tuition assistance or as a matter of law and regulation.
7. **Content Challenge:** A student may challenge the content of his or her academic record when the student believes the record to be inaccurate, misleading, or otherwise inappropriate. A request to review and challenge the academic record should be made in writing to the Columbia College Student Records Office. Thereafter, a hearing will be convened to resolve matters in dispute.
8. **Third Party Release:** A student may grant permission for Columbia College to release non-directory information to a third party by completing a *Third Party Release* form. This form allows (but does not require) Columbia College to provide any information including, but not

limited to, academic information such as grade reports, financial information such as student account or financial aid records, or any informing concerning enrollment at Columbia College. Students should be aware that Federal and State Laws prohibit Columbia College from providing non-directory information to third parties without a signed release.

COLUMBIA COLLEGE ETHICS CODE FOR COMPUTER USERS

Computer facilities operated by Columbia College are available for the use of students, faculty and staff. Students, faculty and staff are encouraged to use these facilities for research and instruction. In order to make it possible for everyone to have access to computing resources on campus, it is necessary to establish fair-use guidelines. Use of Columbia College computer facilities is a privilege and all users are expected to adhere to the following ethical guidelines when using Columbia College computing resources.

General Principles

1. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution.
2. Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of author integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secrets and copyright violations, may be grounds for sanctions against members of the academic community.¹

¹ Columbia College endorses this statement and intellectual rights developed by EDUCOM, a non-profit consortium of colleges and universities committed to the use and management of information technology in higher education.

ETHICAL AND RESPONSIBLE USE OF COMPUTERS

1. The College provides computing equipment and facilities to students, staff and faculty for purposes of work (business), instruction and research. It is a violation of College policy to use College computers for commercial purposes.
2. When working in College computing labs users will be aware of and follow rules posted for fair use.
3. Use of College computing resources for academic objectives takes precedence over use of those facilities for personal reasons.
4. Computer communications systems and networks promote the free exchange of ideas

and information, thus enhancing teaching and research, as well as enabling employees to work more efficiently and productively. Computer users must not use electronic communications systems of any kind to send material that is obscene, illegal, discriminatory, or intended to defame or harass others, or to interfere with their work on the computer.

5. Students, faculty and staff who use the computers have the right to security of their computer programs and data. Computer users must not access files or information that belong to other users or to the operating system, without permission. Employees, students and anyone associated with Columbia College should note that electronic communication (media) and services provided by Columbia College are the property of same and their purpose is to facilitate business, teaching and research.
6. United States copyright and patent laws protect the interests of authors, inventors and software developers and their products. Software license agreements serve to increase compliance with copyright and patent laws and to help insure publishers, authors and developers of a return on their investments. It is against federal law and College policy to violate the copyrights or patents of computer software. It is against College policy and may be a violation of state or federal law to violate software license agreements. Students, faculty or staff may not use programs obtained from commercial sources or other computer installations unless written authority has been obtained or the programs are within the public domain.
7. Security systems exist to ensure that only authorized users have access to computer resources. All passwords are confidential and should not be given out for others to use. The College prohibits the use of another person's password or identity to access confidential information and files. Computer users must not attempt to modify system facilities or attempt to crash the system, nor should they attempt to subvert the restrictions associated with their computer accounts, the networks of which the College is a member, or microcomputer software protections.
8. Abusers of computing privileges will be subject to disciplinary action. Violators will be subject to Columbia College's disciplinary procedures as detailed in the catalog, up to and including termination or expulsion. The computer systems administrator reserves the right to examine user computer files and messages to resolve complaints and/or grievances to ensure reliable system operation.
9. Abuse of the networks, or of computers at other campuses connected to the networks, or of

personnel who assist in the labs, will be treated as abuse of computing privileges at Columbia College.

10. Computer users shall cooperate in any investigation of violation of responsible use.
11. Damage to or destruction of any Columbia College computer or computer equipment will subject the offender to disciplinary action up to and including termination or expulsion and financial repayment to the College.

Examples

The following are examples of ethical or responsible use of computers:

- Using electronic mail to correspond with colleagues at other colleges or universities.
- Sharing diskettes of files of programs or data with team members working together on a research project.
- Copying software placed in public domain.
- Using computing equipment for grant supported research with approval from the Vice President for Adult Higher Education.
- Reporting nonfunctional computing equipment to lab assistants or technical services repair staff, or Residential Life staff for residence hall equipment.

The following are examples of unethical or irresponsible uses of computing resources:

- Using computer facilities for work done on behalf of a commercial firm.
- Sending or showing electronic files, such as mail messages or images, containing material offensive to others who may see the file.
- Copying a file from another computer user's account or floppy disk without permission.
- Copying copyrighted computer software for use on another computer.
- Unplugging or reconfiguring computer equipment to make it unusable or difficult to use.
- Installing software on College computers without permission of supervisor.
- Downloading materials from the Internet or World Wide Web and submitting them for credit as one's own work.
- Downloading or displaying obscene images or messages.

Student Email Policy (Use of Email for Official Correspondence with Students)

1. College use of email

Email is a mechanism for official communication within Columbia College. The College has the

right to expect that such communications will be received and read in a timely fashion. Official email communications are intended to meet only the academic and administrative needs of the campus community. As steward of this process, the Executive Vice President and Dean for Academic Affairs is responsible for directing the use of the official student e-mail system.

2. **Assignment of student email**

Official College email accounts are available for all enrolled students. The addresses are all of the form [Name]@cougars.ccis.edu. These accounts must be activated before the College can correspond with its students using the official email system. Official email addresses will be maintained in the Datatel Student Information System and will be considered directory information unless students request otherwise.

3. **Redirecting of email**

If a student wishes to have email redirected from their official @cougars.ccis.edu address to another email address (e.g., @aol.com, @hotmail.com, or an address on a departmental server), they may do so, but at their own risk. The College will not be responsible for the handling of email by outside vendors or by departmental servers. Having email redirected does not absolve a student from the responsibilities associated with official communications sent to his or her @cougars.ccis.edu account.

4. **Expectations about student use of email**

Students are expected to check their email on a frequent and consistent basis in order to stay current with College-related communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my email", error in forwarding mail, or email returned to the College with "Mailbox Full" or "User Unknown" are not acceptable reasons for missing official College communications via email.

5. **Authentication for confidential information**

It is a violation of Columbia College policies, including the Student Code of Conduct, for any user of official email addresses to impersonate a College office, faculty/staff member, or student, or to use the College email to violate the Student Code of Conduct.

6. **Privacy**

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence.

7. **Educational uses of email**

Faculty will determine how electronic forms of communication (e.g., email) will be used in their classes and will specify their requirements in the course syllabus. This "Official Student Email Policy" will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can therefore make the assumption that students' official @cougars.ccis.edu accounts are being accessed and faculty can use email for classes accordingly.

8. **Email Account Activation**

Students will receive an email account at the time they register for classes. Individuals will sign an acceptance form which will include the College's Code of Conduct. Returning students will not have to reactivate their account as long as they have not missed three consecutive terms. Upon graduation, a student may elect to have his/her email account moved to the Alumni e-mail account, or deactivated.

9. **Deactivation of account**

Non-attendance for three consecutive terms will constitute reason for revoking the account and the deletion of data pertaining to it. Hardship cases will be handled by the Office for Academic Affairs on a case-by-case basis.

COLUMBIA COLLEGE GLOBAL STUDENT EMAIL POLICY

Assignment of email address – Individuals will be issued an official Columbia College student email address (also known as CougarMail) when they apply to the College. This email account will become a lifetime account upon enrollment and subsequent attendance.

Student responsibilities – Official correspondence from faculty and staff will be communicated through the Columbia College email address. Students are responsible for the information received and are required to monitor their email account on a regular basis. Since students are required to monitor their email account, and for the student's convenience, Columbia College email addresses may be forwarded to another email account as desired. If a student opts to forward his/her account to another email address, he/she assumes responsibility for the reliability of this address and will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate email service.

Users are expected to have read the Columbia College Computer Use Policy prior to use of the email system. Use of the email system constitutes full acceptance of the terms and conditions of the policy and consent to monitoring. The consequences for not

complying with the conditions of the policy could result in disciplinary action including revocation of system privileges.

Student rights – Students may use their account for personal email in accordance with the Columbia College Computer Use Policy.

Security – Cougar Mail provides a secure sign-on and secure transfer of email within the Cougar Mail system. However, students should be aware that Columbia College cannot be responsible for the security of information forwarded to other accounts.

COLUMBIA COLLEGE GLOBAL ALUMNI EMAIL POLICY

Alumni eligibility – All alumni who have received degrees from the College are eligible to receive a lifetime email account (also known as CougarMail).

Alumni responsibilities – Official College correspondence may be communicated through the Columbia College email address. Columbia College e-mail addresses may be forwarded to another email account as desired.

Users are expected to have read the Columbia College Computer Use Policy prior to use of the email system. Use of the email system constitutes full acceptance of the terms and conditions of the policy and consent to monitoring. The consequences for not complying with the conditions of the policy could result in revocation of system privileges.

Alumni rights – Alumni may use their account for personal email in accordance with the Columbia College Computer Use Policy.

Security – Cougar Mail provides a secure sign-on and secure transfer of email within the Cougar Mail system. However, alumni should be aware that Columbia College cannot be responsible for the security of information forwarded to other accounts.

ACADEMIC SUPPORT SERVICES

Alumni Association

All graduates and former students requesting membership belong to the Columbia College National Alumni Association, which includes over 43,000 members. Its purposes are to promote in alumni and alumni groups an active interest in the College; to establish mutually beneficial relations among the College, its alumni, and its friends; and to support the College through financial assistance, individual expertise, and voluntary service.

Career Services Center

The center has trained personnel to assist students with all aspects of career planning and development. Specific services designed to promote professional and personal success include a carefully guided assessment of their skills, abilities, values, achievements and interests as aids to effective career planning; a library of information about occupations, corporations, agencies and government organizations; salary surveys; employment qualifications and employment trends; development and maintenance of placement documents; listings of full-time, part-time, and summer employment opportunities and internships; and services for graduate and pre-professional school placement. Programs are provided to inform and train the individual in such areas as interviewing, resume/cover-letter construction, job hunting and sourcing, networking, decision making and salary negotiation. The Career Services databases are available to search for full-text or indexed articles from professional journals, legal publications, newspapers, magazines and reference publications. Students are able to access the databases from off campus through CougarTrack.

Computer Purchase

Students who anticipate buying a computer for use at college are encouraged to purchase a standard laptop model through the Columbia College website, <http://www.cdwg.com/columbia.college>.

Email, Internet Access and Anti-Virus Software

Students are assigned email accounts for all college-related communications. Students must authenticate their accounts using their student ID number at:

<http://accounts.ccis.edu>. An alternate path would be to click on *CougarTrack* on the main page of the web site. CougarMail, an internet application, is a free service to all students and is a life-time account for graduates. The system is accessible using any web browser from any location. Internet access is available to students for use as a resource in the student walk-in lab and lab classrooms, Stafford Library and the residence halls. A wireless network is available for laptop users. Students should bring their laptops to Technology Services for authentication to the wireless network.

Students using computers on the College network must have the latest version of anti-virus software.

Library

The Columbia College J.W. and Lois Stafford Library is located at the main campus and includes extensive electronic library holdings in support of the college's curriculum. Stafford Library serves as the primary library for all campuses. The library is open more than 90 hours per week and staff members are available both online (email, chat or text) and telephonically to provide reference help to all students.

Stafford Library's collection of materials supports the curriculum of Columbia College with more than 60,000 items (books, CDs videos, etc.) and more than 200,000 ebooks and 6,500 streaming videos. More than 60 online databases are available to search for full-text or indexed articles from professional journals, legal publications, newspapers and magazines. Electronic delivery of interlibrary loan articles is available to all Columbia College students and faculty.

The Library provides access to two electronic book subscription databases, EBSCOhost eBook Collection and ebrary Academic Complete. Combined, the databases provide access to more than 200,000 full-text electronic books covering a wide range of academic subjects. Highlights about these collections are:

- Access is provided to all students, faculty, and staff across all campuses.
- Most titles are available at all times. There is no need to "check out" items. There are some single-user titles in the collection which may require "check out."
- Books can be accessed from any computer with an Internet connection.
- Books can be downloaded and read offline on most computers and devices

Access to all online library resources is gained through a CougarTrack login via the college website. The electronic library resources are available to students 24/7.

Assistance is available at Stafford Library during library hours listed below: *

Monday-Thursday	8 am - Midnight CT
Friday	8 am - 8 pm CT
Saturday	9 am - 5 pm CT
Sunday	2 pm - Midnight CT

* Hours are based on the Columbia, Missouri, campus class schedule and are subject to change when this campus' classes are not in session and during holidays.

Books

Books are required for all courses. Students are strongly encouraged to purchase books from Missouri Book Service (MBS) prior to the start of the session. In order to maximize student success, students enrolling close to the start of a session should ensure their textbooks are in hand within 48 hours of registration. To view the booklist, and/or order books, call or visit MBS online at:

Telephone: 800-325-3252

Fax: 800-499-0143

Website: <http://direct.mbsbooks.com/columbia.htm>

If you are eligible for a book voucher, contact your campus location staff to obtain one. The campus staff will authorize the proper amount for charges.

Most Columbia College campuses, as well as the Online Campus, use the services of MBS Direct as the official textbook vendor to provide students a convenient way to order textbooks and other course material via the Internet, mail, fax or phone.

Information needed for ordering includes your school name, campus location and complete course information, including course title. Online course textbooks may differ from on-campus classes. MBS Direct will ship orders within 24 hours Monday-Friday, and payment is accepted via credit card, personal check or money order.

Web-based master syllabi book information is recommended only. Please review specific course syllabi for textbook information.

MBS Direct guarantees delivery of the correct books and will replace any defective or incorrect item. Columbia College is not responsible for any incorrect or late textbooks not purchased from MBS or another college-authorized supplier.

Students with Disabilities

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified dis-

abled individual in the United States shall solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

1. It is the student's responsibility to notify the institution of a disability that would require academic adjustments in accordance with the Americans with Disabilities Act (ADA) in section 504. To self-identify as a student with a disability, the student must register with the ADA Coordinator two weeks in advance of the date accommodations are needed. Although students are encouraged to discuss their needs with their instructors, registration with the ADA Coordinator is necessary in order to receive accommodations. All disabilities must be appropriately documented each session.
2. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self-identify, but may still receive services at any time once they self-disclose and document.
3. Students with disabilities have the right to have access and accommodation complaints addressed through a formal appeals procedure. Students wishing to file a grievance must complete the Disabilities Grievance Form in its entirety, attach a description of the circumstances leading to the complaint as directed on the Disabilities Grievance Form, and submit both documents to the Student Affairs Office.

Disabilities Grievance Forms are available in the Student Affairs Office, the Academic Affairs Office, the ADA Coordinator's Office and the Administrative Services Office.

Technology Solutions Center

The Technology Solutions Center is available to students via phone or face-to-face. Help desk analysts are available to assist students with Internet connectivity and telephone issues in the residence halls, issues with accessing email and CougarTrack and general computer related questions.

HOURS OF OPERATION*

Phone Support

Monday-Thursday7:00 a.m. - 10:00 p.m.

Friday 7:00 a.m. - 8:00 p.m.

Saturday 10:00 a.m. - 6:00 p.m.

Sunday Noon - 6:00 p.m.

Walk-In Support

Monday-Thursday8:00 a.m. - 7:00 p.m.

Friday 8:00 a.m. - 5:00 p.m.

Saturday 11:00 a.m. - 5:00 p.m.

Sunday Noon - 5:00 p.m.

*Hours subject to change during breaks and holidays.

MASTER OF ARTS IN MILITARY STUDIES

PROGRAM DESCRIPTION

The Master of Arts in Military Studies at Columbia College is a graduate degree program that provides a liberal arts education with a practical flair. It emphasizes the study of military affairs from the perspectives of traditional disciplines such as history, philosophy, and political science. It accentuates instruction on military leadership and biography, military organizations and civilian relations, peacekeeping, geopolitics, historiography, and applicable methodologies of the liberal arts.

The Military Studies (MAMS) courses constitute a set of learning experiences that best suit the professional aspirations and academic interests of the individual. They are designed primarily to facilitate career advancement for personnel in the U.S. armed services. The learning process culminates with the completion of a thesis in an area of concentration approved in consultation with a faculty board. The breadth in the disciplinary coverage ensures that prospective graduate students will study the broad scope of military affairs.

ADMISSION

Admission Categories

Full Program: Students applying for Full Program admission must complete steps 1-5 listed under Application Procedures.

Non-Degree: Those applying as Non-Degree seeking students must submit a completed and signed application for graduate admission, accompanied by a non-refundable \$55 application fee, and transcripts from all degree granting institutions. Non-Degree seeking students are not eligible for financial aid.

Post-Baccalaureate: Those applying as Post-Baccalaureate students must complete steps 1-5 under Application Procedures.

Pre-Graduate: Students applying for Pre-Graduate status must submit a completed and signed application for graduate admission accompanied by a non-refundable \$55 application fee and transcripts from all colleges and universities attended. Applicants must have earned over ninety undergraduate semester hours toward the baccalaureate degree at a regionally accredited college or university and have an overall GPA of 3.0. They also must complete at least one undergraduate prerequisite course equivalent to HIST 370. Those accepted as Pre-Graduate status students may take up to nine (9) semester hours of

graduate coursework in the MAMS program while observing all existing MAMS program requirements.

After completion of the baccalaureate degree and up to six (6) graduate semester hours, Pre-Graduate students must submit complete application materials to be considered for full admission to the MAMS program.

Conditional Admission: Students not meeting the department admission requirements may be approved for “conditional admission” at the discretion of the MAMS Graduate Program Coordinator, based on appropriate professional experience or other preparation. Students must complete 6 hours under the category with grades of B higher in all courses in order to be considered for Full Admission.

ADMISSION CRITERIA

Applicants who have completed Application Procedures will be evaluated by the appropriate faculty of the History and Social Sciences department for acceptance into the M.A. in Military Studies degree program. Transfer credits will be evaluated and articulated as graduate electives on a case-by-case basis. Up to 9 hours of graduate credits from graduate-level Professional Military Education (PME) may be applied as graduate electives.

To be considered, applicants must meet the following specific criteria:

- A baccalaureate degree.
- The completion of at least one undergraduate course equivalent to HIST 370.
- A cumulative grade point average of 3.0 or higher on a 4.0 scale from a regionally accredited degree-granting institution.

DEGREE REQUIREMENTS

Required Foundation: **12 sem. hrs.**

MAMS 501	Introduction to Military Studies	3 hrs.
MAMS 502	Great Leaders in U.S. Military History	3 hrs.
MAMS 503	Just War Philosophy	3 hrs.
MAMS 504	National Defense Policy	3 hrs.

Checkpoint Experience: **3 sem. hrs.**

MAMS 510	Military Studies Research	3 hrs.
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Graduate Electives (choose among the available options): **18 sem. hrs.**

MAMS 521	The Military Family	3 hrs.
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MAMS 531	Resiliency for the Military Profession	3 hrs.
MAMS 541	Women and War in the Twentieth Century	3 hrs.
MAMS 551	The Problem of Genocide	3 hrs.
MAMS 561	Strategies of the Cold War	3 hrs.
MAMS 571	The Military and the Media	3 hrs.
MAMS 581	Economics of War and Defense	3 hrs.

Culminating Experience: 3 sem. hrs.

MAMS 600	Military Studies Thesis	<u>3 hrs.</u> 36 hrs.
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ASSESSMENT

The achievement of proficiency will be assessed in the culminating experience, which will result in the completion of a master's thesis in consultation with a faculty board. The thesis will be completed and defended during the final session. Based upon primary and secondary sources of information, the expected length is at least 50 pages. As demonstrated by the completed thesis, graduates of the program will be able to:

- Analyze information and concepts pertinent to multiple disciplinary methodologies that are relevant to military affairs;
- Examine leadership issues and styles relevant to the U.S. armed services in the past;
- Evaluate competing theories about the justifications for warfare by making comparisons and contrasts;
- Define, classify, and articulate the major trends, events, and people influencing national defense policy;
- Synthesize different perspectives into a coherent and comprehensive approach to military affairs in the contemporary world;
- Develop a research project on military affairs in which information and concepts can be discussed through expository writing;
- Appraise different and available information and concepts in order to propose a specific methodology for a research project on military affairs;
- Create a publication quality thesis for reporting on the state of the art in military affairs.

MASTER OF ARTS IN TEACHING

PROGRAM DESCRIPTION

For the Master of Arts in Teaching Program, Columbia College and the Education Faculty have endorsed national certification of teachers, and have adopted the core proposals of the National Board for Professional Teaching Standards as goals of the program. When conducting best practice, teachers:

1. Are committed to students and their learning;
2. Know the subjects they teach and how to teach those subjects to students;
3. Are responsible for managing and monitoring student learning;
4. Think systematically about their practice and learn from experience; and
5. Are members of learning communities.

All MAT students who are public school teachers are encouraged to use their program of study as a springboard to obtaining national certification.

To help students reach these goals, Columbia College believes that truly effective teaching must be modeled, not just taught. Therefore faculty are encouraged to engage students in active learning, research in field situations, problem solving, interactive dialogue and questioning, and constant exploration of what is and what could be. Students are supported in their efforts: to identify and evaluate relevant issues as they relate to various aspects of teaching and learning; to engage in critical and creative thinking with colleagues, peers and professors; to develop as whole persons, valuing individualism, uniqueness and diversity of others; to consistently use reflection and research as the foundation for decision making; and, to value and promote professionalism and a commitment to learning which is never ending.

Students who are seeking teacher certification and do not meet graduate admission requirements may qualify for the Post Baccalaureate Certification Program offered at select campuses. Please refer the Day Campus UG catalog for additional information.

Emphasis Areas

Courses are grouped into three areas: curriculum and instruction, psychological and philosophical foundations, and measurement and evaluation. Students may elect to structure an academic emphasis by taking 12 hours from one area.

Endorsements

Mild/Moderate Cross Categorical Special Education, Gifted Education, and Reading Specialist endorsements are available at select campuses to students who are certified teachers. Students wishing to pursue an endorsement need to work closely with their academic advisors to fulfill endorsement requirements.

Tuition Reimbursement

Pending state funding, tuition reimbursement for Missouri students may be available from the Missouri Department of Elementary and Secondary Education for paraprofessionals and contracted certified teachers who qualify and take courses in the area of Mild/Moderate Cross Categorical Special Education. Additional information is available from the MAT Graduate Program Coordinator.

ADMISSION

Admission Categories

Full-Program: Students applying for Full Program admission must complete steps 1-6 listed under Application Procedures (page 8). A cumulative GPA of 3.0 or higher on a 4.0 scale from a regionally accredited degree granting institution, or a cumulative score of at least 300 on the verbal and quantitative portion of the Graduate Record Examination (see page 53).

Non-Degree: Students applying for Non-Degree admission must complete steps 1-5 listed under Non-Degree Seeking Application procedures (page 8).

Conditional Admission: Students not meeting the nationwide or Online campus department admission requirements may be approved for "conditional admission" at the discretion of the Graduate Admissions Office, based on appropriate professional work at teaching experience, potential for academic success at the graduate level, and/or strong recommendation from school administrators. Students who are granted conditional admission are limited to one-course per session until a GPA of 3.0 has been maintained through six hours of coursework.

MAT Program Requirements

1. Students must meet the satisfactory academic progress requirements of the College.

2. Students must complete a minimum of thirty-six graduate semester hours in an approved course of study. The program is comprised of a core of three courses and three courses in each of the three areas of curriculum and instruction, psychological and philosophical foundations, and measurement and evaluation.

**A. Required MAT Core Courses
(9 semester hours)**

EDUC 500	Research Design	3 hrs
EDUC 504	Curriculum Design and Evaluations	3 hrs
EDUC 508	Integrative Project	3 hrs

**B. Support Courses in each area
(18 semester hours)**

Curriculum and Instruction 6 hrs

Choose two courses from the following:

EDUC 505	Instructional Theory and Techniques	3 hrs
EDUC 512	the Integrated Curriculum	3 hrs
EDUC 514	Mathematics for the Special Needs Child (remedial)	3 hrs
EDUC 515	Language Development of the Exceptional Child	3 hrs
EDUC 516	Reading and Writing Across the Curriculum	3 hrs
EDUC 518	Literature Across the Curriculum	3 hrs
EDUC 521	Language, Literature and the Creative Arts for Elementary and Middle Schools	3 hrs
EDUC 523	Critical and Creative Problem Solving	3 hrs
EDUC 525	Educating Exceptional Individuals	3 hrs
EDUC 526	Teaching and Supervising Pre-Service and In-Service Teachers	3 hrs
EDUC 527	Introduction to Mild to Moderate Cross-Categorical	3 hrs
EDUC 528	Methods of Teaching Mild/Moderate Cross- Categorical Students	3 hrs
EDUC 529	Curriculum and Instruction for Gifted Students	3 hrs
EDUC 530	Administration and Supervision of the Gifted Program	3 hrs
EDUC 531	Survey of the Gifted and Talented	3 hrs
EDUC 532	Technology in Education	3 hrs
EDUC 533	Topics	3 hrs

**Psychological and Philosophical
Foundations**

6 hrs

Choose two courses from the following:

EDUC 542	Law, Ethics and Education	3 hrs
EDUC 544	Current Issues and Philosophical Precedents	3 hrs
EDUC 546	Perspective on Parental Community and Political Involvement in Public Schools	3 hrs
EDUC 547	Career Counseling Including Children with Special Needs	3 hrs
EDUC 548	Communications- Counseling Conferencing, and Confronting	3 hrs
EDUC 550	Human Development	3 hrs
EDUC 555	Development, Gender and Cultural Differences	3 hrs
EDUC 556	Emotional Disorders in Children and Adolescents	3 hrs
EDUC 560	Theories of Learning	3 hrs
EDUC 562	Behavior Management Techniques	3 hrs
EDUC 563	Management of the Classroom Environment	3 hrs

Measurement and Evaluation 6 hrs

Choose two courses from the following:

EDUC 570	Statistics for the Behavioral Sciences	3 hrs
EDUC 572	Individual Ability/ Intelligence Testing	3 hrs
EDUC 574	Evaluation of Individual Achievement and Aptitude	3 hrs
EDUC 580	Methods of Effective Academic Evaluation	3 hrs
EDUC 582	Evaluation of Teaching Effectiveness	3 hrs
EDUC 590	Analysis and Correction of Reading Disabilities	3 hrs

**C. Elective or Emphasis Courses
(9 semester hours)**

Choose three courses with discipline of EDUC.

Minimum Total Hours 36 hrs

3. Transfer credit for courses already completed before admittance to the program may be substituted for required courses upon recommendation of the Education Department. After being admitted, the student must complete all course work at Columbia College, unless specific permission is obtained from the MAT Graduate Program Coordinator. A maximum of nine graduate hours may be accepted in transfer. Petitions for consideration of transfer credit must be made prior to the suc-

successful completion of 12 hours of graduate course work at Columbia College.

4. To complete the program, students are expected to do the following:
 - a. Within the first session on campus, meet with an advisor to discuss career goals and program outcomes.
 - b. Complete EDUC 500 Research Design, and EDUC 504 Curriculum Design and Evaluation as early in the program as possible.
 - c. Upon completion of nine semester hours, file an intended program of study, which includes course work to be taken and personal goals and outcomes to be achieved. Once approved, students are expected to follow this program; any changes should be approved by the advisor.
 - d. Students may not register for EDUC 508 Integrative Project until they are within one session of completion of the MAT and have approval of the course instructor. Students who register for EDUC 508, but do not complete the course in one session, will receive a grade of Incomplete. Subsequently, students must continue to register each session (except for Summer session) until the project is completed and accepted.
 - e. Clinical experiences are available for a maximum of six hours of graduate credit. The purpose of clinical experiences is to provide an opportunity to do field research or to conduct professional practice; the experience must not duplicate previous experience or be a part of a regular teaching assignment. This is an option at select campuses only.
5. Completion of the degree means more than the accumulation of the required course hours. Students must be aware that the integrative project requires acceptance as demonstrated by a satisfactory oral presentation before a jury of faculty and peers.
6. Students must participate in a final review, which includes a portfolio that documents progress toward exit competencies and program goals, a self-evaluation which demonstrates an ability to reflect and use analytic and creative skills, a collaborative assessment with faculty and an evaluation of the program.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Students completing the MAT program document their professional growth and accomplishment of the propositions through portfolios. The portfolio is evaluated by a committee of faculty members. A portfolio must also be presented in a public forum attended by the committee and interested parties. A grade of B or better is required. Outcomes data are collected in an exit interview. These data are used to guide appropriate changes and improvements in the MAT program in order to better meet students' needs for course scheduling, course offerings, learning activities for the accomplishment of course objectives, use of technology, etc.

ASSESSMENT

The five core propositions of the National Board for Professional Teaching Standards (NBPTS) provide the goals for the Master of Arts in Teaching Program. These core propositions are:

MASTER OF BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION

The Master of Business Administration (MBA) offers a balance of theory and practice. The mission of the MBA program is to prepare working adults in the early stages of their careers in small or middle-sized organizations with the knowledge, skills, and personal characteristics that will enhance performance in their present occupation, and prepare them for advancement to upper-level management in the future.

A principal strategy for achievement of this overall goal is to employ a balanced educational approach that includes a rich mixture of business theory and practice. The MBA program complements management development activities which, in combination, prepare working adults for advancement within an organization. To this end, the MBA program enhances career opportunities in the management of business firms or other formally organized enterprises. Therefore, the program centers on a professional approach which balances business theory with practice in the search for knowledge, skills, and methodologies that are useful in formulating strategies for the future in an uncertain and often turbulent business environment.

ADMISSION

Admission Categories

Full-Program: Students applying for Full-Program admission must complete steps 1-5 listed under Application Procedures (page 8)

Conditional Admission: Students not meeting the department admission requirements may be approved for conditional admission by the Departmental Graduate Program Coordinator, based on appropriate professional experience or other preparation. Students must earn a grade of B or higher in each of the first two graduate courses for which they are enrolled in order to be reviewed for full admission to the MBA program.

Non-Degree: Those applying as Non-Degree seeking students must complete steps 1-5 listed under Application Procedures (page 8), complete all prerequisite coursework, and present a minimum 3.0 undergraduate cumulative grade point average.

Post-Baccalaureate: Those applying as Post-Baccalaureate must complete steps 1-5 listed under Application Procedures (page 8). Students must earn a

grade of B or higher in undergraduate prerequisites in order to be considered for full admission to the MBA program.

Tracks

Students who wish to add a track to their current degree must do so through the Graduate Admissions Office. An email from the student's Cougarmail account must be sent to ccgradadmissions@ccis.edu in order to add a track to an already existing graduate degree. Once the request is submitted, the Graduate Admissions office will review the student record to determine if additional prerequisites are needed. Once the change is made, the student will be notified by his/her campus and will receive an updated degree plan.

Admission Criteria

Serving the needs of working adults with graduate studies in business is a guiding principle in the MBA program. To this end, admission to the MBA program rests heavily upon the extent to which the applicant has had the opportunity for work-related experience that would complement further study in business at the graduate level. A minimum of two years of substantial work experience is required. Applicants who have recently completed undergraduate studies are encouraged first to enter the world of work and then later to seek admission to the MBA program after obtaining a larger experiential base (minimum of two years of full-time employment), unless there is a compelling reason to waive this fundamental requirement for admission.

Applicants who have successfully completed graduate admission procedures required by Columbia College will be evaluated by the Graduate Admissions Office.

Students who have not completed the following concept courses in their baccalaureate degree and cannot show evidence of professional experience or other preparation must complete these courses (or their equivalent) before being considered for full admission to the MBA program:

ACCT 280	Accounting I (Financial)	3 hrs
ACCT 281	Accounting II (Managerial)	3 hrs
FINC 350	Business Finance	3 hrs
MKTG 310	Principles of Marketing	3 hrs
MGMT 330	Principles of Management	3 hrs

ACCT 280, ACCT 281, and FINC 350 must be taken sequentially.

The following factors are considered in the admission process:

1. A baccalaureate degree with a cumulative GPA of 3.0 or above from a regionally-accredited institution, as represented by official transcripts from the degree-granting institution.
2. The potential of the student to achieve academic and career goals by enrolling in the MBA program. This factor requires evaluation of the narrative component of the application and three graduate program recommendation forms attesting to the ability of the student to complete the MBA program.

PROGRAM REQUIREMENTS

Degree requirements include common core courses and integrate foundation courses for a minimum of 36 semester hours. The foundation courses must be among the first 18 hours of course work in the MBA program.

Required Graduate Foundation Courses

(12 semester hours)

BUSI 508	Decision Science for Business	3 hrs
BUSI 510	Managerial Economics	3 hrs
BUSI 562	Managerial Accounting	3 hrs
BUSI 570	Managerial Finance	3 hrs

Required Graduate Core Courses

(24 semester hours)

BUSI 502	Information Systems for Management	3 hrs
BUSI 504	Business Communication Theory and Practice	3 hrs
BUSI 506	Legal and Ethical Environment for Business	3 hrs
BUSI 522	Organizational Theory and Practice	3 hrs
BUSI/ MSCJ 526	Human Resource Management and Theory	3 hrs
BUSI 528	International Business	3 hrs
BUSI 544	Marketing Strategy	3 hrs
BUSI 595	Strategic Management (Capstone Course*)	<u>3 hrs</u>

Minimum total semester hours 36 hrs

*The capstone course is required of students as the culminating experience for the MBA Program, and students must have completed thirty hours in the MBA Program before enrolling in this course. Students must earn a B or higher in this course in order to graduate.

MASTER OF BUSINESS ADMINISTRATION – ACCOUNTING TRACK**PROGRAM DESCRIPTION**

The Accounting Track of the MBA program is designed for those candidates who wish to prepare for a professional career in Accounting, and/or sit for the CPA exam. An undergraduate degree in Accounting, or equivalent coursework, as outlined below, is required as a prerequisite.

Admission Criteria

In addition to the five general MBA prerequisites, admission to the Accounting track requires the following undergraduate prerequisites with grades of B or higher.

ACCT 381	Federal Income Tax-Individuals	3 hrs
ACCT 382	Intermediate Accounting I	3 hrs
ACCT 383	Intermediate Accounting II	3 hrs
ACCT 385	Accounting Information Systems	3 hrs
ACCT 386	Cost and Managerial Accounting	3 hrs
ACCT 489	Auditing I	3 hrs

The two-year work experience requirement is waived for students who otherwise qualify for admission to the MBA Accounting Track.

PROGRAM REQUIREMENTS**Required Graduate Foundation Courses**

(9 semester hours)

BUSI 508	Decision Science for Business	3 hrs
BUSI 510	Managerial Economics	3 hrs
BUSI 570	Managerial Finance	3 hrs

Required Graduate Core Courses

(21 semester hours)

BUSI 502	Information Systems for Management	3 hrs
BUSI 506	Legal and Ethical Environment for Business	3 hrs
BUSI 581	Federal Income Tax-Corporations	
BUSI 584	Intermediate Accounting III	
BUSI 585	Fund and Governmental Accounting	
BUSI 588	Advanced Accounting	
BUSI 590	Integrative Accounting Seminar (Capstone Course*)	

*The capstone course is required of students as the culminating experience for the MBA Accounting Track Program, and students must have completed thirty hours in the MBA Program before enrolling in this course. Students must earn a B or higher in this course in order to graduate.

Certain undergraduate accounting courses can serve as substitutions for graduate-level accounting courses. Those courses are:

- a. ACCT 481 (Federal Income Tax-Corporations) for BUSI 581 (Federal Income Tax-Corporations)
- b. ACCT 485 (Fund and Governmental Accounting) for BUSI 585 (Fund and Governmental Accounting)
- c. ACCT 384 (Intermediate Accounting III) for BUSI 584 (Intermediate Accounting III)
- d. ACCT 488 (Advanced Financial Accounting) for BUSI 588 (Advanced Accounting)

Students who wish to use an undergraduate accounting course as a substitution for one of the graduate-level accounting course requirements must adhere to the following guidelines:

Complete one of the following courses (whether at Columbia College or another accepted institution) *prior to admission to any Columbia College graduate program*: ACCT 481, ACCT 485, ACCT 384, or ACCT 488.

The undergraduate courses may only replace their graduate counterpart:

- ACCT 481 for BUSI 581,
- ACCT 485 for BUSI 585,
- ACCT 384 for BUSI 584, and/or
- ACCT 488 for BUSI 588.

Complete additional graduate level course work to replace the substituted hours, to reach a minimum of 36 hours.

Coursework must be completed with a grade of "B" or higher.

Credit must have been earned within the last seven years.

To receive accounting course substitutions, the student must have completed the courses as an undergraduate student prior to admission to any graduate program. Once the student is admitted to any master's program, he/she may not complete undergraduate accounting courses to substitute for graduate-level accounting courses.

Elective Graduate Course

(6 semester hours)

Any two of the remaining BUSI courses (except BUSI 562 Managerial Accounting, which is only for students not in the accounting track.)

Minimum total semester hours 36 hrs

MASTER OF BUSINESS ADMINISTRATION – HUMAN RESOURCE MANAGEMENT TRACK

PROGRAM DESCRIPTION

The track in Human Resource Management of the MBA program is designed for those candidates who wish to prepare for a professional career in Human Resource Management.

PROGRAM REQUIREMENTS

Required Graduate Foundation Courses

(12 semester hours)

BUSI 508	Decision Science for Business	3 hrs
BUSI 510	Managerial Economics	3 hrs
BUSI 562	Managerial Accounting	3 hrs
BUSI 570	Managerial Finance	3 hrs

Required Graduate Core Courses

(15 semester hours)

BUSI 502	Information Systems for Management	3 hrs
BUSI 504	Business Communication Theory and Practice	3 hrs
BUSI 522	Organizational Theory and Practice	3 hrs
BUSI 526	Human Resource Management and Theory	3 hrs
BUSI 595	Strategic Management (Capstone Course*)	3 hrs

*The capstone course is required of students as the culminating experience for the MBA Program, and students must have completed thirty hours in the MBA Program before enrolling in this course. Students must earn a B or higher in this course in order to graduate.

HRM Emphasis must include BUSI 530

Employment Law and 2 of 3 Electives Required

BUSI 530	Employment Law	3 hrs
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Electives: 6 hours

BUSI 531	Organizational Training and Development	3 hrs
BUSI 534	Compensation and Benefits	3 hrs
BUSI 535	Recruitment, Selection and Placement	3 hrs

Minimum total semester hours 36 hrs

ASSESSMENT

Competent performance as a manager requires both context and judgment. As a result, assessment will rely less on purely knowledge-based experiences and more on the student's ability to prepare for and master various "roles" and situations that competent professionals encounter in their work. The goal in assessment is to use methods that replicate authentic challenges and conditions rather than isolated drills or tests. Use of the case method and discussion learning is a primary component of courses in the MBA program.

Skilled managers recognize that judgment in adapting knowledge to the situation at hand is, perhaps, more important than the acquisition of knowledge alone. Therefore, students will be challenged to perform or execute tasks or processes using a knowledge base effectively and in a novel or creative way. The process adapts to changing environmental situations – much like those that are dealt with on a day-to-day basis in the course of managing a formal organization. The assessment process not only provides the opportunity to evaluate the completion of performance tasks but also measures skills and personal characteristics that are essential for managers and to foster further learning.

Projects and assignments other than tests will be emphasized. The process requires the student, under time constraints, to present his or her case clearly, concisely, and persuasively, a skill that is invaluable to effective managers. The principal product of the MBA program will be a graduate who has learned how to think strategically and critically and is able to present his or her thoughts orally or in writing in a competent manner. The relevant measure becomes the student's capacity to apply critical thinking and analytical skills in whatever occupation is chosen.

The most critical element of the assessment process occurs as part of the student's culminating experience. Both product and process components that form key outcomes or performance tasks must be completed satisfactorily as part of the culminating experience (BUSI 595 Strategic Management).

Case work from BUSI 595 affords the opportunity for students to demonstrate competency in each area of study covered in the MBA program. With the approval and guidance of the instructor, the student may also experience a real-world analysis and presentation of material specific to the student's place of employment. Each component of the case work is measured against standards and these standards are included in the course syllabus for BUSI 595. Students refer to their study of Strategic Management and case analysis as the process for demonstrating critical thinking, judgment, analytical skill, and the ability to communicate in writing and/or orally.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

PROGRAM DESCRIPTION

The Master of Education, Education Leadership Program is designed for candidates who wish to prepare for school leadership in the areas of School Principal or Instructional Leader. This degree program emphasizes the multifaceted-roles in the changing paradigms of school leadership. It consists of a core curriculum of 27 hours and two tracks providing an additional 9 hours of electives per track.

The Master of Education, Educational Leadership courses are designed to meet the Interstate School Leaders Licensure Consortium Standards (ISLLC). The coursework is foundational, theoretical, applicable, and uses a common language for results aligned to a standards-based approach for determining performance levels. The courses are primarily designed for students who are currently working in the field of education and desire advancement in their careers.

This degree program prepares students to take the National School Leaders Licensure Exam. The program meets the requirements for the Missouri Initial Principal Certification. Students who plan to enroll in this degree program are responsible for verifying that the program meets licensure requirements for the State Department of Education for the state in which they reside.

An undergraduate degree with teacher certification in one or more areas, plus teaching experience, is required as a pre-requisite.

ADMISSION

Admission Categories

In addition to the application procedures and requirements for admission previously listed (pages 7-8), applicants for the M.Ed. program must submit a copy of their valid teaching certificate.

Admission to the M.Ed. program is restricted to those with at least a year of teaching experience. Students may make application during their second year of teaching, and may begin coursework during the second semester of their second year.

Applicants who have successfully completed admission procedures required by Columbia College will be evaluated by the Admissions Office for acceptance into the Master of Education, Educational Leadership

program. To be considered for full admission, applicants must have earned a cumulative GPA of 3.0 or higher on a 4.0 scale from a regionally accredited degree-granting institution, or an additive score of at least 300 on the verbal and quantitative portions of the Graduate Record Examination.

Students not meeting these criteria may be eligible for conditional admission.

Non-Degree: A person applying as a "Non-Degree Student" is not eligible for financial aid and may complete a maximum of twelve (12) semester hours of graduate-level coursework. Individuals who already have a master's degree are not subject to the 12-hour limit. Non-degree seeking applicants do not need to submit a personal goal statement as part of their application, although their resume must demonstrate the required amount of teaching experience.

Conditional Admission: Students not meeting the department admission requirements may be approved for "conditional admission" at the discretion of the M.Ed. Graduate Program Coordinator, based on appropriate professional teaching experience, potential for academic success at the graduate level, and/or strong recommendation from school administrators. Students who are granted conditional admission are limited to one course per session until a GPA of 3.0 has been maintained through six hours of coursework. Students may then petition for full admission.

Financial Aid

Please refer to the Financial Aid section to determine financial aid eligibility for the different admissions categories. Contact the Financial Aid Office for more information.

PROGRAM REQUIREMENTS

1. Students must meet the satisfactory academic progress requirements of the College.
2. Students must complete a minimum of thirty-six graduate semester hours in an approved course of study. The program is composed of a core of 27 hours of courses required of all students, and an elective track consisting of 9 hours. Students must choose one or more of the tracks listed in the elective track listings. Students who wish to complete more than one track will have more than 36 hours upon completion.

Required Graduate Core Courses (27 sem. hrs)

EDUC 500	Research Design	(3)
EDUC 502	Foundations and Psychology of Educational Leadership	(3)
EDUC 504	Curriculum Design and Evaluation	(3)
EDUC 546	Perspectives on Parental, Community, and Political Involvement in Public Schools	(3)
EDUC 560	Theories of Learning	(3)
EDUC 563	Management of the Classroom Environment	(3)
EDUC 569	Data-based Instructional Decision Making	(3)
EDUC 580	Methods of Effective Academic Evaluation	(3)
EDUC 608	Education Leadership Practicum (Missouri Students Only) OR	(3)
EDUC 609	Education Leadership Integrated Project (non-Missouri Students)	(3)

Elective Graduate Courses:**Principal Track**

EDUC 581	School Law for Educational Leaders	(3)
EDUC 583	Elementary and Secondary School Principalship	(3)
EDUC 587	Supervision	(3)

Instructional Leader Track

EDUC 585	Theory and Philosophy of Instruction	(3)
EDUC 586	Techniques and Strategies of Instructional Coaching	(3)
EDUC 582	Evaluation of Teaching Effectiveness	(3)

Minimum Total Semester Hours: 36 hrs

Transfer credit for courses already completed before admittance to the program may be substituted for required courses upon recommendation of the Education Department. After being admitted, the student must complete all course work at Columbia College unless specific permission is obtained from the M.Ed. Graduate Program Coordinator. A maximum of nine graduate hours may be accepted in transfer. Petitions for consideration of transfer credit must be made prior to the successful completion of 12 hours of graduate course work at Columbia College.

tion Research completion, and the Interstate School Leaders Licensure Standards. Anticipated length of the portfolio is approximately 60 pages, including artifacts which delineate standards as they are applied in the selected setting. The ISLLC Standards are adopted by the National Association of Elementary School Principals and The National Association of Secondary School Principals and are appropriate for all Leadership Tracks.

ASSESSMENT

Achievement and Proficiency will be determined through development and oral defense of a Standards-based portfolio which includes Research design, Ac-

MASTER OF SCIENCE IN CRIMINAL JUSTICE

PROGRAM DESCRIPTION

The Master of Science in Criminal Justice (MSCJ) is designed primarily for practitioners in the field of criminal justice interested in developing and/or enhancing administrative skills. The program is also designed to meet the analytical and theoretical needs of students who will continue with doctoral or law studies. The degree emphasizes four foundational areas: trends in criminal justice, policy development and analysis, research design and ethics in criminal justice. Understanding derived from these courses provides graduate students a solid foundation for dealing with the many critical issues confronting the contemporary criminal justice administrator. Courses are structured in a hands-on format encouraging maximum student interaction while at the same time encouraging the development of useful action skills.

ADMISSION

Admission Categories

Full Program: Students applying for Full Program admission must complete steps 1-5 listed under Application Procedures.

Conditional Admission: Students not meeting the department admission requirements may be approved for "conditional admission" by the Graduate Admission Office, based on appropriate professional experience or other preparation. Students must complete 6 hours under the category with grades of B or higher in all courses in order to be considered for Full Admission.

Non-Degree: Students applying for non-degree admission must complete steps 1-5 listed under Application Procedures.

Post-Baccalaureate: Students accepted as Post-Baccalaureate must meet two undergraduate prerequisites: CJAD 101 Introduction to Criminal Justice Administration and CJAD 415 Criminal Procedures. Those applying as Post-Baccalaureate students must complete steps 1-5 under Application Procedures. Students must earn a grade of B or higher in undergraduate prerequisites in order to be considered for full admission to the MSCJ program.

Admission Criteria

Applicants who have completed admission procedures will be evaluated by the Graduate Admissions Office for acceptance into the Master of Science in Criminal Justice degree program. To be considered, applicants must meet the following criteria:

1. A baccalaureate degree in criminal justice or closely related cognate area.
2. A cumulative grade point average of 3.0 or higher on a 4.0 scale from a regionally accredited degree-granting institution.

Students possessing a baccalaureate degree in a field other than criminal justice may enroll as a Post-Baccalaureate. Students in this category must complete CJAD 101 Introduction to Criminal Justice Administration and CJAD 415 Criminal Procedures, earning a grade of B or higher in both courses. Subsequent to successful completion of these courses students may be considered for admission to the MSCJ program.

Post Baccalaureate students may take graduate courses with permission from the MSCJ Graduate Program Coordinator.

PROGRAM REQUIREMENTS

The degree requirements include 12 hours of foundation courses, 15 hours of core courses and 9 hours elective courses totaling 36 semester hours.

Required MSCJ Foundation Courses		(12 sem. hrs)
MSCJ 500	Research Design	3 hrs
MSCJ 501	Current Issues and Future Directions in Criminal Justice	3 hrs
MSCJ 510	Legal and Ethical Issues in Criminal Justice	3 hrs
MSCJ 530	Legal Aspects of Criminal Justice Management	3 hrs

Required MSCJ Core Courses (15 sem. hrs)

MSCJ 524	Criminal Justice Policy	3 hrs
MSCJ/ BUSI 526	Human Resource Management and Theory	3 hrs
MSCJ 535	Budgeting and Planning for Criminal Justice Managers	3 hrs
MSCJ 561	Crisis Intervention	3 hrs
MSCJ 595	Emergent Issues in Criminal Justice Leadership	3 hrs

MSCJ Electives**(Students choose 9 hours of the following)**

MSCJ 525	Comparative Criminal Justice Systems	3 hrs
MSCJ 533	Topics in Criminal Justice	3 hrs
MSCJ 543	Development of Standard Operating Procedure	3 hrs
MSCJ 550	Readings in Criminal Justice Administration	3 hrs
MSCJ 567	Seminar in Juvenile Justice	<u>.3 hrs</u>
Total:		36 hrs

Management Tracks in Criminal Justice Administration

Students majoring in the Master of Science in Criminal Justice degree program desiring a greater focus in management skills may choose an emphasis in Law Enforcement Administration (LEA) or an emphasis in Corrections Administration (CA) as part of their degree completion plan. The emphasis areas will appear on the student's academic transcript and provide evidence that the student has satisfied academic requirements for departmentally recognized courses in the area.

Both the Law Enforcement Administration and the Corrections Administration emphasis areas consist of successful completion of three of the four designated graduate courses associated with that area (9 semester hours total). To qualify for the awarding of the emphasis, each course comprising the specialty area must be completed with a minimum grade of "B". Management tracks include

MSCJ With Management Track in Law Enforcement Administration

Students choose 9 hours (3 courses) of the following (taken in lieu of MSCJ electives).

MSCJ 543	Development of Standard Operating Procedures	3 hrs
MSCJ 550	Readings in Criminal Justice	3 hrs
MSCJ 577	Law Enforcement Administration	3 hrs
MSCJ 579	Law Enforcement and the Community	3 hrs

MSCJ With Management Track in Correction Administration

Students choose 9 hours (3 courses) of the following (taken in lieu of MSCJ electives).

MSCJ 543	Development of Standard Operating Procedures	3 hrs
MSCJ 550	Readings in Criminal Justice	3 hrs
MSCJ 587	Corrections Administration	3 hrs
MSCJ 589	Community Corrections	3 hrs

ASSESSMENT

The Master of Science in Criminal Justice (MSCJ) is designed primarily for practitioners in the field of criminal justice interested in developing and/or enhancing administrative and leadership skills. The program is also capable of accommodating the analytical and theoretical needs of students who will continue with doctoral or law studies. The program's curriculum was designed with feedback provided by a nine member curricular advisory board.

The degree emphasizes four foundational areas: trends in criminal justice, research design, ethics and legal considerations in criminal justice management. Understanding derived from these courses provides graduate students a solid foundation for dealing with the many critical issues confronting the contemporary criminal justice administrator. Courses are structured in a hands-on format encouraging maximum student interaction while at the same time encouraging the de-

velopment of useful action skills. During each course, students are requested to evaluate the quality of instruction received in each class. Data from student evaluations is used to improve curriculum and pedagogy.

In addition, the Department has developed the following program learning goals for graduates of the MSCJ program:

1. To acquire increased skills in writing in a criminal justice context.
2. To acquire increased and improved skills in public speaking.
3. To enhance decision making, organizational, and leadership skills.
4. To obtain real world critical thinking/problem solving skills as they relate to criminal justice and public policy.
5. To study recent developments and trends in criminal justice.
6. To apply experience and research to the development of public policy and acceptable criminal procedure.
7. To gain knowledge of comparative criminal justice policy and procedures and possible applications in an American criminal justice setting.

The Department's Capstone Course, MSCJ 595, is the primary site for gathering of program assessment information. Product and process components that form key outcomes or performance tasks relevant to the degree must be completed successfully as part of this culminating experience. Course work in MSCJ 595 requires submission of multiple case studies and other work which applies course concepts from all of the Master's degree course work to leadership based scenarios.

Students in MSCJ 595 will also be given a Program Assessment Instrument, which requests the students to submit answers to questions designed to assess the quality of the MSCJ program. Information and data obtained through these and other assessment activities is used to improve curriculum and pedagogy.

Partners in Corrections - MSCJ Program

Criminal Justice graduate faculty have developed an equivalency program for MSCJ students that can receive up to nine (9) graduate credit hours of college credit for management training received through the National Institute of Corrections.

Graduate students accepted in the MSCJ Program, who select the MSCJ Corrections Administration track and can demonstrate that they have successfully completed the National Institute of Corrections "Correctional Leadership Development" 70-hour course, will receive 9 credit hours course equivalency toward the completion of their MSCJ degree. The specific courses for which equivalency credit will be given are (1) MSCJ 587 Corrections Administration, (2) MSCJ 589 Community Corrections and (3) MSCJ 550 Readings in Criminal Justice.

Once all other coursework for the MSCJ degree has been successfully completed, these nine (9) credit hours will be awarded to enable the student to graduate with the Master of Science in Criminal Justice with an academic emphasis in Corrections Administration.

COURSE DESCRIPTIONS

Business

BUSI 502 Information Systems for Management 3 hrs

Examination of the value and uses of information systems for business operations, management decision-making and strategic advantage. Discussions and applications focus on spreadsheet software and its usefulness as a managerial aid.

BUSI 504 Business Communication Theory and Practice 3 hrs

This course is designed to strengthen students' communications skills in the context of managerial communication. Topics include writing and research skills, listening skills, nonverbal communication, conflict resolution and negotiation strategies, conducting interviews and meetings, and giving formal presentations.

BUSI 506 Legal and Ethical Environment for Business 3 hrs

Examination of the topics in the area of law, regulatory controls, and ethical issues. Topics include contracts, the Uniform Commercial Code, agency agreements, partnerships, corporations, and product liability. Discussions focus on the implications of these legal situations in management.

BUSI 508 Decision Science for Business 3 hrs

Examination of quantitative skills useful to managers. Discussions focus on selected algebra topics, mathematics for finance and descriptive statistics and probability. Prerequisite: Knowledge of College Algebra, Excel® or other computer spreadsheet applications is important.

BUSI 510 Managerial Economics 3 hrs

Examination of the impact of the economic environment on business decision-making. Discussions focus on macro- and microeconomics topics with particular emphasis on marginal analysis and supply and demand considerations. Prerequisite: BUSI 508.

BUSI 522 Organizational Theory and Practice 3 hrs

Examination of modern concepts of effective management. Discussions focus on foundations, theories, models and literature for designing effective organizational relationships. Prerequisite: Full admission to MBA Program.

BUSI 526 Human Resource Management and Theory 3 hrs

Examination of the organizational human resource function and contemporary techniques for managing human resources. Discussions focus on EEO law, work force diversity, managing change, staffing, training and development, compensation and benefits, EEO/AA and other human resource topics. Cross-listed as MSCJ 526.

BUSI 528 International Business 3 hrs

Examination and analysis of the importance of international trade as it applies to the business sector. Analysis of import, export, trade deficit, balance of trade and balance of payment is explored. The course gives students an understanding of how the cultural, social, political, and economic environment in different countries can affect the international competitive environment and the implications for business strategy.

BUSI 530 Employment Law 3 hrs

Examination of state and federal employment laws. Discussions focus on how federal law sets the threshold for private sector employees and overrides most state and local employment laws. Emphasis placed on how both federal and state laws protect workers from discrimination in all aspects of employee recruitment, selection, placement and retention.

BUSI 531 Organizational Training and Development 3 hrs

Examination and analysis of the role of training and development in complex organizations. Discussions focus on development of systems and programs intended to motivate employees to create high performance organizations. Models analyze and evaluate best training and development practices to enhance high performance in rapidly changing environments.

BUSI 534 Management of Compensation and Benefits Plans 3 hrs

Examination and analysis of how human resource professionals go about designing a compensation and benefits plan that would attract and motivate qualified employees. Discussions emphasis evaluation of how successful compensation and benefits programs lead to enhanced quality work life, high levels of performance, lower absenteeism, and lower turnover.

BUSI 535 Recruitment, Selection, and Placement Strategies 3 hrs

Examination of the processes and issues related to

staffing organizations. Discussions emphasize analysis of the processes by which the workforce is developed and will enhance productivity and effectively implement business strategy. Topics include recruitment and staffing models, policies and practices related to attraction, selection, and development, retention, and employment decision making.

BUSI 544 Marketing Strategy 3 hrs

The course is organized around the marketing planning process to clearly delineate the relationship among marketing decisions. Marketing functions are examined through case analysis to successfully integrate all elements of the managerial process. The course presents concepts from a decision making perspective rather than from a descriptive point of view. This approach reflects an emphasis on the marketing decisions that students are most likely to confront in their careers. Additionally, because marketing managers are held accountable for profits as well as sales, budgetary considerations of marketing decisions are discussed.

BUSI 562 Managerial Accounting 3 hrs

Examination of the strengths and limitations of an organization's accounting system in many different organizational settings. Discussions focus on the different roles of managers within organizations; the importance of cross-functional skills; being an integral part of the firm's organizational infrastructure; and analysis of the information generated by the accounting system for both planning and control decisions.

BUSI 570 Managerial Finance 3 hrs

Examination of the process of evaluating financial resources and planning and controlling activities within the firm. Discussions focus on ratio and cash flow analysis, financial forecasting, development and use of budgets for management and planning and control. Prerequisite: BUSI 508.

BUSI 581 Federal Income Tax-Business Entities 3 hrs

Focuses on the federal income taxation of corporations and shareholders; corporate formation and capital structure; corporate distributions; corporate liquidations; penalty taxes on corporations; partnerships, S corporations. Prerequisite: ACCT 381.

BUSI 584 Intermediate Accounting III 3 hrs

Development of accounting theory and practice as applied to: conceptual framework and financial reporting; complexities of revenue recognition; investments in financial instruments; leases; income taxes, pensions; accounting changes and error correction; earnings per share; statement of cash flows. Prerequisite: ACCT 383.

BUSI 585 Fund and Governmental Accounting 3 hrs

Study of accounting and reporting concepts, standards, and procedures applicable to city, county, and state governments, the federal government and not-for-profit institutions. Prerequisite: Admission to the MBA Accounting Track.

BUSI 588 Advanced Financial Accounting 3 hrs

Policies and procedures used in preparing financial statements of consolidated corporations and partnerships, including foreign currency transactions. Prerequisite: ACCT 394 or BUSI 584.

BUSI 590 Integrative Accounting Seminar 3 hrs

Culminating experience for the MBA-Accounting Track. This course examines and integrates the four major areas that constitute the Uniform CPA exam: Financial Accounting and Reporting, Auditing and Attestation, Business Environment and Concepts, Regulation. Prerequisite: Completion of 24 hours in the MBA program, including all other Accounting courses.

BUSI 595 Strategic Management 3 hrs

Culminating experience/capstone course for the MBA degree. Requires application of all previous learned educational experiences in accounting, economics, finance, management and marketing. Extensive use of case analysis and strategic report writing is used to integrate all previous course materials in the analysis and resolution of complex business strategic planning problems. A final grade of B or better must be achieved to satisfy graduation requirements. Prerequisite: Completion of at least 30 semester hours in the MBA program.

Criminal Justice

MSCJ 500 Research Design 3 hrs

The study of applied research designs. Data collection methods emphasized are observation and psychometry. Both qualitative and quantitative data analysis methods are studied, with strong emphasis on results interpretation. Must be taken as a foundational course for the Master of Science in Criminal Justice. Prerequisite: Graduate standing.

MSCJ 501 Current Issues and Future Directions in Criminal Justice 3 hrs

An examination of the salient, current critical issues in the justice system affecting law enforcement, criminal justice personnel, public policy and recent social developments. Must be taken as a foundational course for the Master of Science in Criminal Justice.

MSCJ 510 Legal and Ethical Issues in Criminal Justice 3 hrs

Examination of topics in the areas of law, legal controls, and ethical issues in the criminal justice field. Areas such as corruption, misconduct and related issues are discussed.

MSCJ 524 Criminal Justice Policy Development and Evaluation 3 hrs

Examination of the development, implementation and analysis of public policy. Students identify and evaluate public policies as they relate to the criminal justice system. Prerequisite: Graduate standing.

MSCJ 525 Comparative Criminal Justice Systems 3 hrs

Examination of criminal justice systems worldwide. Includes exploration of means of establishing cooperation toward mutual goals despite structural, historical and ideological differences. Prerequisite: Graduate standing.

MSCJ 526 Human Resource Management and Theory 3 hrs

Examination of the organizational human resource function and contemporary techniques for managing human resources. Discussions focus on EEO law, work force diversity, managing change, staffing, training and development, compensation and benefits, EEO/AA and other human resource topics. Cross-listed as BUSI 526.

MSCJ 530 Legal Aspects of Criminal Justice Administration 3 hrs

Examination of the legal issues within criminal justice management, and of the effects of constitutional provisions, statutes, ordinances and judicial decisions on justice administration. Analysis of the legal aspects of selection, compensation, promotion, assignment and termination of justice employees and consideration of operational issues not addressed in other courses. Prerequisite: Graduate standing.

MSCJ 533 Topics in Criminal Justice 3 hrs

Intensive study of specially chosen topical areas with special emphasis on the systems concept as it applies to problem solving in the management of criminal justice.

MSCJ 535 Budgeting and Planning for Criminal Justice Managers 3 hrs

Examination of public sector budgeting from the perspective of agency and departmental managers. Analysis of the issues involved in planning, developing, tracking and implementing an agency or department budget. Prerequisite: Graduate standing.

MSCJ 550 Readings in Criminal Justice Administration 3 hrs

Selected readings that allow the student to pursue areas of particular interest or need not covered in established courses or programs. Prerequisite: 12 semester hours of required graduate foundation courses.

MSCJ 561 Crisis Intervention 3 hrs

Study of the theory and practice of crisis intervention with an emphasis on outreach intervention models. Demonstration of skills is required. Prerequisite: 12 semester hours of required graduate foundation courses.

MSCJ 567 Seminar in Juvenile Justice 3 hrs

Analysis of all aspects of the juvenile justice system and process. Topics include history, movements toward diversion and deinstitutionalization, police interaction, court co-process, due process and community intervention. Included is an examination of the law as it relates to juvenile justice and future trends in the field. Prerequisites: MSCJ 500, MSCJ 501, MSCJ 510, MSCJ 524.

MSCJ 577 Law Enforcement Administration 3 hours

An examination of selected criminal justice system management issues and problems focusing specifically on law enforcement, agency management including policy planning, forecasting, human resource management and project implementation. Prerequisite: Graduate standing.

MSCJ 579 Law Enforcement and the Community 3 hrs

This course examines the nature of law enforcement organizations as components of the political and social networks that comprise communities. Topics such as the intersection of law enforcement, mental health, juvenile justice and educational systems are examined. The public impact of law enforcement operations and the role of the media and special interest groups are examined in detail. Prerequisite: Graduate standing.

MSCJ 587 Corrections Administration 3 hrs

The course develops students' capacity to develop and evaluate policies and procedures in all parts of the correctional administration area.

Judicial decisions which impact the legal status of the operation of correctional institutions and offender confinement are examined along with practical and operational decisions to corrections administration. Prerequisite: Graduate standing.

MSCJ 589 Community Corrections 3 hrs

Techniques and procedures utilized in the supervision of adult and juvenile probationers and parolees and

other residents of community-based corrections facilities. Preparation of social history, pre-hearing and pre-sentence investigation reports. Emphasis on practical problems confronting the probation and parole and other community-based corrections officers. Prerequisite: Graduate standing.

MSCJ 595 Emergent Issues in Criminal Justice Leadership 3 hrs

This serves as a capstone course for the Master of Science in Criminal Justice program, providing an opportunity for the integration of information offered in the program and its relationship and application to emergent issues. Addresses the effect of emergent perspectives in leadership and organizational theory on public administration and criminal justice leadership. Integrates leadership and organizational theory, principles of public administration, community expectations of criminal justice leaders, and relevant technological innovations and applications. Extensive use of case studies is used to integrate all previous course materials in the analysis and resolution of complex leadership issues. Prerequisites: 12 semester hours of required graduate foundation courses and an additional 18 semester hours of required graduate core courses.

Education

EDUC 500 Research Design 3 hrs

The study of educational research from a comprehensive perspective. Included are: techniques and concepts of social and behavioral research; writing in the APA format; ethical standards governing educational research; experiences in the use of internal and external critique methods; readings in curriculum, assessment, philosophical and psychological research products; experiences accessing and using archival and web-based data sources; evaluation of descriptive, true-experimental and quasi-experimental research designs; identification and use of appropriate parametric and nonparametric statistical analyses, computation and interpretation of effect size tests of practical significance; conducting primary and secondary source literature reviews; demonstration of research designing; and use of portfolio research. Prerequisite: Graduate standing.

EDUC 502 Foundation and Psychology of Educational Leadership 3 hrs

This course introduces fundamental principles within administrative theories, including organizational theory, bureaucratic models, leadership theories, change theories, content theories, and process theories. Contemporary practices will be studied and analyzed.

EDUC 504 Curriculum Design and Evaluation 3 hrs

The study of curriculum design from historical precedent to current models of curriculum construction, implementation, and evaluation. Prerequisite: Graduate standing.

EDUC 505 Instructional Theory and Techniques 3 hrs

The study of instructional planning, including goals and objectives, techniques and activities, and evaluation. Students produce and present lessons containing defensible techniques, strategies and methods of evaluation. Includes a 15-hour field experience. Prerequisite: Graduate standing.

EDUC 508 Integrative Project 3 hrs

The application of portfolio research skills needed to document the accomplishments of program goals. The integrative project must meet quality standards for graduate research, and requires acceptance by the graduate faculty, following a satisfactory oral presentation and defense. Students must participate in a final review which includes the portfolio presentation, self-evaluation and program evaluation. All must demonstrate, in an exit interview, reflective analysis, analytic and creative skills. Students should consult their advisor in the semester prior to enrollment to begin planning this experience. Completion may require more than one enrollment session, but capped at three extensions. Prerequisites: EDUC 500 and an approved plan of completion.

EDUC 508E Integrative Project Extension 3 hrs

This course is designed for students who have enrolled in EDUC 508 and have not finished the project. Continuous enrollment in EDUC 508, Integrative Project Extension, with the fee of \$100 per enrollment, is mandatory and is capped at the maximum extension of three (3) consecutive terms. Prerequisite: enrollment in EDUC 508.

EDUC 512 The Integrated Curriculum 3 hrs

The study of research, theorists and proponents of the integrated curriculum and instruction in the elementary, middle level and secondary schools. Prerequisite: Graduate standing.

EDUC 514 Mathematics for the Special Needs Child (remedial) 3 hrs

The study of specific theories and strategies of teaching mathematics to children with special needs. Techniques of remediation and intervention in math instruction at various ability levels are discussed. There is a strong application component to this course.

Developmentally appropriate practices are presented. This course is specifically designed for teachers of children with mild/moderate disabilities. Prerequisite: Graduate standing.

EDUC 515 Language Development of the Exceptional Child 3 hrs

Study of the stages and characteristics of language development with an emphasis on the needs of exceptional children and learners of English as a second language. The courses focus is to allow practicing classroom teachers to apply this knowledge to the acquisition and development of exceptional children in various educational settings. Prerequisite: Graduate standing.

EDUC 516 Reading and Writing Across the Curriculum 3 hrs

The study of the theoretical framework for directed language use in all content areas, with emphasis on establishing a consistent set of language standards, practices and uses. Applications in various contents, curricula and with various ability levels are developed. Includes a 15-hour field experience. Prerequisite: Graduate standing.

EDUC 518 Literature Across the Curriculum 3 hrs

The study of potential contributions of literature, including traditional and more broadly defined categories, in all teaching and learning situations. Familiarity with the literature available and appropriate by genre, content and age group, criteria by which to evaluate written materials for appropriateness, and applications within specific subject areas and developmental stages, is stressed. Prerequisite: Graduate standing.

EDUC 521 Language, Literature, and the Creative Arts for Elementary and Middle Schools 3 hrs

The study of the creative arts (music and art) and language arts curricula emphasizing developmentally appropriate literature. This study includes instructional decisions, teaching techniques, and narrative and expository text related to aesthetic and language modes of listening, speaking, reading and writing. Includes a 15-hour field experience. Prerequisite: Graduate standing.

EDUC 523 Critical and Creative Problem Solving 3 hrs

The study of critical and creative problem solving as it applies to teaching and learning. Cognitive understanding of the major models of critical thinking and creativity will be reinforced by experiences which re-

quire higher levels of thinking, including analysis, evaluation and creating; creative problem solving, self-expression and original synthesis of design within content or interest areas.

EDUC 525 Educating Exceptional Individuals 3 hrs

The study of all components affecting the education of exceptional individuals. Variables addressed include: the type and extent of the handicapping condition; the legal conditions and constraints influencing placement and instruction; the roles of the personnel who work with exceptional students, including special teachers, classroom teachers, parents, administrators, and counselors; methods and materials used in instruction; classroom management. The role of the classroom teacher will be emphasized. Prerequisite: Graduate standing.

EDUC 526 Teaching and Supervising Pre-Service and In-Service Teachers 3 hrs

Study of the role of the practicing professional in the instruction and supervision of pre-service teachers in clinical settings. Variables studied include: the relational roles of the college supervisor, cooperating teacher and pre-service teacher; the developmental process and procedures appropriate for pre-service teachers at various stages of professional development; the roles of the cooperating teacher (model, teacher, demonstrator, coach, critic, evaluator, supporter, mentor). The phases of instruction (planning, implementation and evaluation), and the methods of instruction, including inquiry, direct, interactive and cooperative, individual and group, as they relate to clinical experiences, are utilized as one component of this course. Presentation and evaluation skills used by teachers in in-service situations and in professional conferences are addressed.

EDUC 527 Introduction to Mild to Moderate Cross-Categorical 3 hrs

An overview of mild/moderate disabilities, specifically the characteristics, etiology, diagnosis and assessment. Includes examination of the laws that govern special education. Prerequisite: EDUC 300.

EDUC 528 Methods of Teaching Mild/Moderate Cross-Categorical Students 3 hrs

A study of the methods, materials, resources, requirements and responsibilities of teachers working with students with mild to moderate disabilities, including learning disabilities, behavioral disorders, mental retardation, and physical disabilities and other health impairments. Course content focuses on developing instructional strategies to provide effective programs

in a range of placements. Emphasis is on the team model of planning and delivery, including parents, regular education teachers, administration and support specialists. Prerequisite: EDUC 527.

EDUC 529 Curriculum and Instruction for Gifted Students 3 hrs

The course will investigate topics which include the historical background of education for the gifted and talented; the concept of giftedness and characteristics of the gifted and talented; assessment of the gifted and talented; various models and programs for education of the gifted and talented.

EDUC 530 Administration and Supervision of the Gifted Program 3 hrs

The study of the gifted program administration. Focused upon are the understanding of, and the skills needed for, the supervising and administering a gifted program in elementary and secondary schools. This class will include a study of the origins of gifted education; identifying giftedness; the instructional models in use; and the selection of staff. Prerequisite: Graduate standing.

EDUC 531 Survey of the Gifted and Talented 3 hrs

Overview of the intellectual, social and emotional characteristics of the gifted and talented. An investigation of the concept of giftedness, assessment of the gifted and talented which include: cognitive, affective, physical and intuitive functions.

EDUC 532 Technology in Education 3 hrs

The study of instructional media and its use in the classroom. Traditional media and the latest technology are investigated. Provided are opportunities to work with the various mediums, produce materials, and integrate mediated experiences into instruction. Prerequisite: Graduate standing.

EDUC 533 Topics 1-3 hrs

EDUC 542 Law, Ethics and Education 3 hrs

The study of practices within education from both the legal and ethical perspectives. Values, morality and ethics are addressed from historical and current frameworks and applied to legal and practical questions of practical importance to educators. Includes a 15-hour field experience. Prerequisite: Graduate standing.

EDUC 544 Current Issues and Philosophical Precedents 3 hrs

The study of current issues in education, and education reform, such as: educational practice; specializa-

tion and professionalization; governance; finance; legal precedents; cultural, social and ethnic influences; and equal opportunity demands. Issues are explored from the philosophical precedents formed in idealism, realism, perennialism, essentialism, pragmatism, progressivism, social constructivism, humanism, existentialism, philosophical analysis and emerging reform philosophies. Prerequisite: Graduate standing.

EDUC 546 Perspective on Parental Community, and Political Involvement in Public Schools 3 hrs

The study of relationships between the schools and professional educators and the people and agencies outside the schools which influence and affect them. Formal and informal relationships are identified and positive and negative effects discussed. Strategies for fostering and improving cooperative involvement and support are developed and a practical application is required. Prerequisite: Graduate standing.

EDUC 547 Career Counseling Including Children with Special Needs 3 hrs

The study of and application of theory, procedures and techniques of career counseling. Career identification and decision making are emphasized. Techniques for preparing student with special needs to make the transition from special education to community living are discussed. Prerequisite: Graduate standing.

EDUC 548 Communications-Counseling Conferencing, and Confronting 3 hrs

The study of communications within the context of interpersonal transactions within educational settings. Counseling, counseling theories, mediating, conferring and advocating are studied. Special attention is given to community resource agencies, multidisciplinary teams and their work with families of children with disabilities. Prerequisite: Graduate standing.

EDUC 550 Human Development 3 hrs

The study of human development. Students must complete the Course Core Component and two Specialized Components. The Core Component addresses human development from the theoretical perspectives of psychoanalysis, behaviorism and phenomenology. Specialization Components focus on the unique physiological, cognitive, and affective/social characteristics of human beings in age-graded, developmental eras, and on how these characteristics modify practice requirements. Prerequisite: Graduate standing.

EDUC 555 Development, Gender and Cultural Differences 3 hrs

The study of diversity as it pertains to gender and cultural differences. Issues examined include topics such as economic, social, cultural, political, religious, eth-

nic, racial, and gender influences. Other factors considered include: macro and micro systems and interpersonal differences in areas such as attraction, affiliation, conformity, prejudice and sexism. Processes such as social changes, urban and rural socialization, intergender and intragender communication, and the balance of work, health, relationships and leisure pursuits are explored. Prerequisite: Graduate standing.

EDUC 556 Emotional Disorders in Children and Adolescents 3 hrs

The study of the effects of emotional disorders on children's cognitive, affective, and psychomotor behaviors, as well as remedial and rehabilitative strategies. Students will identify those strategies that are effective in the classroom with student exhibiting emotional disorders. Prerequisite: Graduate standing.

EDUC 560 Theories of Learning 1-3 hrs

The study of major learning theories including those proposed by Skinner, Pavlov, Bandura, Piaget, Bruner, Sternberg and others. Current and historical research into the application of theoretical knowledge in education systems are addressed. Includes a 15-hour field experience. Prerequisite: Graduate standing.

EDUC 562 Behavior Management Techniques 3 hrs

A study of the theories of behavior management as applied to school environments with teachers, children, support personnel, parents and special needs personnel as contributing variables. Prevention, supportive and corrective aspects are included. Prerequisite: Graduate standing.

EDUC 563 Management of the Classroom Environment 3 hrs

The study of classroom management techniques. Students analyze classroom variables related to organization and governance; study theories relevant to classroom motivation, discipline and communications to evaluate classroom practices; and develop a management system. Includes a 15-hour field experience. Prerequisite: Graduate standing.

EDUC 569 Data-based Decision Making for Instruction 3 hrs

This course provides individuals with the foundation and skills to understand and implement a data-driven decision making process at the core level of instruction. This course will provide a structure from which teachers, curriculum coaches, department chairs, coordinators, etc. will be able to identify specific needs based on data, to collaborate with others to structure an instructional response to those needs, and to create professional teams that reflect and improve their day-to-day practice using data.

EDUC 570 Statistics for the Behavioral Sciences 3 hrs

The study of parametric and nonparametric statistics used in the behavioral sciences. Included will be analyses of relationship and variance as well as effect sizes associated with each. Prerequisite: Graduate standing.

EDUC 572 Individual Ability/Intelligence Testing 3 hrs

The study and practice of individual intelligence and achievement tests. Using the major assessment tools, the administration, scoring and evaluation of individual tests will be emphasized. Contemporary assessment issues also will be addressed. Prerequisite: Graduate standing.

EDUC 574 Evaluation of Individual Achievement and Aptitude 3 hrs

The study and practice of individual aptitude and achievement testing. Using the major assessment tools, the administration, scoring and evaluating of individual tests and emphasized. Contemporary assessment issues also are discussed. Prerequisite: Graduate standing.

EDUC 580 Methods of Effective Academic Evaluation 3 hrs

A study of formative, placement, diagnostic and summative evaluation. Emphasis is on the development, administration, interpretation and utilization of informal, teacher-made evaluation measures, to include paper-pencil and observation instruments. These measures may be norm-referenced, criterion referenced or learner referenced. Additionally, students learn to read and interpret formal assessment data produced by either parametric or nonparametric statistics. Prerequisite: Graduate standing.

EDUC 581 School Law for Education Leaders 3 hrs

This course will inform public and private school leaders with an in-depth study of federal and state laws that govern the operation of public schools. Landmark cases that have shaped our interpretation of the Bill of Rights will be reviewed and research will be completed for applications of case law. Prerequisite: Teacher Certification in one or more areas.

EDUC 582 Evaluation of Teaching Effectiveness 3 hrs

The study of methods, models and materials which can be used to analyze teaching effectiveness. Variables studied include: input and output measures as standards; the relationship between goals and measurements; criterion, norm and self-referencing; intended use-formative or summative; sources-peer, supervisor, self and client; personal or mediated; formal or informal; systematic or random; planned or spontaneous. Prerequisite: Graduate standing.

EDUC 583 Elementary and Secondary School Principalship 3 hrs

This course provides an overview of the multi-faceted roles and responsibilities of the school leader at the elementary or secondary level. School effectiveness, student achievement, and reflective practice are critical to the understanding of the Interstate School Leaders Licensure Consortium Standards which frame the course. Prerequisite: Teacher Certification in one or more areas.

EDUC 585 Theory and Philosophy of Instruction 3 hrs

This course will focus on the research and theory of effective coaching for affective and cognitive learning. Understanding the research and the theoretical base for instructional coaching will assist the learner in developing a foundation for becoming an instructional coach. The study of theory about teaching adult learners using the instructional coach model of classroom management, content planning, instruction, and assessment for learning. A major outcome of the class will be the development of a personal philosophy for instructional coaching. Prerequisite: Graduate standing, Teacher Certification in one or more areas.

EDUC 586 Techniques and Strategies of Instructional Coaching 3 hrs

This class will focus on the methods and techniques of instructional coaching incorporating the instructional coach model of classroom management, content planning, instruction, and assessment for learning. Participants will identify their personal strengths and concerns, and will learn many strategies and techniques for application in school settings. Prerequisite: Graduate standing, Teacher Certification in one or more areas.

EDUC 587 Supervision 3 hrs

This course provides a comprehensive study of the responsibilities of the school leader that relate to Supervision. Varied measures of school effectiveness will be studied, including teacher, program, and institutional evaluation. An emphasis on recruitment, selection, and training for retention of personnel will be provided. Expectations include planning for professional development to meet the needs of certificated and non-certificated staff for continuous school/institutional improvement at all levels. Prerequisite: Teacher Certification in one or more areas.

EDUC 590 Analysis and Correction of Reading Disabilities 3 hrs

The study of current commercially prepared instruments for reading evaluation, construction or instruments for classroom and specialist use, and analysis

and interpretation of testing results. Prerequisite: Graduate standing.

EDUC 608 Education Leadership Practicum 3 hrs.

This course will provide a field-based integrated project to establish the framework, development and competencies for portfolio artifacts for the adopted standards for School Leaders (ISLLC Standards, Interstate School Leaders Licensure Consortium). Prerequisites: Graduate standing; completion of 18 hours of the M.Ed. program for Educational Leadership.

EDUC 609 Education Leadership Integrated Project 3 hrs.

This course will provide an integrated project to establish the framework, development and competencies for portfolio artifacts for the adopted standards for School Leaders (ISLLC Standards, Interstate School Leaders Licensure Consortium). Prerequisites: Graduate standing; completion of 18 hours of the M.Ed. program for Educational Leadership. *This course is for non-Missouri residents.*

Military Studies

MAMS 501 Introduction to Military Studies 3 hrs.

Introduction to the disciplinary perspectives, theoretical frameworks, and scholarly methods appropriate for military studies. Current editions of the Chicago style and APA style manuals will be utilized. Relevant issues of interpretation, objectivity, selectivity, and bias will be considered. A literature review of primary and secondary sources will be the major focus of the course. Prerequisites: Graduate standing.

MAMS 502 Great Leaders in U.S. Military History 3 hrs.

Analysis of great military leaders in U.S. history. The course focuses on aspects of strategic thinking and decision making common to key individuals, who made lasting contributions to military affairs. Students compare and contrast general characteristics of leadership at all levels and choose a historical figure to study in depth. Special emphasis is on investigating the autobiographical and biographical literature on military leaders and in developing and applying criteria for "greatness." Prerequisites: Graduate standing.

MAMS 503 Just War Philosophy 3 hrs.

Analysis of a critical theory for military ethics. The course attempts to distinguish between justifiable and unjustifiable uses of armed force. As articulated in writings by ethicists, moral theologians, and others, just war theory holds that a conflict can and ought to meet the criteria of justice. Readings for the course

will explore when and how both actions of and actions in war ought to be restrained. Prerequisites: Graduate standing.

MAMS 504 National Defense Policy 3 hrs.

Analysis of national defense policy in the U.S. The course examines the various ways the American political system decides what security issues deserve attention, how it makes policy decisions regarding the military establishment, and the implementation of those decisions by the Commander in Chief. Theoretical models for civilian-military relations will be explored in depth. Readings for the course will analyze the role of national defense in the world today. Prerequisites: Graduate standing.

MAMS 510 Military Studies Research 3 hrs.

Developing the intellectual scaffolding essential to writing a master's thesis. Individuals will be responsible for the location, evaluation, and use of appropriate primary and secondary sources on an approved topic. In addition to completing regular progress reports, individual students will produce a research prospectus and an annotated bibliography. The process will be research intensive. Prerequisites: MAMS 501, MAMS 502, MAMS 503, MAMS 504.

MAMS 521 The Military Family 3 hrs.

An exploration of the theoretical and practical aspects of military family lifestyle. The course will include case studies of topics such as deployments, separation, reunion, marriage, parenting, and loss with an emphasis on command and supervision responsibilities. Prerequisites: MAMS 510.

MAMS 531 Resiliency for the Military Profession 3 hrs.

An exploration of risk and resiliency processes during and after military service. The course focuses on defining resilience, examining sources of risk and protection within families and individuals, and examining appropriate prevention programs. Discussion will also cover promotion of one's own resilience as well as well-being within the military profession. Prerequisites: MAMS 510.

MAMS 541 Women and War in the Twentieth Century 3 hrs.

An examination of the effects of twentieth-century wars and militarization on the lives of American women. The course considers women's experiences on the home front and the changing roles women play as combatants and non-combatants on the front lines of war. The analysis will include World War I, World War II, the Cold War, Korean War, Vietnam War, Gulf War, and recent military operations. Prerequisites: MAMS 510.

MAMS 551 The Problem of Genocide 3 hrs.

An investigation of genocide from a multidisciplinary perspective. The course will explore theoretical explanations for genocide, ethnic cleansings, and political mass killing. Students will examine several historical case studies and consider what societies can do to remember and to prevent genocide. Prerequisites: MAMS 510.

MAMS 561 Strategies of the Cold War 3 hrs.

An examination of the formulation, implementation, and evolution of American foreign policy doctrines and military planning during the cold war period. Nuclear deterrence and proliferation will be discussed. The course will focus on national security strategies from 1945 through 1991. Prerequisites: MAMS 510.

MAMS 571 The Military and the Media 3 hrs.

An investigation into the relationship between the military and the media. Specifically, the course will address the mass communication tactics and strategies used by military organizations. In addition to surveying literature about the nature and components of propaganda, students will analyze the specific mediated composition of propaganda campaigns in recent history. The course will utilize research on the military and the media for an understanding of ongoing propaganda messages produced today.

MAMS 581 Economics of War and Defense 3 hrs.

An examination of economic issues related to war, the military, and industry. The course will consider the need for defense spending as a public good. Further, it will examine the impact of war and military spending on both the macroeconomy and the microeconomy, giving special consideration to its effects on market structure and economic growth. Finally, the course will explore the economics of the changing nature of the military in terms of technological change, privatization of activities, outsourcing, and the nature of modern warfare.

MAMS 600 Military Studies Thesis 3 hrs.

Completing a master's thesis on an approved topic. Individual students will explore the writing and publishing process, from thesis to monograph and beyond. They will complete a typewritten, submitted, revised, and defended product before the end of the term. Based upon primary and secondary sources of information, the expected length is at least 50 pages. Teleconferencing will be required. Prerequisites: MAMS 510.

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STATE LICENSURE AND APPROVAL REQUIREMENTS

Columbia College is authorized, exempt, certified, or not required to seek approval in all states for Distance Education. For additional authorization details or Online Campus catalog addendums, please visit <http://www.ccis.edu/about/approvals-by-st.asp>.

Master of Education in Educational Leadership Disclaimers:

Columbia College is currently in the process of seeking approval for the Master of Education, Educational Leadership in the following states: Alabama, Alaska, Arkansas, Colorado, Florida, Georgia, Iowa, Kansas, Maryland, Minnesota, New Mexico, Oregon, Pennsylvania, Washington, West Virginia, Wisconsin, and Wyoming.

Columbia College is not currently offering the Master of Education, Educational Leadership in the following states: Arizona, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Rhode Island, Tennessee, Texas, and Vermont.

Please see the State Authorization website for specific details at <http://www.ccis.edu/about/approvals-by-st.asp>

Alabama -

The Redstone Arsenal campus is authorized by the Alabama Commission on Higher Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?Redstone>. Columbia College is also authorized by the Alabama Commission on Higher Education to offer distance education programs in Alabama.

The Redstone Arsenal campus is licensed by the Alabama Department of Postsecondary Education to offer degree programs listed on Columbia College's website: www.ccis.edu/nationwide/academics/degreeprograms.asp?Redstone.

Columbia College's Online Campus is licensed by the Alabama Department of Postsecondary Education to offer degree programs listed on Columbia College's website: www.ccis.edu/online/academics/departments.

Alabama students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-242-0035 or

www.alsde.edu to verify these programs qualify for teacher certification, endorsement, and /or salary benefits.

A list of current faculty can be obtained at the local campus.

Tuition Rate: Please refer to

<http://www.ccis.edu/nationwide/admissions/Fees.asp?Redstone>

Arkansas –

"Columbia College has been granted certification by the Arkansas Department of Higher Education to offer the following degree programs by distance technology: Associate in Arts, Associate in General Studies, Associate in Science in Business Administration, Associate in Science in Computer Information Systems, Associate in Science in Criminal Justice Administration, Associate in Science in Environmental Studies, Associate in Science in Human Services, Bachelor of Arts in American Studies, Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice Administration, Bachelor of Arts in Human Services, Bachelor of Arts in History, Bachelor of Arts in Psychology, Bachelor of Arts in Sociology, Bachelor of General Studies, Bachelor of Science in Business Administration, Bachelor of Science in Computer Information Systems, Bachelor of Science in Management Information Systems, Master of Arts in Military Studies, Master of Business Administration, Master of Science in Criminal Justice, and Master of Arts in Teaching."

Master of Arts in Teaching: "The Master of Arts in Teaching Program at Columbia College is not intended to lead to licensure. Students who plan to enroll in a course as part of a licensure sequence are responsible for verifying that the course meets licensure requirements for their college or university education program and for their state's department of education."

California -

California has met the qualifications for exemption from regulation under the Act, pursuant to California Education Code (CEC) Section 94874.1.

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay refunds or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to the closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act"

However, no claim can be paid to any student without a social security number or a tax payer identification number.

Note: Authority cited: Sections 94803, 94877, and 94923, Education Code. Reference Section 94923, Education Code.

Questions regarding STRF may be directed to the California Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95738-0818, 916-431-6959.

Colorado -

Columbia College is authorized for operation by the Colorado Department of Higher Education.

Florida -

Licensure: Columbia College has been granted a license by the Commission for Independent Education, Florida Department of Education, and is accredited by The Higher Learning Commission of the North Central Association of College and Schools. Students who attend colleges that are not accredited may be unable to sit for professional exams, be eligible for financial aid, and have difficulty in transferring college credits.

Additional information about Columbia College can be obtained from:

Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
telephone (850) 245-3200.

Students may view the latest Columbia College information, including policies, on the Columbia College website at www.ccis.edu.

While Columbia College offers placement assistance to all graduates, employment upon completion of program(s) is not guaranteed.

Unresolved conflict should be submitted to the Higher Learning Commission or the Commission for Independent Education.

A list of current faculty can be obtained at the local campuses.

The Orlando campus is authorized by the Florida Department of Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?Orlando>.

The Jacksonville campus is authorized by the Florida Department of Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?Jacksonville>.

The NAS Jacksonville campus is authorized by the Florida Department of Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?NASJacksonville>.

The Patrick AFB campus is authorized by the Florida Department of Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?PAFB>.

Tuition Rate: Please refer to

<http://www.ccis.edu/nationwide/admissions/Fees.asp?Orlando>

<http://www.ccis.edu/nationwide/admissions/Fees.asp?NASJacksonville>

<http://www.ccis.edu/nationwide/admissions/Fees.asp?PAFB>

<http://www.ccis.edu/nationwide/admissions/Fees.asp?Jacksonville>

Georgia -

Columbia College's Fort Stewart, Hunter Army Air Field, and Online Campuses have been granted a Certificate of Authorization by the State of Georgia and

are accredited by The Higher Learning Commission of the North Central Association of College and Schools.

Grievance Policy Addendum: If, after thoroughly following the internal grievance appeal procedures of Columbia College, a student wishes to seek further review an appeal may be made to:

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
Phone: (770) 414-3300

A list of current faculty can be obtained at the local campuses.

Tuition Rate: Please refer to

<http://www.ccis.edu/nationwide/admissions/Fees.asp?FtStewart>

<http://www.ccis.edu/nationwide/admissions/Fees.asp?Hunter>

Illinois -

The Lake County campus is authorized by the Illinois Board of Higher Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?LakeCounty>.

The Crystal Lake campus is authorized by the Illinois Board of Higher Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?CrystalLake>.

The Freeport campus is authorized by the Illinois Board of Higher Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?Freeport>.

The Elgin campus is authorized by the Illinois Board of Higher Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/academics/degreeprograms.asp?Elgin>.

Kansas -

Columbia College has been granted a Certificate of Approval, Number 2010236, from the Kansas Board of Regents.

Maryland -

Columbia College is registered with the Maryland Higher Education Commission and is in compliance with the requirements of the Education Article, Title

11, Subtitle 2, Annotated Code of Maryland and COMAR 13B.05.01.

"The Master of Arts in Teaching Program at Columbia College is not intended to lead to licensure." "Students who plan to enroll in a course as part of a licensure sequence are responsible for verifying that the course meets licensure requirements for their college or university education program and for their state's department of education."

Minnesota -

"Columbia College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions." - Minnesota Office of Higher Education

"The Master of Arts in Teaching degree is not for initial licensure purposes in Minnesota and the college makes no assurances or guarantee that it will be accepted for any specific purpose."

New York -

Columbia College New York campuses have been approved by the State of New York Division of Veterans Affairs, Bureau of Veterans Education to train veterans and other eligible persons under the benefits of Title 38, United States Code (38 U.S.C. 3671 [a] and 3672 [a]).

Oklahoma -

Columbia College Oklahoma campuses have been approved by the State of Oklahoma Division of Veterans Affairs, Bureau of Veterans Education to train veterans and other eligible persons under the benefits of Title 38, United States Code (38 U.S.C. 3671 [a] and 3672 [a]).

Texas -

Columbia College Texas campuses have been approved by the State of Texas Division of Veterans Affairs, Bureau of Veterans Education to train veterans and other eligible persons under the benefits of Title 38, United States Code (38 U.S.C. 3671 [a] and 3672 [a]).

Utah -

Columbia College is exempt from the Utah Division of Consumer Protection pursuant to Utah Code Annotated §13-34-107.6 and as contemplated in 34 C.F.R. Section 600.9(a)(1)(i)(a). Columbia College is authorized for operation by the Utah System of Higher Education State Board of Regents.

Washington -

Columbia College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Columbia College to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Washington Student Achievement Council at P.O. Box 43430, Olympia, WA 98504-3430.

Master of Arts in Teaching - This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

- *Washington Student Achievement Council*

A list of current faculty can be obtained at the local campuses.

Tuition Rate: Please refer to

<http://www.ccis.edu/nationwide/admissions/Fees.asp?Whidbey>

<http://www.ccis.edu/nationwide/admissions/Fees.asp?Marysville>

Columbia College Washington campuses have been approved by the State of Washington Higher Education Coordinating Board, State Approving Agency for Veteran's Education & Training to train veterans and other eligible persons under the provision of Section 3675, Chapter 36, Title 39, U.S. Code.

Wisconsin -

Columbia College is approved by the Wisconsin Educational Approval Board, under Wis. Stats. 38.50 (10)(a).

Wyoming -

Columbia College is licensed by the Wyoming Department of Education.

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