



Graduate Catalog 2018-2019

Table of Contents

About Columbia College	4
2018-19 Academic Calendars.....	6
School of Business Administration.....	18
School of Humanities, Art and Social Sciences	22
Admission Policies	34
Financial Aid	44
Tuition Rates and Payment Policies	60
Academic and Administrative Policies, Regulations and Procedures	63
Military, Veteran, Dependent and Spouse Education Benefits.....	82
International Programs.....	90
Student Conduct	92
Student Conduct General Principles	92
State Regulatory Information and Complaint Process	102
Course Descriptions.....	125
Catalog Non-Curricular Change Document.....	140

Graduate Catalog 2018-2019

Mission

Columbia College improves lives by providing quality education to both traditional and nontraditional students, helping them achieve their true potential.

Vision

Our vision is to be a highly innovative institution of higher education, dedicated to excellence in both its traditional and nontraditional programs nationwide.

Values

We believe all students deserve access to affordable, quality education. We believe higher learning should be individualized, innovative and flexible. We believe a liberal arts core curriculum produces globally engaged citizens who are creative, curious and ethical. We believe people of all beliefs and backgrounds should engage in civil discourse and discovery.

This catalog is published for the purpose of providing information about the College and its programs. Announcements contained herein are subject to change without notice and may not be regarded in the nature of binding obligations to the College. Columbia College reserves the right to change prices, curricula, policies and practices as described in this catalog as circumstances, efficiency of operation and fiscal contingencies may require.

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 nondiscrimination policies: Office of Human Resources, Columbia College, 1001 Rogers St., Columbia, MO 65216; (573) 875-7495.

About Columbia College

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.

The college is accredited by the Higher Learning Commission and holds a specialized accreditation in its education program. Students may enroll in day, evening or online education classes at the home campus in Columbia, Missouri, or through the Division of Adult Higher Education (AHE) at one of our many nationwide locations.

Degree requirements, course objectives and academic standards at each AHE location are the same as those established for students on the main campus in Columbia, Missouri. Classes at extended locations 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 adjunct faculty are reviewed by academic department chairs who determine the courses they are qualified to teach; faculty who are determined qualified by the departments are then approved by the Dean of the course's School.

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 the Division of AHE, along with the director of each AHE campus, has the responsibility of recruiting faculty and ensuring 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.

Columbia College educates more than 27,000 students each year and has more than 83,000 alumni.

College Profile

- Classification:** Private, coeducational undergraduate and graduate-degree granting college with a liberal arts and sciences foundation. Carnegie Foundation classification: Master's Level College.
- Location:** Home campus in Columbia, Missouri (population 100,000 plus more than 30,000 students at three separate colleges), on Interstate 70, halfway between St. Louis and Kansas City. Air service via major airline to Columbia Regional Airport. Nationwide campuses located throughout the U.S. and in Cuba: Alabama: Redstone Arsenal; California: Coast Guard Island, Lemoore, Los Alamitos, San Diego, San Luis Obispo; Cuba: Guantanamo Bay; Colorado: Denver; Florida: Jacksonville, NAS Jacksonville, Orlando, Patrick Air Force Base; Georgia: Fort Stewart, Hunter Army Air Field; Illinois: Crystal Lake, Elgin, Freeport, Lake County; Missouri: Fort Leonard Wood, Jefferson City, Kansas City, Lake Ozark, Moberly, Rolla, Springfield, St. Louis; New York: Fort Drum, Hancock Field; Oklahoma: Fort Sill; Texas: Fort Worth, Mesquite; Utah: Salt Lake City; Washington: NS Everett/Marysville, Whidbey Island.
- Degrees Conferred:** Associate in Arts, Associate in General Studies, Associate in Science, Bachelor of Arts, Bachelor of General Studies, Bachelor of Science, Bachelor of Fine Arts,

Master of Arts in Teaching, Master of Business Administration, Master of Education and Master of Science in Criminal Justice.

School Code/FICE #:	002456
Campus:	28 buildings on a 33-acre campus four blocks from downtown Columbia, and also including a building in downtown.
Library:	Print: More than 64,000 items including 100 print periodicals and 1,900 audio-visual items. Electronic: More than 208,000 e-books, 27,000 streaming videos, 134,000 streaming audio discs and 60 databases. Member of MOBIUS statewide consortium.
Enrollment:	More than 1,000 full and part-time day students, representing 30 states and 45 foreign countries; more than 2,000 evening and graduate students and more than 24,000 Nationwide and Online students per year.
Alumni:	More than 83,000 Columbia College alumni.
Athletics:	Member, American Midwest Conference of the NAIA (men's and women's soccer, basketball, cross country, track and field, and golf; men's baseball and lacrosse; women's volleyball, softball, and bowling) and a variety of intramural sports.

Accrediting Agencies

Columbia College is accredited by the Higher Learning Commission. Approved for teacher preparation by the Missouri State Department of Elementary and Secondary Education. Associate in Science degree in Nursing approved by the Missouri State Board of Nursing.

The Higher Learning Commission 230
South LaSalle Street, Suite 7-500 Chicago, IL 60604-
1411 Telephone: (312) 263-0456 or (800) 621-7440 E-
mail: info@hlcommission.org

**Department of Elementary and Secondary
Education** P.O. Box 480 Jefferson City, MO
65102 Telephone: (573) 751-6504 E-mail:
gale.hairston@dese.mo.gov

Missouri State Board of Nursing 3605 Missouri Boulevard P.O. Box 656 Jefferson City, MO 65102-
0656 Telephone: (573) 751-0681 E-mail: nursing@pr.mo.gov

Principles of Excellence: Columbia College, to include all 36 campuses, fully complies with Executive Order 13607 establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses and Other Family Members. The College is dedicated to continuing our long-standing partnership with military and veteran communities.

Servicemembers Opportunity Colleges (SOC): Columbia College is a charter member of the Servicemembers Opportunity Colleges (SOC) and the SOC Degree Network System (DNS) for all branches. 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 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 website.

2018-19 Academic Calendars

Fall and Spring Semester Calendars

Early and Late Fall Academic Calendar

Early and Late Spring Academic Calendar

Early and Late Summer Academic Calendar



2018-2019 Academic Calendar

Fall Semester August 27 – December 15, 2018

February 1	Deadline for students to submit 2018-2019 FAFSA for Missouri Access Grant
July 15	Deadline for cancelling housing contract (Day students, if approved for off-campus living)
July 31	Day student deadline for making payment arrangements and/or making first payment (if applicable) for Fall classes (class schedules will be canceled if payment is not made)
July 31	Deadline for new freshmen international students to apply & submit all required materials for admission (Day students only)
August 1	Deadline to submit housing contract (Day students only)
August 22	Early move-in for new residential Day students, 6:00 pm
August 23	New Day students arrive (freshmen and transfer), 8:00-10:00 am; Residence halls open, 8:00 am; Orientation for new students and parents 10:00 am-5:00 pm; New Student Pinning, 1:15 pm
August 26	Last day to register before classes begin
August 27	Start of semester
August 27	Classes begin
August 29	Last day to add classes
September 3	Labor Day: classes cancelled; offices closed (library closed Sept. 1–Sept. 3)
September 4	Last day to drop a course (not applicable to Day total withdrawal)

October 6	Family Day/Homecoming
October 19	Midterm (Day students only)
October 19	Day Student Fall Break: day classes cancelled, offices and library open
October 23	Midterm grades for all Day 100- and 200-level courses entered online by 12:00 noon
October 29-November 2	Day Student Advising Week: students meet with advisor to determine Spring 2019 classes
November 5	Day Registration for Spring 2019 begins for currently enrolled seniors, Honors students and military members
November 7	Day Registration for Spring 2019 begins for currently enrolled juniors
November 8	Day Registration for Spring 2019 begins for currently enrolled sophomores
November 9	Day Registration for Spring 2019 begins for currently enrolled freshman and non-degree students
November 16	Last day to withdraw with grade of "W"
November 16	Residence halls close at 6:00 pm (except by special arrangement)
November 19-23	Thanksgiving Break: day classes do not meet; offices and library open Nov. 20-22, 8:00 am-5:00 pm; offices and library closed Nov. 23-25; library open Nov. 26, 2:00 pm -midnight
November 25	Residence halls open at 12:00 noon
November 26	Classes resume
December 7	Last day of day classes; last day to complete a total withdrawal from all classes
December 10-13	Final examinations
December 14	Nurses' Pinning Ceremony, 6:30 pm
December 14	Residence halls close at 12:00 noon (except by special arrangement)
	Winter Class Break: offices and library open 8:00 am-5:00 pm, Monday-Friday
December 15	COMMENCEMENT, 12:00 noon
December 15	End of semester
December 18	Final grades entered by 12:00 noon
December 19	Deadline for cancelling housing contract (if approved for off-campus living)

Spring Semester January 7– April 27, 2019

December 15	Deadline for new Day students to submit housing contracts
December 20	Deadline for new students to apply & submit all required materials for admission and returning students to apply for readmission (deadline does not apply to Program Transfers)(Day students only)
December 28	Day student deadline for finalizing financial arrangements and making payment (if applicable) to hold Spring classes (classes will be canceled if payment is not made)
January 5	Residence Halls open, 12:00 noon
January 6	Last day to register before classes begin
January 7	Start of semester
January 7	Classes begin
January 9	Last day to add classes
January 21	Martin Luther King, Jr. Day: classes do not meet; offices and library closed
January 14	Last day to drop a course (not applicable to Day total withdrawal)
March 1	Midterm (Day students only)
March 5	Midterm grades for all Day 100- and 200-level courses entered online by 12:00 noon
March 22	Residence halls close at 6:00 pm (except by special arrangement)
March 25-29	Spring Break: day classes cancelled; evening and graduate classes are in session
March 31	Residence halls reopen at 12:00 noon
April 1	Last day to withdraw from classes with a grade of "W"
April 1	Day classes resume
April 1-5	Day Student Advising Week: students meet with their advisor to determine their Fall 2019 classes
April 8	Day Registration for Fall 2019 begins for currently enrolled seniors, Honors students and military members
April 10	Day Registration for Fall 2019 begins for currently enrolled juniors
April 11	Day Registration for Fall 2019 begins for currently enrolled sophomores
April 12	Day Registration for Fall 2019 begins for currently enrolled freshman

April 19	Last day of Day classes; last day to complete a total withdrawal from all classes
April 22-25	Final examinations
April 26	Residence halls close at 12:00 noon (except by special arrangement)
April 26	Nurses' Pinning Ceremony, 6:30 pm
April 27	Ivy Chain, 9:30 am
April 27	COMMENCEMENTS, 11:30 pm and 4:00 pm
April 27	End of semester
April 30	Final grades entered by 12:00 noon

Early Fall Session August 27 – October 20, 2018

July 9	AHE/Online/MCG registration begins for graduate, seniors, military and new students
July 11	AHE/Online Registration begins for returning juniors
July 12	AHE/Online Registration begins for returning sophomores
July 13	AHE/Online Registration begins for returning freshmen and non-degree seeking students
August 27	Start of session
August 27	Classes begin
August 29	Last day to add undergraduate and graduate classes
September 3	Labor Day: offices closed; in-seat classes cancelled; (library closed Sept. 1-Sept. 3)
September 4	Last day to drop classes
October 5	Last day to withdraw from classes with grade of "W"
October 20	Classes end
October 20	End of session
October 23	Grades entered by 12:00 noon

Late Fall Session October 22 – December 15, 2018

July 9	AHE/Online/MCG registration begins graduate, seniors, military and new students
July 11	AHE/Online Registration begins for returning juniors
July 12	AHE/Online Registration begins for returning sophomores
July 13	AHE/Online Registration begins for returning freshmen and non-degree seeking students

October 22	Start of session
October 22	Classes begin
October 24	Last day to add undergraduate and graduate classes
October 29	Last day to drop classes
November 22-23	Thanksgiving Break: offices closed; in-seat classes cancelled; offices and library open Nov. 19-21, 8:00 am-5:00 pm; offices and library closed Nov. 22-24; library open Nov. 25, 2:00 pm-midnight
November 30	Last day to withdraw from classes with grade of "W"
December 15	Classes end
December 15	End of session
December 18	Grades entered by 12:00 noon

Early Spring Session January 7 – March 2, 2019

November 5	AHE/Online/MCG registration begins graduate, seniors, military and new students
November 7	AHE/Online Registration begins for returning juniors
November 8	AHE/Online Registration begins for returning sophomores
November 9	AHE/Online Registration begins for returning freshmen and non-degree seeking students
January 7	Start of session
January 7	Classes begin
January 9	Last day to add undergraduate and graduate classes
January 14	Last day to drop classes
January 21	Martin Luther King Jr. Day: offices and library closed, in-seat classes cancelled
February 15	Last day to withdraw from classes with grade of "W"
March 2	Classes end
March 2	End of session
March 5	Grades entered by 12:00 noon

Late Spring Session March 4 – April 27, 2019

November 5	AHE/Online/MCG registration begins graduate, seniors, military and new students
November 7	AHE/Online Registration begins for returning juniors
November 8	AHE/Online Registration begins for returning sophomores
November 9	AHE/Online Registration begins for returning freshmen

	and non-degree seeking students
March 4	Start of session
March 4	Classes begin
March 6	Last day to add undergraduate and graduate classes
March 11	Last day to drop classes
April 12	Last day to withdraw from classes with grade of "W"
April 27	Classes end
April 27	End of session
April 30	Grades entered by 12:00 noon

Early Summer Session April 29 – June 22, 2019

March 18	AHE/Online/MCG registration begins graduate, seniors, military and new students
March 20	AHE/Online Registration begins for returning juniors
March 21	AHE/Online Registration begins for returning sophomores
March 22	AHE/Online Registration begins for returning freshmen and non-degree seeking students
April 29	Start of session
April 29	Classes begin
	Library summer hours: Monday-Thursday, 8:00 am-10:00 pm; Friday, 8:00 am-8:00 pm; Saturday, 9:00 am-5:00 pm; Sunday, 2:00-10:00 pm
May 1	Last day to add undergraduate and graduate classes
May 6	Last day to drop classes
May 27	Memorial Day: offices closed; library closed both May 26 & May 27; in-seat classes cancelled
June 7	Last day to withdraw from classes with grade of "W"
June 22	Classes end
June 22	End of session
June 25	Grades entered by 12:00 noon

Late Summer Session June 24 – August 17, 2019

March 18	AHE/Online/MCG registration begins graduate, seniors, military and new students
March 20	AHE/Online Registration begins for returning juniors
March 21	AHE/Online Registration begins for returning sophomores
March 22	AHE/Online Registration begins for returning freshmen

	and non-degree seeking students
June 24	Start of session
June 24	Classes begin
	Library summer hours: Monday-Thursday, 8:00 am-10:00 pm; Friday, 8:00 am-8:00 pm; Saturday, 9:00 am-5:00 pm; Sunday, 2:00-10:00 pm
June 26	Last day to add undergraduate and graduate in-seat classes
July 1	Last day to drop classes
July 4	Independence Day: offices and library closed, in-seat classes cancelled
August 2	Last day to withdraw from classes with grade of "W"
August 17	Classes end
August 17	End of session
August 20	Grades entered by 12:00 noon

Resources

Alumni Association

The Columbia College Alumni Association (CCAA), founded in 1963, offers benefits, programs and activities to more than 83,000 members around the world. Its mission is to foster lasting relationships and to sustain the College's traditions. Columbia College students become members of the CCAA upon graduation. There is no fee or registration process.

Career Services Center

The Grossnickle Career Services Center has trained personnel to assist students with all aspects of career planning and development. Specific services are designed to promote professional and personal success including a carefully guided assessment of students' skills, abilities, values, achievements and interests which can aid in effective career planning. Additionally, the Career Center meets with students and alumni in person, over the telephone or electronically to advise on a broad range of topics from resume and cover letter preparation, job search techniques, interview practice, graduate school assistance and much more. Career Services can also assist students in locating and applying for internships as well as processing internships for credit for eligible students.

Columbia College offers a dynamic and easy-to-use online career management system called Handshake. This system is free to all students and alumni and will lists jobs and internships all throughout the country as well provides resources and information about hiring events. Columbia College offers career assistance to all graduates and works to help students conduct successful job searches; however, employment upon program completion is not guaranteed. For more information contact the Grossnickle Career Services Center or visit our website at www.ccis.edu/careercenter.

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.dell.com/ccis>.

CougarTrack

CougarTrack allows students access to CougarMail (the official means of communication for the college) and to their Columbia College records via the internet. Students may view their Columbia College transcripts, grades, student schedules, 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, an e-mail confirmation of their activity is sent, which should be reviewed carefully for accuracy. Contact the Office of the Registrar at (573) 875-7600 with questions.

E-mail, Internet Access and Anti-Virus Software

Students are assigned e-mail accounts for all college-related communications. Students must authenticate their accounts using their student ID number at: <http://accounts.ccis.edu>. Students may access CougarMail by logging in to CougarTrack or at the Gmail login page. Be sure to enter your full email address and your CougarTrack password. CougarMail is a free service to all students and is a lifetime account for graduates. Internet access is available to students for use as a resource in the student computer lab and lab classrooms, Stafford Library and the residence halls. A wireless network is available for laptop and portable/mobile devices. Students using computers on the College network must have the latest version of anti-virus software. Registered students are eligible for free Microsoft Office 365. A link to free Microsoft Office 365 and anti-virus software is available in CougarTrack, under Help-Technology Solutions Center.

Honor Societies

Kappa Delta Pi

Kappa Delta Pi is a national education honorary society. Eligibility for membership requires enrollment in an institution offering an education degree and having the intent to continue academically and professionally in the field of education; demonstration of leadership attributes and evidence of completion of a bachelor's degree in education with a minimum cumulative GPA of 3.2.

Sigma Beta Delta

An international honor society in business, management, and administration. Membership is open to all undergraduate and graduate students in the top 15 percent of their class with a minimum GPA of 3.5 and at least 30 semester hours at Columbia College.

Library

The J.W. and Lois Stafford Library provides a place for students to study individually or in groups. The library is open more than 90 hours a week and librarians are available to provide assistance and answer questions at all times for persons visiting the library or by phone, e-mail, chat or text. Library instruction is provided to individuals or to classes. The library classroom is used for group study and library instruction. Computers, wireless printer, scanner and copy machines are available for student use.

The library's collection supports the curriculum of Columbia College with more than 64,000 physical items (books, videos, compact discs, etc.), 100 print magazine, journal, and newspaper titles, as well as more than

160,000 full-text electronic journals, 208,000 electronic books, 27,000 streaming videos and 134,000 streaming audio discs. All of the library's electronic collections are accessible remotely 24 hours/day via the library website. Electronic delivery of inter-library loan articles is also available.

Columbia College is a member of the MOBIUS Consortium. This membership provides Columbia College students access to more than 29 million items in more than 75 academic, special or public libraries. Students can borrow books by using the MOBIUS online catalog or visiting a participating library.

Click [here](#) for library hours. 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.

Contact Information:

Phone: (573) 875-7381, (800) 231-2391 x7381

E-mail: library@ccis.edu; <http://library.ccis.edu/>

Student Accessibility Resources

Student Accessibility Resources leads the campus in the creation of inclusive learning environments and facilitates access through innovative services, programs, and partnerships. Disability is an aspect of diversity that is integral to our society and to the Columbia College community. The SAR office collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable and inclusive of all members of the college community.

After admission to the college, students who want to explore reasonable academic accommodations are encouraged to contact SAR to explore the possibilities and options without feeling a need to commit to utilizing any resources.

Student Accessibility Resources can be reached at (573) 875-7626 or by emailing SAR@ccis.edu. The office is located in the Student Affairs suite on the second floor of Atkins-Holman Student Commons. For more information please visit [Student Accessibility Resources](#)

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 CougarMail and CougarTrack, or other Columbia College owned systems. Please click [here](#) for Technology Services hours of operation.

Main Campus Graduate Only

Bookstore

The Campus bookstore, located on the main floor of the Student Commons, carries a wide range of textbooks, trade books, art supplies, study materials, college memorabilia, personal grooming products and snacks. Textbooks are available new, used and select titles are available for rent and digitally.

Textbooks for day, graduate and evening on-campus courses are available for purchase a few weeks before classes begin. When obtainable, used texts are sold for 25% less than the cost of a new text. Rental textbooks for select titles are available for 55% less than the cost of a new text. Students can reserve textbooks online at: <http://ccis.bncollege.com> or <http://www.bnctextbookrental.com>.

Students may receive textbook refunds based on the policies listed below. No refund will be issued without a valid receipt for all textbooks. Textbooks must be in the original condition.

The Bookstore hours are posted on the Bookstore door; on their website and available via phone greeting.

Contact Information:

Address: Columbia College Bookstore Atkins-Holman Student
Commons 1009 Rogers Street Columbia, MO 65216

Phone: (573) 875-7341

FAX: (573) 442-0747

E-mail: ccis@bkstore.com

Website: <http://ccis.bncollege.com>

[Facebook.com/ColumbiaCollegeBookstore](https://www.facebook.com/ColumbiaCollegeBookstore)

Refund Policy:

For all courses a full refund will be given with a receipt if the textbook is returned within the first week of classes.

- Textbooks must be in original condition, including all components in packages.
- Merchandise other than textbooks may be refunded with a valid receipt within thirty days.
- Merchandise must be in original condition, unopened with tags.
- Refunds will be issued in the original form of payment.
- The textbook buyback period is during finals week. This is the best time to sell back textbooks.
- TI-83 calculators will not be considered for buyback.

Computer Classrooms

Technology Services maintains two instructional use classrooms in Buchanan Hall. Classes using computing resources, such as English, Computer Programming and Accounting are conducted in these facilities. Students may complete assignments outside of class using the computer resources in the Student Computer Lab. An instructional lab is also available in the Tenth Street Center and in Federal Hall.

Counseling Services

Counseling Services is located on the second floor of the Atkins-Holman Student Commons (AHSC, Room 210). In Columbia, confidential counseling is provided free of charge by licensed professionals to assist students with personal, developmental, or psychological concerns related to personal growth and making academic progress. Students use our services to seek assistance with matters such as anxiety/panic, test anxiety, depression, stress and time management, developing healthy relationships, sleep issues, conflict resolution, grief, eating disorders, drug and alcohol abuse, attention difficulties, and more. Counseling Services is a confidential resource for dating violence, domestic violence, sexual violence and harassment. Our office also provides referrals to community resources when appropriate. For additional information and online resources, see the counseling services webpage: www.ccis.edu/counselingservices. Appointments are available Monday - Friday; to make an appointment please call 573-875-7423.

Student Computer Lab

Technology Services maintains the Buchanan Hall Student Computer Lab, equipped with computers, scanners, and monochrome and color high speed laser printers. It is available to currently enrolled students on a walk-in basis and offers extended hours. Software used in classroom instruction is available to students, and e-mail and Internet access is also provided.

The Student Computer Lab multi-media room is equipped with three computers: two Dell and one Apple, a color printer, a black and white printer, and scanners. These computers have video and photo editing software installed. This room is available for group study.

Tenth Street Center offers an open lab with computers and high speed laser printers during various hours.

The Technology Solutions Center has digital cameras and digital video cameras available for check out. Cameras may be checked out for a period of 24 hours. For more information about camera checkouts, contact the Technology Solutions Center at (573) 875-4357.

Parking Permits

All Columbia College students and employees must obtain a parking permit for any vehicle parked on campus. Parking permits must be displayed at all times. Parking permits may be purchased online by using the "Campus Safety" link found at the bottom of the Columbia College website (www.ccis.edu) or by going directly to the following online address: <http://www.ccis.edu/Offices/CampusSafety/Permit.aspx>. It is recommended you have your parking permit mailed to you, at no additional charge. Permits may also be picked up at the Enrollment Service Center in Missouri Hall 205. Proof of identification is required to pick up a parking permit. Call (573) 875-7252 for more information.

Recreation

The AHSC Commons, Southwell Sports Complex, Gene and Fran Koepke Fitness Center, common areas and residence hall lounges are available for a variety of recreational activities. The Fitness Center is located in Southy Building. It includes free weights, machine weights and cardio equipment. The courts at Southwell Sports Complex are available for basketball, tennis and volleyball. Other college facilities, such as Launer Auditorium, the Jane Froman Dance Studio, classrooms, Dulany Hall and the AHSC Commons are available upon approval to any officially recognized student organization for meetings and programs. Reservations are made on a first-come, first-served basis. More information is available in the Plant and Facilities Office. Please click [here](#) for Gene and Fran Koepke Fitness Center hours of operation.

Recreational areas within the immediate region include Cosmo Park, Peace Park, Pinnacles Park, Arrow Rock and Rock Bridge Memorial State Park. The Lake of the Ozarks, a major tourist area, is sixty miles south of Columbia. St. Louis and Kansas City are each 125 miles from Columbia on Interstate 70.

Student Health Services

Student Health Services is located on the second floor of the Atkins-Holman Student Commons (AHSC, Room 206). Health services are available to day and evening students. Student Health Services strives to provide students of Columbia College with excellent high-quality medical care that promotes student health and academic success in a non-discriminatory and supportive atmosphere. It is staffed by a board certified advanced practice registered nurse (APRN). The nurse practitioner provides a wide range of health care services including diagnosis and treatment of most acute illnesses or minor injuries. Medical care and most services are free to students. Some fees may apply for testing and injections. Appointments are preferred

and are available Monday - Friday; to make an appointment please call 573-875-7423. For more information refer to the Student Health Services Website.

Elizabeth Toomey Seabrook Writing Center & Tutoring Services

The Elizabeth Toomey Seabrook Writing Center, located in 214 Missouri Hall, provides free educational support services to help students enrolled at Columbia College develop and maintain writing skills needed for academic success. These services are offered by appointment to current students who can come to the center for face-to-face writing consultations. Students can get help with:

- Brainstorming ideas and developing a thesis
- Adding depth to analysis and organizing an essay
- Revising and editing
- Avoiding plagiarism and mastering various citation styles

Click [here](#) for Writing Center hours and essay writing assistance. For more information, contact Kate Denehy at (573) 875-7614 or mcdenehy@ccis.edu.

AHE Graduate Only

Textbooks

Textbooks are required for all courses. In order to maximize student success, students should ensure their textbooks are in hand when classes begin.

Textbook information can also be found in the course syllabus. (Please refer to specific course syllabi rather than master syllabi.) Note that textbooks used for online classes may differ from textbooks used for on-campus classes.

School of Business Administration

Business Administration Department

Business Administration, MBA with Emphasis Areas

Emphasis areas include: Accounting and Human Resource Management.

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 principle 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.

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 sem. hrs)

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

Required Graduate Core Courses (24 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Business Communication Theory and Practice 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 522 - Organizational Theory and Practice 3 hours

- BUSI 526 - Human Resource Management and Theory 3 hours **or**
- MSCJ 526 - Human Resource Management and Theory 3 hours

- BUSI 528 - International Business 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 595 - Strategic Management 3 hours ¹

Minimum Total Semester Hours: 36 sem. hrs

¹ Capstone Course: 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.

Emphasis Areas

Students who wish to add an emphasis area to their current degree must do so through the Graduate Admissions Office. An email from the student's CougarMail account must be sent to admissions@ccis.edu in order to change from the general MBA program to an MBA with an emphasis area. 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.

Accounting Emphasis

The Accounting Emphasis 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.

Emphasis Requirements

Required Graduate Foundation Courses (9 sem. hrs)

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

Required Graduate Core Courses (21 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 581 - Federal Income Tax-Business Entities 3 hours ²
- BUSI 584 - Intermediate Accounting III 3 hours ²
- BUSI 585 - Fund and Governmental Accounting 3 hours ²
- BUSI 588 - Advanced Financial Accounting 3 hours ²
- BUSI 590 - Integrative Accounting Seminar 3 hours ¹

Elective Graduate Courses (6 sem. hrs)

Any two of the remaining BUSI courses (except BUSI 562 - Managerial Accounting 3 hours, which is only for students not in the accounting emphasis).

Minimum Total Semester Hours: 36 sem. hrs

¹ Capstone Course: The capstone course is required of students as the culminating experience for the MBA Program, and students must have completed 30 hours in the MBA program before enrolling in this course. Students must earn a B or higher in this course in order to graduate.

² Undergraduate Substitution Courses: Certain undergraduate accounting courses can serve as substitutions for graduate-level accounting courses. Students who have completed ACCT 481, ACCT 384, ACCT 485, or ACCT 488 may substitute these courses for BUSI 581, BUSI 584, BUSI 585, or BUSI 588 respectively if they received a grade of B or higher in the undergraduate courses. The courses must have been completed within seven years of the time of admission to the MBA program and prior to

admission to any Columbia College 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. The request for substitution must be made during the first session after admission, using the MBA Accounting Undergraduate Substitution Form. Additional BUSI courses must then be substituted as elective courses to complete the 36 hours necessary for the MBA degree. For coursework taken at an institution other than Columbia College, an official transcript must be submitted to verify the course equivalency.

Human Resource Management Emphasis

The emphasis 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.

Emphasis Requirements

Required Graduate Foundation Courses (12 sem. hrs)

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

Required Graduate Core Courses (15 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Business Communication Theory and Practice 3 hours
- BUSI 522 - Organizational Theory and Practice 3 hours
- BUSI 526 - Human Resource Management and Theory 3 hours
- BUSI 595 - Strategic Management 3 hours ¹

Elective Graduate Courses Required (9 sem. hrs)

Human Resource Management Emphasis must include BUSI 530 - Employment Law 3 hours and 2 of 3 Electives Required

- BUSI 530 - Employment Law 3 hours (Required)
- BUSI 531 - Organizational Training and Development 3 hours
- BUSI 534 - Management of Compensation and Benefits Plans 3 hours
- BUSI 535 - Recruitment, Selection and Placement Strategies 3 hours

Minimum Total Semester Hours: 36 sem. hrs

¹Capstone Course: The capstone course is required of students as the culminating experience for the MBA Program, and students must have completed 30 hours in the MBA program before enrolling in this course. Students must earn a B or higher in this course in order to graduate.

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 principle 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 3 hours).

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.

School of Humanities, Art and Social Sciences

Criminal Justice Administration and Human Services

Criminal Justice, MSCJ with Emphasis Areas

Emphasis areas include: Law Enforcement Administration and Corrections Administration.

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.

Degree Requirements

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

Required Criminal Justice Foundation Courses (12 sem. hrs)

- MSCJ 500 - Research Design 3 hours
- MSCJ 501 - Current Issues and Future Directions in Criminal Justice 3 hours
- MSCJ 510 - Legal and Ethical Issues in Criminal Justice 3 hours
- MSCJ 530 - Legal Aspects of Criminal Justice Administration 3 hours

Required Core Courses (15 sem. hrs)

- MSCJ 524 - Criminal Justice Policy Development and Evaluation 3 hours
- MSCJ 526 - Human Resource Management and Theory 3 hours **or**
- BUSI 526 - Human Resource Management and Theory 3 hours
- MSCJ 535 - Budgeting and Planning for Criminal Justice Managers 3 hours
- MSCJ 561 - Crisis Intervention 3 hours
- MSCJ 595 - Emergent Issues in Criminal Justice Leadership 3 hours

Criminal Justice Electives (9 sem. hrs)

- MSCJ 525 - Comparative Criminal Justice Systems 3 hours
- MSCJ 533 - Topics in Criminal Justice 3 hours
- MSCJ 543 - Development of Standard Operating Procedure 3 hours
- MSCJ 550 - Readings in Criminal Justice Administration 3 hours
- MSCJ 567 - Seminar in Juvenile Justice 3 hours

Total Semester Hours: 36

Management Emphasis Areas 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 management 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 emphasis areas include:

Law Enforcement Administration Emphasis

Required Emphasis Courses

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

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

Correction Administration Emphasis

Required Emphasis Courses

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

- MSCJ 543 - Development of Standard Operating Procedure 3 hours
- MSCJ 550 - Readings in Criminal Justice Administration 3 hours
- MSCJ 587 - Corrections Administration 3 hours
- MSCJ 589 - Community Corrections 3 hours

Partners in Corrections Equivalency Program

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

Graduate students accepted into the MSCJ Program who select the MSCJ Corrections Administration emphasis and can demonstrate that they have successfully completed the National Institute of Corrections "Management Development for the Future" series 70- hour course will receive 9 hours of 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 3 hours, (2) MSCJ 589 - Community Corrections 3 hours and (3) MSCJ 550 - Readings in Criminal Justice Administration 3 hours.

Once all other coursework for the MSCJ degree has been successfully completed, these nine (9) 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.

Focused Academic Sequence: Baccalaureate or Graduate

A *Focused Academic Sequence* (FAS) is a sequence of study (minimum of two courses) for which there is no academic degree major, minor or certificate. The FAS may 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, a FAS must be requested. A 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 chair(s) of the department(s) in which 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 (EVPDAA) when the FAS has been completed and a letter of completion is justified. The EVPDAA issues the "Letter of Completion" and authorizes the Office of the Registrar Office to enter notice of the letter in the student's academic transcript.

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 development 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.

The Department has developed the following program learning goals for graduates of the Master of Science in Criminal Justice 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.

Education

Teaching, Master of Arts

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 five core proposals of the National Board for Professional Teaching Standards (NBPTS) as goals of the program. These core propositions are:

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 student learning;
4. Teachers think systematically about their practice and learn from experience; and
5. Teachers are members of learning communities.

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, 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 that is never ending.

Students who are seeking teacher certification would apply to the MAT Post-Baccalaureate Teacher Certification Program. Those who do not meet graduate admission requirements may qualify for the Undergraduate Post-Baccalaureate Teacher Certification Program offered at select campuses. In addition to Columbia College admission requirements, the state of Missouri requires a minimum grade point average (GPA) in certification content area, professional education coursework, and overall. Official admission to the Teacher Certification Program (TCP) requires an overall GPA of 2.75, a content area GPA of 3.0, and a professional education GPA of 3.0 (on a 4-point scale). Once admitted to the TCP, students are reviewed on a yearly basis until they complete or withdraw from the program. Areas for review could include GPA, conduct, and student progress. Note that teacher certification is not available online.

Add-On Certifications

Mild/Moderate Cross Categorical Special Education certificate programs are available at select campuses to students who are certified teachers. (Special Reading and Gifted certification programs are available through the Master of Education, Educational Leadership program.) Students wishing to pursue an add-on certificate need to work closely with their academic advisors to fulfill certification requirements.

Columbia College offers Teacher Certification Programs in:

- Art Education (K-12)
- Music Education (K-12)
- Special Education (K-12)
- Elementary Education (1-6)
- Middle School Education (5-9) (Content areas: Language Arts, Mathematics, Science, Social Studies, Speech/Theatre)

- Secondary Education (9-12) (Content areas: Biology, Business (non-vocational), Chemistry, English, General Science, Mathematics, Social Studies, Speech/Theatre)

Click here to view additional information about our certification programs.

MAT Degree 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. 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.
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 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 course selection and plans for degree completion.
 - b. Complete EDUC 500 - Research Design, and EDUC 504 - Curriculum Design and Evaluation as early in the program as possible.
 - c. Students may not register for EDUC 508 - Integrative Project until they are within one session of completion of the MAT and have the approval of their advisor and 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 enroll in EDUC 508E - Integrative Project Extension each session with the fee of \$100 per enrollment until the project is completed and accepted. Continuous enrollment in EDUC 508E is mandatory and is capped at the maximum extension of three consecutive terms.
 - d. 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 satisfactorily written portfolio and oral presentation.

Required MAT Core Courses (15 sem. hrs)

Complete the following courses:

- EDUC 500 - Research Design 3 hours
- EDUC 504 - Curriculum Design and Evaluation 3 hours
- EDUC 508 - Integrative Project 3 hours
- EDUC 555 - Development, Gender and Cultural Differences 3 hours
- EDUC 560 - Theories of Learning 3 hours

MAT Elective Courses (21 sem. hrs)

Complete 21 additional hours from EDUC graduate level course not previously applied.

- EDUC 505 - Instructional Theory and Techniques 3 hours
- EDUC 512 - The Integrated Curriculum 3 hours
- EDUC 544 - Current Issues and Philosophical Precedents 3 hours

Minimum Total Semester Hours: 36

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:

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 a portfolio. The portfolio is evaluated by a committee of two faculty members. The portfolio must also be presented orally to the committee. A grade of B or better is required. Outcomes data are collected in various courses and 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.

Educational Leadership, MED with Emphasis Areas

Program Description

The Master of Education, Educational 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 6 hours and 5 emphases area providing an additional 30 hours of electives per emphasis.

The Master of Education, Educational Leadership courses are designed to meet the Professional Standards for Education Leaders. 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 State of Missouri's 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.

Emphasis areas include: Missouri Principal Certification K-8 or 9-12, Missouri Instructional Leadership, Reading Specialist Certification, Missouri Instructional Leadership, Gifted Certification, Instructional Leadership, Coaching (Missouri certification is not available for the coaching emphasis area).

An undergraduate degree with teacher certification in one or more areas, plus two years of teaching experience, is a prerequisite. Initial Principal Licensure is given at the level of teaching certification and experience.

Students who would like to acquire the degree and already have an MAT degree may apply up to 9 hours from their MAT toward the additional degree.

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 6 hours of courses required of all students, and an emphasis consisting of 30 hours. Students must choose one or more of the emphases listed. Students who wish to complete more than one emphasis will have more than 36 hours upon completion.

Required Graduate Core Courses (6 sem. hrs)

- EDUC 502 - Foundations and Psychology of Educational Leadership 3 hours *
- EDUC 562 - Behavior Management Techniques 3 hours Required for Reading Specialist Emphasis Area **or**
- EDUC 564 - Classroom Management 3 hours

Principal Initial Certification Emphasis

The Principal Initial Certification Emphasis also requires a valid teaching certificate, two years of teaching experience, and passing scores on all state of Missouri assessments. It is up to the student to check their state or country for reciprocity.

- EDUC 500 - Research Design 3 hours
- EDUC 504 - Curriculum Design and Evaluation 3 hours
- EDUC 546 - Perspectives on Families, Community, and Political Involvement in Public Schools 3 hours
- EDUC 565 - Advanced Application Learning Science 3 hours
- EDUC 569 - Data-Based Decision Making for Instruction 3 hours
- EDUC 581 - School Law for Education Leaders 3 hours *
- EDUC 583 - Elementary and Secondary Principalship 3 hours *
- EDUC 587 - Supervision 3 hours *
- EDUC 608 - Education Leadership Practicum 3 hours
- EDUC 611 - Administrative Problem Solving in the Field 3 hours

Instructional Leadership, Reading Specialist Emphasis

A course in Child Psychology, Adolescent Psychology, or a combined 3 hour course in Child and Adolescent Psychology is also required for this emphasis area. A valid teaching certificate is required, and two years of teaching experience.

- EDUC 515 - Language Development of the Exceptional Child 3 hours
- EDUC 558 - Advanced Techniques of Reading Methods 3 hours
- EDUC 559 - Adv. Intervention For Struggling Readers 3 hours
- EDUC 574 - Evaluation of Individual Achievement and Aptitude 3 hours
- EDUC 578 - Adolescent Literacy Theory and Technique 3 hours
- EDUC 585 - Theory and Philosophy of Instructional Coaching 3 hours
- EDUC 586 - Techniques and Strategies of Instructional Coaching 3 hours
- EDUC 590 - Analysis and Correction of Reading Disabilities 3 hours
- EDUC 614 - Reading Specialist Practicum for Elementary Teachers 3 hours
- EDUC 616 - Reading Specialist Practicum for Middle & Secondary Teachers 3 hours

Instructional Leadership, Gifted Certification Emphasis

A valid teaching certificate is required, and two years of teaching experience.

Complete the following courses:

- EDUC 500 - Research Design 3 hours
- EDUC 529 - Curriculum and Instruction for Gifted Students 3 hours
- EDUC 530 - Administration and Super-vision of the Gifted Program 3 hours
- EDUC 531 - Survey of the Gifted and Talented 3 hours
- EDUC 549 - Meeting the Affective Needs of Gifted Students 3 hours
- EDUC 574 - Evaluation of Individual Achievement and Aptitude 3 hours
- EDUC 615 - Practicum for the Gifted and Talented 3 hours

Choose three of the five following courses:

- EDUC 523 - Critical and Creative Problem Solving 3 hours
- EDUC 548 - Communications-Counseling, Conferencing, and Confronting 3 hours
- EDUC 555 - Development, Gender and Cultural Differences 3 hours
- EDUC 585 - Theory and Philosophy of Instructional Coaching 3 hours
- EDUC 586 - Techniques and Strategies of Instructional Coaching 3 hours

Instructional Leadership, Instructional Coaching Emphasis

A valid teaching certificate is required, and two years of teaching experience. Missouri Certification is not available for this emphasis area.

- EDUC 500 - Research Design 3 hours
- EDUC 504 - Curriculum Design and Evaluation 3 hours
- EDUC 546 - Perspectives on Families, Community, and Political Involvement in Public Schools 3 hours

- EDUC 548 - Communications-Counseling, Conferencing, and Confronting 3 hours **or**
- EDUC 587 - Supervision 3 hours

- EDUC 555 - Development, Gender and Cultural Differences 3 hours
- EDUC 565 - Advanced Application Learning Science 3 hours
- EDUC 582 - Evaluation of Teaching Effectiveness 3 hours

- EDUC 512 - The Integrated Curriculum 3 hours **or**
- EDUC 585 - Theory and Philosophy of Instructional Coaching 3 hours

- EDUC 586 - Techniques and Strategies of Instructional Coaching 3 hours
- EDUC 605 - Instructional Coaching Practicum 3 hours

Assessment

Achievement and Proficiency will be determined through development and oral defense of a Standards based portfolio, based on the Professional Standards for Education Leaders. Anticipated length of the portfolio is approximately 80-100 pages, including artifacts which delineate standards as they are applied in the selected setting through the Practicum for each area. The PSEL Standards are adopted by the National, Association of Elementary School Principals, The National Association of Secondary School Principals, and the University Council of Education Administration, and are appropriate for all Leadership Emphasis Areas.

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.

Post-Baccalaureate Certification

Art Education (K-12) Certification

Students pursuing teacher certification in Art Education must complete the Art Education (Grades K-12) Certification Checklist coursework in order to meet professional education and content area requirements as set by the Missouri Department of Elementary and Secondary Education. The 2018-2019 checklist is below:

- Art Education (K-12) Checklist

For questions regarding your checklist requirements, please contact your education advisor.

Additional information regarding teacher certification can be found in Other MAT Programs.

Note: Post-Baccalaureate students are eligible to take courses required for their certification. Non-certification courses are not covered by federal or state financial aid.

Elementary Education (1-6) Certification

Students pursuing teacher certification in Elementary Education must complete the Elementary Education (Grades 1-6) Certification Checklist coursework in order to meet professional education and content area requirements as set by the Missouri Department of Elementary and Secondary Education. The 2018-2019 certification checklist is below:

- Elementary Education (1-6) Checklist

For questions regarding your checklist requirements, please contact your education advisor.

Additional information regarding teacher certification can be found in Other MAT Programs.

Note: Post-Baccalaureate students are eligible to take courses required for their certification. Non-certification courses are not covered by federal or state financial aid.

Middle School Education (5-9) Certification

Students pursuing teacher certification in Middle School Education must complete the Middle School Education (Grades 5-9) Certification Checklist coursework in order to meet professional education and content area requirements as set by the Missouri Department of Elementary and Secondary Education. The 2018-2019 certification checklists are below:

- Middle School Education (5-9) Language Arts Checklist
- Middle School Education (5-9) Mathematics Checklist
- Middle School Education (5-9) Science Checklist
- Middle School Education (5-9) Social Studies Checklist
- Middle School Education (5-9) Speech/Theatre Checklist

For questions regarding your checklist requirements, please contact your education advisor.

Additional information regarding teacher certification can be found in Other MAT Programs.

Note: Post-Baccalaureate students are only eligible to take courses required for certification.

Music Education (K-12) Certification

Students pursuing teacher certification in Music Education must complete the Music Education (Grades K-12) Certification Checklist coursework in order to meet professional education and content area requirements as set by the Missouri Department of Elementary and Secondary Education. The 2018-2019 certification checklist is below:

- Music Education (K-12) Checklist

For questions regarding your checklist requirements, please contact your education advisor.

Additional information regarding teacher certification can be found in Other MAT Programs.

Note: Post-Baccalaureate students are eligible to take courses required for their certification. Non-certification courses are not covered by federal or state financial aid.

Secondary Education (9-12) Certification

Students pursuing teacher certification in Secondary Education must complete the Secondary Education (Grades 9-12) Certification Checklist coursework in order to meet professional education and content area requirements as set by the Missouri Department of Elementary and Secondary Education. The 2018-2019 certification checklists are below:

- Secondary Education (9-12) Biology Checklist
- Secondary Education (9-12) Business Checklist
- Secondary Education (9-12) Chemistry Checklist
- Secondary Education (9-12) English Checklist
- Secondary Education (9-12) General Science Checklist
- Secondary Education (9-12) Mathematics Checklist
- Secondary Education (9-12) Social Studies Checklist
- Secondary Education (9-12) Speech/Theatre Checklist

For questions regarding your checklist requirements, please contact your education advisor.

Additional information regarding teacher certification can be found in Other MAT Programs.

Note: Post-Baccalaureate students are only eligible to take courses required for certification.

Special Education (K-12) Certification

Students pursuing teacher certification in Special Education must complete the Special Education Certification Checklist coursework in order to meet professional education and content area requirements as set by the Missouri Department of Elementary and Secondary Education. The 2018-2019 certification checklist is below:

- MAT Special Ed Cert.

For questions regarding your checklist requirements, please contact your education advisor.

Additional information regarding teacher certification can be found in Other MAT Programs.

Note: Post-Baccalaureate students are eligible to take courses required for their certification. Non-certification courses are not covered by federal or state financial aid.

Teacher Certification Program

Students seeking teacher certification through the State of Missouri with Post-Baccalaureate status are required to meet requirements and seek admission to the Teacher Certification Program as early as

possible. Admission to the program is required prior to enrollment in certain EDUC courses. (Course descriptions state if admission to TCP is a prerequisite). Students pursuing teacher certification may not enroll in Education or content area courses a pass/fail unless the course is a designated pass/fail* course by the Education department.

*Undesignated courses taken as pass/fail will be considered as a grade of C for GPA calculations.

Students who seek admission to the program must have:

- Completed at least six hours of the Post-Baccalaureate core at Columbia College, which must include EDUC 505 (Post-Baccalaureate core courses are: EDUC 505, EDUC 542, EDUC 550 and EDUC 560 [or their undergraduate equivalents]);
- Attained a cumulative GPA of at least 2.75 (includes all coursework, Columbia College and other) with no grade of lower than C in the professional education and content area courses (See note above regarding pass/fail);
- GPA of 3.0 or above on all professional education courses with no grade lower than C (See note above regarding pass/fail);
- GPA of 3.0 or above on all content area courses with no grade lower than C (See note above regarding pass/fail);
- Completion of application materials for admission to the Teacher Certification Program which include the Statement of Responsibility and the Guideline Agreement.

Retention Criteria:

- Complete at least six (6) hours of professional education each year.
- Complete required field experiences (in EDUC 505 and EDUC 563) and receive favorable evaluations from cooperating teachers and faculty supervisors.
- Maintain a cumulative GPA of 2.75 or above after acceptance to the program.
- Maintain a cumulative GPA of 3.0 or above in professional education and content area courses.
- Department faculty members and staff will document instances of unprofessional behavior. Unprofessional behavior may make the student ineligible for acceptance in the Teacher Certification Program or may result in the immediate dismissal of a student from the Teacher Certification Program. Additional information regarding candidate dismissal can be obtained from the Education Department.

Other Coursework:

- Content area coursework not completed in BA must also be taken to meet State certification requirements.
- Any content area or professional education course(s) with grade of "D" or lower must be repeated until a grade of "C" or above is obtained (see Grading and Academic Standing). Additional courses may need to be repeated if overall, professional education, or content area GPAs are below the program requirements. (NOTE: MAT Post-Bacc students who receive two grades of C or lower will be dismissed from the program.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2018-19 FAFSA accordingly:

Question #29. What will your grade level be? Student must answer, "5th year/other undergraduate."

Question #30. What degree or certificate? Student must answer, "Teaching Credential Program."

Question #48. Are you a master's or doctorate student? Student must answer, "No."

Other MAT Programs

DESE Alternative Route to Certification Program

Students who have a baccalaureate degree relating to secondary certification areas may be eligible for a Temporary Authorization Certificate to teach in Missouri and may be eligible to negotiate a program of study at Columbia College to maintain Temporary Certification. This is a program defined by the Missouri Department of Elementary and Secondary Education (DESE).

Students seeking the alternative route to certification must apply as Post-Baccalaureate within the Graduate Program.

Post-Baccalaureate Certification Programs

Students who have completed a baccalaureate degree may be eligible for admission to Columbia College's Post-Baccalaureate Programs for Teacher Certification. A candidate for Post Baccalaureate Teacher Certification must present evidence of the following:

Complete the MAT Post-Baccalaureate Core within the first 18 hours:

EDUC 542 - Law, Ethics and Education 3 hours/EDUC 200 Law, Ethics and Education 3 hours

EDUC 560 - Theories of Learning 3 hours/EDUC 230 Theories of Learning 3 hrs

EDUC 505 - Instructional Theory and Techniques 3 hours/EDUC 300 Instructional Theory and Techniques 3 hrs

EDUC 550 - Human Development 3 hours/EDUC 391 Human Development 3 hrs **or** EDUC 392 Adolescent Psychology

- A baccalaureate degree (3.0 GPA minimum). Included in the degree must be general education coursework that has been determined by the Office of the Registrar to be sufficient to meet Columbia College standards;
- Admission as a Post-Baccalaureate student.

Once admitted, Post-Baccalaureate students must:

- Maintain a minimum GPA of 3.0 in all Professional Education courses with no grade lower than B (See Grading and Academic Standing);
- Maintain a minimum GPA of 3.0 in all content area courses with no grade lower than B (See Grading and Academic Standing);
- Complete application materials for admission to the Teacher Certification Program (to be obtained from the Certification Officer by appointment) that include: Request for Admission, GPA Worksheet, and two letters of recommendation (one from the Education Department and one from outside the Education Department).

Columbia College offers Teacher Certification Programs in:

- Art Education (K-12)
- Music Education (K-12)
- Special Education (K-12)
- Elementary Education (1-6)
- Middle School Education (5-9) (Content areas: Language Arts, Mathematics, Science, Social Studies, Speech/Theatre)
- Secondary Education (9-12)(Content areas: Biology, Business (non-vocational), Chemistry, English, General Science, Mathematics, Social Studies, Speech/Theatre)

Post Baccalaureate graduate students seeking teacher certification may take certification courses at the graduate level when available. The graduate equivalent courses are listed on the following checklists in brackets after the course title.

NOTE: Not all certification courses have graduate-level equivalencies.

Admission Policies

The standards of admission to Columbia College graduate programs require evidence of personal integrity and responsibility, academic preparation and leadership potential. Each graduate program has multiple admission categories. Criteria for admission apply to all categories of any graduate program at Columbia College unless otherwise specified.

In general, the admission requirement for full admission to Columbia College graduate programs is a cumulative undergraduate grade point average of 3.0, either for students' entire academic career or for their final 60 semester hours if there have been significant gaps of time between the start and the completion of their bachelor's degree, or a departmentally approved GMAT or GRE score. Students with a cumulative GPA lower than 3.0 may be eligible for conditional admission, as described in the individual program sections.

Graduate applicants are expected to present undergraduate coursework achievement commensurate with graduate program requirements. It is required that applicants have 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.

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.

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.

Although the financial aid process may be started during the application phase, a financial aid award is completed and applied after admission to a program. Non-degree students are not eligible for financial aid.

Admission Categories

All categories are not available in every program. Refer to the categories below for admission options for the Master of Arts in Teaching (MAT), Master of Education (MED), Master of Business Administration (MBA), and Master of Science in Criminal Justice (MSCJ).

Full Program Admission

Students applying for Full Program admission to any graduate program must complete all application steps for the program to which they are applying, outlined in Application Procedures. 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. Additional degree-specific requirements for full admission are listed below:

- MED: Applicants must have a valid teaching certificate.

Conditional Admission

Applicants who do not meet admission requirements may be considered for conditional admission. (A cumulative grade point average calculation is done using a straight 4.0 grading system with no consideration of pluses and minuses in the calculation.) Grades, recommendations, goal statement, and resume will all be considered carefully. Applicants should submit all materials for full program admission, and explain in their goal statement any circumstances that support their candidacy for admission to the college's graduate programs. Applicants may be approved for conditional admission at the discretion of the Dean of the program's School. Additional degree-specific requirements for conditional admission are listed below:

- **MAT:** Conditional admission is based on appropriate professional work and 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 (6) hours of coursework. When this condition has been met, students will automatically be updated to full program status.
- **MED:** Conditional admission is based on appropriate professional work and teaching experience, potential for academic success at the graduate level, and/or strong recommendations 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 (6) hours of coursework. When this condition has been met, students will automatically be updated to full program status.
- **MSCJ:** Conditional admission is based on appropriate professional experience or other preparation. Students may enroll in a maximum of six (6) hours under the category and must earn a grade of B or higher in all courses. When this condition has been met, students will automatically be updated to full program status.
- **MBA:** Conditional admission is 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 (6 hours) for which they are enrolled. When this condition has been met, students will automatically be updated to full program status. Students with a cumulative GPA of less than 3.0 from a regionally accredited institution may submit for consideration a GMAT score of 550 or higher.

Non-Degree Seeking

Students who hold a baccalaureate degree but do not wish to earn a graduate degree at Columbia College may enroll in graduate courses as non-degree seeking students. Non-degree seeking students with a bachelor's degree may complete a maximum of twelve (12) semester hours of graduate-level coursework. There is no limit to the number of hours a non-degree seeking student can take if the student has an advanced degree. Non-degree students are not eligible for financial aid. For all programs, official transcripts from degree-granting institutions (undergraduate and, if applicable, graduate) and institutions where any of the required prerequisite coursework was completed are required. All other transcripts may be submitted as unofficial copies. In addition, the following program-specific requirements apply.

- **MBA Non-Degree:** Non-degree seeking students must submit a resume and a completed application for graduate admission, accompanied by a non-refundable \$55 application fee and personal goal statement (300-500 words). Students must present a minimum 3.0 undergraduate cumulative grade point average.
- **MED Non-Degree:** Those applying as non-degree seeking students must submit a resume and a completed application for graduate admission, accompanied by a non-refundable \$55 application fee and a copy of current teaching certification.
- **MAT Non-Degree:** Those applying as non-degree seeking students must submit a resume and a completed application for graduate admission, accompanied by a non-refundable \$55 application fee.
- **MSCJ Non-Degree:** Non-degree seeking students must submit a resume and a completed application for graduate admission, accompanied by a non-refundable \$55 application fee.

Post-Baccalaureate Admission

Students who hold a baccalaureate degree from a regionally accredited college or university but who have not completed necessary undergraduate prerequisites for the respective graduate program may be admitted as post-baccalaureate and enroll in undergraduate courses. Students applying for post-baccalaureate admission to any graduate program must complete all application steps for the program to which they are applying. Click here for Application Procedures. In addition to the application procedures, the following requirements must be met for post-baccalaureate students to become fully admitted students in their graduate programs:

- **MBA Post-Baccalaureate:** 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 the MBA prerequisites (or their equivalent). The following MBA prerequisite courses must be completed and students must receive a grade of B or higher in each undergraduate prerequisite course in order to be considered for full or conditional admission:

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

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

- **MBA Accounting Emphasis Post-Baccalaureate:** In addition to the five general MBA prerequisites, admission to the Accounting emphasis 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

- **MSCJ Post-Baccalaureate:** The MSCJ prerequisite courses include CJAD 101 and CJAD 415. Students must earn a grade of B or higher in each undergraduate prerequisite course in order to be considered for full or conditional admission.
- **MED Post-Baccalaureate:** Students must earn a grade of B or higher in EDUC 390 in order to be considered for full or conditional admission to the MED program.
- **MAT:** 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.

For MAT and MED only: The consequences for earning grades of C or lower in post-baccalaureate undergraduate courses are the same as those listed for graduate courses (see Grading and Academic Standing).

Students admitted under the statuses of conditional and post-baccalaureate must complete the requirements of the statuses in order to be fully admitted to their graduate program. Once a student's conditional or post-baccalaureate requirements have been successfully completed, the student's record will automatically be updated to reflect full admission at the beginning of the next academic semester (i.e. Fall, Spring or Summer). The student will be notified of this change, and will then be eligible for graduate course enrollment.

DAYSTAR students should apply for Post-Baccalaureate admission during their last semester as an undergraduate student.

Pre-Graduate

Students who have earned over ninety (90) undergraduate semester hours toward the baccalaureate degree at a regionally-accredited college or university who wish to start their graduate studies early may apply for admission in the Pre-Graduate category. Pre-Graduate students may complete a maximum of nine (9) graduate hours without full program acceptance. After completion of the baccalaureate degree and up to nine (9) graduate semester hours, Pre-Graduate students must submit complete application materials to be considered for full program admission. Pre-Graduate students are subject to the same academic regulations and requirements as all degree-seeking students. Current Columbia College students will not be required to pay the graduate application fee in order to be admitted as a Pre-Graduate student. MAT and MSCJ Pre-Graduate students may enroll in designated courses only. MSCJ Pre-Graduate status is limited to main campus students only.

- **MAT:** Students in the BEACON and DAYSTAR programs who have earned 90 hours of credit or more, and who will finish their bachelor's degrees through these programs at Columbia College, may apply for Pre-Graduate status. Applicants must meet all other qualifications for the Teacher Certification Program, including cumulative GPA of 3.0, passing scores on all sections of the MoGEA exam, and a passing score on the appropriate PRAXIS II exam. Applicants 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. The \$55 application fee is waived for Columbia College students. Those accepted as Pre-Graduate students may take up to nine (9) semester hours of graduate coursework toward certification. In order to complete EDUC 698 Graduate Student Teaching (MAT Only), students admitted with Pre-Graduate status must complete their bachelor's degrees and submit a revised application form in order to be considered for Post-Baccalaureate admission to the MAT Program. Graduate coursework taken toward certification requirements does not fulfill Education Certification Minor requirements for students in the BEACON program.
- **MSCJ:** 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. The application fee is waived for Columbia College students. Applicants must have earned more than 90 undergraduate semester hours toward the baccalaureate degree at a regionally accredited college or university and have an overall GPA of 3.0. Eligible degree programs are those closely related to the criminal justice area at regionally accredited colleges or universities. Those accepted as Pre-Graduate status students may take up to nine (9) semester hours of graduate coursework in the MSCJ program while observing all existing MSCJ program requirements. After completion of the baccalaureate degree and up to nine (9) graduate semester hours, Pre-Graduate students must submit complete application materials to be considered for full admission to the MSCJ program.

Alternative Certification

Students who hold a baccalaureate degree from a regionally accredited college or university with a major in Art, Biology, Business, Chemistry, Language Arts (English), Social Studies or Mathematics may pursue teacher certification (at the Secondary level only under Alternative Certification) if all criteria are met.

- MAT Alternative Certification: Students applying as Alternative Certification must complete the admission requirements under Application Procedures. See "Other MAT Programs" for MAT Alternative Certification applicant qualifications.

Application Procedures

Application Process

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 submitted electronically or sent to: Graduate Admissions, Columbia College, 1001 Rogers Street, Columbia, MO 65216.

Graduate programs and individual graduate level courses may be offered at selective Adult Higher Education Campuses. Students interested in taking graduate courses at nationwide campuses should contact the respective location for information. Go to www.ccis.edu/nationwide/ for a map of nationwide locations.

To be considered for Full or Post-Baccalaureate admission (see the Admissions Categories on Admission Policies page) to any Columbia College graduate program, all of the following must be submitted to the Graduate Admissions Office:

1. Completed application for graduate admission: <http://www.ccis.edu/apply>.
2. Non-refundable application fee of \$55. Checks should be made payable to Columbia College. The application fee is waived for students who earned a baccalaureate degree at Columbia College.
3. Official transcripts from the following:
 - From all institutions where a bachelor's degree was earned
 - From all institutions where a master's degree was earned
 - From all institutions where any of the required prerequisite courses were completed
 - From all non-U.S. institutions where any coursework was completed
 - *All other transcripts may be submitted as unofficial copies.*
4. 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 highest categories. A recommender is someone with a professional (i.e. supervisors, co-workers, etc.) or academic relationship to you. Recommenders may not be close friends or family members. Recommenders' names and email addresses are required to be listed on the application form. Once the application is submitted, an electronic recommendation form will automatically be emailed to each recommender listed.
5. A personal goal statement of 300-500 words. The goal statement should establish a correlation between the goals of the graduate degree program and the applicant's personal and professional goals. MAT and M.Ed. applicants should include a personal statement of teaching philosophy and leadership goals.
6. Current resume.
7. Authenticate identity (see section below on Student Authentication)

The application, recommendation letters, personal goal statement and resumé should be uploaded and submitted using the online application. 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.

M.Ed. applicants: In addition to the application procedures and requirements for admission, applicants for the M.Ed. must:

- Submit a personal career goal summary which elaborates upon the general admission personal goal statement, and demonstrates that the applicant has goals and personal qualities which are compatible with the goals and competencies focused upon in the program. This statement must illustrate the candidate's professional competency thus far, including impact on students and student achievement; and
- Have a baccalaureate degree and teacher certification. It is a state requirement that principal licensure is not recommended until teachers have at least two years of experience;
- Complete a Psychology of the Exceptional Child course (EDUC 390 or EDUC 525 if taken through Columbia College);
- Possess a cumulative GPA of 3.0 or higher on a 4.0 scale from a regionally accredited degree-granting institution.

Note: Prospective students not meeting these criteria may be eligible for conditional admission.

MAT applicants: In addition to the application procedures and requirements for admission, applicants for the MAT must:

- Submit a personal career goal summary which elaborates upon the general admission personal goal statement, and demonstrates that the applicant has goals and personal qualities which are compatible with the goals and competencies focused upon in the program; and
- Have earned a cumulative GPA of 3.0 or higher on a 4.0 scale from a regionally accredited degree-granting institution, or a combination of scores on the verbal and quantitative sections of the Graduate Record Examination adding up to 300.

MBA applicants: Students with a cumulative GPA of less than 3.0 from a regionally accredited institution may submit for consideration a GMAT score of 550 or higher. Students who have not completed the appropriate concept courses (or their equivalent) in their baccalaureate degree must complete these courses as a post-baccalaureate student before being considered for full admission to the MBA program. Please click [here](#) to view a complete list of MBA post-baccalaureate courses.

The College reserves the right to deny admission to any applicant and to deny and/or rescind admission to any applicant who provides false or misleading information to the College.

Student Authentication

Students will be required to authenticate their identity prior to being reviewed for admission. A student with access to a Columbia College campus may show a government issued photo identification to a college staff member in order to authenticate their identity. Students who are not located near a campus will be required to authenticate their identity using a service provided by ProctorU, which has been established for online students or others, as designated by the college, to be able to authenticate their identity online. 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 walk-through 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.

English Proficiency Requirements

To be considered for full admission, all students who do not speak English as a native language (regardless of citizenship) must provide official scores from an English proficiency or standardized admission test.

Appropriate scores from the following exams demonstrate English language proficiency:

		Minimum Requirement	
Test Type	Institutional Code	Undergraduate Program	Graduate Program
TOEFL-iBT*(Internet-based)	6095	Score of 72 or above; scores of less than 16 in any individual subset will require enrollment in a corresponding EAP course during the student's first semester.	Score of 80 or above; subset scores must meet or exceed 20 in each area
TOEFL-PBT*(paper-based)		Score of 530 or above; scores of less than 53 in any individual subset will require enrollment in a corresponding EAP course during the student's first semester	Score of 550 or above; subset scores must meet or exceed 55 in each area
IELTS	--	Score of 6.0 or above; scores of less than 5.5 in any individual band will require enrollment in a corresponding EAP course during student's first semester	Overall band score of 6.5 or above, with no individual band score below 6
<i>*Submitted results cannot be older than two years prior to the desired enrollment date.</i>			

Please note that credentials are reviewed carefully to confirm that applicants have the requisite English language proficiency to succeed academically at Columbia College. Therefore, the Admissions Office reserves the right to require additional documentation to verify English language proficiency.

Applicants from the following countries are required to submit SAT/ACT scores in lieu of English proficiency: Australia, Canada (English speaking provinces), Ireland, Malta, New Zealand, and the United Kingdom.

Columbia College does not offer beginning-level English as a Second or Other Language (ESOL).

Columbia College will also consider the following evidence of English language proficiency:

- A grade of "C" or higher from an English composition course completed at a U.S. Institution and deemed equivalent to the Columbia College ENGL 111 course.

International Student Application Procedures

International applicants are required to submit the following materials to be considered for graduate admission. All documents and fees must be received before Columbia College will issue an I-20 Form.

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

1. A completed and signed application for graduate admission, accompanied by a non-refundable \$55 (U.S. dollars) application fee. Checks should be made payable to Columbia College.
2. Proof of English language proficiency as evidence by a TOEFL score of at least 550 on the paper-based exam or 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. See English Proficiency Requirements chart.
3. 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.
4. Three completed 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 highest categories. Applicants should utilize the recommendation forms available during the application process.
5. A personal goal statement which establishes a correlation between the goals of the graduate degree program and the applicant's personal and professional goals and a summary of relevant work experience. Applicants must also submit a current, professional resume.
6. Official bank documents attesting to the applicant's or the sponsor's ability to pay tuition, books, supplies, fees, and living expenses for one year. Students must also complete a SEVIS Supplement form. The total cost of attendance will be determined on an annual basis by Columbia College.
7. Students transferring to Columbia College from an institution within the United States must complete a Transfer Eligibility Form and furnish a copy of a passport, valid visa, I-94 and I-20 from the last school attended.

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

Students who 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 Office of the Registrar international credentialing process (see Evaluation of Credit and Testing for additional information on the transfer process.)

Because of the legal requirement that international students must take a specific proportion of their classes in a face-to-face setting, not all degree programs are available to international students. Please consult with the Director of the International Center before deciding on a program.

The College reserves the right to deny admission to any applicant and to deny and/or rescind admission to any applicant who provides false or misleading information to the College.

Other Admission Information

Readmission

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.

Students have one year, from the date of admission, to enroll in courses. If students do not enroll within one year of admission, or if students are absent from a graduate program for six consecutive sessions (or longer), they must submit a new application in order to be readmitted. Students must be in good academic and financial standing to be readmitted. Supporting documentation (transcripts, resume, goal statement,

recommendations) is good for the entire seven-year program time limit and does not have to be resubmitted unless:

- Any of the documentation was missing from the original application file;
- The student has received credit at any other institution since the original date of admission to Columbia College; and/or
- The student is being readmitted under a time extension to the original seven-year program time limit.

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 campus for instruction and additional details. Detailed information about transfer of credit can be found here: Evaluation of Credit and Testing.

Prerequisites

Students must review prerequisite requirements carefully (see Course Descriptions). Failure to meet prerequisite/corequisite requirements will cause the affected courses to be dropped from the student's schedule.

Teacher Certification Program

Students seeking teacher certification through the State of Missouri with Post-Baccalaureate status are required to meet requirements and seek admission to the Teacher Certification Program as early as possible. Students who seek admission to the program must have:

- Completed at least six hours of the Post-Baccalaureate core at Columbia College, which must include EDUC 505. Post-baccalaureate core courses are: EDUC 505, EDUC 542, EDUC 550 and EDUC 550 (or their undergraduate equivalents);
- Attained a cumulative GPA of at least 2.5 (includes all coursework, Columbia College and other) with no grade of less than C in the professional education and content area courses; (Note: State overall GPA requirements will increase from 2.5 to 2.75 and content area and professional education GPAs will increase from 2.8 to 3.0 beginning with the Spring 2017 semester. See Dismissal on Grading and Academic Standing page for more information.)
- Completion of application materials for admission to the Teacher Certification Program. (Application materials are available on the Education Department website.)

Retention Criteria:

- Complete at least six hours of professional education each year;
- Complete required field experiences (in EDUC 505 and EDUC 563) and receive favorable evaluations from cooperating teachers and faculty supervisors;
- Maintain a cumulative GPA of 2.5 or above after acceptance to the program (increasing to 2.75 beginning with the Spring 2017 semester);
- Maintain a cumulative GPA of 2.8 or above in professional education and content area courses (increasing to 3.0 beginning with the Spring 2017 semester).
- Department faculty members and staff will document instances of unprofessional behavior. Unprofessional behavior may make the student ineligible for acceptance in the Teacher Certification Program or may result in the immediate dismissal of a student from the Teacher

Certification Program. Additional information regarding candidate dismissal can be obtained from the Education Department.

Other Coursework:

- Content area coursework not completed in BA must also be taken to meet State certification requirements.
- Any content area or professional education course(s) with grade of "D" or lower must be repeated until a grade of "C" or above is obtained (see Dismissal on Grading and Academic Standing page regarding two grades of C once admitted to the MAT Post-Baccalaureate program).

Other requirements for certification that must be completed prior to recommendation for a Missouri teaching certificate:

- Successful completion of appropriate Missouri Content Assessment (MoCA);
- Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA)

Other Important Information:

Post-baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the FAFSA accordingly:

Question #29. What will your grade level be? Student must answer, "5th year/other undergraduate."

Question #30. What degree or certificate? Student must answer, "Teaching Credential Program."

Question #48. Are you a master's or doctorate student? Student must answer, "No."

Cost Information and Suggestions for Teacher Certification Program Students

Teaching is a very rewarding field to pursue but the various costs associated with obtaining teacher certification can be difficult without careful planning. To help with this planning, here are the fees and assessment costs associated with becoming a teacher in the state of Missouri:

Fees: All field experience courses, practicums, and student teaching include a fee categorized as a "lab fee." These fees could vary but in most cases, lab fees are \$40 per field experience/practicum/student teaching course. Students should review their certification checklist to see how many field experience courses are required.

Assessments: Missouri requires various assessments throughout a student's teacher certification program. Assessment fees are outlined below:

- Missouri Educator Profile (MEP): cost = \$22
- Missouri Content Assessment (MoCA): the cost of this assessment varies (\$77 to \$189 per assessment) depending on the area of certification. Some certification areas require multiple assessments and others may only require one. (This assessment replaced the Praxis II.)
- Missouri Pre-Service Teacher Assessment (MoPTA): cost = \$275 (registration fee). If the assessment must be rescheduled, there is a \$30 rescheduling fee. If a task needs to be resubmitted, there is an \$85 resubmission fee. If test takers feels that their final scores were reported incorrectly, they may request that ETS conduct a review of responses scored; there is a \$100 score review fee.

Note: Some testing centers may also charge an exam sitting fee. For additional information about these assessments, go to <http://www.mo.nesinc.com/> and <http://mega.ets.org/test-takers>.

Tuition: Although this may seem obvious, tuition is another cost to plan for. Tuition cost can be especially difficult during student teaching, which is a 16-week placement in a school during which most students are not able to maintain a separate job for income.

How to plan: Since the assessments are not covered by financial aid, students should determine with their advisor the semester/session they plan to take the assessment(s) and save any financial aid refund from previous terms to help defray the cost. A semester with no income while student teaching would obviously take more budgeting, but planning ahead would certainly help reduce the financial stress during that time.

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.

Determination of Federal Financial Aid Award

A student will be offered an aid package that may consist of grants, scholarships, outside assistance, loans and/or Federal Work-Study. Cost of Attendance (COA) is the cap on financial aid packages for students receiving federal and/or state aid. Aid eligibility is calculated for each aid program as well as a total aid package.

Federal aid eligibility is calculated using COA, Expected Family Contribution (EFC), and Estimated Financial Assistance (EFA).

COA is the estimated cost of a student's educational expenses for a period of enrollment and can be viewed on the Cost of Attendance section of the website.

EFC is derived from the FAFSA using income and asset information. It is used to calculate need-based eligibility for financial aid.

EFA is the combination of financial aid programs (scholarships, grants, tuition assistance, student employment, loans, etc) that makes up an individual student's aid package.

Financial Need is determined by taking the COA for an enrollment period minus the EFC.

Unmet need is determined by taking the Financial Need minus EFA. In other words, each aid type a student is awarded is considered before eligibility for another type is determined.

Unmet cost is determined by taking COA minus EFA. Unmet cost is used in determining eligibility for non-need based programs such as unsubsidized loans, PLUS loans, and private loans.

Once the EFC and financial need have been determined, the student's information will be reviewed and aid eligibility is calculated.

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.

The maximum amount of institutional and endowed aid that can be awarded is tuition, as long as the aid (all types) does not exceed the cost of attendance. **Due to federal regulations, scholarships awards may be affected if you are receiving federal and/or state financial aid.**

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.

Direct Loan Annual Limits		
Dependent Student	Subsidized	Total (Subsidized & Unsubsidized)
Post-Baccalaureate	\$5,500	\$5,500
Independent Undergraduate <i>*Includes dependents with a Parent PLUS loan denial</i>	Subsidized	Total (Subsidized & Unsubsidized)
Post-Baccalaureate	\$5,500	\$12,500
Graduate	\$8,500	\$20,500
Graduate PLUS	See Types of Graduate Aid	See Types of Graduate Aid
Aggregate Limits (Lifetime limit)	Subsidized	Total (Subsidized & Unsubsidized)
Dependent Undergraduate	\$23,000	\$31,000
Independent Undergraduate	\$23,000	\$57,500
Graduate	n/a	\$138,500

Notification of Financial Aid Status and Awards

College e-mail addresses are assigned to all Columbia College applicants (see Resources). The Financial Aid Office corresponds with students primarily via e-mail regarding the status of their financial aid application and notification of financial aid estimated awards. Correspondence sent via e-mail is not sent via postal mail. Students should check their College e-mail 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. 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 semester/session. 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 biweekly 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 will receive a refund. Estimated refund dates are posted on the Enrollment Service Center's website under "Understanding the Refund Process." Refunds are either mailed to the student at his/her home address or sent electronically to the student's bank account (for student who elect the direct deposit option through their ePayment account.) A student may use excess financial aid prior to the start of a term to purchase books by using a book voucher. Students eligible for a book voucher should contact their local campus or the Enrollment Service Center for more information.

To assist with expenses associated with attending Columbia College, students often receive funds from multiple sources that are to be used specifically (exclusively) for tuition. Funding beyond 100% of the tuition cost will not be returned to the student or applied to other expenses. These sources include, but are not limited to military/corporate tuition assistance, VA Education Benefits, MyCAA, institutional aid, endowed aid and Employee Educational Grant (EEG)/Employee Graduate Educational Grant (GEG). The College will apply the non-institutional tuition-only funding sources first. Any excess funds remaining, after 100% of the tuition is paid, will be returned to the funding source and not the student.

Teacher Certification Post Baccalaureate

Master of Arts in Teaching Post-Baccalaureate or Alternative Certification

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 pursuing teacher certification. MAT.PB students are considered to be undergraduate students for federal financial aid purposes and therefore can be reviewed for the Pell Grant, Direct Subsidized loans and Direct Unsubsidized loans. To be reviewed for federal aid, students must complete the following items:

1. Be admitted to the MAT.PB or MAT.AC program.
2. Complete the Free Application for Federal Student Aid (FAFSA) and answer the following questions as indicated below:
 - a. Question 29, "What will be your grade level be when you begin college in the 2018-2019 school year?" will need to be answered "5th year/other/undergraduate."
 - b. Question 30, "What degree or certificate will you be working on when you begin college in the 2018-2019 school year?" will need to be answered "Teaching credential (non-degree program)."
 - c. Question 48, "At the beginning of the 2018-2019 school year, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, Ph.D., Ed.D., graduate certificate, etc.)? will need to be answered "No" for not working on a master's program.
3. Have a list of required courses for completion of teacher certification submitted from Columbia College's Education Office at Main Campus to Financial Aid.

Teacher Certification 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.

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. The student's direct loan eligibility begins at the time of enrollment in the first post-baccalaureate course. From the beginning of direct 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 additional items listed below:

1. Be fully admitted to a post-baccalaureate program.
2. Complete the Free Application for Federal Student Aid (FAFSA). Students must answer the following questions as indicated below:
 - a. Question 29, "What will be your grade level be when you begin college in the 2018-2019 school year?" will need to be answered "5th year other/undergraduate."
 - b. Question 30, "What degree or certificate will you be working on when you begin college in the 2018-2019 school year?" will need to be answered "other/undecided."
 - c. Question 48, "At the beginning of the 2018-2019 school year, will you be working on a Master's or Doctorate program (such as an MA, MBA, MD, JD, Ph.D., Ed.D., 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 update the answers on the FAFSA to reflect the following and notify the Financial Aid Office to have aid processed at graduate levels.

1. Question 29, "What will be your grade level be when you begin college in the 2018-2019 school year?" will need to be answered "first year graduate/professional."
2. Question 30, "What degree or certificate will you be working on when you begin college in the 2018-2019 school year?" will need to be answered "Graduate or professional degree."
3. Question 48, "At the beginning of the 2018-2019 school year, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, Ph.D., Ed.D., graduate certificate, etc.)? will need to be answered "yes" for working on a master's program.

Students with questions about financial aid should call the Enrollment Service Center for assistance 573-875-7252. Additional financial aid information is available at: www.ccis.edu/financialaid.

Applying for Financial Aid

1. Admissions Application
2. Free Application for Federal Student Aid (FAFSA)
3. Check the Status of your Financial Aid
4. Applying for Student Loans Online

Student financial aid forms are available under the Financial section of CougarTrack.

To Apply:

Step 1 - Admissions Application

Complete an application for admission to the college and submit it with the one-time application fee to the Admissions Office. (Applies to first-time students only.)

Step 2 - Free Application for Federal Student Aid (FAFSA)

The FAFSA can be submitted anytime after October 1st of the year students plan to attend college.

(i.e. FAFSA is available October 1, 2017 for those applying for the 2018-2019 academic year, which begins August 2018).

Complete the FAFSA, and indicate the **Columbia College school code, 002456**.

If you complete a FAFSA application between October and June, there will be two FAFSA applications available for two different academic years. Be sure to complete the FAFSA application for the time frame(s) you plan to attend.

Columbia College's priority deadline for the 2018-2019 FAFSA is **March 1, 2018**.

Step 3 - Check the Status of your Financial Aid

Activate your CougarTrack account and monitor your CougarMail on a regular basis. The Financial Aid Office will use your Columbia College e-mail address as a primary communication method to inform you about the status of your financial aid application, upcoming deadlines and important dates. Correspondence sent through e-mail will not be sent via postal mail.

"My Documents", available through CougarTrack, will show what documents have been received and what documents are missing or incomplete. It may take 1 to 2 business days for a submitted document to be logged in.

The general turnaround time for processing financial aid documents submitted to Columbia College is 10 business days. Turnaround time will likely increase during peak times, such as the beginning of a new school year. Students are encouraged to submit documentation as early as possible.

Step 4 - Applying for Student Loans Online

Student loan borrowers must complete three items in addition to their FAFSA to be eligible for student loans:

1. Entrance Counseling
2. Master Promissory Note
3. Accept/decline/modify loans with the Electronic Award Letter, available through CougarTrack.

Find more information on federal student loans.

Students must reapply each year for financial aid. See important dates for application deadlines.

Eligibility Requirements for Federal Aid

To be eligible for federal financial aid at Columbia College, a student must satisfy general eligibility requirements. The financial aid office is responsible for ensuring that each student has met the federal eligibility requirements before awarding federal Title IV funds.

Students are required to:

- Be a regular student enrolled or accepted for enrollment in an eligible program at Columbia College;
- Be a U.S. Citizen or national, or eligible non-citizen;
- Have a correct Social Security Number;
- Have a high school diploma or recognized equivalent of a high school diploma;
- Not be enrolled simultaneously in elementary or secondary school;
- Meet Satisfactory Academic Progress;
- Be registered with Selective Service, if required;
- Not be in default on a Title IV loan or owe a Title IV grant or loan overpayment;
- Not have borrowed in excess of annual or aggregate Title IV loan limits;

- Not have a disqualifying drug conviction;
- Not have an Unusual Enrollment History Flag on a Student Aid Report (SAR)
- Have financial need;
- Sign statements on the Free Application for Federal Student Aid (FAFSA) stating that he or she will use Title IV aid only to pay educational expenses and he or she is not in default on a federal student loan and does not owe money on a federal student grant;
- Have repaid Title IV funds obtained fraudulently;
- Not have property subject to a judgment lien for a debt owed to the United States.

Documents may be requested to meet the requirements listed above. All requests for documents are sent to a student's CougarMail.

Eligible Programs of Study at Columbia College

To be eligible for federal aid at Columbia College, students are required to be degree-seeking at Columbia College and must enroll in coursework required for that degree. **Non-degree seeking students are not eligible for federal financial aid.**

Students who would like to change the degree they are seeking should submit a Declaration of Major, which is available in CougarTrack. *Students changing from a non-degree seeking status to degree seeking may be required to submit additional documentation, such as transcripts, for admission to a program.*

What is Considered an Eligible Citizen or Eligible Non-Citizen?

A student (and parent, for PLUS Loan) must be a U.S. citizen or eligible non-citizen to receive Title IV federal aid. The general requirements for eligible non-citizens are that they be in the United States for other than a temporary purpose with the intention of becoming a citizen or lawful permanent resident, as evidenced by the United States Citizenship and Immigration Service (USCIS) in the Department of Homeland Security (DHS).

Acceptable Documentation of Citizenship or Eligible Non-Citizenship

Category	Acceptable Documentation
U.S. citizens (citizens of): <ul style="list-style-type: none"> • The 50 States • The District of Columbia • Puerto Rico • The U.S. Virgin Islands • Guam • The Northern Marian Islands • Born abroad to U.S. parents U.S. Nationals: <ul style="list-style-type: none"> • All U.S. Citizens • Natives of American Samoa (not considered a U.S. citizen) • Natives of Swain's Island (not considered a U.S. citizen) 	<ul style="list-style-type: none"> • Copy of student's birth certificate. • Current or expired U.S. Passports. • Copy of State Department Forms FS-240 (Consular Report of Birth Abroad), FS0-545 (Certificate of birth issued by a foreign service post), or DS-1350 (Certification of Report of Birth). • Certificate of Citizenship (Forms N-560 or N561). • Certificate of Naturalization (Forms N-550 or N-570).

Category	Acceptable Documentation
<ul style="list-style-type: none"> Natives of American Samoa and Swain's Island are eligible to receive funds from federal programs except the ACG/National SMART grants 	
U. S. Permanent residents	<ul style="list-style-type: none"> Permanent Resident Card (Form I-551 since 1997) or Resident Alien Card (Form I-551 before 1997). Alien Registration Receipt Card (Form I-151) issued prior to June 1978. Arrival/Departure Record (Form I-94) or the Arrival/Departure Record (Form I-94A) with the following endorsement: "Processed for I-551." Machine Readable Immigrant Visa (MRIV).
Refugees	<ul style="list-style-type: none"> Arrival/Departure Record (Form I-94 or I-94A) with a stamp stating admission.
Victims of human trafficking	<ul style="list-style-type: none"> Student's certification or eligibility letter from the Department of Health and Human Services (HHS). For a spouse, child, or parent of a trafficking victim, T-visa (T-2 or T-3), victim's certification letter.
Persons granted asylum	<ul style="list-style-type: none"> Arrival/Departure Record (Form I-94 or I-94A) with a stamp stating admissions.
Conditional entrants	<ul style="list-style-type: none"> Arrival/Departure Record (Form I-94 or I-94A) granted before March 31, 1980, with a stamp indicating that the student has been admitted to the U.S. as a conditional entrant.
Person paroled into the U.S. for at least 1 year	<ul style="list-style-type: none"> Arrival/Departure Record (Form I-94 or I-94A) with a stamp indicating that the student has been paroled into the United States for at least one year with a date that has not yet expired.
Cuban-Haitian entrants	<ul style="list-style-type: none"> Arrival/Departure Record (Form I-94 or I-94A) with a stamp indicating that the student has been classified as a "Cuban-Haitian Entrant."

Correct Social Security Number and Name

When completing the FAFSA application, a student is required to enter his or her Social Security Number (SSN). Students should enter the name and the SSN that is printed on his or her Social Security card. *If you have recently changed your name, you must update your name with the Social Security Administration. To update your name with Columbia College, submit a Name Change Request Form, available in the forms section of CougarTrack.*

High School Diploma (or equivalent)

If the financial aid office requests that a student provide documentation of a high school diploma (or equivalent), a student should submit one of the following to the Office of the Registrar: an official college academic transcript with 60 transferable hours OR an official copy of high school transcript OR an official

copy of GED OR documentation of homeschooling. Students who enrolled in an eligible college program before July 1, 2012, also have the option to submit an official college transcript with six hours of transfer credit.

Students who are required to submit documentation of high school completion for verification purposes should submit documentation matching the self-reported data on the FAFSA high school completion question. For example, if a student reported on the FAFSA that the high school completion was the GED test, the student should provide documentation of GED completion.

Unusual Enrollment History

The Department of Education (ED) uses Unusual Enrollment History Flags (UEH Flags) to assist in preventing fraud and abuse of the Federal Title IV student aid programs.

UEH Flags identify students who have received the Pell Grant or Direct Loans at multiple institutions in recent academic years. Some students may have legitimate reasons for enrolling at multiple institutions; however, if Columbia College's Financial Aid office receives any UEH Flags from the ED, on a Student Aid Report (SAR), we are required to resolve them prior to awarding a student Title IV federal aid.

How Are Unusual Enrollment History Flags Resolved?

A student's past enrollment and financial aid records will be reviewed by Columbia College to determine whether:

- A student received a Pell Grant or Direct Loan at Columbia College during the previous four academic years
- A student received academic credit at each of the previous institutions where they received the Pell Grant or Direct Loans

If it is determined that academic credit was not earned, the Financial Aid office will notify the student to submit the Explanation for Unusual Enrollment History form found on CougarTrack.

Federal Aid Eligibility Denied for UEH

If a student did not earn academic credit at one or more of the previous institutions and does not provide a sufficient explanation or documentation for failure to earn academic credit, the Financial Aid office must deny any additional Title IV federal aid to the student and the decision will be final.

Regaining Aid Eligibility for UEH

A student may regain Title IV federal aid eligibility when one term is completed at Columbia College without Title IV federal aid and following minimum requirements have been met:

- Undergraduate student GPA of 2.0 & 100% pace of completion
- Graduate student GPA of 3.0 & 100% pace of completion

To be eligible for federal financial aid at Columbia College, a student must satisfy general eligibility requirements. The financial aid office is responsible for ensuring that each student has met the relevant eligibility requirements before awarding federal Title IV funds.

Defaulted Loans, Overpayments, and Exceeded Loan Limits

If a student has a defaulted loan or an overpayment, the student must resolve it in order to be reviewed for federal aid. The student must make arrangements with the holder of the overpayment or servicer of the defaulted loan. The servicer contact information can be found by reviewing the National Student Loan Data System. Students must have their FSA ID in order to retrieve personal loan information. Additional questions regarding defaulted loans, overpayments or exceeded loan limits should be sent to financialaid@ccis.edu.

Financial Need

In order for a student to be eligible for federal aid, the financial aid office must first determine a student's financial need based on the results of the Free Application for Federal Student Aid (FAFSA). Students who do not submit the FAFSA, or complete the verification process, will not be reviewed for federal aid until complete.

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. Students who are not making academic progress when they initially apply for aid will not be eligible for financial aid at Columbia College until academic progress is met or the student submits an appeal for financial aid and the College approves the appeal.

The Financial Aid office will review the satisfactory academic progress of enrolled financial aid recipients following each semester; students will be reviewed up to three times annually. Each such review includes the Qualitative (GPA), Quantitative (Pace of Completion), and Maximum Timeframe (150%) measurements discussed below.

Qualitative Measure (GPA)

The quality of a student's progress is measured by grade point average (cumulative GPA). The minimum cumulative GPA for Financial Aid recipients is the same as the academic standard for Columbia College:

Cumulative Attempted Hours (with transfer credit)	Minimum Cumulative Grade Point Average at Columbia College
0-30.9	1.75
31-45.9	1.90
46 or more	2.00
Graduate Program	3.00

The GPA Calculator can help you estimate your current course GPA.

Quantitative Measure (Pace Of Completion)

The quantity of a student's progress is measured by the Cumulative Completion Rate (credit hours earned divided by credit hours attempted). Students are required to complete 2/3 (66.67%) of attempted hours.

Courses and grades considered in determining Satisfactory Academic Progress

All courses attempted and on the academic record (that is, every time a student is enrolled in a course past the add/drop date, the course will count as an attempt) at the time of progress check are considered when determining the Cumulative Completion Rate. (For definition of grades please see Grading and Academic Standing).

Please note the following:

- **Incomplete courses (I)** *will* count toward total hours attempted for the Cumulative Completion Rate, *will not* be considered completed courses, and *will not* be included in the GPA calculation.
- **Withdrawals and Excused Withdrawals (W and WE)** *will* count toward total hours attempted for the Cumulative Completion Rate, *will not* be considered completed courses, and *will not* be included in the GPA calculation.
- **Failing (F) grades** *will* count toward total hours attempted for the Cumulative Completion Rate, *will not* be considered completed courses, and *will* be included in the GPA calculation.
- **Repeated courses** *will* count toward total hours attempted for the Cumulative Completion Rate (but only one passing grade will be considered as a completed course. The newest grade *will* be included in the GPA calculation and the older grade will be excluded. Federal student aid is available for only one retake of a previously passed course.
- **Pass/Fail courses** *will* count toward total hours attempted for the Cumulative Completion Rate (calculation of both cumulative attempted credit hours and, if passed, cumulative completed credit hours), but *will not* count in the GPA calculation.
- **Transfer credits** accepted by the college (including those received during consortium study) *will* count toward the Cumulative Completion Rate (calculation of both cumulative attempted credit hours and cumulative completed credit hours), and *will not* count in the GPA calculation.
- **Change in Majors.** Only courses counting toward a student's program (major) will count toward maximum timeframe. There is not a limit to the number of times a student can change majors.
- **Undergraduate and Graduate Courses.** All undergraduate courses count in the calculation of the Cumulative Completion Rate for undergraduate students. All graduate courses count in the calculation of Cumulative Completion Rate for graduate students.
- **Remedial, Enrichment and English as a Second Language (ESL) courses** *will* count toward total hours attempted for the Cumulative Completion Rate (calculation of both cumulative attempted credit hours and cumulative completed credit hours), and *will* count in the GPA calculation.

The Completion Rate Calculator can help you estimate your completion rate.

Maximum Time 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. Students for whom it is no longer mathematically possible to complete their educational programs within 150% of the published length will no longer be eligible for federal financial aid. In addition, any student who does not complete their educational programs within 150% of the published length, will no longer be eligible to receive federal financial aid.

For example, a student pursuing a bachelor's degree requiring 120 credit hours may attempt up to 180 hours before financial aid eligibility is suspended ($120 \times 150\% = 180$). If it is no longer mathematically possible for the student to complete the 120-hour program within 180 attempted hours due to failed/incomplete/withdrawn courses, the student's financial eligibility will be suspended at that point.

All attempted course credits that apply to a student's program count toward this Maximum Timeframe limit. This includes courses designated as incomplete, withdrawn, repeated, failed, pass/fail, transferred and/or remedial/enrichment/EAP. It also includes courses taken while attending an institution part-time and courses for which a student did not receive financial aid.

Financial Aid Warning

Failure to meet the minimum satisfactory academic progress requirements will result in a status of federal financial aid warning. If a student is in a satisfactory status and fails to meet the minimum (quantitative, qualitative, or maximum timeframe) requirement, he/she will be automatically placed on financial aid warning status for one semester. Notifications will be sent to the student via CougarMail that he/she is not meeting satisfactory academic progress requirements and that he/she are at risk of future suspension of aid. All

federal and state aid will remain for future semesters while in a warning status. These students will be reviewed at the end of the following enrolled semester to determine if they meet the minimum requirements (quantitative, qualitative, or maximum timeframe) and will be placed in a suspended status or reinstated to satisfactory.

Financial Aid Suspension

Students in a warning status who fail to meet the minimum satisfactory academic progress requirements will be placed on federal financial aid suspension. Satisfactory academic progress requirements are reviewed at the completion of the warning semester to determine if the student meets the minimum (quantitative, qualitative, or maximum timeframe) requirements. Those who do not will be placed on financial aid suspension, and will be ineligible to receive federal financial aid.

Students will be notified of financial aid suspension in writing via CougarMail. If a student is placed on financial aid suspension, all federal and state aid will be withdrawn for future semesters. Students on financial aid suspension have options to reinstate aid as described below.

Reinstatement

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

- *The student completes courses **without federal aid** in one or more semesters (Fall, Spring, Summer) at Columbia College until the cumulative GPA and Cumulative Completion Rate meet 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 the Financial Aid Appeal Review Committee approves the appeal (see Appeal Procedures).

Appeal Procedure

Students who have been suspended from federal 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, and the students' circumstances have changed such that they are likely to be able to meet those requirements at the next evaluation or through an appropriate academic plan. **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 by completing courses without federal aid in one or more terms at Columbia College until the cumulative GPA and pace of completion rate meet the required standard 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 online and additional supporting documentation. Submission of additional supporting documentation is optional. A link to the form is provided in the CougarMail notification and available on the Financial Aid "Forms Page" on the institutional website. All supporting documentation that a student wishes to have reviewed by the appeal board should be submitted *by the student*.

2. The appeal packet is presented to the Financial Aid Appeal Review Committee for review. See Appeal Information regarding deadline submission and result notification dates. The Appeal Information deadline is provided in the CougarMail notification and also available on the institutional website.
3. The student is notified via CougarMail of the Committee's decision and recommendations. The Committee's decision is final.

Financial Aid Appealed Probation

Financial aid appealed probation is a status assigned to students whose written appeal has been reviewed by the Appeal Committee and the decision was made to reinstate aid for one semester. Students will be required to meet minimum satisfactory academic progress requirements for the semester and an individual academic plan while in appealed probation status.

Minimum satisfactory academic progress requirements for the term (semester) are defined as a *term GPA of 2.0 and a 66.67% term pace of completion rate for an undergraduate student. Graduate students must meet a GPA of 3.0 and a 66.67% pace of completion rate.*

The individual academic plan will consist of the individual academic requirements that the student needs to obtain in order to graduate from Columbia College before reaching the federal aid maximum time frame. Students will be notified of the academic plan requirement via CougarMail.

At the end of the appealed probation semester, a student's cumulative GPA and Cumulative Completion Rate will be reviewed to determine if the student met minimum satisfactory academic progress for the term (semester) and the student's academic plan requirements.

What happens when the appealed probation session is complete?

A student may regain or lose federal eligibility following the appealed probation semester. The status for the semester following the appealed semester will fall into one of the categories below:

- Stay in an appealed probation status. In order to remain in appealed probation status, a student must meet minimum satisfactory academic progress requirements for the term (semester) as well as his or her academic plan requirements. The student will continue to have an individual academic plan for regaining Satisfactory Academic Progress.
- Move back to a suspension status. If a student does not meet either
 - the required pace of completion or GPA for the semester

Or

-the requirements of his/her academic plan,

the student's status will return to suspension and federal aid will be cancelled for future semesters.

- Move to satisfactory status. If a student meets the overall GPA and Cumulative Completion Rate (while meeting maximum timeframe conditions) for satisfactory academic progress, aid will be reinstated.

Students who remain in an appealed probationary status will have aid in place for the next semester (if they meet all other general eligibility requirements) and will continue to be monitored each semester. Students who move back to a suspension status will not have aid in place the next semester and have the options of Reinstatement. Students who move to a satisfactory status will have aid reinstated and will be reviewed again at the time of the next upcoming satisfactory academic progress evaluation.

Satisfactory Academic Progress Application to Students Not Receiving Federal Student Aid

The College does not award federal financial aid to students who are ineligible due to being non-degree seeking or failing to meet other eligibility requirements. Students who apply for aid after enrolling at Columbia College must meet all general eligibility requirements including Satisfactory Academic Progress before any federal aid is awarded.

Suspension procedures

The Financial Aid Office will review internally generated reports identifying students who received Federal Title IV aid. The reports will include:

- Students who failed to meet minimum satisfactory requirements for
 - Qualitative measurement
 - Quantitative measurement
 - Maximum Timeframe measurement.
- Students are reviewed using following criteria
 - Undergraduate programs: cumulative undergraduate GPA from Columbia College, accepted undergraduate transfer credit, and attempted Columbia College undergraduate courses.
 - Graduate programs: cumulative graduate GPA from Columbia College, accepted graduate transfer credit, and attempted Columbia College graduate courses.

Return of Title IV Funds

All undergraduate and graduate students who receive Title IV aid and withdraw prior to the end date of a payment period will be reviewed to determine whether unearned Title IV aid must be returned. The term "Title IV aid" refers to the following Federal financial aid programs: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant).

In order to determine whether a student's unearned Title IV aid must be returned, as an attendance-taking institution, Columbia College must determine the student's withdrawal date. The College considers students to have withdrawn as follows:

- Students who cease attendance from all of their courses eligible for Title IV aid will be considered to have withdrawn
- A student is considered to have withdrawn if the student does not complete all the days in the payment period
- The withdrawal date is always the last date of attendance at an academically-related activity by a student as recorded by instructors.

For programs offered in modules:

The College allows students to provide written confirmation on the withdrawal form at the time of withdrawal that he or she will attend a module that begins later in the same payment period. A student is not considered to have withdrawn if the College obtains a written confirmation on the College's withdrawal form from the student at the time of the withdrawal.

The College allows students to return to a module within the same payment period who did not confirm future enrollment in that same payment period. The student is treated as if he or she did not cease attendance. The Return of Title IV Funds calculation will be reversed.

The College considers a student as withdrawn if he or she does not return as scheduled to a future module with the same payment period.

The College considers a student as withdrawn if he or she drops classes between modules for which he or she was scheduled to attend. The College determines a student's earned and unearned Title IV aid based

on a required calculation that determines the percentage of the payment 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 5 days are excluded from both the numerator and denominator.

Determining Earned Aid

Until a student has passed the 60% point of a payment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid. All students who withdraw, including those who remain enrolled beyond the 60% point, will be reviewed to determine whether unearned Title IV aid must be returned or whether post-withdrawal disbursements of Title IV aid are due.

If the total amount of Title IV aid that a student earned is greater than the total amount of Title IV aid that was disbursed to the student (or on behalf of the student in the case of a PLUS loan) as of the date of determination, the difference between these amounts will be treated as a post-withdrawal disbursement. A post-withdrawal grant disbursement payment will be made to the student's account, and a notification sent by email.

A post-withdrawal loan eligibility will be communicated to the student via email. Students must accept the loan via the electronic award letter and notify the College in writing of their interest in receiving the loan within 14 days of the notification. Once the College receives both acceptances, the loan funds will disburse to the student's account. Responding after 14 days or not at all will result in forfeiture of the student's loans for the period of enrollment.

Earned aid is not related in any way to institutional charges. The College's refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the College for the course. For more information on the Columbia College withdrawal and institutional charges' policies, please consult the Columbia College catalog. A student may request a Return of Title IV Funds estimate by contacting the Financial Aid office at financialaid@ccis.edu.

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: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, and Federal SEOG (Supplemental Educational Opportunity Grant).

How to Handle an Overpayment

Students who owe funds to a grant program are required to make payment of those funds within 45 days of being notified in writing via CougarMail that they owe this overpayment. During the 45 day period students will 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 will no longer be eligible for Title IV funds until they enter into a satisfactory repayment agreement with the U.S. Department of Education.

During the 45-day period, the student can make full payment to Columbia College of the overpayment. The College will forward the payment to the U.S. Department of Education and the student will remain eligible for

Title IV funds. Please make check payable to Columbia College, Attn: Director of Accounting. Our mailing address is Columbia College, 1001 Rogers Street, Columbia, MO 65216

If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this, please contact the Columbia College Financial Aid Office. You will need to make sure we have referred your situation to the U.S. Department of Education before any repayment plan can be set up. Additional information is available from the Federal Student Aid Information Center at: (<https://studentaidhelp.ed.gov/app/home/site/studentaid>).

Pell Recalculation Policy

The federal government requires all colleges to set Pell grant recalculation date(s) for every semester. The policy of Columbia College is to review/recalculate Pell grant eligibility after the add/drop period of both modules in a semester. A Pell grant may be reduced or increased based on changes in enrollment.

For example, if a student is registered for courses in both the first and second modules of a semester, Pell grant eligibility will be reviewed at the end of the second module add/drop week. If the student's enrollment has changed, the amount of Pell grant will be adjusted accordingly.

If a student is enrolled in full semester courses only, eligibility will be reviewed (and possibly recalculated) at the end of the semester add/drop period. If that student later adds a course in the second module of the semester, eligibility will be reviewed again at the end of the add/drop week of the second module.

Federal regulations also require the College to recalculate Pell grant eligibility when a student fails to attend any course used to award a Pell grant.

For questions about Return of Title IV Funds calculations, the overpayment policy, or Pell Recalculation please contact the Financial Aid Office, financialaid@ccis.edu.

Types of Graduate 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

Pell Grant

The Federal Pell Grant is available to undergraduate students based on the financial need of the student. Pell grants are awarded based on full-time enrollment. A student may be eligible for the Pell Grant with less than full-time enrollment depending on student's award amount. Students 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).

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 Student Employment Coordinator, Human Resources.

Federal Work-Study Program

This federal program provides funding for employment for students who demonstrate financial need according to the results of their FAFSA. Students work either on or off campus earning minimum wage or

above. Work-study-eligible students are not guaranteed employment. Students must meet all federal aid eligibility. Students cannot exceed their student employment award. Information regarding open positions and application process is available from the Student Employment Coordinator, Human Resources.

College Work Program

This institutional program provides funding for jobs for student employment. Students work on campus earning minimum wage or above. Work Program eligible students are not guaranteed employment. Students must meet and continue making satisfactory academic progress for employment eligibility. Students must be enrolled as a degree-seeking student and attending at least part-time. If a student should withdraw from all classes, the student is no longer eligible for employment. Students cannot exceed their student employment award. Information regarding open positions and application process is available from the Student Employment Coordinator, Human Resources.

Loans

A loan is a type of financial assistance that must be repaid when a student graduates or is no longer enrolled at least half-time 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.

Direct Loan Program

This program provides unsubsidized loans to eligible students who complete the Free Application for Federal Aid annually. Students must complete Direct Loan Entrance Counseling, Direct Loan Master Promissory Note, and submit the Electronic Award Letter for loans to be certified. Students must be enrolled at least half time to be eligible for loan disbursement. The student is responsible for paying back the principle of the loan along with any interest that accrues.

Direct 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. Students must access their Direct 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 Direct Loans. Graduate PLUS Loans are only available to Full and Conditional Admit graduate students.

Alternative Loan Program

Students who do not have federal loan eligibility or are looking for additional loan options may apply for an alternative loan. These loans are credit based. Additional information is available on the financial aid website.

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 Bill® Educational Benefits

Columbia College is approved for enrollment certification of students eligible to receive educational assistance (GI Bill®) from the U.S. Department of Veterans Affairs (DVA). Eligibility requirements vary for veterans education benefit programs. For additional information and application materials, contact the

Ousley Family Veterans Service's Center, (573) 875-7504 or vacert@ccis.edu. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

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 and awards may be affected if you are receiving federal and/or state financial aid.

If you have questions about the College's financial aid program, call the Enrollment Service Center for assistance at (573) 875-7252.

Additional financial aid information is available at the Columbia College's website: <http://web.ccis.edu/offices/financialaid>.

Tuition Rates and Payment Policies

2018-2019 Tuition Rates

On-Campus Graduate Tuition (per credit hour)	\$490
Online Graduate Tuition (per credit hour)	\$490
Active Duty Military Graduate Tuition (per credit hour)	\$325
Audit Tuition (per semester hour)	\$250
Course Extension Tuition	\$100*

Other Charges (as applicable)

Payment Plan Late Payment Charge	\$29
NSF Returned Check Bank Charge	\$25
Transcript	\$10

*Course Extension Tuition applies to EDUC 508E Integrative Project and culminating experience in the Master of Arts in Teaching. All tuition 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.

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 or complete online registration. 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).

Refunds are processed weekly based on financial aid procedures or when a student has excess payments or financial aid. There are no expedited or emergency refunds.

Deferred Payment Plan

The personal payment portion of the student's educational expenses (educational expenses less financial aid or assistance award) is due in full at the time of registration. (See the Financial Aid section of the undergraduate catalog for detailed information).

If full payment is not possible, students are required to enroll in a deferred payment plan. The arrangement requires payment of a pre-determined installment of the personal payment portion at the time of registration (or a due date near the start of the session), with the remaining portion due by end of the session for which the student is registering. The student must be up-to-date on scheduled payments or have a zero balance when registering for a subsequent session even if the student is under a deferred payment plan from the previous session. Missed payment plan installments may result in assessment of late payment charges for each missed payment. The student commits to this when he or she checks the box signifying agreement to the deferred payment plan on the online registration form. Deferred payment plans are valid for only one session and must be requested for each individual session.

Failure to Pay

Students are financially responsible for the payment of educational expenses that may be associated with courses for which they are enrolled. When a student fails to settle this responsibility, Columbia College may bar a student from enrollment in any course(s) in any subsequent session. The bar to enrollment will continue until the account has been paid in full.

Failure to comply with the payment policies of the college will 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 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 when the student fails to remit the personal payment portion of their account balance.

Degrees, diplomas, transcripts and letters of honorable separation are withheld from students who have not settled their financial obligations to the college. This includes all collection fees, attorney fees, and court costs when applicable.

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. Financial aid in the form of a Direct (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 employer to determine which plan is appropriate for them.

1. *Direct Billing:* A student may register for classes and have tuition charges billed directly to their employer if a letter from the employer authorizing such an arrangement is provided to the student's campus.
2. *Reimbursement:* A student attending under the employer reimbursement is required to follow the college's standard payment policy and then receive reimbursement following the guidelines of the established employer.

Under either form of tuition assistance, students are responsible for any portion of their educational expenses that are not paid by their employers. Students whose employers have contingencies on their payment (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 educational expenses not paid by the military and are required to follow the standard payment policy for their portion of educational expenses. Students may not register for a subsequent session if in arrears for payment of their personal share of fees for courses taken during the previous session. It is imperative 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). It is imperative that VA eligible students complete paperwork required to establish VA eligibility. VA students must present evidence of eligibility at the time of registration. The VA pays benefits directly to eligible individuals. Students are personally responsible for payment of their educational fees and are required to follow the standard payment policy of the college.

Special Education 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.

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. Students who received books for dropped courses are required to return books to avoid book charges.

Students receiving financial assistance should be aware that their financial aid package could be affected should they elect to drop a course.

Withdrawal from College

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

<u>Time Frame</u> (Count all days, including weekends)	<u>Charge</u>
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 contact the Enrollment Service center for a current schedule.

Students receiving financial assistance should be aware that their financial aid package could be affected should they elect to withdraw from course(s).

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.

Academic and Administrative Policies, Regulations and Procedures

Advising and Registration

Graduate students enroll for course work prior to the beginning of each session. Post-baccalaureate students are allowed to register for undergraduate courses during the registration period for seniors. Late registrations are accepted through the add period for each main campus graduate session. Six eight-week sessions are offered each year.

Students may register online, at their campus location office or in the Enrollment Service Center.

Students who are fully admitted to a graduate degree program or with written permission from the respective graduate program coordinator 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.

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.

Academic Load Policy

Students may take a maximum of six graduate credit hours per eight-week session. Students who desire to enroll in more than six graduate hours per session must obtain permission from the Dean of the student's School. Enrollment status is measured over a 16-week semester and includes all semester credits for that period of time. Enrollment status for graduate students is defined as:

Full-time	6 graduate credit hours per semester
Half-time	3 - 5.9 graduate credit hours per semester
Less than Half-time	Below 3 graduate credit hours per semester

MAT Post-Baccalaureate students may enroll in up to 18 semester hours of coursework per 16 week semester (not to exceed six hours of graduate coursework in any eight-week session).

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.

Registration

Graduate students have the ability to register via the web at <https://cougartrack.ccis.edu>. Students should log into CougarTrack and click on the appropriate registration link.

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 Office of the Registrar 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) 875-4357 or (800) 231-2391 ext. 4357.

Adding a Course

Main Campus Graduate students may add courses through Wednesday of the first week of the session. Forms are available in the Enrollment Service Center or courses may be added online. Courses are added to the student's schedules if space is available.

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 in the Enrollment Service Center, or courses may be dropped online.

Audit a Course

Students who wish to audit graduate courses must be properly admitted to the graduate program and complete the Course Audit Information and 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 \$250 per semester hour.

Academic Program Information

Change in Degree Program

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

Second Degrees

A student who desires a second master's 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 other requirements for the second degree, including the culminating experience, must be completed. If you completed a master's degree at Columbia College and you would like to return to pursue one of the master's degree emphases, please contact the Office of the Dean in which your program is housed.

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.

Changing Campus Location (Campus Transfer)

Students can change their Columbia College campus location as an applicant or a current student at any time. You are encouraged to meet with an advisor at your current location prior to changing locations. Admissions requirements, tuition, and financial aid vary between campus locations. By meeting with an advisor, you will be able to make an informed decision prior to changing locations.

If you are a current student and wish to officially change your campus location, please log in to your CougarTrack account. Use the "Applicants" drop down menu to find and highlight "My Information". Select the "Change of Campus" form. Indicate your new desired campus location as well as the session that you would like to start taking courses at the new campus location. Before a student is allowed to register for classes to the new campus location, he or she must meet with their academic advisor at the new campus location.

If you are an applicant and are not currently enrolled, please contact your desired campus location and request that they update your campus location on your application. (Note that this process cannot be completed by logging into your application and changing the campus location.)

Kappa Delta Pi

An international education honor society for students who intend to continue academically and professionally in the field of education. Graduate students who wish to join the Psi Phi chapter at Columbia College must express a desire to work in schools; demonstrate leadership attributes; have at least twelve semester hours in education course work, in progress or completed; have at least six semester hours of Columbia College coursework; have a cumulative GPA of 3.5 or higher; and rank within the upper 10% of education students. Cord colors: green and purple.

Sigma Beta Delta

An international honor society in business, management and administration. Membership is open to all undergraduate and graduate students in the top 15 percent of their class with a minimum grade point average of 3.5 and at least thirty semester hours at Columbia College. Cord colors: green and gold.

Degree Completion and Commencement

Graduation Requirements and 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.

The Declaration of Candidacy for Degree Form is available via CougarTrack. 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* (graduation fee applies to Main Campus Program only).

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 does not confirm participation in a commencement ceremony. Ceremony participation is a separate process that also occurs via CougarTrack, which can be completed using The Application for Commencement Ceremony Form. Deadline to sign up to participate in the December Commencement Ceremony is in mid-October. The deadline to sign up to participate in a May Commencement Ceremony is in mid-March. Failure to sign up for participation by the deadline date results in a later commencement opportunity.

AHE 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.

Main Campus Commencement

Students who complete their degrees in March and May are eligible to participate in the May commencement ceremonies of the same year. July graduates who request to participate in the May ceremony of the same year are allowed to do so without appeal (see below).

Students who complete their degrees in October and December are eligible to participate in the December commencement ceremony of the same year. March graduates who request to participate in the preceding year's December ceremony are allowed to do so without appeal (see detailed information below). July graduates who request to participate in the December Ceremony of the same year are allowed to do so without appeal (see detailed information below).

Students with degree completion dates other than those listed must appeal to participate in a different ceremony. Students who request to participate after the deadline date must appeal. Appeals are filed in the Office of the Registrar and coordinated with the Provost.

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.

Guidelines for July Graduates to Participate in the May Commencement Ceremony:

To be eligible to participate in the preceding May Commencement Ceremony, students with a July degree completion date must file a Declaration of Candidacy for Degree Form prior to the May ceremony participation deadline. A degree audit will determine eligibility. Students who are not cleared for a July degree completion date will not be eligible for participation in the May ceremony. They will default to a later date as well as a later commencement opportunity. Any exceptions will be via written appeal, submitted to the Office of the Registrar and coordinated with the Provost.

July graduates who do not participate in a preceding May ceremony are eligible to participate in the following December ceremony. Graduates must contact the Office of the Registrar in October to sign up for participation.

Guidelines for March Graduates to Participate in the December Commencement Ceremony:

To be eligible to participate in the preceding December Commencement Ceremony, students anticipating a March degree completion date must file a Declaration of Candidacy for Degree Form prior to the December ceremony participation deadline. A degree audit will determine eligibility. Students who are not cleared for a March degree completion will not be eligible for participation in the December ceremony. They will default to a later degree completion date as well as a later commencement opportunity. Any exceptions will be via written appeal, submitted to the Office of the Registrar and coordinated with the Provost.

March graduates who do not participate in a preceding December ceremony are eligible to participate in the following May ceremony. Graduates must contact the Office of the Registrar in February to sign up for participation.

Degrees and Certificates

Programs not offered at all venues are denoted with a venue indicator (MCG, AHE) after the program name. To identify programs that are offered at your specific campus location, click [here](#).

Student Accessibility Resources

Student Accessibility Resources leads the campus in the creation of inclusive learning environments and facilitates access through innovative services, programs, and partnerships. Disability is an aspect of diversity that is integral to our society and to the Columbia College community. The SAR office collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable and inclusive of all members of the college community.

After admission to the college, students who want to explore reasonable academic accommodations are encouraged to contact SAR to explore the possibilities and options without feeling a need to commit to utilizing any resources. The student and SAR staff meet, via phone or in person, to discuss the student's condition, experience, current or anticipated barriers, educational history, and effective accommodations strategies to provide access. The student determines how to proceed based on the information presented and personal preferences. All information is confidential and will be used only to coordinate accommodations with appropriate college personnel. The SAR student file shall be maintained separately from other student records maintained by the college.

Student Accessibility Resources can be reached at (573) 875-7626 or by emailing SAR@ccis.edu. The office is located in the Student Affairs suite on the second floor of Atkins-Holman Student Commons. For more information please visit [Student Accessibility Resources](#)

Application Process

The application is available online to all students who have been admitted to Columbia College. Once logged into CougarTrack, the application is available by clicking the "**Disability Accommodations**" link on the student home page under CC Links. Students are prompted to upload the supporting documentation following the electronic submission of the application. Documentation can also be provided by mail, fax or delivery. It is recommended that students do so two weeks in advance of the date accommodations are needed. While students are encouraged to self-identify at the earliest possible time, students may still receive services at any time once they self-disclose and complete the application process. Students must allow enough time for the registration process to be completed. Accommodations are provided on a case by case basis through an Intake Interview process conducted by the Student Accessibility Resource office.

Although students are encouraged to discuss their needs with their instructors, students must complete the application process with Student Accessibility Resources in order to receive accommodations. Once a student is approved for accommodations, they must request their accommodations each session by logging into their student profile within the online management system used by SAR to select their accommodations for each class.

Student Responsibility

- **Communication** - Act as your own advocate.
 - Students with needs related to a disability/condition are responsible to contact the Student Accessibility Resources office.
 - Work with Student Accessibility Resources on developing advocacy skills and communicating your specific needs and accommodations to instructors.

- Students need to initiate timely communication consistently with their instructor to facilitate a shared understanding of the fundamental requirements of the class and boundaries of accommodations.
- **Documentation**
 - Provide requested documentation of the disability/condition to receive accommodations.
- **Accommodations**
 - To utilize accommodations students need to submit online requests in a timely manner, preferably prior to the beginning of the session.
 - To follow procedures with instructors and Student Accessibility Resources in order to get the appropriate accommodations.
 - To inform Student Accessibility Resources of the materials you need in alternate format in a timely manner, preferably two weeks prior to the beginning of the session.
 - To notify instructors immediately when an accommodation is not being provided completely or correctly. If a resolution is not established contact Student Accessibility Resources in a timely manner.
 - To notify instructors immediately when a decision has been made to *not* use an accommodation, or contact Student Accessibility Resources if the accommodation is no longer needed.
 - To provide for your own personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants or requiring homework assistance are a student's responsibilities and not the responsibilities of Student Accessibility Resources.
- **Accountability**
 - Students must complete all course and testing requirements as stipulated by the College.
 - Students must abide by Columbia College standards and guidelines for behavior and academic integrity.
 - Students are expected to treat all college staff and faculty with respect and courtesy.
 - If you have academic problems or other concerns, contact Student Accessibility Resources as soon as possible.

Grievance Information

The College is committed to nondiscrimination, equal opportunity and equal access. Any College student who believes he or she has been subject to discrimination and/or harassment on the basis of disability, has been retaliated against, believes he or she has been wrongfully denied reasonable accommodation(s) by the College, believes the College failed to provide approved reasonable accommodation(s), or has other disability or accommodation related concerns should follow the steps set forth in this policy: [COLUMBIA COLLEGE STUDENT ADA/SECTION 504 GRIEVANCE POLICY](#).

Grading and Academic Standing

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:

W	Withdrawn. 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.
WE	<p>Excused 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 change in the student's employment, and mental or physical illness befalling the student or a member of his/her immediate family).</p> <p>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 <u>all courses currently enrolled in must be included in the WE request.</u></p> <p>A grade of WE is not automatic and is subject to review and approval.</p>
S	Awarded to a student showing satisfactory progress on culminating experience.
I	<p>Assignment 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 student's 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). The request for an Incomplete must be initiated by the student by filling out the Incomplete Grade Request Form. Only the instructor may grant an incomplete.</p> <p>If a student receives an Incomplete, he/she must complete required course work by the end of the following two eight-week sessions. Extensions beyond one session must be approved by the Dean of the student's School.</p> <p>The student is responsible for this deadline. Incompletes that are not finished are to be automatically recorded as an F unless the instructor submits a grade change form. The student is responsible for understanding the impact of that grade on his or her status at the college should he or she be unable to complete the remaining work.</p> <p>When incomplete work in a course is completed, the instructor is responsible for processing the grade change form to the earned grade. The instructor who assigns the I is responsible for grading any work that is completed in the agreed upon timeframe. However, should the instructor be physically unable to complete the work, the grade will be assigned by a qualified instructor who will be selected either by the department chair or the dean of the school in which the course is housed. In both Nationwide campuses and the Online program directors will ensure that the responsible instructor is completing the work that is outstanding, or will find a qualified instructor to complete the grading.</p> <p>Students enrolled in EDUC 508 - Integrative Project and EDUC 608 - Education Leadership Practicum are exempt from this policy.</p>

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.

Change of Grade

A change in grade may be made when either a computational error by the instructor or processing error have occurred. A request for a grade change must be made within 60 calendar days of the grade being issued. Requests are honored only when approved by the Dean of the student's school (Day Campus), or Vice President of Adult Higher Education (Nationwide) *or designee*; or Vice President for Online Education *or designee*.

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 Enrollment Service Center to determine financial liability when repeating a course.

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 and submit the form to the Enrollment Service Center or to the Office of the Registrar. Withdrawals may also be initiated by submitting the Course Withdrawal Form in CougarTrack. 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, Direct and Direct PLUS loans. See the Financial Aid portion of the College catalog for additional information.

Administrative Withdrawal for Non-Attendance

Students may be administratively withdrawn from all courses for non-attendance. Non-attendance is considered 14 consecutive calendar days of non-attendance in all courses. An early alert notification will be made to the student after the first week of non-attendance. If, in fact, the student did attend during the week referenced in the alert, it is the student's responsibility to contact the instructor immediately to change the attendance record. Once a student has been absent two weeks, they will be administratively withdrawn with no further warning.

Tuition, room and board will be prorated according to the Total Withdrawal Time Frame Schedule, if applicable. No credit will be given for nonrefundable deposits, laboratory or course fees, etc. Tuition refunds will be assessed according to each venue's standard refund policy.

An administrative withdrawal will result in a non-punitive grade of "W", if classes are withdrawn in the time between the end of the drop period and prior to the end of the 12th week of the semester or sixth week of the session. Students do not receive grade points for Withdraw (W) grades, but a notation appears on the transcript.

If an Administrative Withdrawal for Non-Attendance is not the result of an error in attendance records, students may appeal the withdrawal if extraordinary circumstances prevented them from attending all

courses in which they were enrolled. Extraordinary circumstances are narrowly interpreted to mean the development of unforeseen, unexpected circumstances beyond a student's control. Examples of extraordinary circumstances include serious illness, death in the immediate family, significant change in the location and/or conditions of employment, or an unexpected call to active military duty or extended periods of TDY. Mere inconvenience and/or discomfort with the academic workload, minor schedule changes in employment, connectivity issues, etc. do not meet the definition of extraordinary circumstances.

An appeal of an Administrative Withdrawal for Non-Attendance should be submitted by the student to the Dean of the appropriate school. The Dean will review submitted appeals, and has the final authority to approve an appeal. The likelihood of passing the course(s) if re-enrolled in the course(s) will be considered in the review of the appeal. See the Dean's Office for additional information.

Leave of Absence

Students who for personal or professional reasons must stop taking graduate courses for an extended period of time may request a leave of absence from their program from the Office of the Dean in the school in which their program is housed, for a maximum of 24 months from the end of their last session of attendance. If a leave of absence is granted, the seven-year period for completion is paused for the approved amount of time. Please contact the Dean's Office for the appropriate School for information on how to apply for a leave of absence.

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 \$10.00 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.

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 raise the cumulative grade point average 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 (also applies to undergraduate courses for MAT and M.Ed. Post-Baccalaureate students). 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 (or a grade of D or F in undergraduate courses for MAT and M.Ed. Post Baccalaureate students).
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. The seven-year period begins with the student's first graduate-level course.
6. Students may appeal a grade resulting in academic dismissal to the dean of the school in which their program is housed, 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 dean. Student appeals must be directed to the dean within fourteen days of the official posting of the grade, and the Campus Hearing Board must rule on the appeal within sixty days of receiving it, following the process outlined below.

Grade Appeal

Main Campus Day

Grade appeals should be filed only when it is possible to demonstrate with substantial objective evidence that an incorrect or an unfair grade has been assigned. If a student believes that the final grade received in any course is incorrect or unfair, he or she follows the grade appeal procedure outlined below:

1. Discuss the problem with the faculty member (instructor) involved.
2. If not satisfied with that faculty member's explanation, seek mediation from the department chair.
3. Failing resolution of the problem, student makes an appeal to the Dean for Academic Affairs (DAA) by requesting a grade appeal hearing with the Campus Hearing Board. This request is filed in writing with the DAA within 60 calendar days after grades have been issued by the Registrar. The DAA may inform the student that materials submitted do not support the request for change in grade and/or forward the appeal to the Campus Hearing Board. The decision of the Campus Hearing Board is final. The chair of the Campus Hearing Board communicates this decision in writing to the student, the DAA, the Dean for Student Affairs, and any 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 DAA, who determines whether the appeal is to be reconsidered. If a question arises regarding procedural correctness or impartiality, the issue may be brought to the DAA who has the final authority in passing judgment on such matters.
5. Operating procedures for Campus Hearing Boards are available in the offices of Academic Affairs and Student Services Division.

Main Campus Evening, Online and Nationwide

A student may appeal any grade given, if it is believed to be in error or in conflict with Columbia College policy and procedures. Initially, campus Directors will try to resolve a grade appeal at the campus in accordance with local policies. If the issue cannot be resolved at the campus, the appeal will be transmitted through the Director to the Vice President for Adult Higher Education.

The student must state all reasons why the grade awarded is believed to be in error and request a desired remedy to correct the situation. The adjunct faculty member who awarded the grade in question is given the opportunity to comment on all student allegations before the appeal is forwarded to main-campus authority. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded.

Withdrawal Excused Appeal

Students disagreeing with the decision regarding their excused withdrawal (WE) request should first discuss those concerns with the original reviewer (the school dean for Main Campus Day students and the Director, AHE Student Academic Support for Main Campus Evening, Online and Nationwide). Students who remain unsatisfied with that decision may appeal the outcome of an excused withdrawal request by submitting a

formal appeal to their school dean. That appeal should directly address why the initial decision was in error and the student's desired outcome.

Academic Suspension Appeal

Students may appeal the academic suspension decision. Main Campus Day students must file a formal appeal with their school Dean. Main Campus Evening, Online and Nationwide students must file a formal appeal by email with the Director, AHE Student Academic Support.

Academic Dismissal Appeal

Students may appeal the academic dismissal decision. Main Campus Day students must file a formal appeal with their school Dean. Main Campus Evening, Online and Nationwide students must file a formal appeal by email with the Director, AHE Student Academic Support.

Evaluation of Credit and Testing

Transfer of Credits From Another Institution or Columbia College Degree Program

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 course syllabus to be considered. Credit may be transferred from institutions of post-secondary education that carry Columbia College approved accreditation (all regional and some national bodies). International institutions that do not have regional accreditation will be evaluated per the Office of the Registrar 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.

Students who are admitted to a Columbia College graduate program and who wish 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.

The Graduate Transfer Credit Request Form is located on the Columbia College's Office of the Registrar web page under Forms.

Full admission to a graduate program must be secured before graduate transfer credit will be considered. Submit official transcripts from the institution that awarded the graduate-level course work to be evaluated for possible transfer credit. An official transcript is marked as such and sent directly from the institution attended to the Office of the Registrar. 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 submitting official transcripts/credit documents. 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 previous 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.

CLEP

College Level Examination Program

Columbia College awards semester hours of credit for CLEP exams. Credit for CLEP may be applied to the undergraduate prerequisite courses required for the Master of Business Administration degree. These exams require a "B" level score to qualify for MBA prerequisite waiver.

<u>CLEP Exam Title</u>	<u>CC Course</u>	<u>"B"- Level Score</u>
Financial Accounting	ACCT 280	65
Principles of Management	MGMT 330 UL*	63
Principles of Marketing	MKTG 310 LL*	65

*UL = Upper Level credit equivalency; LL = Lower Level credit equivalency

DANTES

Subject Standardized Tests (DSST)

Columbia College awards semester hours of credit for DANTES exams. Credit for DANTES may be applied to the undergraduate prerequisite courses required for the Master of Business Administration degree and the Master of Science in Criminal Justice degree. These exams require a "B"- level score to qualify for MBA or MSCJ prerequisite waiver.

<u>DANTES Test Number</u>	<u>DANTES Exam Title</u>	<u>CC Course</u>	<u>"B"- Level Score</u>
DSST 524 (1/1990 - 9/30/2012)	Principles of Finance	FINC 350 & FINC 396	53 or 434*

DSST 524 (10//2012 - present)	Principles of Finance	FINC 350	53 or 434*
DSST 525	Principles of Financial Accounting	ACCT 280	55
DSST 497 (1/1990 - 9/30/2012)	Introduction to Law Enforcement	CJAD 101	52 or 434*
DSST 498 (10//2012 - present)	Criminal Justice	CJAD 101	54 or 434*

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

Military Training Credit

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.

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.

Technology Usage Policy

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. Use of resources for academic and administrative objectives takes precedence over personal use. 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 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 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 the permission of Technology Services.
- Downloading materials from the Internet and submitting them for credit as one's own work.
- Downloading or displaying obscene images or messages.

Acceptable Use Policy

All users of College computing resources must adhere to the following:

- Ensure the security and confidentiality of all College data and information.
- College technology resources shall not be used for commercial purposes unless authorized by the college.
- It is prohibited to use college computing system/network resources to store, access or send material that is obscene, illegal, discriminating, or intended to defame or harass others, or to interfere with their work on the computer. "Computing system/network resources" include but are not limited to all computers, networks, voice, video, e-mail and other applications.
- It is prohibited to share CC login credentials with others. All users are responsible for activities carried out with the use of these credentials.
- Comply with all College policies.
- Comply with all federal, state, and other applicable laws including copyright regulations.
- Intentional unauthorized use is prohibited, including any modification or disruption to computing resources and systems.

Use of any Columbia College computing resource constitutes full acceptance of the terms and conditions of College policies, including the Investigation and/or Monitoring of Employee Electronic Communications or Files policy. Violations of the terms and conditions of this policy could result in revocation of system privileges and may result in further disciplinary actions up to and including immediate student dismissal and employee termination from the College.

Columbia College reserves the right to change this policy without notice.

Student Email (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 Colleague 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., @gmail.com, @hotmail.com, etc.), 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

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

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.

FERPA

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 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 identify 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 (outlined below).**
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.**

Disclosure of Education Records

Columbia College may disclose non-directory information from a student's education record only with the written consent of the student, or under one of the following exceptions allowed under FERPA:

- To school officials with legitimate educational interest (as defined by institutions within FERPA guidelines).
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 education record in order to fulfill his or her professional responsibility.
- To schools in which the student seeks or intends to enroll.
- To federal, state and local authorities involving an audit or evaluation of compliance with education programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies of or on behalf of educational institutions in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting agencies to carry out their accrediting functions.
- To parents of dependent students.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- To the student.
- Results of disciplinary hearing to an alleged victim of a crime of violence.
- To the parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

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 education 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.

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

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, e-mail 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 your 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:

The Office of the Registrar Columbia College 1001 Rogers Street Columbia, MO 65216 Fax: (573) 875-7436 or studentrecords@ccis.edu

Military, Veteran, Dependent and Spouse Education Benefits

Since 1973, Columbia College has been helping military personnel, their family members, and Department of Defense civilians earn college degrees while serving their country. Columbia College awards significant transfer credits based on military transcripts; participates in the Troops to Teachers program; and accepts GI Bill® benefits for all veterans. For nine consecutive years, Columbia College has been recognized as one of the top 20 military friendly colleges in the nation. Columbia College understands the needs of today's service members, past and present, and supports:

- Adjusting catalog year requirements for active military members and their dependents
- "Withdrawal Excused" (WE) requests for extraordinary circumstances like military deployment, extended periods of temporary duty (TDY), or an unexpected call to active duty, etc.
- Unique scholarship and grant opportunities
- VA and tuition assistance payment deferments

Principles of Excellence

Columbia College, to include all 36 locations, fully complies with Executive Order 13607 establishing 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.

- Prior to enrolling students, Columbia College works diligently to ensure the accreditation of all new academic programs.
- Columbia College offers students a customized Financial Aid Shopping Sheet, providing an overview of the total cost of a degree program.
- All Columbia College military and veteran education beneficiaries are furnished with an educational plan.
- Columbia College is aware of the unique challenges faced by service members and will make accommodations, whenever it is feasible, taking into consideration the best interest of the student.
- Columbia College identifies a point of contact for students in regard to academic and financial advising.
- Columbia College follows a refund policy that is aligned with the Title IV of the Higher Education Act of 1965.
- To maintain compliance with federal programs, Columbia College does not permit dishonest or aggressive recruiting practices.

Servicemembers Opportunity Colleges (SOC) and the SOC Degree Network Systems (SOC DNS)

Servicemembers Opportunity Colleges (SOC) was created in 1972 to provide educational opportunities to service members who, because they frequently moved from place to place, had trouble completing college degrees. SOC functions in cooperation with 15 higher education associations, the Department of Defense, and Active and Reserve Components of the Military Services to expand and improve voluntary post-secondary education opportunities for service members worldwide. SOC is funded by the Department of Defense (DOD) through a contract with the American Association of State Colleges and Universities (AASCU).

Columbia College is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The school participates in the DNS-2 (Associate level) and DNS-4 (Bachelor's level) system. The DNS is a group of institutions selected to provide service members and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements.

The SOC DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the service member's training, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at <http://www.soc.aascu.org>.

Admissions and Readmission Policies

Admissions Policies

Columbia College has never and will never use fraudulent and unduly aggressive recruiting techniques. We are dedicated to the pursuit of higher education and we believe in the dignity, worth and potential of each and every student. To enable all potential students to make the dream of higher education a reality,

Columbia College embraces the attributes of civility and respect in all that we do. Columbia College understands and values the importance of solid academic advising and views it as a fundamental aspect of our responsibility in providing a quality academic experience for our students. Military members who apply to Columbia College will be admitted in a timely manner. Once admitted or re-admitted, military students are given priority registration status.

Army Students

Students who are active duty, National Guard, or Army Reservists must apply for admission through the GoArmyEd portal. In addition to the application, all registration activity must be completed through GoArmyEd.

Readmission Policies

Students who wish to return to Columbia College after interrupting attendance for one semester (Main Campus Day) or six consecutive sessions (Main Campus Evening, Online and Nationwide) or longer, must apply for readmission. There is no fee for readmission. Official transcripts from each college attended after Columbia College will be required for readmission consideration, to include the Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript.

Registration Policy

Once admitted or re-admitted, military students are given priority registration status. Priority registration allows military students to register on the first day registration activities open.

Withdrawal and Refund Policies

Columbia College follows a refund policy that is aligned with the Title IV of the Higher Education Act of 1965.

Military students who withdraw due to service obligations, such as an unexpected call to active duty or extended periods of TDY, will be given a grade of withdrawal excused (WE). The college will provide a 100% tuition reimbursement to the payee (military entity or student).

Military students may also request a withdrawal excused (WE) when extraordinary circumstances prevent them from completing a term; all courses in which the student is enrolled (both land-based and online) must be included in the request. Extraordinary circumstances are narrowly interpreted to mean the development of unforeseen, unexpected circumstances beyond a student's control. Examples of extraordinary circumstances include serious illness, death in the immediate family, and significant change in the location and/or conditions of employment.

If at the time of the request the student has reached the 60% completion mark of the course, the total tuition costs for the course will be charged.

Calls to Active Service

Columbia College recognizes that individuals serving in either the National Guard or Reserve 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.

Educational Plans & Military Transfer Resources

Columbia College will provide an official educational plan for all students during their initial advising appointment which details the courses needed for degree completion and an anticipated graduation date. Official educational plans are created after the student has applied, been admitted to a specific program, and all prior transcripts have been evaluated.

An unofficial educational plan can be requested prior to application and admission by request at msc@ccis.edu. In the request, please include unofficial copies of all previous college and military coursework and the degree program you wish to pursue.

Credit for Military Service

Columbia College awards credit for military training and experience based on American Council on Education (ACE) credit recommendations in conjunction with SOC DNS guidelines.

Acceptable military transcripts include CCAF and JST (formerly AARTS, SMART, and CGI). Other documents may be accepted on a case-by-case basis. ACE credit recommendations are also awarded for the following:

- College-level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES-DSST)
- Proficiency Examination Program (PEP)
- Excelsior (formerly Regents) Exams/ACT PEP
- Advanced Placement (AP) Exams
- Defense Language Institute Exams
- Army Logistics University
- Defense Acquisition University
- Certification Exams
- Learning acquired in military life

In addition to ACE recommended credit, Columbia College awards credit for military experience, professional licensure, and credit for prior learning (CPL). As a charter member of Servicemembers Opportunity Colleges (SOC) and the SOC Degree Network System (DNS), Columbia College guarantees transfer credit from other institutions in the SOC DNS. For more information, please visit the Office of the Registrar website, or e-mail msc@ccis.edu.

Military Scholarships & Financial Aid

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 in arrears for payment of their personal share of fees for courses taken during the previous session. It is imperative that military students contact the appropriate educational services officer for guidance and assistance in completing MTA paperwork.

Colonel Charles McGee Scholarship Fund

This scholarship is awarded to Veterans and/or their dependents who wish to attend Columbia College. It is a competitive scholarship that is awarded annually. The scholarship will be available to the general population only if there are no veterans and/or dependents who qualify for the award. For more information, visit the following website at <http://web.ccis.edu/Military/veteranscholarships>.

George H. Ousley, Jr. & Gayleen Ousley Veterans Service Center Endowment

This scholarship is awarded to veterans attending Columbia College with first preference given to veterans of the United States Navy. Recipients must be veteran students who have exhausted their federal funding, but have not yet attained their degree. For more information, visit the following website at <http://web.ccis.edu/Military/veteranscholarships>.

Colonel Mike Randerson Scholarship

Established in 2014, the Colonel Mike Randerson Scholarship is an annual endowed scholarship created to help qualified veteran students, including active duty military, Guard, Reserve and/or their dependents who wish to attend the college. The Colonel Mike Randerson Scholarship recognizes the efforts of outstanding military students who exemplify Randerson's dedication to service and education. For more information, visit the following website at <http://web.ccis.edu/Military/veteranscholarships>.

Military Spouse Tuition Grant

The spouse of an active duty, guard or reserve member of any U.S. military service is eligible for this 20 percent tuition discount for in-seat classes. The grant recognizes the service and sacrifice of military members and the spouses who support them. To be eligible, a student must be able to show a valid military spouse I.D. or other documentation that confirms marriage to a military member and not be eligible for tuition-assistance under another program. Application must occur prior to or at the time of registration. Eligibility must be renewed each academic year.

Military Spouse Opportunity Grant

Awarded to spouses of active service members. It provides tuition for the first in-seat course taken at Columbia College.

Military Family Member's Opportunity Grant

Award amount is tuition for one in-seat course. Awarded to family members (dependents) of military members currently serving on active duty or in the Guard and Reserves. Student must be seeking first undergraduate degree and be enrolled in first course at Columbia College. Student must also complete the Military Grant Application and Military Status Form before registering.

Military Spouse Career Advancement Account program (MyCAA)

Columbia College is proud to be a participant in the MyCAA program. As of October 25, 2010, the MyCAA program is open to all eligible spouses under the new program guidelines. MyCAA funds may be used in conjunction with the college's 20 percent Military Spouse Tuition Grant (in-seat courses only), thus extending the MyCAA benefit at Columbia College up to another \$800. For specific details on the MyCAA program, refer to the official MyCAA website.

The Columbia College Coast Guard Spouse Grant

To mirror the MyCAA program for Coast Guard spouses, Columbia College offers a 50% tuition grant for all courses, for a lifetime maximum of \$4,000, for degree seeking students.

Veteran's Grant

Former U.S. military personnel are eligible for this need-based, non-renewable grant. The award provides \$200 for every six months of active service and is worth a maximum of \$800. This is a one-time grant and is not renewable. This grant is only available to Main Campus Day students.

Iraq and Afghanistan Service Grant

This is a grant for post-baccalaureate students whose parent or guardian died as a result of military service in Iraq or Afghanistan after 9/11/01. Students who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. This amount is the same as a Pell Grant amount and is adjusted for less than full-time enrollment.

ROTC Award

ROTC scholarship recipients are eligible for 100% of basic room charges. Ten awards are available each year. Submit the ROTC scholarship award letter with the Columbia College Financial Assistance Application to the Enrollment Services Center Office. Recipients must reapply annually to receive this award.

VA Educational Benefits

Columbia College is approved for enrollment certification of students eligible to receive educational assistance (GI Bill®) from the U.S. Department of Veterans Affairs (DVA). Eligibility requirements vary for veteran's education benefits programs. Students receiving VA educational benefits are required to make satisfactory progress toward their educational goal and the school will report to the VA any changes in enrollment status or lack of academic progress. For additional information and application materials contact the local nationwide location Veterans Certifying Official or the main campus Veterans Certifying Official: (573) 875-7504, or vacert@ccis.edu.

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 may pay benefits directly to the school or directly to eligible individuals based on the GI Bill® chapter of benefit being utilized. Students receiving VA benefits directly are, therefore, personally responsible for payment for all of their educational fees and are required to follow the standard payment policy of the College.

Veterans Guidelines

Certification can be processed only for coursework in which the student is enrolled and which applies to the student's declared major (with the VA). It is the veteran's responsibility to notify the Columbia College Certifying Official each term that he/she is enrolled and wishes to be certified. The student must also notify the Certifying Official of any change in enrollment including add, drop, withdraw, or if s/he otherwise stops attending any class. If a student using GI Bill® benefits is withdrawn from a program their certification with the VA will either be adjusted or terminated as appropriate and may result in a debt to the VA.

Veterans are required to make satisfactory progress toward their educational goal and the school will report to the VA within 30 days any changes in enrollment status or lack of academic progress. For further information call (573) 875-7504 or (800) 231-2391 extension 7504. E-mail inquiries should be sent to vacert@ccis.edu.

GI Bill® Chapters

Chapter 30 Montgomery GI Bill®-Active Duty (MGIBAD)

Persons who entered active duty after July 1, 1985, and had their military pay reduced by \$100 per month for 12 months qualify for this program. This is a non-refundable contribution. These persons also must have served a minimum of two years, earned a high school diploma or its equivalent either prior to or during the qualifying enlistment and must have an honorable discharge.

Chapter 31 Vocational Rehabilitation Program

The DVA determines eligibility for this program. This program provides payment of required fees and a monthly allotment.

Chapter 32 Educational Assistance Program (VEAP)

This program provides benefits to persons who initially entered the service after Dec. 31, 1976, and before July 1, 1985. These persons volunteered to contribute money to the Post-Vietnam Era Veteran Educational Assistance Program. Participants receive monthly payments for the number of months they contributed or for 36 months, whichever is less.

Chapter 33 Post 9/11 GI Bill® (Post 9/11 Veterans Educational Assistance Act of 2008)

This program provides benefits for "individuals who have at least 90 days of aggregate service on or after September, 11, 2001, or individuals discharged with a service-connected disability after 30 days. For detailed information on the Post-9/11 GI Bill®, please go to www.gibill.va.gov.

Marine Gunnery Sergeant John David Fry Scholarship

Spouses and children of an active duty member of the Armed Forces who has died in the line of duty on or after September 11, 2001, may be eligible for up to 36 months of Post 9/11 GI Bill® benefits.

Chapter 35 Survivors' and Dependents' Educational Assistance Program (DEA)

This program provides benefits for dependents and spouses of veterans who died or are 100 percent permanently disabled due to service-connected causes.

Chapter 1606 Montgomery GI Bill® - Selected Reserve (MGIB-SR)

This program provides benefits for members of the Reserve/National Guard who enlisted, re-enlisted or extended their enlistment for a period of six years after July 1, 1985.

Chapter 1607 Reserve Education Assistance Program (REAP)

This program is for members of a reserve component who serve on active duty on or after Sept. 11, 2001, and who serve at least 90 consecutive days or more. National Guard members also may be eligible. Individuals are eligible as soon as they reach the 90-day point whether or not they are currently on active duty. Disabled members who are injured or have an illness or disease incurred or aggravated in the line of duty and are released from active duty before completing 90 consecutive days also are eligible.

Yellow Ribbon Program

The Yellow Ribbon Program was established by the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning to voluntarily enter into an agreement with the VA to fund tuition and fee expenses not covered by the Post- 9/11 GI Bill®.

Columbia College proudly supports the GI Bill® Yellow Ribbon Program. Students who are 100 percent qualified for the chapter 33 Post-9/11 GI Bill® and meet the VA's Yellow Ribbon guidelines will be allowed to participate in this program at Columbia College for the 2018-2019 school year.

Contact the Ousley Family Veterans Service Center for details at (800)231-2391, ext. 7504.

Additional information about the Post-9/11 GI Bill® and the Yellow Ribbon Program may be found on the Department of Veterans Affairs website.

Transfer of Post-9/11 GI-Bill® Benefits to Dependents (TEB)

Service members enrolled in the Post-9/11 GI Bill® program may be eligible to transfer educational benefits to their spouses or children. An eligible Service member may transfer up to the total months of unused Post-9/11 GI Bill® benefits. For more information on this program visit https://www.gibill.va.gov/documents/Post-911_Transferability.pdf.

Reserve Officer Training Corps (ROTC): Military Science, Naval Science, and Aerospace Studies

Students attending Columbia College in Columbia, Missouri participate in ROTC through a cooperative program with the University of Missouri by attending regular classes on the Columbia College campus while completing ROTC coursework at the MU campus, just 10 blocks away. This allows students to take

advantage of the small class sizes and personal attention Columbia College offers, while pursuing a commission in our Armed Forces.

The Reserve Officer Training Corps (ROTC) is designed to provide men and women the opportunity to become officers in the armed forces of the United States while pursuing their college degrees in a variety of fields. ROTC scholarships are available to qualified persons to help defray the costs of a college education. Students who receive ROTC scholarships incur an obligation to serve after graduation in the branch of military service that provided the scholarship. (No obligation is incurred until the last two years; freshmen and non-scholarship sophomores may participate in ROTC without obligation.)

Columbia College students may enroll in these courses, all of which are offered on the campus of the University of Missouri - Columbia. Columbia College students earn Columbia College credit for these courses. Each branch of the armed services offers its own set of courses. The U.S. Army courses are found in this catalog in the listing of course descriptions under Military Science (MSCI) and the U.S. Air Force courses are found under Aerospace Studies (ASCI), and the U.S. Navy's are under Naval Science (NSCI).

Columbia College students may earn a minor in ROTC by completing eighteen semester hours of courses with a field code of ASCI or NSCI or MSCI. Courses are scheduled and taught by personnel in the three respective departments of the University of Missouri - Columbia.

For more information, contact:

- Military Science (Army ROTC): 573-882-7721
- Naval Science (Navy ROTC): 573-882-6693
- Aerospace Studies (Air Force ROTC): 573-882-7621

Student Organizations and Honor Societies

Columbia College Student Veterans (CCSV)

Columbia College is proud to sponsor a chapter of the Student Veterans of America organization, called CCSV. The mission of the CCSV is to organize student veterans and other students so they can have a positive impact on their fellow members, the college and the community. Visit the website for more information at www.ccis.edu/ccsv.

SALUTE Veterans Honor Society (Service-Academics-Leadership-Unity-Tribute-Excellence)

SALUTE is the first honor society established for student veterans and military in two-year and four-year institutions of higher education. Membership criteria at Columbia College includes: students must be degree seeking in an undergraduate program; be an honorably discharged veteran, active duty military, National Guard or reservist; have a Columbia College cumulative GPA of at least 3.0; have a minimum of 12 semester hours completed at Columbia College; be a junior or senior level in academic standing. For the purpose of Columbia College Chapter membership, differentiation of tier levels will not be made, but students wishing to be recognized by tiers may petition the chapter council. Cord colors: red, white and blue.

Ousley Family Veterans Service Center

The Ousley Family Veterans Service Center supports the educational needs and processes for the military, veteran, and dependent student. The mission of the Ousley Family Veterans Service Center is to provide a support network to facilitate the transition of veterans, military service members and dependents to Columbia College and to understand and address their unique student support needs while they are attending Columbia College.

Students planning to use VA Educational Benefits may utilize the center to assist in completing their application and other required Columbia College documents. The Ousley Family Veterans Service Center is

located on the second floor of Missouri Hall, Room 226. For additional information contact the Columbia College veterans certifying official, (573) 875-7504, vacert@ccis.edu or visit www.ccis.edu/military/veterans.asp.

Veterans Certifying Official

Main Campus Day, Main Campus Evening and Online students should contact a veterans certifying official at the Ousley Family Veterans Service Center at (573) 875-7504 or vacert@ccis.edu.

Nationwide location students should contact the veterans certifying official at their location. Contact information can be found at www.ccis.edu/nationwide/local-centers.aspx.

For additional information visit www.ccis.edu/military/veterans.aspx.

International Programs

International Center

The International Center staff provides comprehensive support services to Columbia College's international community including students, faculty, staff, and their dependents. The Center also plays a critical role in compliance for the college overseeing reporting requirements for the Department of Homeland Security.

The staff advocates for international students relating to interactions with government agencies, community organizations, and campus offices. The staff disseminates information regarding changes in U.S. immigration law to students and the campus community; advises students of their responsibilities to abide by the regulations governing their status; and assists students in achieving their academic goals and becoming an integral member of the campus community. Information is also provided to students, faculty, and staff on changes in institutional policies and processes that affect international students. A variety of programs and services are developed to enhance understanding, foster dialog and raise cultural awareness in all aspects of campus life.

Reporting Requirements

Students in F-1 student status must adhere to the regulatory requirements outlined in the United States Federal Register, Part 8 of the Code of Federal Regulations. Students must register for and complete 12 semester hours each semester of enrollment. Failure to comply with this requirement constitutes a violation of status and can impose serious consequences.

Upon their initial arrival on campus, international students must attend International Student Orientation and check-in with the International Center. Students must complete the Immigration Check-In Form and bring the following documents: a valid passport, visa (stamp located inside the passport), and all I-20 forms (Certificate of Eligibility for Non-Immigrant Student) issued throughout the duration of their studies in the United States. These documents will be reviewed and photocopied for the student's file. At this time, the International Center staff will register the student in the Student and Exchange Visitor Information System (SEVIS).

Under SEVIS reporting requirements, the Designated School Official (DSO) must report the following information for each student no later than 30 days after the program start date:

1. Full-time enrollment
2. Student dropped below full-time without prior approval by the DSO
3. Student failed to enroll
4. Current address - defined as where the student is physically residing
5. Start date of next term or semester

For students in initial status, the deadline for reporting is 30 days from the program start date on the SEVIS I-20 Form. For continuing students, the deadline is 30 days from the beginning date of the term.

The DSO at the College enters data and keeps records on all international students as well as their dependents. The DSO is required to update information in SEVIS within a given time period regarding certain events related to a student or the dependent spouse/child. These reportable events include, but are not limited to:

1. Change of legal name
2. Change of address, both in the U.S. and abroad
3. Failure to maintain status or complete the educational program
4. Early completion of the program prior to the end date on SEVIS Form I-20
5. Disciplinary action taken by the school against the student as a result of a conviction of a crime
6. Any other notification about the student's status

Students must report a change of name or address to the International Center within 10 days of the change. The DSO will update this information in SEVIS within 21 days.

As part of the record-keeping requirements under the F-1 regulations, the College must maintain the following information about each student:

1. Name
2. Date and Place of Birth
3. Country of Citizenship
4. Residential Address, both in the United States and abroad
5. Enrollment status: Full/Part-time
6. Date of Beginning of Activities
7. Degree Program and Field of Study
8. Practical Training Recommendations
9. Termination Date and Reason
10. Documents Required for Admission to Columbia College
11. Credits Completed Each Term/Semester
12. Photocopy of Form I-20

Practical Training

Curricular Practical Training

Curricular Practical Training (CPT) is defined as employment which is an integral part of an established curriculum, including: "alternate work/study, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school." *Source: [8 CFR 214.2(f)(10)(i)]*. Students may participate in CPT prior to completion of a degree program. CPT employment may not delay completion of the academic program.

To be eligible for CPT, students must meet the following criteria:

- Full-time enrollment for one academic year prior to requesting CPT authorization
- Maintain lawful F-1 status
- Have a job offer
- Be enrolled in COLL 107 or internship credit during the CPT experience

Part-time CPT: Employment for 20 hours or less per week is considered part-time. Though there is no limitation upon the length of time for participation in part-time CPT, students must be simultaneously enrolled in classes full-time in order to maintain lawful F-1 status.

Full-time CPT: Employment for more than 20 hours per week is considered full-time. Please be aware that 12 months or more of full-time CPT will invalidate eligibility for Optional Practical Training (OPT). During the academic year (fall and spring semesters), students must be simultaneously enrolled full-time in order to maintain lawful F-1 status.

CPT is processed and authorized each semester. Contact the International Center, Missouri Hall 232, for specific guidelines regarding CPT requests or to receive a copy of the college's CPT policy.

Optional Practical Training

Optional Practical Training (OPT) is defined in the Federal Regulations as temporary employment directly related to a student's field of study. During OPT, a student remains in F-1 status. The end result of the OPT request process is an Employment Authorization Document (EAD) issued by United States Citizenship and Immigrations Services (USCIS).

To be eligible for OPT, students must meet the following criteria:

- Full-time enrollment for one academic year prior to requesting OPT authorization
- Maintain lawful F-1 status

The standard period of OPT eligibility is a maximum of 12 months. Students may apply for part-time OPT prior to the program completion date. Part-time OPT is deducted from the 12-month limit at 50 percent. Students in F-1 status may become eligible for an additional 12 months of OPT by completing a program at a higher educational level.

Contact the International Center, Missouri Hall 232, for specific guidelines regarding OPT applications or to request a copy of the college's OPT policy.

Student Conduct

Student Conduct General Principles

- **Purpose:** Columbia College has adopted a Student Code of Conduct 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.
- **Inherent Authority:** Columbia College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.
- **Interpretation:** Having voluntarily enrolled in Columbia College, students are presumed to be knowledgeable of and remain in compliance of all rules and regulations of the Student Code of Conduct, both on-campus and off-campus. The Code of Conduct is not a criminal code; it should be read broadly and is not designed to define misconduct in exhaustive terms.
- **Proceedings:** Disciplinary proceedings conducted in relation to the Code of Conduct shall be informal, fair, and expeditious. Disciplinary action may be taken regardless of the existence of any criminal proceedings that may be pending. Directors for the Nationwide, Evening and Online Campuses will be responsible for disposition of less serious conduct-related offenses. For more serious offenses dispositions will be handled by the Division of Student Affairs.
- **Jurisdiction:** 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.

Student Code of Conduct

For the most up-to-date Student Code of Conduct, please refer to the Columbia College policies website

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, student handbook, Residential Life Handbook, Code for Computer Users and class syllabi.
9. Refrain from soliciting, aiding, or inciting others to commit a violation of college conduct policies.
10. Refrain from tampering with fire safety equipment in college buildings and on campus grounds.
11. 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.
12. 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.
13. Refrain from behavior that intentionally or recklessly endangers, threatens or causes physical or emotional harm to any person, or that intentionally or recklessly causes reasonable apprehension of such harm.
14. Refrain from conduct that is inconsistent with federal, state or local laws or that is otherwise inconsistent with the best interests of the College.

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

Student Rights and Responsibilities

For the most up-to-date Student Rights and Responsibilities, refer to the Columbia College Policies website.

Below are the Rights and Responsibilities of Columbia College students:

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 a civil and respectful manner.
5. Students and recognized student groups have the right to use the facilities of the College as long as established rules and procedures are followed.
6. Students are free to engage in peaceful and orderly protest demonstrations as long as established rules and procedures are followed and as long as they do not disrupt the functions of the College or violate the rights of others.
7. Students have the right to appeal a grade or disciplinary action by following the procedures established for each.
8. Day students have the right to participate actively in student government.
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 Student Handbook, the Columbia College catalog, the Online Policy Library and other relevant publications and policies 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. CougarMail is the official means of communication for the College, and students are responsible for information sent to this account. It is expected that students check CougarMail regularly.
14. Columbia College Day students, faculty, and staff are responsible for carrying their Columbia College ID while on campus.

Alcohol and Other Drugs

For the most up-to-date Alcohol and Other Drugs policies, refer to the Columbia College Policies website.

Columbia College recognizes the negative health effects associated with the use, possession, and distribution of controlled and/or illicit substances, and their detrimental impact on the quality of the educational environment. Therefore, all members of the College community share in the responsibility of protecting the campus environment by exemplifying high standards of professional and personal conduct.

Columbia College prohibits the manufacture, possession, use, distribution and sale of alcohol and controlled or illicit substances by Columbia College students and employees, regardless of age, on College owned property and at College sponsored or supervised events or activities.

- Public intoxication on campus property is expressly prohibited. Those conditions considered to indicate intoxication include but are not limited to affected manner or disposition, speech, muscular movements, general appearance or behavior as apparent to the observer.
- Containers that contain alcohol as well as empty alcohol containers are prohibited on campus. Possession of empty alcohol containers will be regarded as a violation of this policy.
- Campus displays or advertisements that support or promote alcohol or drug use, possession, manufacture or distribution are prohibited.
- Behavior resulting from intoxication or the illegal use of controlled or illicit drugs will incur disciplinary action.
- Possession of drug paraphernalia and misuse of prescription drugs will be regarded as violations of the drug policy.
- Alcohol and other drugs possessed or consumed in violation of this policy are subject to confiscation.

The President retains the authority to make exceptions to this policy with regard to alcohol, including granting permission to serve alcoholic beverages at College functions where meals are served. Requests for exceptions to the policy must be submitted to the President in writing prior to the event and will be considered on an individual basis. Notification of the President's decision will be made in writing to the person(s) making the request.

It is the responsibility of students, faculty and staff to know and uphold the Columbia College Alcohol and Other Drug policy. In accordance, students and employees must be held accountable for their personal behavior. Excessive use, manufacture, possession or distribution of alcohol and/or controlled or illicit substances and the associated behavioral problems will be the basis for disciplinary action. Representatives of the College will cooperate with outside authorities in their efforts to enforce existing laws regarding illegal drugs and alcohol.

Standards of Conduct, Drug/Alcohol Use and Possession

Columbia College rules and regulations prohibit the manufacture, possession, use, distribution and sale of alcohol and controlled or illicit drugs by Columbia College students and employees on College owned property and at College sponsored or supervised events or activities. Violations of Columbia College rules and regulations pertaining to alcohol and other drugs can result in disciplinary action up to and including dismissal for students and termination for employees.

Additionally, in conjunction with or in lieu of the imposition of any disciplinary sanctions, students and employees may also be referred to appropriate local, state or federal law enforcement agencies for arrest and prosecution and/or required to complete an appropriate treatment or rehabilitation program.

In accordance with the mandates of the Drug Free Workplace Act of 1988, and as a condition of employment at Columbia College, all employees (including student employees) must notify their supervisor of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such a conviction. Employees undergoing treatment for alcohol or drug abuse must meet all standards of conduct and job performance.

Legal Sanctions

Any Columbia College student or employee found possessing, manufacturing or distributing controlled or illicit substances or unlawfully possessing or attempting to possess alcohol or driving a motor vehicle while under the influence is violating local, state and federal laws. A student is ineligible for federal student aid if convicted, under federal or state law, of any offense involving the possession or sale of a controlled substance (generally meaning illegal drugs, but not including alcohol or tobacco).

Good Samaritan Policy

The College is committed to the safety and well-being of all members of the College community. This policy is intended to encourage students to seek assistance from appropriate sources in the event of a health, medical or safety emergency by alleviating the threat of disciplinary action by the College if a student's conduct would otherwise violate the College's alcohol and other drug policy. Specifically, in situations involving a threat or danger to the health or safety of any individual, students are encouraged and expected to seek appropriate medical attention for themselves and others as soon as possible as long as it is safe to do so.

Health Risks

The use and abuse of alcohol and other drugs may have a negative effect on school or work performance, as well as health and personal relationships. Some common health risks include: addiction; damage to the liver or heart; birth defects; accidents as a result of impaired judgment; and sexual assault or sexually transmitted disease.

For more information about the health risks associated with particular types of drugs and alcohol, please visit <https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts>.

Behavioral Misconduct Procedures

Students are expected to conduct themselves 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 as outlined in the student handbook and in the course syllabus. 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

Overview of the Discipline Process

The student disciplinary process for instances of conduct that violate this policy are typically as follows:

- A complaint is filed or report of wrongdoing is received and forward to the Student Conduct Officer.
- An accused student receives written notice of alleged violation(s) from the Student Conduct Officer.
- An investigation is conducting into the alleged violation(s). This includes an opportunity for the accused student to present all information they would like considered in the determination process.
- If a student is found responsible for a violation of policy, corresponding sanctions are assessed.
- The student receives written notice of the outcome of the investigation from the Student Conduct Officer.
- The student or complaining party may appeal the outcome of a conduct hearing.

Personal Conduct Disciplinary Procedures

For the most up-to-date information about the Student Conduct Process please visit the Columbia College Policies website

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

1. Once information is received about a possible student conduct violation, a Student Conduct Officer will send written notice to the student accused of wrongdoing. The Student Conduct Officer shall then investigate the situation and review it with the student and present the student with an opportunity to present all information they would like considered during the investigation. If a student fails to respond to the written notice and fails to provide any information, the Student Conduct Officer will make their determination based upon the information available at that time. If it is determined that no violation occurred, the matter will be dropped. If the student admits responsibility or in the event that the Student Conduct Officer determines a violation occurred, corresponding disciplinary action will follow. The student will be notified in writing of the outcome of the investigation and, if appropriate, the corresponding disciplinary action. A student's entire record of both academic misconduct and behavioral misconduct may be considered when determining appropriate sanctions.
2. If facing disciplinary action, the student has the right to accept the Student Conduct Officer's finding of fact and recommended disciplinary action, at which time the matter is closed; or, the student may appeal the decision and/or disciplinary action to the Dean for Student Affairs.
3. To initiate an appeal, the student must file an appeal request with the Dean for Student Affairs in writing within three (3) business days of the written outcome of the investigation issued by the Student Conduct Officer. The appeal must include the specific grounds and reasons for the appeal. The Dean for Student Affairs will then review the student's written appeal request and determine if there are sufficient grounds to support an appeal and if the information submitted supports reconsideration of the decision of the Student Conduct Officer. All parties will be notified in writing of whether or not the appeal request will proceed.
4. If a decision is made to accept the appeal request and reconsider the matter, the Dean for Student Affairs will adjudicate the matter. At this time the Dean will review and consider information from the initial proceeding conducted by the Student Conduct Officer and any additional information provided by the student or any other source. The student and any other party have the opportunity

to present all information they would like considered. The Dean will evaluate the information and reach an outcome and notify the parties of the outcome in writing. Decisions made by the Dean are final and not subject to appeal.

Academic Integrity

For the most up-to-date Academic Integrity policy and procedures, please visit the Columbia College Policies website.

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 expected of students, and is considered a serious offense subject to strong disciplinary actions. Academic misconduct includes, but is not limited to, the following:

- Knowingly furnishing false or misleading information.
- Falsification, alteration, or misuse of college forms or records.
- Any joint effort in examinations, assignments, or other academic activity (unless authorized by the instructor).
- Plagiarism in any form, including using another person'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.
- Willfully aiding another in any act of academic dishonesty. Columbia College is equally concerned about the interpersonal social relationships that affect the learning environment as it is about individuals engaged in academic dishonesty. Respect for the conditions necessary to enhance learning, therefore, is required.
- Submitting substantial portions of the same work for credit more than once without authorization. Examples of multiple submissions include, but are not limited, to the following: Submitting the same paper for credit in two courses without the instructors' permission; making revisions in a credit paper or report (including oral presentations) and submitting it as if it were new work. Different aspects of the same work may receive separate credit.

For purposes of this policy, plagiarism is using others' ideas and words without clearly acknowledging the source of that information or purposely submitting someone else's work as their own. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) may also be 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 prior to submitting the work.

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.
 1. If the faculty member determines the student is not responsible for engaging in academic misconduct, the matter will be dropped.
 2. 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 Academic Dean for the student's school and the Dean for Student Affairs must be notified in writing of the incident and the outcome using the online incident report.
 3. 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 Academic Dean for the student's school and the Dean for Student Affairs must be notified in writing of the incident and the action taken. **The faculty member and/or Academic Dean for the student's school or Dean for Student Affairs can elect to also pursue behavioral misconduct consequences for the academic misconduct by referring the matter to the Student Conduct office for adjudication.*

2. A student wishing to challenge or appeal the accusation of academic misconduct should seek the counsel of the department chair. The Provost and Academic Dean 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 request a formal hearing. The individual must initiate the hearing procedure by filing an appeal request with the Academic Dean for the student's school within three (3) school days after the informal disposition meeting. The written request will be forwarded to the Academic Dean for the student's school and the Dean for Student Affairs.
4. The Academic Dean and the Dean for Student Affairs will review the appeal request and determine if there are proper grounds for appeal and if the evidence submitted warrants reconsideration of the faculty member's decision.

If a decision is made to reconsider the faculty member's initial determination, the Academic Dean for the student's school or designee will adjudicate the matter and all parties will have the opportunity to submit information they would like considered. The Academic Dean for the student's school or designee will review all information provided by the parties and shall reach a determination. Each party will be notified in writing of the Dean's decision. At all times the College reserves the right to impose discipline, including up to dismissal from school, based on the nature and circumstances of each confirmed violation. Decisions made by the Dean are final.

It is important to note that there are cases where the allegations and potential consequences are so serious and complex that the matter will be submitted, at the outset, to the Office of Student Conduct for investigation, and informal disposition. Decisions regarding case jurisdiction ultimately rest with 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.

Definitions of Disciplinary Terms

The following is a non-exhaustive list of potential consequences for behavioral misconduct and violations to the Student Code of Conduct. Depending upon the misconduct, more than one sanction may be required.

- **Disciplinary Warning** - written and/or verbal notice to a student for violation of a campus rule or regulation.
- **Restitution** - reimbursement for actual damage or loss caused by violations to the Student Code of Conduct.
- **Educational Sanctions** - educational sanctions could be an activity, meeting, writing assignment, community service project, letter of apology, or other experiential activity that student may be assigned to complete as part of the adjudication of a violation of the Student Code of Conduct. Conditions may be specific for the completion of the assignment and will be assigned by the Student Conduct Officer.
- **Disciplinary Limitation** - in some cases a violation of the Student Code of Conduct could result in a student being restricted from participating in certain campus events, student organizations, or entering certain campus facilities.
- **Disciplinary Probation** - a student is placed on disciplinary probation for a specified amount of time. Students holding campus leadership positions who are placed on disciplinary probation may also be removed from that position if recommended by the Student Conduct Officer. Disciplinary probation may carry over into subsequent semesters and academic years. As a part of the probationary status, conditions to a student's probation (i.e., restitution, community service, required assessments, etc.) may be established. A student who violates additional campus policies while on disciplinary probation will likely appear before a Student Conduct Officer 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 (2) years. Other conditions may 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 Dean for

Student Affairs for directions regarding the possibility of re-enrollment. A student returning from a disciplinary suspension will be placed on disciplinary probation for one (1) year.

- **Disciplinary Dismissal** - a disciplinary dismissal results in the permanent separation of a student from the College. Dismissal applies to all programs and campuses.
- **Interim Suspension** - the Dean for Student Affairs, or designee may, suspend, without prior notice, any student whose behavior presents a perceived or actual imminent risk to the life, health, welfare, safety or property of any member of the College community. Notices of an interim suspension will be promptly provided in writing to the suspended student. A removal via suspension of a student on an interim basis is not necessarily a final determination that the student violated a College policy, but may be necessary as an interim remedial measure pending final outcome of the matter. A student suspended on an interim basis shall be given an opportunity to appeal this decision by speaking with the Dean for Student Affairs, or designee, and presenting any information they would like considered within two (2) working days from the effective date of the interim suspension. The appeal will consider the individual circumstances of each situation, including, but not limited to the following:
 - Whether the conduct and/or condition and surrounding circumstances giving rise to the interim suspension reasonably indicates that the continued presence of the student in the College community poses a perceived or actual imminent risk to any member(s) of the College community.
 - Potential alternatives to an interim suspension, including, but not limited to monitoring the situation, establishing a behavioral contract, pursuing a voluntary withdraw, administrative withdrawal, withdraw excused due to extenuating circumstances, involuntary withdraw, or other action.

An interim suspension period may last until final resolution of the matter. The Dean for Student Affairs, or designee, in collaboration with the Behavioral Intervention Team, may become involved to assist with determining an appropriate course of action pending final resolution.

- **Withholding Degree** - the College may withhold awarding a degree otherwise earned until the completion of the process set forth in this policy, including the completion of all sanctions imposed.
- **Revocation of Admission** - admission to the College may be revoked for fraud, misrepresentation, or other violation of standards or policies, or for other serious violations committed by an individual prior to admission.
- **Revocation of Degree** - degree(s) awarded from the College may be revoked for fraud, misrepresentation, or other violation of standards of conduct for students in obtaining the degree, or for other serious violations committed by a student prior to graduation.

General Guidelines for Student Appeals

1. Students have the right to a fair and impartial adjudication of allegations of wrongdoing. This includes written notice of the alleged violation and disciplinary action. Students also have the right to speak to the adjudicators in their own defense and to present information they would like considered.
2. Students may only appeal on the grounds that the determination reached is contrary to and unsupported by the facts and/or that the disciplinary action is disproportionate to the violation.
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 or not to pursue an appeal.
4. Students are responsible for participating in a timely manner in proceedings in which they are involved.

General Student Grievance Policy

To view the entire policy, please visit the General Student Grievance Policy section of the Columbia College Policies website.

Columbia College (the "College") values feedback from its students and believes students should be able to discuss problems and express concerns to the College and free from duress or retaliation. The College is committed to providing students with an avenue to express concerns and to work with College officials toward amical resolutions. The College believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional productive manner after they leave the College.

Internal Review Policy Statement

To view the entire policy, please visit the Internal Review Policy section of the Columbia College Policies website

The Columbia College Student Code of Conduct states that students should 'fulfill their obligations through honest and independent effort and integrity in academic and personal conduct.' Columbia College has adopted a policy and procedure that is to be used when dishonesty is suspected and that is based on the Student Code of Conduct. This policy and procedure is in place to ensure that students are complying with college expectations and federal regulations governing the honest and ethical completion of documents and forms related to admission, financial aid and federal and/or state support.

Criminal Convictions & Criminal Background Checks

To view the entire policy, please visit the Criminal Convictions and Criminal Background Checks Policy section of the Columbia College policies website.

Columbia College reserves the right to require a student to provide to Columbia College a formal criminal background check prepared by an outside vendor approved by Columbia College. The criminal records report must be received by Columbia College personnel within twenty (20) days of the original request, unless a different deadline is stated in the request.

Additionally, students who are charged with a crime after the admissions review process and while enrolled in Columbia College are required to report all charges and/or convictions to the Office of Student Conduct in writing within ten (10) days of the criminal charge and/or conviction.

Solicitation, Gifts and Gratuities Policy

To view the entire policy, please visit the Solicitation, Gifts and Gratuities Policy section of the Columbia College Policies website.

The purpose of this policy is to establish Columbia College intent to have a work and learning environment that is free from solicitation efforts that do not relate to Columbia College's business or interest and to establish that all members of the College community must act with integrity and good judgment and recognize that accepting personal gifts from suppliers may cause legitimate concerns about favoritism.

State Regulatory Information and Complaint Process

- Alabama
- California
- Colorado
- District of Columbia
- Florida
- Georgia
- Hawaii
- Illinois
- New York
- Oklahoma
- South Carolina
- Texas
- Utah
- Washington

Columbia College is authorized, exempt, certified, registered or not required to seek approval in all states to offer programs. For specific details related to catalog addendums, disclaimers and agency contact information, please visit: <http://www.ccis.edu/offices/institutionalcompliance/approvals-by-st.aspx>.

State Authorization Reciprocity Agreement (SARA)

State Authorization Reciprocity Agreement (SARA) is a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies. SARA allows institutions to provide online courses outside of their own state borders by seeking and maintaining state approvals via a streamlined process. To learn more about SARA, please visit: <http://nc-sara.org/>.

On November 16, 2014, the State of Missouri was approved by the Midwestern Higher Education Compact (MHEC) to join the State Authorization Reciprocity Agreement. On February 26, 2015, Columbia College was approved for institutional participation by the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Current authorized SARA member states include: Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

States will continue to join SARA. Please visit the State Regulatory Information and Complaint Process website for a current list: <http://www.ccis.edu/offices/institutionalcompliance/approvals-by-st.aspx>.

Alabama

The Redstone Arsenal location 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/redstone.aspx>. Columbia College is also authorized by the Alabama Commission on Higher Education to offer distance education programs in Alabama.

The Redstone Arsenal location is licensed by the Alabama Community College System to offer degree programs listed on Columbia College's website: <http://www.ccis.edu/nationwide/redstone.aspx>.

Columbia College's Online Education is licensed by the Alabama Community College System to offer degree programs listed on Columbia College's website: <http://www.ccis.edu/online.aspx>.

Nursing: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter practice. www.abn.alabama.gov

Educator Preparation programs: State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate.

Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at www.alsde.edu.

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

Tuition rate for Alabama location and online, please refer to <http://www.ccis.edu/graduate/admissions/tuition.aspx>.

Electronic Catalog Addendums:

Alabama Online Graduate Catalog Addendum

Alabama Redstone Arsenal AL Graduate Addendum

California

Columbia College has been granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1).

76215. Student Tuition Recovery Fund Disclosures

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

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

Questions regarding the STRF may be directed to the California Bureau for Private Postsecondary Education, P. O. Box 980818, West Sacramento, CA 95798-0818, 916-431-6959.

Electronic Catalog Addendum:

California Addendum

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

"The transferability of credits you earn at Columbia College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Columbia College to determine if your credits, degree, or certificate will transfer."

"As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement."

"If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal aid funds. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan and
2. The student may not be eligible for any other government financial assistance at another institution until the loan is repaid.

Columbia College advises students to take advantage of the financial aid counseling available on the college website before accepting any student loans."

Housing Statement:

Columbia College does not have housing at the locations in California. Please refer to the California Catalog Addendum for approximate off site housing costs per location.

Distance Education Instructor Grading and Response Expectations:**a. Teach and facilitate the course by**

- i. responding to all student communication within 48 hours;
- ii. logging into the course within the first 3 days of the session;
- iii. logging into the course at least 3 days a week, with no period of absence of 72 hours or longer;
- iv. posting substantive responses in graded discussions at least 3 times per week;
- v. notifying the Online Education office and students in the case of an emergency that might prevent them from meeting these participation requirements;

b. Assess student learning by

- i. assigning grades that accurately reflect the standards set out in the syllabus and/or grading rubrics;
- ii. providing substantial feedback in a timely manner (within 72 hours for shorter assignments and within 6 days for longer assignments) to each student in the course for assignments that contribute to the final grade of the course;
- iii. keeping the LMS gradebook current and include zeroes for work not submitted;
- iv. completing required course assessment activities related to college-wide assessment.

Agency Contact Information:

Mailing Address: Bureau for Private Postsecondary Education P.O. Box 980818 West Sacramento, CA 95798-0818

Physical Address: Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833

Phone: (916) 431-6959 Toll Free: (888) 370-7589 Main Fax: (916) 263-1897 Licensing Fax: (916) 263-1894 Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: www.bppe.ca.gov

Complaint Process:

"Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, Sacramento, CA 95798-0818, <http://www.bppe.ca.gov>, (916) 431-6959 and (916) 263-1897."

"A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet website <http://www.bppe.ca.gov/enforcement/complaint.shtml>."

Registered Agent Service:

Northwest Registered Agent, Inc., (#C3184722) 1267 Willis St. Suite 200, Redding, CA 96001

The institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 11101 et seq.)

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires Columbia College to provide information to enrolled students, prospective students and

their parents or guardians. Please select the following link to access the Student Consumer Information website: <http://www.ccis.edu/offices/institutionalcompliance/consumerinformation.aspx>.

Schedule of Charges:

Coast Guard Island | Lemoore | Los Alamitos | San Diego | San Luis Obispo

- One semester full-time student's schedule of total charges for certificate program is \$3,000 - \$3,660 and the estimated schedule for total charges for the entire educational certificate program is \$3,750- \$4,575.
- One semester full-time student's schedule of total charges for associate program is \$3000 - \$3,660 and the estimated schedule for total charges for the entire educational associate program is \$15,000 - \$18,300.
- One semester full-time student's schedule of total charge for bachelor program is \$3,000 - \$3,660 and the estimated schedule for total charges for the entire educational bachelor program is \$30,000 - \$36,600.
- One semester full-time student's schedule of total charge for master program online is \$4,980 and the estimated schedule for total charges and the estimated schedule for total charges for the entire educational master program is \$14,490.

Price Calculator available at: <http://www.ccis.edu/offices/financialaid/net-price-calculators.aspx>

Colorado

Columbia College is authorized for operation as a postsecondary institution in Colorado under §23-2-101, et seq., C.R.S. by the Colorado Department of Higher Education.

Colorado was approved as a SARA member state on May 13, 2014. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of Colorado.

Complaint Process:

Columbia College's primary objective is to help students meet their educational goals through a positive and rigorous academic experience. In those instances where a student has a concern, the College's administrative procedures should be followed in order to address the concerns or complaints, in a timely and effective manner. The College is committed to its students and would like to know about student concerns. Students may voice concerns through normal administrative procedures, which include meeting with his or her academic advisor, campus director, faculty member, or through a more formal process of grievance as outlined in the College's catalog.

On occasion, a student may believe that these administrative procedures have not adequately addressed their concerns and or circumstances related to alleged violations of state consumer protection laws, that include but are not limited to fraud and false advertising; alleged violations of state laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other state accreditation requirements.

Contact information is provided below for students who wish to address their concerns to the appropriate agency.

The Colorado Department of Higher Education's complaint policy is available at: <http://higher.ed.colorado.gov/Academics/Complaints/>.

The Higher Learning Commission Complaint Process is available at: <http://www.hlcommission.org/HLC-Institutions/complaints.html>.

District of Columbia

District of Columbia was approved as a SARA member state on July 1, 2016. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the District of Columbia.

Florida

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. 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.

Florida was approved as a SARA member state on October 1, 2017. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the state of Florida.

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 (888) 224-6684.

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 locations.

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

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

The NAS Jacksonville location is authorized by the Florida Department of Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/nasjacksonville.aspx>.

The Patrick AFB location is authorized by the Florida Department of Education to offer degree programs listed on Columbia College's website at <http://www.ccis.edu/nationwide/pafb.aspx>.

Tuition rate for Florida locations and online, please refer to <http://www.ccis.edu/graduate/admissions/tuition.aspx>

Electronic Catalog Addendums:

Orlando FL Graduate Catalog Addendum

Georgia

Columbia College is authorized by the Georgia Nonpublic Postsecondary Education Commission.

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 the address below or at: <http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/>.

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 locations.

Tuition rate for Georgia locations and online, please refer to <http://www.ccis.edu/graduate/admissions/tuition.aspx>

Electronic Catalog Addendum:

Georgia Online Catalog Addendum

Hawaii

Columbia College has been approved to operate as a post-secondary degree-granting educational institution in the State of Hawaii by Department of Commerce and Consumer Affairs (DCCA).

Hawaii was approved as a SARA member state on May 17, 2016. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of Hawaii.

Student Complaint Process:

Hawaii Post-Secondary Education Authorization Program: <http://cca.hawaii.gov/hpeap/student-complaint-process/>.

Illinois

The Lake County location 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/lakecounty.aspx>.

The Crystal Lake location 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/crystallake.aspx>.

The Freeport location 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/freeport.aspx>.

The Elgin location 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/elgin.aspx>.

Illinois was approved as a SARA member state on July 31, 2015. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of Illinois.

New York

Columbia College is an out-of-state institution in New York offering education programs on federal property at Hancock Field and Fort Drum. The college is not authorized to conduct physical instruction in New York State other than on federal property. Columbia College's Hancock Field and Fort Drum locations are located on federal property.

New York was approved as a SARA member state on December 9, 2016. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of New York.

Columbia College New York locations 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 complies with Title 70 O.S. 4103 and may operate educational programs beyond secondary education in Oklahoma.

Oklahoma was approved as a SARA member state on June 29, 2015. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of Oklahoma.

Columbia College-Fort Sill has been approved by the Oklahoma State Approving Agency 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]).

Pennsylvania

Columbia College is currently registered in the state of Pennsylvania as an out-of-state distance education provider.

South Carolina

Columbia College is considered exempt by the South Carolina Commission on Higher Education.

South Carolina was approved as a SARA member state on June 10, 2016. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of South Carolina.

Texas

Texas Workforce Commission:

Columbia College has been granted exemption under Texas Education Code, Section 132.002(a)(6) as a private institution.

Texas Higher Education Coordinating Board:

Columbia College has demonstrated that it meets the standards set forth in the rules of the Texas Higher Education Coordinating Board and qualifies for an exemption pursuant to Subchapter G, Chapter 61, Texas Education Code and, as defined in Chapter 7.3 of Board rules from certain, but not all, regulations. This exemption will continue as long as Columbia College maintains its accreditation status with the Accrediting Organization the Higher Learning Commission (HLC) and standards acceptable to the Coordinating Board. Columbia College is authorized to conduct courses, grant degrees, grant credit toward degrees, and to use certain protected academic terms in the State of Texas until the expiration of its current grant of accreditation.

Texas Higher Education Coordinating Board Student Complaint Policy: <http://www.theccb.state.tx.us/>

Title 19 of the Texas Administrative Code, Sections 1.110-1.120: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

Columbia College-Fort Worth is considered exempt by the Texas Higher Education Coordinating Board and the Texas Workforce Commission.

Texas was approved as a SARA member state on November 2, 2015. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs.

Columbia College Texas locations 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 currently authorized under the Utah Code Ann. §13-34a-203 as a postsecondary school required under 34 C.F.R 600.9 by the State of Utah.

Utah was approved as a SARA member state on August 25, 2016. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of Utah.

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.

Washington was approved as a SARA member state on May 13, 2014. Columbia College was approved as a SARA institution on February 26, 2015 and can offer distance education programs to students in the State of Washington.

Master of Arts in Teaching: "Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Missouri. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <https://www.pesb.wa.gov/educator-pathways/becoming-a-washington-educator/> for more information. Educators are advised to contact their

individual school districts as to whether this program may qualify for salary advancement." - Washington Student Achievement Council

Master of Education in Educational Leadership: "Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Missouri. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <https://www.pesb.wa.gov/educator-pathways/becoming-a-washington-educator/> for more information. Educators 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 locations.

Tuition rate for Washington locations and online, please refer to:
<http://www.ccis.edu/graduate/admissions/tuition.aspx>

Electronic Catalog Addendums:

Marysville, WA Graduate Catalog Addendum

Columbia College Washington locations have been approved by the Washington Student Achievement Council, 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.

Personnel Directory

Board of Trustees

Officers

Walter (Web) E. Bixby III '82, Chair
Helen (Dale) Coe Simons '65, Vice Chair
George W. Hulett, Jr., Treasurer
Jolene Marra Schulz '61, Secretary

Term Expires in 2017	Term Expires in 2018	Term Expires in 2020
<p>Jerry Daugherty Columbia, Missouri</p> <p>*Dr. Kenny Felts Columbia, Missouri</p> <p>June Viner Hurdle '83 Columbia, Missouri</p> <p>William Johnston '82 Columbia, Missouri</p> <p>Janet Carter Wright '58 Columbia, Missouri</p> <p><i>*Faculty Representative</i></p>	<p>Lex Cavanah Marceline, Missouri</p> <p>Joseph Dubinski '96 Kansas City, Missouri</p> <p>*Christina Ingoglia Columbia, Missouri</p> <p>Reverend Brad Stagg Columbia, Missouri</p> <p>Gary Tatlow Columbia, Missouri</p> <p>Carol Winkler '93 Columbia, Missouri</p> <p><i>*Faculty Representative</i></p>	<p>Lynne Stuver Baker '64 Independence, Missouri</p> <p>Walter E. Bixby, III, '82 Kansas City, Missouri</p> <p>Judith Cunningham '64 Scottsdale, Arizona</p> <p>Daisy Grossnickle '66 Columbia, Missouri</p> <p>Lt. Gen. Richard C. Harding Columbia, Missouri</p> <p>George Hulett Columbia, Missouri</p> <p>Mitchell Humphreys, M.D. Phoenix, Arizona</p> <p>Jolene Marra Schulz '61 Columbia, Missouri</p> <p>Helen "Dale" Coe Simons '65 Driftwood, Texas</p>

Senior Administration

Scott Dalrymple, Ph.D., President B.A., SUNY College at Geneseo; M.A. University at Buffalo; M.B.A.; Ph.D., University at Buffalo

Piyush Singh, Ph.D., Interim Provost and Vice President for Academic and Student Affairs, Online Education Ph.D, Carnegie Mellon University

Jeffrey C. Musgrove, Ph.D., Vice President for Adult Higher Education; A.S., Community College of the Air Force; B.S., University of Maryland; M.A., Webster University; D.B.A., Argosy University

Kevin Palmer, Senior Vice President and Chief Operating Officer A.A.S., St. Louis Community College; B.S., Maryville University; M.B.A., Fontbonne University

Bruce E. Boyer, C.P.A., Chief Financial Officer B.S., Bowling Green State University

Robert P. Burchard, Director of Athletics and Physical Recreation; Head Men's Basketball Coach B.A., Catawba College; M.A., East Carolina University

Mark R. Falkowski, Esq., Vice President & General Counsel B.S., University of Minnesota; Juris Doctorate, St. Louis University School of Law

Patty Fischer, Executive Director of Human Resources B.S., M.B.A., William Woods University

Clifford Jarvis, PE, Executive Director of Plant and Facilities Operations B.S., University of Missouri; M.B.A., University of Missouri

Suzanne Rothwell, Executive Director of Advancement B.S., University of Missouri - Columbia

Gary Stanowski, Chief Information Officer A.A., St. Louis Community College; A.A.S., St. Charles Community College; B.A., Lindenwood University; M.B.A., Columbia College

Academic Affairs

Piyush Singh, Ph.D., Interim Provost and Vice President for Academic and Student Affairs, Online Education Ph.D, Carnegie Mellon University

Shanda Davis, Dean, School of Business Administration B.A., Jamestown College; M.B.A., Minnesota State University; Ph.D., North Dakota State University

Lisa Ford-Brown, Interim Dean, School of Humanities, Arts and Social Sciences B.S., M.A., Indiana State University; Ph.D., Southern Illinois University

Sarah Vordtriede-Patton, Dean, School of Natural Sciences and Mathematics B.A., McKendree College; M.S., Southern Illinois University; Ph.D., St. Louis University; Ed. Spec., University of Missouri - Kansas City

Cynthia Louden, Director of Assessment B.S., North Carolina State University; M.S. University of North Carolina; M.A.T., University of North Carolina - Chapel Hill; Ph.D., University of North Carolina

John Kenerley, Academic Advising Coordinator B.A., Guildford College; M.A. Illinois State University

Lauren Lenger, Academic Advising Coordinator B.A., University of Missouri - Columbia; M.B.A., Columbia College

Peter Monacell, Academic Advising Coordinator B.A., Columbia College; M.B.A., Columbia College

Admissions

Stephanie Johnson, Director of Admissions B.S., M.B.A., Columbia College

Adult Higher Education Division

Jeffrey C. Musgrove, Vice President for Adult Higher Education A.S., Community College of the Air Force; B.S., University of Maryland; M.A., Webster University; D.B.A., Argosy University

Nathan Miller, Associate Vice President for Adult Higher Education B.B., M.M., M.A., University of Missouri - Columbia; Ph.D. University of Nebraska - Lincoln

Eric Cunningham, Senior Director of AHE Academic Support B.S., U.S. Military Academy; M.S., Troy University; M.S., Ph.D., University of Missouri - Columbia

Tery Donelson, Senior Director of Programs and Partnerships B.S., California Polytechnic University; M.S., Air Force Institute of Technology

Cindy Dunn, Director, Quality Assurance B.S., University of Missouri - Columbia; M.A.T., Columbia College

David Humphrey, Director of Campus Support B.S.E., Truman State University; M.A., Truman State University; Ph.D., University of Missouri - Columbia

Jerry Patton, Director for AHE Student Academic Support and Online Student Services B.S., Columbia College; M.B.A., University of Missouri - Columbia

Sonda Ridgway, Senior Director of Budget and Business Operations B.S., M.B.A., Columbia College

Hank Emerson, Director, AHE Academic Support B.S., Truman State University; M.S., University of LaVerne

Lois Marie Adrian-Hollier, Director, Everett/Marysville, Washington B.S., M.S., City University of Seattle; Ed.D., Capella University

Karen Beckstrom, Director, Elgin, Illinois B.S., Penn State University; M.A., Michigan State University

Constance Bennett-Williams, Director, Mesquite, Texas A.S., El Centro Community College; B.B.A., Northwood University; M.B.A., University of Dallas; Ed.D., Nova Southeastern University

Kim Bonine, Director, Jefferson City, Missouri B.S., Lincoln University; M.B.A., Columbia College

Carl David, Director, Los Alamitos, California B.A., Central Methodist University; B.S.,

McNeese State University; M.Ed., University of Missouri - Columbia

Dana Davis, Director, Region III and Hunter Army Airfield, Georgia B.S., University of Maryland; B.S., Columbus State University; M.S., Troy State University

Suzanne DiCamillo, Director, Patrick Air Force Base, Florida B.S., Drexel University

Kelli Fram, Director, Lake of the Ozarks, Missouri B.S., Columbia College; M.B.A., Northeastern State University

Theresa Genova, Director, San Luis Obispo, California A.A., Cuesta College; B.A., Mount Saint Mary's College; M.B.A., California Polytechnic State University - San Luis Obispo

Sarah Goeke, Director, Freeport, Illinois B.S., M.S.W., University of Illinois

Kathy Gress, Director, Springfield, Missouri B.A., M.Ed., Drury University

Renee Grosso, Director, Hancock Field, New York B.S., M.B.A., Columbia College

Debra Hartman, Director, Region II and Crystal Lake, Illinois A.A., College of DuPage; B.A., M.A., Eastern Illinois University

Renee Karczewski, Director, Fort Sill, Oklahoma B.S., M.Ed., M.S.E.L., Cameron University

MarJean Knokey, Director, Region IV and Whidbey Island, Washington B.A., Oregon State University; M.A., Columbia University

John Masis, Director, Coast Guard Island, California A.A., Community College of the Airforce; B.A., Patten University; M.A. Vanguard University

Cindy Miller, Director, Kansas City, Missouri B.A., University of Wisconsin - Stevens Point; M.A., University of Missouri - Kansas City

David Opdycke, Director, NAS Jacksonville, Florida B.S., Jacksonville University; M.A., University Of North Florida

Ellen Parham, Director, Fort Stewart, Georgia B.S., Saint Leo University; M.A., Webster University

Christopher Peck, Director, Fort Drum, New York A.A., Jefferson Community College; B.A., SUNY Potsdam; M.A., American Military University

Barbara Ponders, Director, Redstone Arsenal, Alabama B.S., University of Alabama; M.A., The University of North Alabama; Ed.D., University of Alabama

Betsy Quade, Director, Lemoore, NAS, California B.A., California State University; M.A., Chapman University

Andrew Reeves, Director, Evening Campus, Columbia, Missouri B.S., M.A., Lincoln University

Lyndon Russell, Director, Northern Region and Lake County, Illinois B.S., University of Wisconsin - Stevens Point; M.S. Ed., Northern Illinois University

Nefeli Schneider, Director, Denver, Colorado B.A., M.A., University of Colorado at Denver; Ph.D., University of Colorado at Boulder

Diana Schriever, Director, San Diego, California A.A., Grossmont College; B.A., Columbia College; M.A., National University

Michael Siegel, Director, Ft. Leonard Wood, Missouri B.S., Troy University; M.A., American Military University

Jeannie Simmons, Director, Region I and Fort Worth, Texas B.A., Columbia College; M.A., Tarleton State University

David Stoddard, Director, Salt Lake City, Utah B.S., University of Utah; M.P.C., Westminster College

Vanessa Swindell, Director, Jacksonville, Florida B.S., Jacksonville University; M.A., University of Phoenix; M.S.Ed., Capella University

Erika Thomas, Director, St. Louis, Missouri B.S., University of Missouri - Columbia; M.B.A., M.A.T., Fontbonne University

Aaron Williams, Director, Orlando, Florida B.S., B.A., University of Central Florida; M.B.A., Embry Riddle Aeronautical University

Advancement

Suzanne Rothwell, Executive Director of Advancement B.S., University of Missouri - Columbia

Missy Montgomery, Senior Director of Philanthropy and Fundraising B.A., William Woods College; M.B.A., Columbia College - Columbia

Keith McIver, Director of Development, Major and Planned Gifts, and Fundraising M.S., New York University

Sam Fleury, Senior Director of Public Relations B.S., University of Nebraska at Kearney

Ann Merrifield, Senior Director of Alumni Relations M.S., University of Missouri - Columbia

Beth McWilliams, Director, Office of Development, Columbia College fund & Special Projects M.A., University of Montana

Laura O'Neil, Assistant Director, Institutional Grants and Foundation Relations, Development M.P.A., University of Missouri-Columbia

Jason Black, Director of Advancement Services B.A., Brigham Young University-Utah; M.B.A., Columbia College - Columbia

Athletics

Robert P. Burchard, Director of Athletics; Head Men's Basketball Coach B.A., Catawba College; M.A., East Carolina University

Cindy Potter, Associate Director of Athletics/Media Relations and Compliance B.A., M.A.T., Columbia College

Drew Grzella, Associate Director of Athletics/Advancement and Marketing B.A., Columbia College; M.A., University of Saint Mary

Don Cope, Head Women's Bowling Coach B.A., Sanford Brown

Bryan Curtis, Assistant Director of Athletics/Event Operations and Facilities B.S., Clearwater Christian College; M.S., Missouri Baptist University

Jon Barfknecht, Head Athletic Trainer B.S.,
University of Iowa; M.A., Tennessee
Technological University

Tomas H. Brock, Assistant Men's Basketball
Coach B.S., Southwest Baptist University; M.Ed.,
Northwest Missouri State University

Meg E. Goddard, Assistant Men's & Women's
Soccer Coach B.S. Columbia College; M.B.A.,
Ottawa University

Rochelle Hamm, Assistant Athletic Trainer B.S.,
University of Minnesota -Duluth; M.A.T.,
Columbia College

Aleah Hayes, Assistant Women's Volleyball
Coach B.S., M.A.T., Columbia College

Tracy Jex, Head Men's and Women's Cross
Country Coach and Track & Field Coach B.A.,
Colorado Christian University; M.A., Adams State
University

John D. Klein, Head Men's and Women's Soccer
Coach B.S., St. Louis University; M.B.A.,
University of Missouri - Columbia

Kimberly Kliegel, Athletic Department Business
Manager

Alexis Lawrence, Assistant Women's Basketball
Coach B.S., University of Missouri-St.Louis; M.A.
Southern Illinois University-Edwardsville

Craig McAndrews, Assistant Baseball Coach
B.S., Williams Woods University; M.Ed., William
Woods University

Darren Munns, Head Baseball Coach B.S.,
Missouri Western State University; M.Ed., William
Woods University

Duong Pham, Head eSports Coach

Drake Porter, Senior Strategic Analyst - eSports

Taylor Possail, Head Women's Basketball
Coach B.S., Winona State University; M.A.T.,
Columbia College

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Women's Cross Country and Track & Field
Coach B.A., University of Missouri - Kansas City;
M.E.D., Williams Woods University

Wendy Spratt, Head Softball Coach B.S.,
Columbia College; M.B.A., Central Missouri State
University

John Utley, Head Men's and Women's Golf
Coach B.S., University of Missouri - Columbia

Ian E. Wolfe, Head Men's Lacrosse Coach B.A.,
Lake Erie College; M.O.L., Lourdes University

Melinda Wrye-Washington, Head Volleyball
Coach B.A., Columbia College; M.Ed., William
Woods University

Business Services

Bruce E. Boyer, C.P.A., Chief Financial Officer
B.S., Bowling Green State University

Phyllis Grant, Payroll Manager A.A., B.S.,
Columbia College

Allen Schelp, C.P.A., Controller B.S., University
of Central Missouri

Denise Gelina, Bursar A.G.S. Columbia College;
B.S., Columbia College;

Enrollment & Marketing

Kevin Palmer, Senior Vice President and Chief
Operating Officer A.A.S., St. Louis Community
College; B.S., Maryville University; M.B.A.,
Fontbonne University

Enrollment Service Center

Cathy Eatherton, Director B.S., Washington
State University

Evening Campus

Andrew Reeves, Director, Evening Campus,
Columbia, Missouri B.S., M.A., Lincoln University

Financial Aid

Colleen Brown, Interim Director of Financial Aid
B.A., Truman State University; M.B.A., Columbia
College

Human Resources

Patty Fischer, Executive Director of Human Resources B.S., M.B.A., William Woods University

Institutional Compliance

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Institutional Research

Shonda Ireland, Interim Director of Institutional Research B.A., J.D., University of Missouri - Columbia; M.B.A., Columbia College

International Programs

Britta Wright, Director of International Center A.A., B.S., M.B.A., Columbia College

Library

Janet Caruthers, Director of Stafford Library B.A., Central Missouri State University; M.A.L.S., University of Missouri - Columbia

Mail, Imaging and Print Services

Daniel Jimenez, Director of Mail, Imaging and Print Services B.F.A., University of Missouri - Columbia

Marketing

Brad Wucher, Director of Marketing B.S., Syracuse University

Math Center

Susan Hughes, Math Center Coordinator B.S., M.A., M.S., University of Missouri - Columbia

Music Activities

Nollie Moore, Jr., Director of Music Program B.S., M.Ed., University of Missouri - Columbia

Office of the Registrar

Jennifer Thorpe, Registrar B.S., University of Missouri - Rolla; M.Ed. University of Missouri - St. Louis

Online Education

Piyusha Singh, Interim Provost and Vice President for Academic and Student Affairs, Online Education Ph.D., Carnegie Mellon University

Kate Bowersox, Director of Online Academic Programs B.A., Kansas State University; M.A., M.A., Webster University

Ashley Gosseen, Director of Instructional Design and Technology M.B.A., Columbia College

Plant and Facilities

Clifford Jarvis, PE, Executive Director of Plant and Facilities Operations B.S., University of Missouri - Columbia; M.B.A., University of Missouri - Kansas City

Bob Klausmeyer, Director of Campus Safety and Custodial Services B.S., Southwestern College; M.B.A., Webster University

Brent Schneider, Director of Facilities AGC Supervisor Leadership Certification

President

Scott Dalrymple, President B.A., SUNY College at Geneseo; M.A., University at Buffalo; M.B.A.; Ph.D., University at Buffalo

Mary Brown, Sr. Executive Assistant B.S., Kansas State University

President Emeritus

Gerald T. Brouder, President Emeritus, A.A., Mayfair College; B.S., University of Illinois; M.S., Northern Illinois University; Ph.D., University of Texas-Austin

Student Affairs

David Roberts, Dean of Student Affairs
B.S., Valdosta State University; M.Ed., University of South Florida

Mark Bowles, Director of TRiO Student Support Services
B.S., M.S., Ed.D., University of Missouri-Columbia

Dan Gomez-Palacio, Director of Career Services
B.A., Macalester College; M.Ed., Boston University

Melissa Hill, Director of Disability Services B.A., Wartburg College

Erin Mazzola, Assistant Dean B.A., Truman State University; M.S.L. Stephens College

Jeanne Naeger, APRN, FNP-BC, Coordinator of Student Health Services B.S.N., St. Louis University; M.S.N. University of Missouri - Columbia

Sarah Naji, Sr. Coordinator for Student Engagement and Leadership Development B.A., Truman State University; M.S., Indiana State University

Adriana Nieman, Sr. Coordinator of Communication and Technology B.A., University of Missouri - St. Louis; M.Ed., University of Missouri - St. Louis

Bryan Sappington, Director of Residential Life B.A., Truman State University; M.B.A., Columbia College

Jessica Sprague, Student Conduct Officer B.A., Wells College

Terri Zeilenga, MA, LPC Assistant Dean and Director of Counseling Services B.A., Hope College; M.A., University of Arizona

Student Success

Stephanie Whitener, Interim Director of Student Success B.S., University of Central Missouri; M.Ed., Clemson University

Technology Services

Gary Stanowski, Chief Information Officer A.A., St. Louis Community College; A.A.S., St. Charles Community College; B.A., Lindenwood University; M.B.A., Columbia College

TRiO Student Support Services

Mark Bowles, Director B.A., M.Ed., Ed.S., University of Missouri - Columbia

Veterans Service Center

Keith Glindemann, Director of Veteran Services B.S., Franklin University; M.B.A, Columbia College

Writing Center

Kate Denehy, Tutoring Services B.A., University of Southern California; M.A., University of Missouri - Columbia

Faculty

Full-Time Faculty at Day Campus

Kenneth Akers, Instructor of Business Administration B.S., M.S., Radford University, Ph.D., University of Missouri-Columbia

Anthony M. Alioto, Professor of History B.S., University of Wisconsin, Oshkosh; M.A., Ph.D., Ohio University

Kennedy Amofa, Assistant Professor of Business Administration A.A., Rochester Community and Technical College; B.A., University of Ghana; M.B.A., Cardinal Stritch University; Ph.D., Capella University

Christopher Babayco, Associate Professor of Chemistry B.A., Willamette University; Ph.D., University of California- Davis

Bo Bedilion, Assistant Professor of Art BFA, Edinboro University of Pennsylvania, B.A., California University of Pennsylvania; M.F.A, Kansas State University

Becky Bocklage, Director, Fishman Center for Entrepreneurship B.S. Entrepreneurship, B.S. Advertising, M.B.A., Missouri State University

Danny C. Campbell, Associate Professor of English B.A., William Jewell College; M.A., University of Missouri - Kansas City; Ph.D., University of Oklahoma

Joseph J. Carrier, Associate Professor of Criminal Justice B.A., Southeastern Louisiana University; M.A., Ph.D., University of Missouri - Columbia; Certification in Law Enforcement

Janet Chance-Hetzler, Assistant Professor of Nursing B.S.N., M.S.N., Ph.D., University of Missouri - Columbia

Kristina L. Clevenger, Associate Professor of Education B. A., University of California; M.A., Bowling Green State University; Ph.D., University of Missouri - Columbia

Michael Cross, Assistant Professor of Management M.B.A. Management, Jacksonville University

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Nollie Moore, Jr., Instructor of Music B.S., M.Ed., University of Missouri - Columbia

Ryan Murphy, Visiting Assistant Professor of Mathematics B.A., Lindenwood University; M.A., University of Missouri; Ph.D., University of Missouri

Blake Nielsen, Assistant Professor of Psychology B.A., University of Nebraska-Lincoln; M.A., Ph.D., University of Alabama

Tina Olson, Instructor of Management M.Ed., Washington State University; M.B.A., Stephens College; Ph.D., Maryville University

Michael R. Perkins, Instructor of Human Services B.A., Columbia College; M.S.W., University of Missouri - Columbia; L.C.S.W.

Michael J. Polley, Associate Professor of History B.A., St. Joseph's College; M.A., Washington State University; M.A., Temple University; Ph.D., Washington State University

Mark L. Price, Professor of Philosophy A.A., Dalton College; B.A., University of Georgia; M.S., Ph.D., University of Missouri - Columbia

David Ruggeri, Assistant Professor of Business Administration B.S., Maryville University; M.B.A., Tennessee State University; Ph.D., St. Louis University

Alison Rutledge, Assistant Professor of English B.A., Baylor University; M.A., University of Virginia; Ph.D., University of Missouri

Rajeev Sachdev, Assistant Professor of Marketing B.A.S. in Marketing, York University; M.B.A., University of Leicester; Ph.D., Maastricht University

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Edward Schumacher, Visiting Professor of Education B.A., Avila University; M.A., Ed. Specialist, University of Missouri-Kansas City; Ph.D., St. Louis University

Gina Singleton, Assistant Professor of Accounting M.Acc., University of Missouri - Columbia

Michael Sleadd, Professor of Art B.A., Georgetown College; M.F.A., University of Missouri - Columbia

Terry B. Smith, Professor of Political Science B.A., Central Methodist College; M.A., Ph.D., Michigan State University

Frank L. Somer, Jr., Professor of Physical Chemistry B.S., Oglethorpe University; Ph.D., University of Tennessee

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Peggy J. Wright, Associate Professor of Biology B.S., M.S., Ph.D., University of Missouri - Columbia

Youlong Zhuang, Associate Professor of Business Administration/Management Information Systems B.S., Shanghai University of Science and Technology; M.B.A., Indiana State University; Ph.D., University of Kentucky

Emeriti Faculty

Paulina A. Batterson, Professor Emerita of Government A.B., Marietta College; M.A., University of Missouri - Columbia

Ben D. Cameron, Professor Emeritus of Art B.S., St. Louis University; M.A., University of Iowa; M.F.A. University of Cincinnati

Edward C. Collings, Professor Emeritus of Art A.B., M.A., M.F.A., University of Missouri - Columbia

L. Novelle Dunathan, Professor Emerita of Education B.A., Northwestern University; M.S., University of Utah; Ed.D., University of Missouri - Columbia

Arlin Epperson, Associate Professor Emeritus of Business Administration B.S., University of Missouri - Columbia; M.A., Re.D., Indiana University, Bloomington

Dennis M. Grev, Professor Emeritus of Chemistry A.B., Mankato State University; M.S., University of Missouri - Columbia

Elaine T. Grev, Professor Emerita of Music B.S., M.Ed., University of Missouri - Columbia

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Helga Huang, Professor Emerita of Sociology A.B., National Taiwan University; M.C.L.,

Southern Methodist University; Ph.D., University of Missouri - Columbia

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Anthony S. Marshall, Professor Emeritus of Business B.A., M.A., Central Missouri State University; Ph.D., University of Missouri - Columbia

David O'Hagan, Professor Emeritus of Music A.B., Furman University; M.Mus., Indiana University

J. Thomas Watson, Professor Emeritus of Art B.A., Harding College, M.A., M.F.A., University of Missouri - Columbia

Lawrence W. West, Professor Emeritus of Computer Science B.S., Southwest Missouri State University; Ph.D., University of Kansas

Becky J. Widener, Associate Professor Emerita of Education B.S., Southeast Missouri State University; M.A., Webster University; Ph.D., University of Missouri - Columbia

Alumni Association

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Lana LeMons '09, Director Antioch, IL

Chris Lievsay '09, Director Blue Springs, MO

James Pasley '87, Director Lake Ozark, MO

Lollie Zander Reed '68, Director Lee Summit, MO

Ed Sasan '11, Director Harvest, AL

Lisa Kowalewski Sweeney '05, Director Phoenix, AZ

Norris Tanner '10, Director Kansas City, MO

Carol Winkler '93, Director Columbia, MO

Ex-Officio Members

Suzanne Rothwell Executive Director of Advancement

Ann Merrifield Director of Alumni Relations Columbia, MO

Tonia Compton '99 Assistant Professor of History, Faculty Representative Columbia, MO

Nollie Moore Director of Jane Froman Singers Music & Fine Arts Representative Columbia, MO

Drew Grzella '01 Assistant Director of Athletics, Athletics Representative Columbia, MO

Leah Hovel Student Representative to SGA

The Columbia College Alumni Association (CCAA), founded in 1963, offers benefits, programs and activities to more than 80,000 members around the world. Its mission is to foster lasting relationships and to sustain the College's traditions. Columbia College students become members of the CCAA upon graduation. There is no fee or registration process.

The vision of the CCAA is to be the model alumni association.

The CCAA is guided by the following core values: Affinity, Civility and Respect, Courage, Excellence and Honor.

Course Descriptions

Business (BUSI)

BUSI 502 - Information Systems for Management 3 hours

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 hours

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 hours

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 hours

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 hours

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 hours

Examination of modern concepts of effective management. Discussions focus on foundations, theories, models and literature for designing effective organizational relationships.

BUSI 526 - Human Resource Management and Theory 3 hours

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 hours

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 hours

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 hours

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 hours

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

BUSI 535 - Recruitment, Selection and Placement Strategies 3 hours

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, development, retention, and employment decision-making.

BUSI 544 - Marketing Strategy 3 hours

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 550 - Readings 1-3 hours

The course is designed to provide students with additional subject matter content. Students will research works in current professional journals in the appropriate subject area.

BUSI 562 - Managerial Accounting 3 hours

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. Does not count toward the MBA Accounting Emphasis.

BUSI 570 - Managerial Finance 3 hours

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 hours

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

BUSI 584 - Intermediate Accounting III 3 hours

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 hours

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 Emphasis.

BUSI 588 - Advanced Financial Accounting 3 hours

Policies and procedures used in preparing financial statements of consolidated corporations and partnerships, including foreign currency transactions. **Prerequisite:** ACCT 384 or BUSI 584.

BUSI 590 - Integrative Accounting Seminar 3 hours

Culminating experience for the MBA-Accounting Emphasis. 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; and Regulation. Must be completed with a grade of "B" or higher. **Prerequisite:** Completion of 24 hours in the MBA program, including all other Accounting courses.

BUSI 595 - Strategic Management 3 hours

Culminating experience/capstone course for the MBA degree. Requires application of all previously-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.

BUSI 599 - Business Administration Internship 1 hour

Internships in the Business Administration department provide academic field experience by combining theory and practice in a business setting. Internship proposals must clearly demonstrate that the student will be engaged in a field experience that is directly related to their course of study, not engaged simply in a work experience. Internship opportunities are available in a broad range of organizations: public and private; large and small; profit and non-profit. Grading: Satisfactory/Unsatisfactory only. **Prerequisite:** full admission to the MBA program.

Education (EDUC)

EDUC 500 - Research Design 3 hours

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; full MAT or M.Ed. status.

EDUC 502 - Foundations and Psychology of Educational Leadership 3 hours

This course introduces personal beliefs compared to fundamental principles within administrative theories, including organizational theory, bureaucratic models, leadership theories, change theories, content theories, and process theories. Building level needs are researched in accordance to demographics and state assessments. Contemporary practices are studied and analyzed. Students taking this for Principal certification should complete 20 hours of field experience during the 8 week session. Successful completion of this course may be a requirement for additional coursework in the Principal certification program. **Prerequisite:** Graduate standing; full MAT or M.Ed. status

EDUC 504 - Curriculum Design and Evaluation 3 hours

The study of curriculum design from historical precedent to current models of curriculum construction, implementation and evaluation. **Prerequisites:** graduate standing, full MAT or M.Ed. status.

EDUC 505 - Instructional Theory and Techniques 3 hours

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. Additionally, students will study the role of technology in teaching today to investigate teaching techniques and quality instruction with technology in the corresponding field placement. Includes field experience of 15 hours. \$40 lab fee applicable to main campus day only. **Prerequisite:** Graduate standing.

EDUC 507 - Alternative Certification Portfolio 3 hours

Designed exclusively for those who are pursuing Missouri certification via Columbia College's Alternative Certification Program of Study. The application of portfolio research skills are required to document the accomplishment of the Missouri Quality Indicators in a comprehensive portfolio, which is to be reviewed by the Columbia College Education Department. **Prerequisite:** an approved plan of completion.

EDUC 507E - Alternative Certification Portfolio Extension 0 hours

This course is designed only for Columbia College's Alternative Certification Program students who have not completed the requirements of EDUC 507, Alternative Certification Portfolio. **Prerequisite:** EDUC 507. Continuous enrollment in EDUC 507E, with the fee of \$100 per enrollment, is mandatory and is capped at the maximum extension of three (3) consecutive terms.

EDUC 508 - Integrative Project 3 hours

The application of portfolio research skills needed to document the accomplishments of program goals. Students must demonstrate analysis, synthesis, and creativity through the completion of a written portfolio and oral presentation. The integrative project requires acceptance by graduate faculty, as well as submission of a program evaluation. Students should consult their advisor in the semester prior to enrollment to begin planning this

experience. **Prerequisites:** EDUC 500, instructor's permission, and full MAT status.

EDUC 508E - Integrative Project Extension 0 hours

This course is designed for students who have enrolled in EDUC 508 and have not finished the project. Continuous enrollment in EDUC 508E, Integrative Project Extension, with the course tuition 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 hours

The study of research, theorists and proponents of the integrated curriculum and instruction in the elementary, middle-level and secondary schools. **Prerequisite:** Graduate standing; full MAT or M.Ed. status.

EDUC 514 - Teaching Mathematics to Students with Special Needs 3 hours

This course is designed to provide 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. **Prerequisites:** Graduate standing, EDUC 358, EDUC 359 or EDUC 360; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 515 - Language Development of the Exceptional Child 3 hours

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 course's 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; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 516 - Reading and Writing Across the Curriculum 3 hours

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. \$40 lab fee applicable to main campus day only. **Prerequisite:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 517 - Literacy Across the Curriculum 3 hours

The study of the theoretical framework for directed language used 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. **Prerequisites:** Graduate standing; full MAT or M.Ed. status

EDUC 518 - Literature Across the Curriculum 3 hours

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; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

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

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. **Prerequisite:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 523 - Critical and Creative Problem Solving 3 hours

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 with experiences that require higher levels of thinking, including analysis, evaluation, and creative problem solving. Methods for teaching critical thinking to students will also be addressed. **Prerequisite:** graduate standing; full MAT or M.Ed. status.

EDUC 525 - Educating Exceptional Individuals 3 hours

A study of all components affecting the education of exceptional individuals. Variables addressed include: the type and extent of the various disabilities; the legal conditions and constraints influencing placement and instruction; the roles of collaboration and consultation 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; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

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

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 hours

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 or EDUC 505; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 528 - Methods, Including Assistive Technology, for Teaching Mild/Moderate Cross-Categorical Students 3 hours

A study of the methods, materials, assistive technology, and additional 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:** admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 529 - Curriculum and Instruction for Gifted Students 3 hours

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 Super-vision of the Gifted Program 3 hours

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 hours

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 hours

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; full MAT or M.Ed. status

EDUC 533 - Topics 1-3 hours

EDUC 535 - Teaching Creative Arts and Movement to Children 3 hours

The study of the integration of visual arts, music, movement, and drama into classroom instruction. Course content focuses on nurturing and developing creativity in students through the understanding of developmentally appropriate instructional methods. **Prerequisites:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed status.

EDUC 537 - Teaching Language Arts in Middle and Elementary Schools 3 hours

The study of middle and elementary school language arts instruction including listening, speaking, writing, reading, and viewing. Specific instructional emphases include differentiating instruction; incorporating technology in language arts lessons; implementing strategies for beginning readers; engaging English language learners; using assessment to guide instruction; and developing higher-level thinking skills to help children apply their developing abilities to different situations, materials, and ideas. **Prerequisites:** graduate standing; and admission

to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 542 - Law, Ethics and Education 3 hours

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 field experience of 15 hours to investigate English language learning classroom practices. \$40 lab fee applicable to main campus day only. **Prerequisite:** Graduate Standing

EDUC 543 - History of American Education 3 hours

The study of the history of education in the United States from colonial times to present day. This course will examine traditional forms of education, including elementary and secondary schools, along with the interaction between school systems and religion, culture, and governmental policies. **Prerequisite:** graduate standing.

EDUC 544 - Current Issues and Philosophical Precedents 3 hours

The study of current issues in education and education reform, such as: educational practice; specialization 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; full MAT or M.Ed. status.

EDUC 546 - Perspectives on Families, Community, and Political Involvement in Public Schools 3 hours

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; full MAT or M.Ed. status. **Prerequisite:** Graduate standing.

EDUC 547 - Career Counseling Including Children With Special Needs 3 hours

The study of and application of theory, procedures and techniques of career counseling. Career identification and decision making are emphasized. Techniques for preparing students with special needs to make the transition from special education to community living are discussed. **Prerequisite:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 548 - Communications-Counseling, Conferencing, and Confronting 3 hours

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; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 549 - Meeting the Affective Needs of Gifted Students 3 hours

This course will examine the unique socio-emotional characteristics of the gifted and talented student. Topics include socialization, motivation, developing empathy for others, addressing perfectionism, reflective thinking, and metacognition. **Prerequisite:** Graduate standing.

EDUC 550 - Human Development 3 hours

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 551 - Comparative and International Education 3 hours

The study of educational policy and practices within a global context. This course will introduce students to comparative education methodology and theories. Special attention will be paid to investigating the educational systems outside the United States, including the structure of formal school systems and social, cultural, and economic issues affecting education.

Prerequisite: graduate standing.

EDUC 555 - Development, Gender and Cultural Differences 3 hours

The study of diversity as it pertains to gender and cultural differences. Issues examined include topics such as economic, social, cultural, political, religious, ethnic, 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 change, urban and rural socialization, intergender and intragender communication, and the balance of work, health, relationships and leisure pursuits are explored. **Prerequisite:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 556 - Emotional Disorders in Children and Adolescents 3 hours

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 students exhibiting emotional disorders. **Prerequisite:** graduate standing.

EDUC 558 - Advanced Techniques of Reading Methods 3 hours

The advanced study of how to teach reading skills. Graduate students investigate and understand the complex processes involved in helping students become proficient readers. The

course covers the instructional methods, theory and techniques needed to instruct individuals in the process of reading including phonics, phonological awareness, vocabulary, fluency and comprehension. The metacognitive aspects of reading self-monitoring and the affective domain impact on the act of reading is applied to the act of reading instruction. Includes a 15-hour field experience. \$40 lab fee applicable to main campus day only. **Prerequisite:** Graduate standing; admission to the Teacher Certification program or full MAT or M.Ed status.

EDUC 559 - Adv. Intervention For Struggling Readers 3 hours

Advanced reading instructional techniques are researched and applied to the specific correction needs of struggling readers. Students will research the reading need, apply the research, and evaluate the results of the research application. Plans of instruction are written based on the outcome of the research teaching process. The class is designed for the reading specialist and special educators. **Prerequisites:** Graduate standing; admission to Teacher Certification Program or full MAT or M.Ed. status; EDUC 331 or EDUC 558 .

EDUC 560 - Theories of Learning 3 hours

The study of psychological principles in educational environments. Emphasis is on the major learning theories including those proposed by Pavlov, Skinner, Bandura, Piaget, Vygotsky, and others. Classroom instruction and assessment, child and adolescent development, memory, and motivation are also among the topics addressed. **Prerequisite:** Graduate standing.

EDUC 562 - Behavior Management Techniques 3 hours

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, tiered interventions, and team-based problem solving are included. **Prerequisite:** Graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 563 - Management of the Classroom Environment 3 hours

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. \$40 lab fee applicable to main campus day only.

EDUC 564 - Classroom Management 3 hours

The study of classroom management theory and 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 based on evidence of effectiveness. This course does not apply toward Columbia College's Teacher Certification Program. **Prerequisite:** Full admit MAT or M.Ed. status.

EDUC 565 - Advanced Application Learning Science 3 hours

This course examines learning theory within the context of today's pre K-12 classrooms and the increasing demand for differentiated instruction. The emerging interdisciplinary field of learning sciences is explored against the backdrop of effective teaching and student achievement, and the challenges of preparing all students for a future that does not yet exist. Emphasis will be placed on the application of learning theory and science to instructional practices, with a particular focus on differentiated practice. Current pedagogical trends in education will be analyzed for their scientific merits. The professional learning of staff is also considered, as well as the application of theory and science to organizational learning and goal achievement. **Prerequisite:** M.Ed. status.

EDUC 569 - Data-Based Decision Making for Instruction 3 hours

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. The 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. Students taking this for Principal certification should complete 20 hours of field experience during the 8 week session. Successful completion of this course may be a requirement for additional coursework in the Principal certification program. **Prerequisite:** Graduate standing; full MAT or M.Ed. status

EDUC 570 - Statistics for the Behavioral Sciences 3 hours

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 574 - Evaluation of Individual Achievement and Aptitude 3 hours

The study and practice of individual aptitude and achievement testing. Using the major assessment tools, the administration, scoring and evaluation of individual tests are emphasized. Contemporary assessment issues also are discussed. **Prerequisite:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 578 - Adolescent Literacy Theory and Technique 3 hours

Students, ages 9-19, need literacy instruction based on sound theory and instructional techniques to meet their learning needs in reading, writing, listening, speaking, thinking, viewing, and technology. This class will address the developmental needs of these students and provide recent research theory for the demonstrated techniques to assist in successful learning for all adolescent learners through instructional interventions for the reading and literacy deficits. **Prerequisites:** graduate standing.

EDUC 579 - Language Acquisition and Emergent Literacy Theory and Techniques 3 hours

The connection of oral language development and early literacy learning will be the focus of this class. The types of instruction needed to assist students in language acquisition and emergent literacy will be addressed. Students will learn to observe, analyze language acquisition problems in the learning situation. **Prerequisite:** EDUC 505 and admission to the Teacher Certification Program.

EDUC 580 - Methods of Effective Academic Evaluation 3 hours

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; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 581 - School Law for Education Leaders 3 hours

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:** Graduate standing; full MAT or M.Ed. status.

EDUC 582 - Evaluation of Teaching Effectiveness 3 hours

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; full MAT or M.Ed. status.

EDUC 583 - Elementary and Secondary Principalship 3 hours

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:** full MAT or M.Ed. admission.

EDUC 585 - Theory and Philosophy of Instructional Coaching 3 hours

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:** full MAT or M.Ed. admission.

EDUC 586 - Techniques and Strategies of Instructional Coaching 3 hours

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. **Prerequisites:** full MAT or M.Ed. admission.

EDUC 587 - Supervision 3 hours

This course provides a comprehensive study of the responsibilities of the school leader that relate to supervision. Varied measures of school effectiveness are studied, including teacher, program, and institutional evaluation. An emphasis on recruitment, selection, and training for retention of personnel is

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. **Prerequisites:** full MAT or M.Ed. admission.

EDUC 590 - Analysis and Correction of Reading Disabilities 3 hours

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; admission to the Teacher Certification Program or full MAT or M.Ed. status.

EDUC 600 - Education Seminar for Teacher Candidates 3 hours

This course is an integrative seminar that reviews the many theories and techniques of teaching, including the review and application of English Language Learner Methods and cultural influences, technology instructional methods, and reflective teaching practices. This seminar will have a culminating synthesis paper that demonstrates competency in major areas of theory and practice. A minimum grade of C is required for graduation and/or program completion. **Prerequisite:** graduate standing and admission to Teacher Certification Program. Must be taken the semester or session prior to student teaching.

EDUC 605 - Instructional Coaching Practicum 3 hours

This course focuses on implementation of methods and techniques through modeling, co-teaching, reflection, and completion of coaching cycles with another teacher. It includes planning, observing, analysis, and feedback captured on video. The final outcome for this class is an electronic portfolio. **Prerequisites:** EDUC 585 and EDUC 586.

EDUC 607 - Special Education Administration 3 hours

This course is designed for those who will develop, implement, and supervise Special Education programs and practices. **Prerequisites:** graduate standing; teacher

certification in one or more areas of special education.

EDUC 608 - Education Leadership Practicum 3 hours

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). This course should be one of the last two courses taken in the program. Missouri students only. **Prerequisites:** Graduate standing; M.Ed. status.

EDUC 608E - Educational Leadership Practicum 0 hours

This course is designed for students who have enrolled in EDUC 608 and have not finished the project. Continuous enrollment in EDUC 608E, with the course tuition of \$100 per enrollment, is mandatory and is capped at the maximum extension of three (3) consecutive terms. **Prerequisites:** EDUC 608 and permission of M. Ed. coordinator.

EDUC 610 - Practicum 1-6 hours

A field-based experience in which students apply the concepts being studied within a particular class to a real situation under the direction and supervision of a master teacher and a faculty member. Designed primarily for students who are not currently teaching or who do not have access to a classroom setting, the practicum is a focused experience that must be developed and approved prior to enrollment. \$40 lab fee applicable to main campus day only. **Prerequisite:** graduate standing; full MAT status.

EDUC 611 - Administrative Problem Solving in the Field 3 hours

This course focuses on fundamental principles of problem solving, team leadership, data-based decision making, professional development, and reflection based on public or private school environment. The practicum includes 150 clock hours of clinical experience. The course grade reflects satisfactory or unsatisfactory work. \$40 lab fee applicable to main campus day only. **Prerequisite:** EDUC 608.

EDUC 613 - Practicum: Mild/Moderate Cross Categorical Special Education 3 hours

Application theory of special education as well as legal requirements for students and teachers in authentic teaching situations. A supervised introduction to the multi-faceted role of a special education teacher, including consultant and care manager. Students spend 120 clock hours in the field and 24 hours in seminar to meet the requirements of the course. May be repeated one time for a total of 6 hours of credit.

Prerequisites/Corequisites: Graduate standing; completion of EDUC 390 or EDUC 525 for teacher certification; completion of EDUC 528, EDUC 548 and EDUC 562 for certification in mild/moderate cross-categorical special education.

EDUC 614 - Reading Specialist Practicum for Elementary Teachers 3 hours

Practicum in working with elementary students with special reading problems. The class will concentrate on diagnosis and remediation of reading problems, use of data-driven instruction, and understanding of the affective and cognitive domains in reading instruction in the areas of phonics, phonological awareness, fluency, vocabulary, and comprehension. Understanding of student motivation, self-confidence, and willingness to learn to read will be demonstrated in one-on-one conferences with the practicum student and elementary student. The practicum student will document 24 hours of seminar participation and 120 hours of classroom application of the latest reading research knowledge in assisting students in developing proficient reading strategies. \$40 lab fee applicable to main campus day only. **Prerequisites:** Graduate standing; full MAT or M.Ed. status; EDUC 331 or EDUC 558 and EDUC 380 or EDUC 590.

EDUC 615 - Practicum for the Gifted and Talented 3 hours

Application theory of gifted and talented education in authentic classroom situations; a supervised introduction to gifted and talented programs. Students will spend 120 clock hours in the field and 24 hours in seminar to meet the requirements of the course. May be repeated one

time for a total of 6 hours of credit. **Prerequisite:** graduate standing; EDUC 531; and full MAT status.

EDUC 616 - Reading Specialist Practicum for Middle & Secondary Teachers 3 hours

Practicum in working with middle school and secondary students with special reading problems. Understanding of the basic knowledge and elements of reading instruction for middle and secondary students will be the foundation of the practicum. The practicum will concentrate on diagnosis and remediation of reading problems, use of data-driven instruction, and understanding of the affective and cognitive domains in reading remediation. Students will use the Reader Self-Perception Scale and the Adolescent Reading Profile in addition to diagnostic cognitive reading assessments. The practicum student will display appropriate reading instruction in the areas of phonics, phonological awareness, fluency, vocabulary, and comprehension. Understanding of student motivation, self-confidence and willingness to learn to read will be demonstrated in one-on-one conferences with the practicum student and middle school/secondary student. The practicum student will document 24 hours of seminar participation and 120 hours of classroom application of the latest reading research knowledge in assisting students in developing proficient reading strategies. \$40 lab fee applicable to main campus day only. **Prerequisites:** Graduate standing; full MAT or M.Ed. status; EDUC 331 or EDUC 558 and EDUC 380 or EDUC 590.

EDUC 617 - Administrator Problem Solving Synthesis 3 hours

This course focuses on fundamental principles of problem solving, team leadership, data-based decision making, professional development, and reflection based on public or private school environment. The course grade reflects satisfactory or unsatisfactory work. This course is only for out-of-state (non-Missouri) students. **Prerequisite:** M. Ed. program or permission from M. Ed. coordinator.

EDUC 633 - Topics 1-3 hours

EDUC 688 - Graduate Paraprofessional Student Teaching 9 hours

Students, under the guidance of college supervisors and qualified classroom teachers, assume the duties and responsibilities of public school teachers including planning, presenting and evaluating instruction and related responsibilities for four weeks. Grade of B or higher is required for certification. Application must be completed one semester prior to beginning student teaching. Student teachers must attend required teaching seminars at the college during the student teaching semester. \$40 lab fee applicable to main campus day only. **Prerequisites:** Graduate standing; admission to the Teacher Certification Program; completion of all coursework and specifications listed in the Student Teaching section of this catalog.

EDUC 698 - Graduate Student Teaching 9 hours

Students, under the guidance of college supervisors and qualified classroom teachers, assume the duties and responsibilities of public school teachers including planning, presenting and evaluation of instruction and related responsibilities (16 weeks). Grade of B or higher required for certification. Student teachers must attend the required teaching seminars held at the college during the student teaching semester. Application must be submitted approximately six months prior to taking this course. \$40 lab fee applicable to main campus day only. **Prerequisites:** Graduate standing; admission to the Teacher Certification Program; completion of all coursework and specifications listed in the Student Teaching section of this catalog.

Criminal Justice (MSCJ)

MSCJ 500 - Research Design 3 hours

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 hours

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. **Prerequisite:** MSCJ 500.

MSCJ 510 - Legal and Ethical Issues in Criminal Justice 3 hours

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 hours

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 hours

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 hours

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 hours

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 hours

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 hours

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 543 - Development of Standard Operating Procedure 3 hours

Designed to enable students to research and develop a standard operating procedure for a designated law enforcement agency. Students do so while being able to identify nationally recognized guidelines in the development of that policy. **Prerequisite:** MSCJ 524 and MSCJ 530.

MSCJ 550 - Readings in Criminal Justice Administration 3 hours

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 551 - Readings 1-2 hours

This course is designed to provide transfer students with additional subject matter. Course involves research in current professional journals in the appropriate subject area. **Prerequisite:** Transfer student.

MSCJ 561 - Crisis Intervention 3 hours

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 hours

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 hours

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 hours

The course develops students' capacity to develop and evaluate policies and procedures in all parts of the correctional administration arena. Judicial decisions which impact the legal status of the operation of correctional institutions and offender confinement are examined along with

practical and operational decisions relating to corrections administration. **Prerequisite:** Graduate standing.

MSCJ 589 - Community Corrections 3 hours

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 presentence 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 hours

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.

Catalog Non-Curricular Change Document

This document outlines significant changes that were made to the catalog from last year's catalog.

These are Non-Curricular changes, please see [sharepoint](#) for Curriculum updates

To see all of the changes, please see the complete Catalog.

1. In the About Columbia College section, we updated the campus locations to show the South Carolina campus closure.
2. In the Articulation Agreements section, Jefferson College and Santa Rosa Junior College were added.
3. In the Determination of Federal Financial Aid Award section, we've clarified what a student's aid packages will consist of and how they are determined. We've also removed Military Post Baccalaureate Student's section.
4. In the State Regulatory Information and Complaint Process section, we've clarified California's student recovery fund disclosures section.
5. In the State Regulatory Information and Complaint Process section, we've added Florida's SARA member state information.
6. In the State Regulatory Information and Complaint Process section, we've removed South Carolina's campus information.
7. In the State Regulatory Information and Complaint Process section, we've added District of Columbia information.
8. In the Alcohol Policy section of Student Conduct, we've clarified to whom and how requests for alcoholic beverages on campus are dealt with.
9. In the Types of Graduate Aid section, we've clarified the Federal Work-Study Program and the College Work Program.
10. In the Tuition and Fees section, we've updated for Tuition updates.
11. In the Resources sections, we've updated the textbook policy.