



Graduate Catalog

2025-2026

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Catalog Home

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.

This catalog reflects current academic policy and programs in effect 08/25/2025 - 08/25/2026. Students who declare their catalog year to be 2025 are subject to the degree program requirements contained herein.

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 certificates, as well as, associate, baccalaureate, master's and education specialist 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 and nursing programs. Students may enroll in day, evening or online education classes at the home campus in Columbia, Missouri, or courses through Columbia College Global (CCG) at one of our many nationwide locations.

Degree requirements, course objectives and academic standards at each CCG 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 Provost, along with the Academic Operations team, has the responsibility of recruiting faculty and ensuring the academic programs and instruction at the locations are of the highest quality. The classrooms situated nationwide are housed in properly fitted facilities and are equipped with computers, internet access, projectors and other equipment that support academic courses and programs of study.

Columbia College educates more than 13,000 students each year and has more than 99,000 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 108,000 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 locations located throughout the U.S.: <u>Alabama</u> : Redstone Arsenal; <u>California</u> : Imperial, MCRD San Diego, NB San Diego; <u>Colorado</u> : Denver; <u>Florida</u> : NAS Jacksonville; <u>Georgia</u> : Fort Stewart, Hunter Army Air Field; <u>Illinois</u> : Elgin, Freeport; <u>Missouri</u> : Fort Leonard Wood, Jefferson City, Lake of the Ozarks, St. Louis, Whiteman AFB; <u>Oklahoma</u> : Fort Sill; <u>Texas</u> : NASJRB Fort Worth; <u>Washington</u> : Marysville, NAS Whidbey Island.
Degrees Conferred:	Associate in Arts, Associate in General Studies, Associate in Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of General Studies, Bachelor of Science, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Science in Accountancy, Master of Science in Business

Analytics, Master of Science in Criminal Justice and Master of Science in Finance,
Education Administration (Ed.S.)

School Code/FICE #: 002456

Campus: 37 buildings on a 40-acre campus four blocks from downtown Columbia, and also includes a building downtown.

Library: Print: More than 45,000 items. Electronic: More than 300,000 e-books and 45 databases. Member of MOBIUS statewide consortium.

Enrollment: More than 1,000 full and part-time day students, representing 25 states and 12 foreign countries; more than 1,000 evening and graduate students and more than 12,000 Nationwide and Online students per year.

Alumni: More than 99,000 Columbia College alumni.

Athletics: Member, American Midwest Conference of the NAIA: men's and women's: soccer, basketball, cross country, track and field, golf, and esports; men's: baseball and lacrosse; women's: volleyball, softball, bowling, competitive cheer and dance; and a variety of intramural sports.

Accrediting Agencies

Columbia College is accredited by the Higher Learning Commission and holds approvals or programmatic accreditation from the following:

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: (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
Phone: (573) 751-4212
E-mail: Communications

Missouri State Board of Nursing

P. O. Box 656
Jefferson City, MO 65102-0656
Phone: (573) 751-0681
E-mail: nursing@pr.mo.gov

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750
Washington, DC 20001
Phone: (202) 887-6791
Website: <https://www.aacnnursing.org/CCNE>

**Accreditation Commission for Education in
Nursing (ACEN)**

3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
Phone: (404) 975-5000
Website: <https://www.acenursing.org/>

**Accreditation Council for Business Schools and
Programs (ACBSP)**

8101 College Blvd #100
Overland Park, KS 66210
Phone: (913) 339-9356
Website: <https://acbsp.org/>

Council on Social Work Education (CSWE)

333 John Carlyle Street, Suite 400
Alexandria, VA 22314
Phone: (703) 683-8080
Email: info@cswe.org

Columbia College is in Pre-Candidacy accreditation
status for the Master of Social Work program.

Principles of Excellence: Columbia College 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.

2025 - 2026 Academic Calendars

2025 - 2026 Academic Calendars

2025-2026 Semester Academic Calendar

2025-2026 Fall 4-Week Academic Calendar

2025-2026 Spring 4-Week Academic Calendar

2025-2026 Summer 4-Week Academic Calendar

2025-2026 Fall 8-Week Academic Calendar

2025-2026 Spring 8-Week Academic Calendar

2025-2026 Summer 8-Week Academic Calendar



2025-26 Academic Calendar

16-Week Academic Schedule

Fall Semester August 25 – December 13, 2025

August 24	Last day to register before classes begin
August 25	Classes begin
August 27	Last day to add classes
September 1	Labor Day: no synchronous classes; offices closed
September 2	Last day to drop a course (not applicable to Day total withdrawal)
October – 3-4	Homecoming
October 17	Day student Fall Break: day classes cancelled, offices & library open
October 18	Midterm (Day students only)
October 21	Midterm grades for all Day courses entered online by Noon
November 14	Last day to withdraw from 16-week classes, with grade of "W"
November 24-28	Thanksgiving Break: Day campus classes canceled; offices & library closed Nov. 27-28
December 1	Classes Resume
December 5	Last day of Day student classes; last day to complete a total withdrawal from all Day classes
December 8-11	Day Campus Final Examinations
December 12	Nurses' Pinning Ceremony, 6:30 pm
December 13	Commencement
December 13	End of semester
December 16	Final grades entered online by Noon

Spring Semester January 12 – May 2, 2026

January 11	Last day to register before classes begin
January 12	Classes begin
January 14	Last day to add classes
January 19	Martin Luther King, Jr. Day: no synchronous classes; offices closed
January 20	Last day to drop a course (not applicable to Day total withdrawal)

February 23	Registration for Fall 2026 begins for currently enrolled seniors, Honors students and military members
February 25	Registration for Fall 2026 begins for currently enrolled juniors
February 26	Registration for Fall 2026 begins for currently enrolled sophomores
February 27	Registration for Fall 2026 begins for currently enrolled freshman
March 7	Midterm (Day students only)
March 10	Midterm grades for all Day courses entered online by Noon
March 23-27	Spring Break: Day Campus classes canceled; evening and graduate classes are in session
March 30	Day classes resume
April 3	Last day to withdraw from 16-week classes with a grade of "W"
April 24	Last day of Day student classes; last day to complete a total withdrawal from all Day classes
April 27-30	Day Campus Final Examinations
May 1	Ivy Chain, 3:00 pm
May 1	Nurses' Pinning Ceremony, 6:30 pm
May 2	Commencement
May 2	End of semester
May 5	Final grades entered online by Noon

Summer Semester May 4 – August 22, 2026

May 3	Last day to register before classes begin
May 4	Classes begin
May 6	Last day to add classes
May 11	Last day to drop a course
May 25	Memorial Day: no synchronous classes; offices closed
June 19	Juneteenth Holiday: no synchronous classes, offices closed
July 3	Independence Day observed: no synchronous classes, offices closed
July 24	Last day to withdraw from 16-week classes with a grade of "W"
August 22	End of semester
August 25	Final grades entered online by Noon



2025-26 Academic Calendar

4-Week Academic Schedule

Fall 4-Week #1 August 25 – September 20, 2025

August 25	Classes begin
August 27	Last day to add undergraduate and graduate classes
September 1	Labor Day: no synchronous classes; offices closed
September 2	Last day to drop classes
September 12	Last day to withdraw from classes with grade of "W"
September 20	Classes end
September 23	Grades entered online by Noon

Fall 4-Week #2 September 22 – October 18, 2025

September 22	Classes begin
September 24	Last day to add undergraduate and graduate classes
September 29	Last day to drop classes
October 10	Last day to withdraw from classes with grade of "W"
October 18	Classes end
October 21	Grades entered online by Noon

Fall 4-Week #3 October 20 – November 15, 2025

October 20	Classes begin
October 22	Last day to add undergraduate and graduate classes
October 27	Last day to drop classes
November 7	Last day to withdraw from classes with grade of "W"
November 15	Classes end
November 18	Grades entered online by Noon

Fall 4-Week #4 November 17 – December 13, 2025

November 17	Classes begin
November 19	Last day to add undergraduate and graduate classes
November 24	Last day to drop classes

November 27-28	Thanksgiving Break: no synchronous classes, offices closed
December 5	Last day to withdraw from classes with grade of "W"
December 13	Classes end & Commencement
December 16	Grades entered online by Noon

Fall 4-Week #5 December 15, 2025 – January 10, 2026

December 15	Classes begin
December 17	Last day to add undergraduate and graduate classes
December 22	Last day to drop classes
December 24-26	Holiday Break: no synchronous classes, offices closed
December 31- January 1	Holiday Break: no synchronous classes, offices closed
January 2	Last day to withdraw from classes with grade of "W"
January 10	Classes end
January 13	Grades entered online by Noon



2025-26 Academic Calendar

4-Week Academic Schedule

Spring 4-Week #1 January 12 – February 7, 2026

January 12	Classes begin
January 14	Last day to add undergraduate and graduate classes
January 19	Martin Luther King Jr. Day: no synchronous classes; offices closed
January 20	Last day to drop classes
January 30	Last day to withdraw from classes with a grade of “W”
February 7	Classes end
February 10	Grades entered online by Noon

Spring 4-Week #2 February 9 – March 7, 2026

February 9	Classes begin
February 11	Last day to add undergraduate and graduate classes
February 16	Last day to drop classes
February 27	Last day to withdraw from classes with grade of "W"
March 7	Classes end
March 10	Grades entered online by Noon

Spring 4-Week #3 March 9 – April 4, 2026

March 9	Classes begin
March 11	Last day to add undergraduate and graduate classes
March 16	Last day to drop classes
March 27	Last day to withdraw from classes with grade of "W"
April 4	Classes end
April 7	Grades entered online by Noon

Spring 4-Week #4 April 6 – May 2, 2026

April 6	Classes begin
April 8	Last day to add undergraduate and graduate classes
April 13	Last day to drop classes

April 24	Last day to withdraw from classes with grade of "W"
May 2	Commencement
May 2	Classes end
May 5	Grades entered online by Noon



4-Week Academic Schedule

2025-26 Academic Calendar

Summer 4-Week #1 May 4 – May 30, 2026

May 4	Classes begin
May 6	Last day to add undergraduate and graduate classes
May 11	Last day to drop classes
May 22	Last day to withdraw from classes with grade of "W"
May 25	Memorial Day: no synchronous classes; offices closed
May 30	Classes end
June 2	Grades entered online by Noon

Summer 4-Week #2 June 1 – June 27, 2026

June 1	Classes begin
June 3	Last day to add undergraduate and graduate classes
June 8	Last day to drop classes
June 19	Juneteenth Holiday, no synchronous classes; offices closed
June 22	Last day to withdraw from classes with grade of "W"
June 27	Classes end
June 30	Grades entered online by Noon

Summer 4-Week #3 June 29 – July 25, 2026

June 29	Classes begin
July 1	Last day to add undergraduate and graduate classes
July 3	Independence Day observed: no synchronous classes; offices closed
July 6	Last day to drop classes
July 14	Last day to withdraw from classes with grade of "W"
July 25	Classes end
July 28	Grades entered online by Noon

Summer 4-Week #4 July 27 – August 22, 2026

July 27	Classes begin
July 29	Last day to add undergraduate and graduate classes
August 3	Last day to drop classes
August 14	Last day to withdraw from classes with grade of "W"

August 22
August 25

Classes end
Grades entered online by Noon



2025-26 Academic Calendar

8-Week Academic Schedule

Early Fall Session August 25 – October 18, 2025

August 25	Classes begin
August 27	Last day to add undergraduate and graduate classes
September 1	Labor Day: no synchronous classes; offices closed
September 2	Last day to drop classes
October 3	Last day to withdraw from classes with grade of "W"
October 18	Classes end
October 21	Grades entered online by Noon

Mid-8 Week Session September 22 – November 15, 2025

September 22	Classes begin
September 24	Last day to add undergraduate and graduate classes
September 29	Last day to drop classes
October 31	Last day to withdraw from classes with grade of "W"
November 15	Classes end
November 18	Grades entered online by Noon

Late Fall Session October 20 – December 13, 2025

October 20	Classes begin
October 22	Last day to add undergraduate and graduate classes
October 27	Last day to drop classes
November 27-28	Thanksgiving Break: no synchronous classes
December 1	Last day to withdraw from classes with grade of "W"
December 13	Classes end
December 13	Commencement
December 16	Grades entered online by Noon



2025-26 Academic Calendar

8-Week Academic Schedule

Early Spring Session January 12 – March 7, 2026

January 12	Classes begin
January 14	Last day to add undergraduate and graduate classes
January 19	Martin Luther King Jr. Day: no synchronous classes; offices closed
January 20	Last day to drop classes
February 20	Last day to withdraw from classes with a grade of "W"
March 7	Classes end
March 10	Grades entered online by Noon

Mid-8 Week Session February 9 – April 4, 2026

February 9	Classes begin
February 11	Last day to add undergraduate and graduate classes
February 16	Last day to drop classes
March 20	Last day to withdraw from classes with grade of "W"
April 4	Classes end
April 7	Grades entered online by Noon

Late Spring Session March 9 – May 2, 2026

March 9	Classes begin
March 11	Last day to add undergraduate and graduate classes
March 16	Last day to drop classes
April 17	Last day to withdraw from classes with grade of "W"
May 2	Commencement
May 2	Classes end
May 5	Grades entered online by Noon



2025-26 Academic Calendar

8-Week Academic Schedule

Early Summer Session May 4 – June 27, 2026

May 4	Classes begin
May 6	Last day to add undergraduate and graduate classes
May 11	Last day to drop classes
May 25	Memorial Day: no synchronous classes; offices closed
June 12	Last day to withdraw from classes with grade of "W"
June 19	Juneteenth Holiday, no synchronous classes; offices closed
June 27	Classes end
June 30	Grades entered online by Noon

Mid-8 Week Session June 1 – July 25, 2026

June 1	Classes begin
June 3	Last day to add undergraduate and graduate classes
June 8	Last day to drop classes
June 19	Juneteenth Holiday, no synchronous classes; offices closed
July 3	Independence Day observed: no synchronous classes; offices closed
July 10	Last day to withdraw from classes with grade of "W"
July 25	Classes end
July 28	Grades entered online by Noon

Late Summer Session June 29 – August 22, 2026

June 29	Classes begin
July 1	Last day to add undergraduate and graduate classes
July 3	Independence Day observed: no synchronous classes; offices closed
July 6	Last day to drop classes
August 7	Last day to withdraw from classes with grade of "W"
August 22	Classes end
August 25	Grades entered online by Noon

Addendums

March 20, 2025

- Updated MSW admission requirements on the Admission Policies page.

March 18, 2025

- Updated MAT bullet of the Pre-Graduate Student section on the Admission Policies page.

February 25, 2025

- Updated MED program description, School Leader Cert Emphasis description.

February 14, 2025

- Updated tuition information.

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 would like to return to pursue one of the master's degree emphases, 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 a 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 department chair(s) of the department(s) in which the coursework is to be completed.

Changing Location

Students can change their Columbia College 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.

If you are a current student and wish to officially change your location, log in to MyPortal account. In the Student forms section, select the "Change of Location" form. Indicate your new desired location.

If you are an applicant and are not currently enrolled, please contact the Admissions Office and request they update your location on your application. This process cannot be completed by logging into your application.

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 grade point average (GPA) of 3.5 or higher; and rank within the upper 10% of education students. Cord colors: green and purple.

Sigma Beta Delta

Sigma Beta Delta is an international honor society in business, management, and administration. Membership is open to all undergraduate and graduate students, regardless of their location, pursuing a business degree with Columbia College. The criteria for graduate membership is completion of 15 hours of coursework and be in the top 20 percent of their class with a minimum GPA of 3.50. Cord colors: green and gold.

Robert W. Plaster School of Business

Department

- Business Administration

Business Administration

Business Administration

Accountancy, MS

The Master of Science in Accountancy program is a 30-credit program designed to prepare students for a professional career in the accounting industry. The program also helps prepare students for professional accounting certification in applicable states.

Program CIP: 52.0301 - Accounting.

Program SOC: 13-2011 - Accountants and Auditors

Program Requirements

Degree requirements include common core courses and integrate foundation courses for a minimum of 30 semester hours.

Required Graduate Core Courses (27 sem. hrs)

- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 570 - Managerial Finance 3 hours
- ACCT 581 - Federal Income Tax-Business Entities 3 hours
- ACCT 584 - Intermediate Accounting III 3 hours
- ACCT 586 - Advanced Managerial Accounting 3 hours
- ACCT 588 - Advanced Financial Accounting 3 hours
- ACCT 589 - Auditing II 3 hours
- ACCT 590 - Integrative Accounting Seminar 3 hours ¹

Elective Graduate Courses (3 sem. hrs)

Choose one elective from the following:

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours

- BUSI 522 - Organizational Theory and Practice 3 hours

Total Semester Hours (30 sem. hrs)

¹ Capstone Course: The capstone course is required of students as the culminating experience for the M.S. Accountancy Program, and students must have completed 21 hours in the 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 ACCT 581, ACCT 584, ACCT 585, or ACCT 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 (accounting emphasis) or M.S. Accountancy 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 Graduate Accounting Undergraduate Substitution Form. Additional BUSI courses must then be substituted as elective courses to complete the credit hours necessary for the MBA (with accounting emphasis) or M.S. Accountancy degree. For coursework taken at an institution other than Columbia College, an official transcript must be submitted to verify the course equivalency.

Athletics Administration, MS

Athletic Administration plays a vital role in the overall success of a middle school, high school, or college athletic program in addition to the individual sports offered within that program. An exceptional Athletic Administrator needs to be both a strong manager and leader in addition to having a vast knowledge of student-athlete development, game day operations, fundraising, finance, and legal compliance. This program prepares students to step into an Athletic Administrator role and make an immediate impact. Through partnerships with both the National Interscholastic Administrators Association (NIAAA) and the InsideOut Initiative, students who successfully complete the program will have the ability to become a Certified Master Athletic Administrator through the NIAAA and InsideOut Administrator Certified.

Program Requirements

Core Requirements (18 sem. hrs)

- ATAD 550 - Leadership & Organization Behavior in Athletic Departments 3 hours
- ATAD 551 - Sociology of High School and College Athletics 3 hours
- ATAD 552 - Game Day and Facility Operations 3 hours
- ATAD 553 - Marketing in High School and College Athletics 3 hours
- ATAD 554 - Impact of Law and Ethics in Athletics Administration 3 hours
- ATAD 580 - InsideOut Athletics Certification 3 hours

Track Options

Students select one but can complete both.

High School Track (12 sem. hrs.)

- ATAD 560 - Holistic Development of High School Student-Athletes 3 hours
- ATAD 561 - NIL and Fundraising for High School Athletics 3 hours
- ATAD 562 - Financing High School Athletics 3 hours
- ATAD 563 - State and Federal Regulation of High School Athletics 3 hours

College Track (12 sem. hrs.)

- ATAD 570 - Holistic Development of College Student-Athletes 3 hours
- ATAD 571 - NIL and Fundraising for College Athletics 3 hours
- ATAD 572 - Financing College Athletics 3 hours
- ATAD 573 - State and Federal Regulation of College Athletics 3 hours

Total Semester Hours (30 sem. hrs)

Business Analytics, MS

The Master of Science in Business Analytics program prepares students for roles in various industries that utilize data driven decision making and strategic management using a variety of the data sources. Graduates of the program are trained in the skills and knowledge to analyze and interpret large amounts of data to support business and solve business problems.

Program CIP: 30.7102 - Business Analytics.

Program SOC: 13-1111 - Management Analysts

Program Requirements

Degree requirements include common core courses and integrate foundation courses for a minimum of 36 semester hours.

Required Graduate Courses (36 sem. hrs.)

- BUSI 500 - Technical Communication and Python 3 hours **or**
- CISS 500 - Technical Communication and Python 3 hours
- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 509 - Database Systems: Introduction to Databases and Data Warehouses 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 512 - Data Visualization 3 hours
- BUSI 513 - Spreadsheet Modeling for Analytics 3 hours
- BUSI 514 - Big Data Fundamentals 3 hours
- BUSI 515 - Strategic Management Using Business Analytics 3 hours

- BUSI 570 - Managerial Finance 3 hours

Total Semester Hours: 36

Finance, MS

The Master of Science in Finance program is a 30-credit program that focuses on helping students gain advanced technical knowledge and skills in various financial areas. Courses are designed to increase understanding of the factors influencing high-level decision-making and provide students with opportunities to develop and implement their critical thinking skills to solve complex financial problems. The program is designed to provide a quantitative and comprehensive examination of the financial field, preparing students to make quality decisions based on the analysis of financial information.

Program CIP: 52.0801 - Finance, General.

Program SOC: 13-2051 - Financial and Investment Analysts

Program Requirements

Degree requirements include common core courses and integrate foundation courses for a minimum of 30 semester hours.

Required Graduate Core Courses (27 sem. hrs.)

- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 571 - Financial Statement Analysis 3 hours
- BUSI 572 - Equity Investments and Security Analysis 3 hours
- BUSI 573 - Portfolio Theory and Management 3 hours
- BUSI 574 - Risk Management & Derivative Markets 3 hours
- BUSI 577 - Fixed Income Investments 3 hours

Elective Graduate Courses (3 sem. hrs.)

Choose one elective from the following:

- BUSI 504 - Managerial Communication 3 hours
- BUSI 520 - Real Estate Finance and Investments 3 hours
- BUSI 576 - Alternative Investments 3 hours
- BUSI 578 - Behavioral Finance 3 hours
- FINC 595 - International Financial Management 3 hours

Total Semester Hours: 30

Management Information Systems, MS

The Master of Science in Management Information Systems (MS-MIS) program is designed to provide students with the knowledge and skills required to excel in today's fast-paced and ever-changing information technology (IT) industry. The program's curriculum is comprehensive, covering a wide range of subjects including technical communications, programming, database, cloud computing, security and governance, project management, business intelligence, computer networking, cybersecurity, marketing and financial analytics.

Throughout the program, students will learn to apply the latest technologies and methodologies in the field of IT and gain a deep understanding of the business and managerial aspects of IT projects. They will also develop the analytical, critical thinking, and problem-solving skills needed to make data-driven decisions, and learn how to design, implement, and evaluate IT solutions that meet the needs of organizations.

The program is ideal for students who want to pursue a career in IT management, and for professionals seeking to advance their careers in the field. Graduates of the program will be well-prepared to take on leadership roles in IT project management, and to make significant contributions to their organizations by effectively managing and delivering IT projects.

To be admitted into the program, all of the following three requirements must be met:

1. Completion of at least one undergraduate computer programming course or having one year of professional experience as a programmer is mandatory. If an applicant does not meet this requirement, they are recommended to take CISS201.
2. Completion of at least one undergraduate course in relational databases or having one year of professional experience as a database administrator is mandatory. If an applicant does not meet this requirement, they are recommended to take CISS202.
3. Completion of at least one undergraduate course in information technology, such as operating systems or networking, or having one year of professional experience in IT (e.g., as a helpdesk technician, network administrator, IS/IT security professional, or IS/IT project manager) is mandatory. If an applicant does not meet this requirement, they are recommended to take CISS301.

Note: Professional experience using end-user applications does not fulfill these requirements.

Program CIP: 11.0401 - Information Science/Studies.

Program SOC: 11-3021 - Computer and Information Systems Managers

Program Requirements

Degree requirements include common core courses and integrate foundation courses for a minimum of 30 semester hours.

Required Graduate Courses (21 sem. hrs.)

- BUSI 500 - Technical Communication and Python 3 hours **or**
- CISS 500 - Technical Communication and Python 3 hours

- CISS 502 - Business Cloud Computing 3 hours
- CISS 504 - Agile DevOps and C# 3 hours
- CISS 506 - Database Management and SQL 3 hours
- CISS 507 - Business Information Security and Governance 3 hours
- CISS 510 - Business Intelligence and Data Analytics 3 hours
- CISS 590 - Capstone Project Proposal 1 hour
- CISS 591 - Capstone Project 2 hours

Elective Graduate Courses (9 sem. hrs.)

Choose three electives from the list below.

- CISS 560 - Marketing Analytics 3 hours
- CISS 570 - Cybersecurity for Business Professionals 3 hours
- CISS 575 - Project Management Fundamentals 3 hours
- CISS 580 - Data Communication and Networking 3 hours

Total Semester Hours: 30

Business Administration, MBA with Emphasis Areas

Program Description

The Master of Business Administration program prepares you for advanced management positions. Students benefit from a mixture of business theory and practice and gain a deeper understanding of skills and methodologies used in strategic management. Advance your knowledge of decision making, analytics, managerial-level accounting and finance, marketing, information systems and managerial communication. Students will also explore legal and ethical issues in business.

Students may select from the traditional MBA program with optional electives or choose an emphasis in either accounting, human resources management, or real estate management.

An MBA can provide a basis for a management position or possible promotion opportunities to allow you to go further. Some use it to launch a career change while others find it a way to become more valuable to an employer. The MBA positions you to become a strategic thinker, apply conceptual knowledge, and possibly increase your earning potential and employability. It's a great addition to your portfolio.

This program is accredited by ACBSP.

Program CIP: 52.0101 - Business/Commerce, General.

Program SOC: 11-1011 - Chief Executives

Program Requirements

Degree requirements include common core courses and integrate foundation courses for a minimum of 36 semester hours.

Required Graduate Core Courses (27 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours ¹

Elective Graduate Courses (9 sem. hrs)

Choose three electives from the list below (cannot choose all three electives from a particular MBA emphasis area).

- BUSI 520 - Real Estate Finance and Investments 3 hours
- BUSI 522 - Organizational Theory and Practice 3 hours
- BUSI 526 - Strategic Human Resource Management 3 hours **or**
- MSCJ 526 - Strategic Human Resource Management 3 hours
- BUSI 528 - International Business 3 hours
- BUSI 530 - Employment Law 3 hours
- BUSI 531 - Organizational Training and Development 3 hours
- BUSI 534 - Management of Compensation and Benefits Plans 3 hours
- BUSI 535 - Recruitment and Selection 3 hours
- BUSI 540 - Real Estate Law 3 hours
- BUSI 560 - Cases in Real Estate Management 3 hours
- ACCT 581 - Federal Income Tax-Business Entities 3 hours
- ACCT 584 - Intermediate Accounting III 3 hours
- ACCT 585 - Fund and Governmental Accounting 3 hours
- ACCT 588 - Advanced Financial Accounting 3 hours
- ACCT 590 - Integrative Accounting Seminar 3 hours
- ACCT 592 - Project Management 3 hours

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 management career in accounting. Students should check pre-requisites for accounting coursework required in this emphasis to ensure they can meet the requirements. Students intending to pursue a Certified Public Accountant (CPA) license should consider our M.S. Accountancy instead and should check with State requirements.

Emphasis Requirements

Required Graduate Core Courses (27 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours ¹

Elective Graduate Courses (9 sem. hrs)

Select any three from:

- ACCT 581 - Federal Income Tax-Business Entities 3 hours
- ACCT 584 - Intermediate Accounting III 3 hours
- ACCT 585 - Fund and Governmental Accounting 3 hours
- ACCT 586 - Advanced Managerial Accounting 3 hours
- ACCT 589 - Auditing II 3 hours

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 ACCT 581, ACCT 584, ACCT 585, or ACCT 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 (accounting emphasis) or M.S. Accountancy 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 credit hours necessary for the MBA (with accounting emphasis) or M.S. Accountancy 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 Core Courses (27 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours ¹

Elective Graduate Courses (9 sem. hrs)

Human Resource Management Emphasis must include BUSI 526 - Strategic Human Resource Management 3 hours and two others from the list below.

- BUSI 530 - Employment Law 3 hours
- BUSI 531 - Organizational Training and Development 3 hours
- BUSI 534 - Management of Compensation and Benefits Plans 3 hours
- BUSI 535 - Recruitment and Selection 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.

Real Estate Management Emphasis

The Real Estate Management emphasis of the MBA program offers the opportunity to apply management principles to real estate and delve further into real estate finance, law, and issues and trends in real estate management.

Emphasis Requirements

Required Graduate Core Courses (27 sem. hrs)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours ¹

Required Graduate Real Estate Management Courses (9 sem. hrs)

- BUSI 520 - Real Estate Finance and Investments 3 hours
- BUSI 540 - Real Estate Law 3 hours
- BUSI 560 - Cases in Real Estate Management 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.

International Business Emphasis

The MBA International Business Emphasis provides students with the required knowledge to thrive in today's interconnected global Economy. It will enhance students' understanding of global issues within organizations and the business environment in the global marketplace. Students will evaluate the challenges and opportunities associated with the globalization of the market and the workplace.

Emphasis Requirements

Required Graduate Core Courses (27 sem. hrs.)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours

Elective Graduate Courses (9 sem. hrs.)

Choose three courses from the list below.

- BUSI 511 - Global Supply Chain Management
- BUSI 528 - International Business 3 hours
- BUSI 545 - Managing the Multinational Enterprise 3 hours
- BUSI 546 - Global Business Environment 3 hours
- BUSI 610 - Global Marketing
- FINC 595 - International Financial Management 3 hours

Minimum Total Semester Hours: 36 sem. hrs.

Supply Chain Management Emphasis

An emphasis in supply chain management and logistics provides students with foundational knowledge concerning the principles and practices in the management of goods, services, and information in organizational supply chains from the origin of products to consumption.

Emphasis Requirements

Required Graduate Core Courses (27 sem. hrs.)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours

Elective Graduate Courses (9 sem. hrs.)

- BUSI 501 - Supply Chain Management Theory 3 hours
- BUSI 525 - Supply Chain Strategic Management Analytics 3 hours

- BUSI 532 - Strategic Supply Chain Management 3 hours

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.

Information Technology Project Management Emphasis

The Information Technology Project Management MBA emphasis program is designed to equip students with the necessary skills and knowledge to manage and lead IT projects successfully. The coursework covers various subjects, including technical communications, programming, information security and governance, project management methodologies, project planning and execution, project risk management, and project leadership. Students will also be exposed to the latest tools and technologies in IT project management, as well as effective communication and collaboration techniques. Upon completion of the program, students will be ready to take on leadership positions in IT project management and be able to manage and deliver IT projects efficiently.

Emphasis Requirements

Required Graduate Core Courses (27 sem. hrs.)

- BUSI 502 - Information Systems for Management 3 hours
- BUSI 504 - Managerial Communication 3 hours
- BUSI 506 - Legal and Ethical Environment for Business 3 hours
- BUSI 508 - Managerial Analytics 3 hours
- BUSI 510 - Managerial Economics 3 hours
- BUSI 544 - Marketing Strategy 3 hours
- BUSI 562 - Managerial Accounting 3 hours
- BUSI 570 - Managerial Finance 3 hours
- BUSI 595 - Strategic Management 3 hours

Elective Graduate Courses (9 sem. hrs.)

- BUSI 500 - Technical Communication and Python 3 hours **or**
- CISS 500 - Technical Communication and Python 3 hours
- BUSI 507 - Business Information Security and Governance 3 hours **or**
- CISS 507 - Business Information Security and Governance 3 hours
- BUSI 575 - Project Management Fundamentals 3 hours **or**
- CISS 575 - Project Management Fundamentals 3 hours

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.

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 Arts and Sciences

Departments

- Social and Behavioral Sciences

Social and Behavioral Sciences

Social & Behavioral Sciences

School of Public Service

Departments

- Education
- Social Work, Human Services, & Criminal Justice

Education

Education

Alternative Certification Program, MAT

Program Description

Students who have a baccalaureate degree may be eligible for the **Alternative Certification Program** (graduate). A candidate for the Alternative Certification Program must present evidence of the following:

- A passing score on Praxis II (beginning July 1, 2024) associated with the certification area being sought;
- A baccalaureate degree from an accredited college or university (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;
- Graduate Application submission for the Alternative Certification Program that includes, but is not limited to a personal goal statement.

Once admitted, Alternative Certification students must:

- Maintain a minimum GPA of 3.0 in all professional Education courses with no grade lower than C (See Grading and Academic Standing);
- Complete application materials for admission to the Teacher Certification Program

Columbia College offers Alternative Certification Programs in:

- Art Education (K-12)
- Music Education (K-12)
- Middle School Language Arts (5-9)
- Middle School Mathematics (5-9)
- Middle School Science (5-9)
- Middle School Social Science (5-9)
- Secondary Biology (9-12)
- Secondary Business (9-12)
- Secondary Chemistry (9-12)
- Secondary English (9-12)
- Secondary Mathematics (9-12)
- Secondary Social Science (9-12)

- Secondary Speech/Theatre (9-12)

Teaching, MAT

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 Graduate-Level Teacher Certification (Post-Baccalaureate) Program. Those who do not meet graduate admission requirements may qualify for the Undergraduate-Level Teacher Certification (Post-Baccalaureate) Program offered at select locations. Note that teacher certification is only offered through specific Missouri locations and is not available online.

Program CIP: 13-0301 - Curriculum and Instruction.

Program SOC: 25-2000 - Preschool, Elementary, Middle, Secondary, and Special Education Teachers

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.
 - 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.

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 Area

Program Description

The Master of Education (MEd) in Educational Leadership program is designed for candidates who wish to prepare for school leadership. This degree program emphasizes the multifaceted-roles in the changing paradigms of school leadership. It consists of 36 hours of specific School Leader courses.

The MEd in 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 designed for students who are currently working in the field of education and desire advancement in their careers.

The MEd in Educational Leadership is not designed to lead to a School Leader certification. Missouri residents have the option to pursue a certificate for Missouri School Leader K-12 certification, if they already hold a Missouri Teaching certificate.

Program CIP: 13.0401 - Educational Leadership and Administration, General.

Program SOC: 11-9032 - Education Administrators, Kindergarten through Secondary

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.

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

School Leader (K-12) Certification Emphasis

The School Leader (K-12) Certification Emphasis also requires a valid Missouri teaching certificate, two years of teaching experience, and passing scores on all state of Missouri assessments.

- 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

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.

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 2025-2026 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.

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 TCP 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 as 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 if passed.

Students who seek admission to the TCP must have:

- Completed the Post-Baccalaureate core at Columbia College. (Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents]);
- 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).
- Completed 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 and receive favorable evaluations from cooperating teachers and college supervisors.
- 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 undergraduate coursework 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 professional education or content area GPAs are below the program requirements. (NOTE: Graduate Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

Early Childhood Certification

Students pursuing teacher certification in Early Childhood Education must complete the Early Childhood 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 2025-2026 certification checklist is below:

- Undergraduate-Level Post Baccalaureate Early Childhood Checklist

- Graduate-Level Post-Baccalaureate Early Childhood 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.

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 TCP 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 as 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 if passed.

Students who seek admission to the program must have:

- Completed the Post-Baccalaureate core at Columbia College. Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents];
- 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 and receive favorable evaluations from cooperating teachers and faculty supervisors.
- 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 professional education or content area GPAs are below the program requirements. (NOTE: MAT Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

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 2025-2026 certification checklist is below:

- Elementary Education 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.

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 TCP 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 as 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 if passed.

Students who seek admission to the program must have:

- Completed the Post-Baccalaureate core at Columbia College. Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents];
- 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 and receive favorable evaluations from cooperating teachers and faculty supervisors.
- 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 professional education or content area GPAs are below the program requirements. (NOTE: MAT Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

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 2025-2026 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 Sciences 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. 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 TCP 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 as 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 if passed.

Students who seek admission to the program must have:

- Completed the Post-Baccalaureate core at Columbia College. (Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents]);
- 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 and receive favorable evaluations from cooperating teachers and faculty supervisors.
- 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 professional education or content area GPAs are below the program requirements. (NOTE: MAT Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

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 2025-2026 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.

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 TCP 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 as 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 if passed.

Students who seek admission to the program must have:

- Completed the Post-Baccalaureate core at Columbia College. (Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents]);
- 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 and receive favorable evaluations from cooperating teachers and faculty supervisors.
- 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 professional education or content area GPAs are below the program requirements. (NOTE: MAT Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

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 2025-2026 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) 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. 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 TCP 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 as 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 if passed.

Students who seek admission to the program must have:

- Completed the Post-Baccalaureate core at Columbia College. (Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents]);
- 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 and receive favorable evaluations from cooperating teachers and faculty supervisors.
- 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 professional education or content area GPAs are below the program requirements. (NOTE: MAT Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

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 2025-2026 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 TCP 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 as 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 if passed.

Students who seek admission to the program must have:

- Completed the Post-Baccalaureate core at Columbia College. (Post-Baccalaureate core courses are: EDUC 505, EDUC 542, and EDUC 560 [or their undergraduate equivalents]);
- 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 and receive favorable evaluations from cooperating teachers and faculty supervisors.
- 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 professional education or content area GPAs are below the program

requirements. (NOTE: MAT Post-Bacc students who receive two grades of C will be dismissed from the program. See dismissal information.)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

Education Administration, Ed S

The Education Specialist (Ed.S.) in Educational Administration builds upon the skills developed in the M.Ed. degree and is designed for advanced leadership as a K-12 superintendent, district level administrator, or K-12 building-level leader. Employment opportunities include: superintendent, assistant superintendent, secondary career principal, elementary career principal, director, coordinator, and instructional leader. The Education Specialist program prepares students to obtain Career Administrator Certification or Superintendent Certification. The program is delivered online with weekly opportunities to have individualized guidance from faculty for suggestions or clarification. This program meets Missouri state and national standards.

Program Requirements

1. Students must meet the satisfactory academic progress requirements of the College.
2. Students must complete a minimum of 30 graduate semester hours in an approved course of study. The program is composed of a core of 27 hours of coursework required of all students, and an emphasis consisting of 3 hours. Students must choose one emphasis area: Career Administrator or Superintendent.
3. Students must meet the residency requirement of 27 credit hours.

Admission Criteria:

- Master's degree in Educational Leadership from an accredited college/university with a minimum 3.0 GPA
- Minimum of two years of teaching experience and preferred building level leadership experience for those seeking superintendent certification
- Official transcripts
- Copy of teacher and administrative certifications
- Professional resume
- Professional goal statement

Program CIP: 13.0401 - Educational Leadership and Administration, General.

Program SOC: 11-9032 - Education Administrators, Kindergarten through Secondary

Required Courses (30 sem. hrs)

- EDUC 502 - Foundations and Psychology of Educational Leadership 3 hours
- EDUC 581 - School Law for Education Leaders 3 hours
- EDUC 618 - School District Finance 3 hours
- EDUC 620 - Human Resources Administration and Management of Personnel 3 hours
- EDUC 622 - Facilities: Planning, Safety and Security 3 hours
- EDUC 625 - Organizational Management and Strategic Policy Planning 3 hours
- EDUC 627 - Meaningful School and Community Engagement 3 hours
- EDUC 630 - Performance Improvement through School and Program Supervision 3 hours
- EDUC 635 - Federal Funding, Special Programs, and Accountability 3 hours
- EDUC 639 - Ed.S. Practicum I 1 hour
- EDUC 640 - Ed.S. Practicum II 1 hour
- EDUC 641 - Ed.S. Practicum III 1 hour

Total Semester Hours: 30

Other MAT Programs

Post-Baccalaureate Certification Programs

Students who have completed a baccalaureate degree may be eligible for admission to Columbia College's Graduate-Level or Undergraduate-Level Teacher Certification Programs (post-baccalaureate). A candidate for these Teacher Certification programs 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 396 Child and Adolescent Development 3 hours **or** EDUC 391 Child Psychology 3 hours **and** EDUC 392 Adolescent Psychology 3 hours

- A baccalaureate degree (3.0 GPA minimum required for Graduate-Level Teacher Certification (Post-Bacc) Program). 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 Graduate-Level or Undergraduate-Level Teacher Certification (Post-Baccalaureate) student.

Once admitted, these students must:

- Maintain a minimum GPA of 3.0 in all Professional Education courses with no grade lower than C* (See Grading and Academic Standing);
- Maintain a minimum GPA of 3.0 in all content area courses with no grade lower than C* (See Grading and Academic Standing);
- Complete application materials for admission to the "Teacher Certification Program" (TCP) that include: Guideline Agreement, Statement of Responsibility, and others. See the Teacher Certification Program Admissions requirements on the Education Department website.

*Note: A grade of C while enrolled in the Graduate-Level Teacher Certification (Post-Baccalaureate) program will result in a warning letter; two grades of C warrant dismissal from the Graduate-Level Teacher Certification (Post-Baccalaureate) program.

Columbia College offers Teacher Certification Programs in:

- Art Education (K-12)
- Music Education (K-12)
- Special Education (K-12)
- Elementary Education (1-6)
- Early Childhood (B-grade 3)
- Middle School Education (5-9)
(Content areas: Language Arts, Mathematics, Science, Social Studies, Speech/Theatre)
- Secondary Education (9-12)
(Content areas: Biology, Business, Chemistry, English, Mathematics, Social Studies, Speech/Theatre)

Graduate-Level Teacher Certification (Post Baccalaureate) students may take certification courses at the graduate level when available. The graduate equivalent courses are listed on the certification checklists.

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

DESE Alternative Route to Certification Program - TAC

Students who have a baccalaureate degree relating to secondary or middle school 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 a Temporary Authorization Certificate (TAC). This is a program defined by the Missouri Department of Elementary and Secondary Education (DESE).

Students seeking the TAC route to certification must apply to the Graduate-Level Teacher Certification (post-baccalaureate) Program. Note: Not all certification areas are eligible for a TAC.

Teacher Certification Program

Students seeking teacher certification through the State of Missouri with Post-Baccalaureate status (Graduate-Level Teacher Certification program or Undergraduate-Level Teacher Certification program) must meet requirements and seek admission to the Teacher Certification Program (TCP) as early as possible.

Students who seek admission to the program must have:

- Completed the Post-baccalaureate core courses: EDUC 505, EDUC 542, and EDUC 550 (or their undergraduate equivalents);
- Obtain no grade lower than C in the professional education and content area courses; (See Dismissal on Grading and Academic Standing page for more information.)
- Completion of application materials for admission to the Teacher Certification Program.

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 3.0 or above in professional education and content area courses with no grade lower than C.

- 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 Graduate-Level Teacher Certification (Post-Baccalaureate) program).

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

- Successful completion of appropriate Praxis II exam (beginning July 1, 2024);
- Successful completion of the Missouri Educator Evaluation System (MEES)

Other Important Information:

Post-Baccalaureate certification students completing the FAFSA to receive financial aid for certification must complete the following questions on the 2025-2026 FAFSA accordingly:

- When asked, "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" the answer should be "Yes"
- When asked, "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" the answer should be "Yes"

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:

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

- Praxis II: the cost of this assessment varies. (The use of this assessment began July 1, 2024.)
- Missouri Educator Evaluation System (MEES): No cost to student

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

Tuition: Although this may seem obvious, tuition is another cost that requires planning. 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.

Social Work, Human Services, & Criminal Justice

Social Work, Human Services, & Criminal Justice

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.

Program CIP: 43.0103 - Criminal Justice/Law Enforcement Administration.

Program SOC: 33-1012 - First-Line Supervisors of Police and Detectives

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 - Strategic Human Resource Management 3 hours **or**
- BUSI 526 - Strategic Human Resource Management 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.

Social Work, MSW

The MSW program at Columbia College is grounded in the belief that change is possible and that ethical and culturally responsive practice should be at the center of social work education, practice, and research. The MSW program offers students the opportunity to work with accomplished and passionate educators and practitioners to develop the skills necessary to address complex challenges experienced by individuals, families, groups, organizations, and communities and create a thriving career in the pursuit of equity and justice.

Students engage in a robust core curriculum that lays the foundation for concentrations in advanced clinical social work practice or advanced organizational leadership and change.

Students who plan to enroll in this degree program are responsible for verifying that the program meets licensure requirements for the state in which they reside.

Specializations in the MSW program include: 1) Advanced Clinical Social Work Practice and 2) Organizational Leadership and Change. Students within the Advanced Clinical Social Work Practice specialization can choose to concentrate on military social work practice.

Students without an accredited undergraduate degree in social work are admitted to the Traditional option (66 credit hours), which can be completed in two years with full-time status. The Advanced Standing option (36 credit hours) is available to applicants who have graduated from an undergraduate CSWE-accredited program. The Advanced Standing option can be completed in one year with full-time status.

Traditional program requires two years of full-time coursework and practicum instruction. Students in the Traditional program must complete two distinct field placements. Traditional students can also choose to take the program part-time, which can be completed in four years. The expected course of study for full-time Advanced Standing students is one year of course-work and practicum instruction or two years for part-time Advanced Standing students. Students in the Advanced Standing program must complete one distinct field placement.

Program CIP: 44.0701 - Social Work.

Program SOC: 21-1029 - Social Workers, All Other

Generalist Core Courses (33 sem. hrs)

Traditional students take the following core courses to complete the Generalist Year:

- SOWK 600 - Just Foundations for the Profession 3 hours
- SOWK 601 - Social Work Practice with Individuals and Families 3 hours
- SOWK 602 - Theoretical Constructs of Human Behavior 3 hours
- SOWK 603 - Oppression, Privilege, and Cultural Humility 3 hours
- SOWK 604 - Social Welfare Policy & Programs 3 hours
- SOWK 605 - Social Work Practicum Education I 3 hours
- SOWK 606 - Intersectionality and Social Work Practice 3 hours
- SOWK 607 - Policy Practice 3 hours
- SOWK 608 - Group, Organization and Community Practice 3 hours
- SOWK 609 - Foundations for Research and Evaluation 3 hours
- SOWK 610 - Social Work Practicum Education II 3 hours

Specialization Core Courses

Traditional and Advanced Standing students select one of the following two specialization pathways to complete:

Advanced Clinical Social Work Practice Core Courses (24 sem. hrs)

Complete the following courses:

- SOWK 621 - Contemporary Anti-Racist Social Work Practice 3 hours
- SOWK 622 - Behavioral Health Assessment and Planning 3 hours
- SOWK 623 - Program Evaluation 3 hours
- SOWK 625 - Social Work Practicum Education III 3 hours
- SOWK 626 - Social Work Practicum Education IV 4 hours
- SOWK 640 - Advanced Clinical Theories and Practice with Individuals 3 hours
- SOWK 641 - Advanced Clinical Theories and Practice with Families 3 hours
- SOWK 642 - Advanced Social Work Practice with Groups 3 hours

Organizational Leadership and Change Core Courses (24 sem. hrs)

Complete the following courses:

- SOWK 621 - Contemporary Anti-Racist Social Work Practice 3 hours
- SOWK 622 - Behavioral Health Assessment and Planning 3 hours
- SOWK 623 - Program Evaluation 3 hours
- SOWK 625 - Social Work Practicum Education III 3 hours
- SOWK 626 - Social Work Practicum Education IV 4 hours
- SOWK 642 - Advanced Social Work Practice with Groups 3 hours
- SOWK 660 - Advanced Theories and Practice for Leadership and Organizational Change 3 hours

- SOWK 661 - Fundraising and Grant Writing 3 hours

Specialization Elective Courses

Traditional students take nine (9) electives from the following elective courses based on their specialization. Advanced Standing students select six (6) electives from the following elective courses based on their specialization.

Advanced Clinical Social Work Practice Elective Courses

- SOWK 643 - Motivational Interviewing 3 hours
- SOWK 644 - Cognitive Behavioral Therapy 3 hours
- SOWK 645 - Trauma-Informed Practice 3 hours
- SOWK 646 - Treatment Methods for Substance Use Disorders 3 hours
- SOWK 647 - Military Culture for Social Workers 3 hours
- SOWK 648 - Social Work Practice with Military Service Members, Veterans, and the Families 3 hours

Organizational Leadership & Change Specialization Elective Courses

- BUSI 504 - Managerial Communication 3 hours
- BUSI 531 - Organizational Training and Development 3 hours
- SOWK 662 - Social Entrepreneurship and Supervision in Social Work Practice 3 hours
- SOWK 663 - Leadership and Management in Nonprofit Organizations 3 hours
- SOWK 664 - Leadership Beyond the Checkbox 3 hours
- SOWK 665 - Advanced Change Management & Policy Practice 3 hours

Traditional Student Minimum Total Semester Hours: 66 sem. hrs

Advanced Standing Student Minimum Total Semester Hours: 30 sem. hrs

Academic and Administrative Policies, Regulations and Procedures

Admission Policies

Policies Pertaining to Graduate Admissions:

- Admissions Deadlines
- Admissions Procedures
- Student Authentication
- Admissions Requirements
- International Admissions
- English Proficiency Requirements
- Transfer Students
- Criminal History in Admissions
- Readmission
- Non-Degree Seeking Students
- Pre-Graduate Students
- Teacher Certification Programs
- Transcripts/Credit Documents Requirement

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 program emphasis areas with specific admissions requirements. Criteria for admission apply to all categories of any graduate program at Columbia College unless otherwise specified.

Graduate applicants are expected to present undergraduate coursework achievement commensurate with graduate program requirements. It is required that applicants have completed a sound undergraduate bachelor's 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 the potential for successful completion of a master's degree program at Columbia College.

Columbia College does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in the administration of its educational policies, admission, financial assistance, employment, educational programs, or activities. Columbia College reserves the right to deny or rescind admission at its sole discretion. Columbia College reserves the right to use photographs of its students in publications and media that promote the college.

By submitting an application, you are giving your expressed written consent for Columbia College to contact you regarding our educational programs and services using email, telephone, or text - including our use of automated technology for calls and periodic texts to the wireless number you provide. Message and data rates may apply. This consent is not required to purchase goods or services, and you may always call us directly at 573-875-7515 or 800-231-2391 ext. 7515.

Columbia College's mission is to provide quality education in a variety of flexible formats to fit the needs of all of our students. As such, by submitting an application, applicants understand that their program may

require a combination of online, virtual, or in-seat coursework and may not be available at all locations.

In compliance with the Clery Act, the College discloses crime statistics for crimes committed on campus, in certain off-campus buildings, or on property owned/controlled by the College during the last three years. The Annual Security Report and Fire Safety Report can be obtained in paper copy by contacting the Campus Safety Office, and electronic versions can be obtained by visiting the following link: <https://www.ccis.edu/campus-safety/crime-reporting/reports-stats>.

Columbia College reserves the right to randomly check any and all applications for a criminal, suspension, or dismissal history. Applicants with a felony or misdemeanor conviction must provide details regarding the crime(s).

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.

Admission Deadlines

Columbia College has a rolling admissions policy and allows applicants to submit applications anytime throughout the academic year. Please Note: Applicants applying within two weeks of the start of a session may not have time to complete all admission requirements for review and/or get financial aid in place before the start of the session. Please visit the academic calendar to see the dates for each academic year.

Applicants who are not admitted for the term in which they applied will be withdrawn. Additionally, admitted students, who do not enroll for the term they are admitted to, will need to update their application to a future start term, or their application will be withdrawn.

Admissions Procedures

The admission requirement for full admission to Columbia College graduate programs is a cumulative undergraduate GPA of 3.0, for students' entire academic career. Students with a cumulative GPA lower than 3.0 may be eligible for conditional admission, as described in the individual program sections. Please note: GMAT and GRE are not used in graduate program admission review.

To be considered for full or post-baccalaureate admission to the Columbia College Graduate Program, an applicant's file must include the steps and materials outlined below.

All unofficial and non-transcript documents can be submitted electronically (graduate@ccis.edu) or sent to Recruiting & Admissions Division, Columbia College, 1001 Rogers Street, Columbia, MO 65216. Unofficial transcripts should be submitted from the institution's student portal and include the following: the applicant's first name, last name, name of the institution, courses completed by semester/term, grades by semester/term, GPA by semester/term, cumulative GPA, and cumulative credits earned. Editable documents, linked documents, screenshots, etc., will not be accepted for admission review.

Note: All official college transcripts should be submitted electronically to EvalTrans@ccis.edu or mailed to the Office of the Registrar, Columbia College, 1001 Rogers Street, Columbia, MO 65216.

If an applicant makes an error on their application, additional documentation may be required in order to correct the error. Contact the Recruiting & Admissions Department for more information.

Applicants for any Columbia College graduate program must submit the following:

1. Submit a completed application at www.ccis.edu/apply

2. Provide proof of graduate program readiness and pre-requisite completion (see policies below)
3. Provide supportive documentation including but not limited to resume, and goal statement (see policies below)

Additional requirements may apply to specific applicant types (i.e., full, post-bacc, non-degree, readmit, international, etc.). See specific applicant stage policies below for more information.

Proof of Graduate Program Readiness:

To determine if graduate admission requirements are met, official transcripts must be submitted from all of the following:

- All institutions attended
- All institutions where a bachelor's degree was earned
- All institutions where any of the required prerequisite courses were completed
- All non-U.S. institutions where any coursework was completed

Note: All other transcripts may be submitted as unofficial copies.

All official transcripts must be provided within 90 days of enrollment for further registration eligibility. Official transcripts can be submitted electronically to EvalTrans@ccis.edu or mailed to the Office of the Registrar, Columbia College, 1001 Rogers Street, Columbia, MO 65216. Official transcripts are sent directly from the institution. Transcripts received from the student will be considered unofficial.

If interested in transferring master's level credit into their graduate program, students can submit official master's transcripts for transfer credit evaluation to the Office of the Registrar after admission. Transcripts can be submitted electronically to EvalTrans@ccis.edu or mailed to the Office of the Registrar, Columbia College, 1001 Rogers Street, Columbia, MO 65216.

Identity Authentication

All Columbia College applicants are required to authenticate their identity as part of the enrollment process.

In order to be used for identity authentication, government-issued photo identification (e.g., driver's license, passport, permanent resident card, etc.) must be valid and current. Expired identification will not be accepted for authentication. The applicant's full name and date of birth must match their application and student file (as applicable).

To complete authentication, applicants may complete authentication in one of the following ways:

1. **Photo with ID:** Take a photo of themselves (i.e. selfie) holding a valid government-issued photo ID next to their face. The detailed information on their ID must be legible. A close-up image of the same ID must also be submitted for review. Photos can be submitted to Admissions@ccis.edu for verification.
 - a. **Photo Guidelines:** Submit a color photo taken within the last month. Take a clear image of your face. No shadows or filters should be used. Do not have any distracting or image-altering accessories (i.e. hats, sunglasses, etc.). Exhibit a neutral facial expression or natural smile. Ensure both eyes are open. Do not digitally alter the photo. All information on ID must be visible and readable.
2. **At Location:** Students with access to a Columbia College location may show their government-issued photo ID to a full-time staff member at their location.
3. **Notary Form:** A notary public will confirm the student's identity by making a copy of their government-issued photo ID and providing their signature (and notary stamp as applicable) on the Notary Public ID Authentication Form. This signed and completed form must be submitted to Admissions@ccis.edu for verification.

New applicants with recent changes to their legal name must provide a government-issued photo ID with updated name or provide documentation (i.e. marriage license) to verify their recent name change. Applicants seeking readmission to Columbia College (i.e. applicants with a student record) must also complete the Name Change Request Form with the Office of the Registrar in order to update their student record with Columbia College.

Some applicants may be exempt from authentication. However, proof of citizenship status (i.e., permanent resident card, naturalized citizen certificate, etc.) is still required for admission review, including applicants who are exempt from authentication. Military service members (active duty, guard, and reserve) applicants from all branches are exempt from the authentication policy as they are verified and approved by the US Military. However, veterans, spouses, and dependents of military members need to complete identity authentication as part of enrolling with Columbia College.

Admission Requirements

Master of Business Administration (MBA)

Admission Requirements

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Prerequisite Courses

If the following prerequisite courses haven't yet been completed, students will be required to take an 8-week survey course to demonstrate their knowledge of the subject matter. **Students pursuing the MBA Accounting Emphasis are not eligible to take the survey course. Please see below for more information.*

- ACCT 280 Accounting I (Financial)
- ACCT 281 Accounting II (Managerial)
- FINC 350 Business Finance
- MKTG 210 Principles of Marketing
- MGMT 230 Principles of Management

For students pursuing an MBA with an Accounting emphasis, the following prerequisite courses will be required:

- ACCT 280 Accounting I (Financial)
- ACCT 281 Accounting II (Managerial)
- FINC 350 Business Finance
- MKTG 210 Principles of Marketing
- MGMT 230 Principles of Management
- ACCT 381 Federal Income Tax-Individuals
- ACCT 382 Intermediate Accounting I
- ACCT 383 Intermediate Accounting II
- ACCT 385 Accounting Information Systems
- ACCT 386 Managerial and Cost Accounting
- ACCT 489 Auditing I

Students may opt to take CLEP/DANTES tests (where applicable) to meet the MBA prerequisite requirement(s). See tables below for minimum scores required.

CLEP Exam Equivalencies and Minimum Scores for MBA Prerequisites

CLEP Exam	Columbia College Equivalency	Credit Hours	Minimum Score
Financial Accounting	ACCT 280	3	65
Principles of Management	MGMT 230	3 LL	63
Principles of Marketing	MKTG 210	3 LL	65

DANTES Exam Equivalencies for MBA Prerequisites

Test Form	DANTES Exam	Columbia College Equivalency	Credit Hours	Minimum Score
DSST 524	Principles of Finance	FINC 350	3 LL	53 or 434
DSST 535	Principles of Financial Accounting	ACCT 280 (01/01/1990 -10/01/2012)	3 LL	55 or 434

In special cases, appropriately prepared students, in consultation with their advisor and with permission of the School of Business, may take inbound assessment tests (Fall 2020 onward) to meet prerequisite requirements. Students should contact their advisor for further information.

Master of Science in Accountancy

Admission Requirements

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Prerequisite Courses

- ACCT 280 Accounting I (Financial)
- ACCT 281 Accounting II (Managerial)
- FINC 350 Business Finance
- MKTG 210 Principles of Marketing
- MGMT 230 Principles of Management
- ACCT 381 Federal Income Tax-Individuals
- ACCT 382 Intermediate Accounting I
- ACCT 383 Intermediate Accounting II
- ACCT 385 Accounting Information Systems
- ACCT 386 Managerial and Cost Accounting
- ACCT 489 Auditing I

Master of Science in Business Analytics

Admission Requirements

- Completion of a bachelor's degree in a business discipline with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Master of Science in Finance

Admission Requirements

- Completion of a bachelor's degree in a business discipline with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Master of Science in Management Information Systems

Admission Requirements

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Prerequisite Courses

Completion of at least one course in each of the following content areas:

- Computer programming
- Relational databases
- Information technology, such as operating systems or networking

Master of Science in Criminal Justice

Admission Requirements

- Completion of a bachelor's degree in criminal justice administration with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Prerequisite Courses

If a student's bachelor's degree is in a field other than criminal justice, the following prerequisite courses with a grade of B or higher are required:

- CJAD 101 Introduction to Criminal Justice
- CJAD 415 Criminal Procedures

Master of Social Work

Program Tracks

The Master of Social Work (MSW) program has two tracks: the Advanced Standing Program track for students with a bachelor's degree in social work, and the Traditional Program track for students with a bachelor's degree in any other subject.

MSW - Traditional Program

- 66 credits
- Between 2-4 years
- Four semesters of practicum education

MSW - Advanced Standing Program

- 30 credits
- Between 1-2 years
- Two semesters of practicum education

Areas of Emphasis

The MSW has three areas of emphasis:

- Advanced Clinical
- Advanced Clinical, Military Specialization
- Organizational Leadership & Change

Admission Requirements

To qualify for admission, applicants must have a bachelor's degree from a regionally accredited & accepted institution and a 3.0 total undergraduate GPA. If applying to the Advanced Standing Program track, bachelor's degree must be in social work from a CSWE-accredited program. Applicants with any other type of bachelor's degree should apply to the Traditional Program track.

All applicants to the MSW program must submit the following for admission review:

- Application
- Resume
- College transcripts (must be official if degree-granting)
- Personal Statement essay that meets the following guidelines:
 - No more than 3 pages
 - Written in APA 7th edition
 - Addresses all five of the following topics:
 - Intent to study part-time vs. full-time
 - Motivation to pursue a career in social work
 - Navigating complex ethical dilemmas
 - Time management skills
 - Competency in utilizing technology
- Three Letters of Reference
 - At least one academic and one professional reference

For Advanced Standing applicants, two of the letters must be from their BSW practicum liaison and practicum supervisor.

Master of Educational Leadership

Admission Requirements

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or higher

- Goal statement consisting of 300 - 500 words
- Professional resume
- Valid teaching certificate

Master of Arts in Teaching

Columbia College offers a variety of teacher certification programs. All candidates for the teacher certification programs are expected to meet general admission requirements to Columbia College. (See Admissions Requirements for more details.) Not all programs for teacher certification are available at all Columbia College Locations. See specific program details in catalog and on our website at www.ccis.edu. Contact the Recruiting & Admissions Department for more program-specifications.

Note: Acceptance to Columbia College does not guarantee acceptance to the teacher certification course sequence.

Admission Requirements

- Completion of a bachelor's degree with a cumulative GPA of 3.0 or higher
- Goal statement consisting of 300 - 500 words
- Professional resume

Admission to the teacher certification program is on a moderately selective basis. Additional details regarding selection criteria for the teacher certification course sequence is available online at <https://www.ccis.edu/degrees/teacher-certification-program>.

Master of Arts in Teaching Post Baccalaureate

Columbia College Master's Post Baccalaureate program (MAT.PB) and Master's Alternative Certification program (MAT.AC) are designed for students who already hold a bachelor's degree and wish to pursue teacher certification along with a master's degree. *(This program is offered at a select number of Locations in the state of Missouri. Contact the Recruiting & Admissions Department for more information.)*

Completion of application materials for admission to the Teacher Certification Program. (Application materials are available on the Education Department website.) <https://www.ccis.edu/degrees/teacher-certification-program>.

Undergraduate Post-Baccalaureate

The Columbia College Undergraduate Post-Baccalaureate Certification Program (UPB.CERT) is designed for students who already hold a bachelor's degree and wish to pursue teacher certification but not a master's degree. *(This program is offered at a select number of Locations in the state of Missouri. Contact the Recruiting & Admissions Department for more information.)* Post-baccalaureate students are only eligible to take courses required for certification. Non-certification courses are not covered by federal financial aid.

Students interested in applying to the undergraduate program must follow the undergraduate admissions procedures as outlined in the undergraduate catalog.

Education Specialist

Admission Requirements

- Completion of a master's degree in Educational Leadership from an accredited college/university with a minimum 3.0 GPA
- Minimum of two years of teaching experience and preferred building-level leadership experience for those seeking superintendent certification
- Official transcripts
- Professional resume
- Professional goal statement
- Teacher Certificate

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 (post-bacc) and enroll in undergraduate courses to complete needed prerequisites.

Students who are being reviewed for post-bacc program admission to any graduate program must complete all Admissions Procedures, as outlined above.

Note: Applicants cannot be admitted as both a Conditional and Post-Baccalaureate status. If Post-Bacc students do not meet minimum GPA requirements in addition to missing pre-requisites, their application will be reviewed by the Dean of the program School for admission approval.

Students admitted under the status of post-baccalaureate must complete the requirements of the status in order to be fully admitted to their graduate program. Once a student's 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.

For MAT Post-Bacc only: Once admitted to Columbia College, students completing post-baccalaureate courses fall under the same program retention requirements as full program graduate students. 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).

Conditional Admission

Applicants who do not meet minimum cumulative 3.0 GPA admission requirements may be considered for conditional admission. (A cumulative GPA calculation is done using a straight 4.0 grading system with no consideration of pluses and minuses in the calculation.) A Student's last 60 hours of undergraduate coursework are evaluated for conditional admission. Grades, the 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.

All pre-requisites must be completed prior to review as a conditional applicant. Applicants may be approved for conditional admission at the discretion of the Dean of the program's School.

Note: Applicants cannot be admitted as both a Conditional and Post-Baccalaureate status.

- Masters of Business Administration: Conditional admission is based on appropriate professional experience or other preparation or acceptable GMAT score taken within the last 5 years, if available (not required). 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.

- Masters of Criminal Justice: 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.
- Master of Arts in Teaching: Conditional admission is based on appropriate professional work and teaching experience, and/or potential for academic success at the graduate level. 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.
- Masters in Educational Leadership: Conditional admission is based on appropriate professional work and teaching experience and/or potential for academic success at the graduate level. 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.
- Master of Science in Accountancy: Conditional admission is based on appropriate professional work and teaching experience and/or potential for academic success at the graduate level. 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.
- Master of Science in Finance: Conditional admission is based on appropriate professional work and teaching experience and/or potential for academic success at the graduate level. 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.
- Master of Science in Business Analytics: Conditional admission is based on appropriate professional work and teaching experience and/or potential for academic success at the graduate level. 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.

Students admitted conditionally must complete the requirements of the program in order to be fully admitted to their graduate program. Once a student's conditional 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.

International Student Admissions

An international student is categorized as a foreign-born person who is not a citizen, national, or permanent resident of the United States, nor an individual who has been granted asylum or refugee status. Applicants who have applied for residency or citizenship must provide all application materials necessary to be considered for international admission until residency or citizenship has been granted. The College does not extend admission to undocumented persons. Students who are granted a stay under the Deferred Action for Childhood Arrivals (DACA) are exceptions.

International students seeking an I-20 Form from the College are eligible for graduate admission through the Main Campus and Denver Location only. Housing contracts are only available for students applying to the traditional Main Day Campus Program in Columbia, MO. International students not seeking an I-20 from the College may apply for admission to any venue so long as the current visa status of the applicant allows for academic study while in the United States.

There are several visa types that are eligible for full-time study at the College. International applicants should contact the Recruiting & Admissions Department for enrollment eligibility information.

International applicants are reviewed on a case-by-case basis. Applicants must complete a full sequence of university-preparatory studies that would qualify for admission to post-secondary studies in their home country. In general, students who present a minimum 3.0 cumulative grade point average in university-level coursework, equivalent to a bachelors degree in the United States. University-level coursework completed at approved, accredited international institutions will be considered for transfer credit on a course-by-course basis. Academic performance at international institutions will be converted to a 4.0 scale for U.S. equivalency.

International Student Admission Criteria

To be reviewed for admission to Columbia College, the College must receive all documents no later than four weeks from the start of the fall semester and no later than five weeks from the start of the spring semester respectively. International students must complete the Admissions Procedures AND demonstrate the appropriate college readiness indicated by their student applicant type or Location.

Additional documents must be provided in order to prove eligibility to receive an I-20 from Columbia College (at the approved locations). International students must submit the following:

- SEVIS Supplement form
- Official bank documents to show evidence of adequate financial support (in U.S. dollars) for one year of study at the College.
- Copy of valid passport
- Copy of visa stamp, I-94 record, and I-20 from the last school attended if transferring to the College from an institution in the United States
- Completed Transfer Request Form

Please note: Once admitted, international admits at the following Locations (Main Campus and Denver) will be unable to register for courses until these documents have been received and approved by the International Center. Depending on the applicant status, specific documents will be required upon arrival.

To be reviewed for admission at one of the approved locations, international students must complete the Admissions Procedures AND provide proof of English Proficiency (as outlined in the English Proficiency Requirements policies)

**All official transcripts must be provided within 90 days of enrollment for further registration eligibility. Official transcripts can be submitted electronically to EvalTrans@ccis.edu or mailed to the Office of the Registrar, Columbia College, 1001 Rogers Street, Columbia, MO 65216.*

English Proficiency Requirements

All applicants whose native language is not English (regardless of citizenship) as provided on their application must provide proof of English proficiency. F1 visa applicants, regardless if English is their native language as listed on the application, must provide proof of English proficiency. Appropriate scores from the following exams demonstrate English language proficiency for admission review:

		GRADUATE PROGRAM
Test Type	Institutional Code	Standard Admission (Any Location)
TOEFL-iBT* (Internet-based)	6095	Score of 80** or higher (with no subset score lower than 20)
TOEFL-PBT* (paper-based)		Score of 550 or higher (with no subset score lower than 55)
International English Language Testing System (IELTS)*	-	Score of 6.5 or higher (with no individual band score lower than 6.0)
International Test of English Proficiency* (iTEP Academic)		Score of 3.9 or higher (with no subset level lower than 3.0)
Duolingo English Test (DET)*		Score of 105 or higher
Pearson Test of English* (PTE Academic)		Score of 58 or higher (with no subset score lower than 40)
English3 Proficiency Test (E3PT)		Score of 67 or higher (with no subset score lower than 18)

** Submitted score reports must be within two years of the desired enrollment date.*

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

- A grade of C or higher from an English Composition I course completed at a regionally accredited U.S. institution and deemed equivalent by the Office of the Registrar to the Columbia College.
- A score of 50* or higher for CLEP of an English composition course as deemed equivalent by the Office of the Registrar to the Columbia College ENGL 111 course. (**Minimum score subject to change based on recommendations by the American Council on Education.*)
- A score of 400* or higher for DSST of an English composition course as deemed equivalent by the Office of the Registrar to the Columbia College ENGL 111 course. (**Minimum score subject to change based on recommendations by the American Council on Education.*)
- Successful completion of high school in the United States from an accredited institution.
- Successful completion of an English language GED or HiSET exam.
- Successful completion of a bachelor's or master's degree in the United States from an accredited institution.
- Serving as an active duty, reserve, or National Guard military member in any branch of the US armed forces (Marine Corps, Coast Guard, Air Force, Army, or Navy). Veterans who have served honorably on active duty in the armed forces are also included in this provision.
- Successful completion of specified programs with approved partnerships.
- Readmission to Columbia College, who have previously met English Proficiency requirements.

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

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

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 credit hours of graduate degree requirements may be fulfilled by transfer coursework. Students who wish to request transfer credit should contact the Registrar's Office for instruction and additional details. Detailed information about the transfer of credit can be found here: [Evaluation of Credit and Testing](#).

Criminal History in Admissions

The College is committed to the safety and well-being of all members of the College community, including its students, staff, faculty, and visitors. To help ensure the safety and well-being of members of the College community, the College requires that all applicants for admission disclose certain criminal history to the College as part of the admissions process. Set forth below is information pertaining to criminal history disclosed by applicants during the admissions process and how the College will process and evaluate the same.

All applicants seeking admission to the College are required to answer "Yes" or "No" to the following question (or similar question) that is included in the application for admission: "Have you ever been convicted of a felony or misdemeanor?"

If the applicant answers "Yes" to this question, the applicant will be contacted by the College and informed of the initiation of the review process for affirmative answers to this question. An affirmative answer to this question is not an automatic disqualifier to admission, but will initiate a review process and will be evaluated as part of the College's admissions process. During the review process, the applicant will provide additional information and details regarding his or her felony and/or misdemeanor history. The applicant will typically be required to provide an explanation of each felony and/or misdemeanor, with the option to include official documentation of the same, letters of recommendation, a release to obtain related documentation and information, and additional information the applicant would like considered by the College. Information will be compiled for the Conviction Review Committee (CRC) to review. If an applicant has previously applied to the College, updated documents will be required for review.

The CRC will review the information provided by the applicant and make a determination as to whether or not to offer admission to the applicant, assuming all other application requirements are satisfied. The CRC is comprised of representatives across the institution.

Factors considered by the CRC as part of the review process include, but are not limited to:

- Amount of time that has passed since the crime or offense
- Successful completion of sentence
- Severity of the crime or offense
- Nature of the crime or offense
- Other educational programs attended since the time of crime or offense
- Nature of the academic program in which the applicant seeks to enroll

Admission may be denied to an applicant based on prior criminal convictions, including but not limited to instances where admission creates a risk to the safety or welfare of the College community, to specific individuals or to the public, or where admission poses a potential risk to the property. All applicants, regardless of any prior admission to the College, will be subject to the CRC process for each admission to the College. After evaluating all information provided by the applicant as well as other information available to the CRC, the CRC will endeavor to make a determination within a reasonable amount of time, given the individual circumstances, as to whether or not the applicant will be allowed to continue the admission process to the College and the applicant will be informed of the same in writing.

Applicants who are denied admission by the CRC may appeal this determination by completing the appeal form at www.ccis.edu/appeal. Appeals will be reviewed, additional potentially relevant information may be obtained, and a decision will be made within a reasonable amount of time, given the individual circumstances. The applicant will be informed of the outcome of the appeal in writing. This decision is final and is not appealable.

The College reserves the right to deny admission to any applicant and to deny and/or rescind admission to any applicant consistent with College policies, including for applicants who provide false or misleading information to the College.

Members of the CRC receive training and education on this subject annually, and this policy will also be evaluated periodically.

For privacy, consistency, and other reasons, admissions decisions involving criminal history shall be made by the centralized CRC.

Readmission

Students have an overall timeframe of seven years, from the date of admission, to complete their entire graduate program. Catalog policies, procedures, and degree requirements in effect at the time of readmission will govern all decisions regarding subsequent procedures and requirements.

If students are absent from a graduate program for three semesters (or longer), they must submit a new application for readmission. Students must be in good academic and financial standing to be readmitted. Supporting documentation (transcripts, resume, goal statement) 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
AND/OR
- 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.

Academic and financial status restrictions are checked upon readmission application review. Students with outstanding payments at Columbia College may not be granted admission until financial obligations are resolved. Students may contact the Center for Student Success directly at 573-875-7252 to determine if there is a balance due. Students who have been suspended or who are not in good academic standing may not be granted admission until appeal processes have been completed.

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, including conflicting information across multiple applications and/or cumulative application materials.

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. Non-degree students are not eligible for federal financial aid.

**Students enrolling at Columbia College under this non-degree status may be considered for degree-seeking status in a subsequent semester by completing the full degree-seeking application process. Non-degree-seeking students cannot change/update to degree-seeking in the middle of an academic semester.*

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. To be reviewed for non-degree graduate admission, applicants must complete the Admissions Procedures (excluding the personal statement and resume) AND meet all program-specific, including a bachelor's GPA of 3.0 or higher.

Non-degree-seeking students are required to remain in good academic standing (not on academic or disciplinary probation). Non-degree-seeking students who are absent for three consecutive sessions must reapply for non-degree admission. Non-degree-seeking students are not eligible for financial aid.

International students who wish to enroll part-time at Columbia College may be considered for admission as a non-degree graduate student. Students must be degree-seeking to be eligible for a SEVIS I-20 Form from the College at applicable locations. Non-degree-seeking international students must show proof of English proficiency.

Enrollment for non-degree-seeking students is on a space-available basis only. Course selections may be limited. Many courses include prerequisite/corequisite requirements. (See course descriptions for details regarding specific courses). *Non-degree-seeking students must provide proof that course prerequisites have*

been met prior to enrolling in the respective course(s). Failure to meet these preliminary requirements may result in being dropped from the course(s).

Changing Locations (Location Transfer)

Students attending Online, Nationwide, or Main Campus Evening can cross-enroll or update/change their location without needing to reapply. Once admitted, students are encouraged to meet with their advisor prior to changing locations. By meeting with an advisor, students will be able to make an informed decision prior to changing locations. Possible outcomes to consider include:

- Institutional aid
- Degree program availability
- Course availability
- Degree completion

If you are an applicant/admitted student and are not currently enrolled, please contact the Recruiting & Admission Department to change before enrolling in classes. **Item to Note: This process cannot be completed by logging into your previously submitted application.**

Students wishing to change master's degree programs cannot do so by completing the change of location form - they must complete a new application. Contact the Recruiting & Admissions Department for more details.

Pre-Graduate Students

Students who have earned over ninety (90) undergraduate semester hours toward the baccalaureate degree at Columbia College 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 application materials to be considered for full program admission (see Full Admission policies). Pre-graduate students are subject to the same academic regulations and requirements as all degree-seeking students. MAT, MBA, 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 Teacher Certification program who have earned 90 hours of credit or more, and who will finish their bachelor's degrees through this program at Columbia College, may apply for Pre-Graduate status. Applicants must meet all other qualifications for the Teacher Certification Program, in addition to having a cumulative GPA of 3.0, and a passing score on the appropriate Praxis exam. Applicants for Pre-Graduate status must submit a completed and signed application for graduate admission, and transcripts from all colleges and universities attended. Those accepted as Pre-Graduate students may take up to nine (9) semester hours of graduate coursework toward certification.
- **MSCJ:** Students applying for Pre-Graduate status must submit a completed and signed application for graduate admission accompanied by transcripts from all colleges and universities attended. 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.
- **MBA:** Students requesting the MBA pre-graduate option must submit the "Accelerated MBA [Pre-Grad] Participation Form." Students must have earned more than 90 undergraduate semester

hours toward the baccalaureate degree at a regionally accredited college or university, be registered at Columbia College for an undergraduate degree in the Robert W. Plaster School of Business (in senior standing), have completed all Columbia College MBA prerequisite requirements, and have an overall GPA of 3.0. Those approved to participate in the Accelerated MBA may take up to nine (9) semester hours of graduate coursework in the MBA program (from specified options) while observing all existing MBA program requirements. Accelerated MBA courses include:

- BUSI 562 - Managerial Accounting
- BUSI 544 - Marketing Strategy
- BUSI 504 - Managerial Communication
- BUSI 508 - Managerial Analysis
- BUSI 570 - Managerial Finance (*Note: BUSI 508 is a prerequisite for this course*)

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.

An official transcript and official English language translation from each college and university attended must be submitted to the College before the transfer of credit can be accomplished. An official transcript is marked as such and sent directly from the institution attended to the Columbia College 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 copies will not be considered official even if delivered in a sealed institution envelope. Faxed transcripts are not considered official. Credit will not be evaluated nor considered acceptable for admission to one institution from another institution's transcript. Only grades of 'C' or higher are accepted in transfer.

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.

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.

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. 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.*
3. 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.
4. Current resume.

The application, 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. program must:

- Submit a personal career goal summary that elaborates upon the general admission personal goal statement and demonstrates that the applicant has goals and personal qualities that 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 that 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 an 8-week survey course or the five prerequisite 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

All Columbia College students are required to authenticate their identity as part of the enrollment process.

In order to be used for identity authentication, government-issued photo identification (e.g., driver's license, passport, permanent resident card, etc.) must be valid and current. Expired identification will not be accepted for authentication. The student's full name, date of birth, and other directory information must match their application and student file (as applicable).

Some applicants/students may be exempt from authentication. However, proof of citizenship status (i.e., permanent resident card, naturalized citizen certificate, etc.) is still required for admission review, including applicants who are exempt from authentication. Military service members (active duty, guard, and reserve) applicants from all branches are exempt from the authentication policy as they are verified and approved by the US Military. However, veterans, spouses, and dependents of military members need to complete identity authentication as part of enrollment with Columbia College.

To complete authentication, students must show a government-issued photo identification to verify their identity. Students may complete authentication in one of the following ways:

1. *Photo with ID:* Take a photo (i.e., selfie) with their government-issued photo ID, with their ID next to their face in the photograph. The detailed information on their ID must be legible. It is recommended that in addition to this photo, an image of the ID also be submitted for review. Photos can be submitted to Admissions@ccis.edu for verification.
 1. *Photo Guidelines:* Submit a color photo taken within the last month. Take a clear image of your face. No shadows or filters commonly used on social media should be used. Do not have any distracting or image-altering accessories (i.e., hats, sunglasses, etc.). Exhibit a neutral facial expression or natural smile. Ensure both eyes are open. Do not digitally alter the photo.
2. *At Location:* Students with access to a Columbia College nationwide location may show their government-issued photo ID to a full-time staff member at their location.
3. *Notary Form:* A notary public will confirm the student's identity by making a copy of the applicant's government-issued photo ID and providing their signature (and notary stamp as applicable) on the Notary Public ID Authentication Form. This signed and completed form must be submitted to Admissions@ccis.edu for verification.

New applicants with recent changes to their legal name must provide a government-issued photo ID with an updated name or provide documentation (i.e., marriage license) to verify their recent name change. Applicants seeking readmission to Columbia College (i.e., applicants with a student record) must also complete the Name Change Request Form with the Office of the Registrar in order to update their student record with Columbia College.

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:

		UNDERGRADUATE PROGRAM		GRADUATE PROGRAM
Test Type	Institutional Code	Admission with English Language Support*** (EAP Program for Columbia Main Campus Day Program Only (US.ESOL))	Standard Undergraduate Admission (Any Location, excludes EAP Program)	Standard Graduate Admission (Any Location)
TOEFL-IBT* (internet-based test)	6095	Score of 54** or higher (with no subset score lower than 10)	Score of 72** or higher (with no subset score lower than 16)	Score of 80** or higher (with no subset score lower than 20)
TOEFL-PBT* (paper-based test)	6095	Score of 480 or higher (with no subset score lower than 46)	Score of 530 or higher (with no subset score lower than 53)	Score of 550 or higher (with no subset score lower than 55)
International English Language Testing System (IELTS)*		Score of 5.0 or higher (with no individual band score lower than 4.0)	Score of 6.0 or higher (with no individual band score lower than 5.5)	Score of 6.5 or higher (with no individual band score lower than 6.0)
International Test of English Proficiency* (iTEP Academic)		Score of 3.5 or higher (with no subset level lower than 2.0)	Score of 3.7 or higher (with no subset level lower than 2.5)	Score of 3.9 or higher (with no subset level lower than 3.0)
Duolingo English Test (DET)*		Score of 80 or higher	Score of 95 or higher	Score of 105 or higher
Pearson Test of English* (PTE Academic)		Score of 42 or higher (with no subset score lower than 20)	Score of 50 or higher (with no subset score lower than 30)	Score of 58 or higher (with no subset score lower than 40)

English3 Proficiency Test (E3PT)		Score of 45 or higher (with no subset score lower than 7)	Score of 60 or higher (with no subset score lower than 14)	Score of 67 or higher (with no subset score lower than 18)
SAT	6095	Critical Reading subset score of 380 or higher	Critical Reading subset score of 430 or higher	---
ACT	2276	Subset score of 15 or higher in English	Subset score of 17 or higher in English	---
<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 133W 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.
2. Proof of English language proficiency as evidenced 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 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. A personal goal statement that 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.
5. Applicants must also submit a current, professional resume.

International applicants attending the Columbia, MO or Denver, CO 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 an in-seat 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.

Student Conduct

- Student Conduct General Principles
- Student Code of Conduct
- Student Rights and Responsibilities
- Alcohol and Other Drugs
- Policy on Alcohol and Controlled and/or Illicit Substances
- Behavioral Misconduct Procedures
- Overview of the Conduct Process
- Disciplinary Procedures
- Academic Integrity
- Academic Misconduct Procedures
- Definitions of Disciplinary Terms
- General Student Grievance Process
- Internal Review Policy
- Criminal Convictions and Background Checks
- Solicitation, Gifts and Gratuities Policy

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. Conduct-related offenses 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, including the College's student conduct procedures.
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.

Some examples of classroom misconduct that will not be tolerated include, but are not limited to, the following:

- Conduct that disrupts classroom activities
- Verbal abuse
- Assault
- Interference with the educational opportunity of other students
- Attending class under the influence of alcohol or other drugs
- Unlawful conduct

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 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](#).

Policy on Alcohol and Controlled and/or Illicit Substances

Columbia College prohibits the manufacture, possession, use, distribution, and sale of alcohol and controlled and/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 and in the residence halls. 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 this policy.
- Alcohol and other controlled and/or illicit substances 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 Drugs 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.

Columbia College has made the decision to notify parents/guardians of students, under the age of twenty-one (21), who have been found responsible for violating the Alcohol and Other Drugs Policy by the campus judicial system following a final determination.

Representatives of the College will cooperate with outside authorities in their efforts to enforce existing laws regarding alcohol and/or controlled or illicit substances.

Behavioral Misconduct

While it is not possible for a single policy to capture every conceivable scenario, this policy is designed to address some common types of misconduct. At all times, individuals who are subject to this policy are expected to adhere to all College rules, policies, and expectations and failing to do so could result in disciplinary action. Based on the nature of the individual circumstances, the College reserves the right to impose disciplinary action that may not necessarily follow the steps set forth herein. The College also reserves the right to impose discipline for student misconduct, up to and including dismissal from school. Additionally, certain types of misconduct may be covered by another specific College policy, such as the College's [Title IX and Sexual Harassment Policy](#) for instances of harassment, discrimination or retaliation based on sex.

Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Persistent misconduct on the part of a student may subject a student to further disciplinary action as outlined in College policy and/or in course syllabi.

Overview of the Conduct 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 ("respondent") and the alleged victim ("complainant"), when applicable, receives written notice of alleged violation(s) from the Student Conduct Officer.
- An investigation is conducted into the alleged violation(s). This includes an opportunity for the parties to present all information they would like considered in the investigation and determination process.
- If a respondent is found responsible for a violation of policy, corresponding sanctions are assessed.
- The respondent receives written notice of the outcome of the investigation and any corresponding disciplinary action from the Student Conduct Officer.
- The respondent may appeal the Student Conduct Officer's determination and/or corresponding disciplinary action.

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 a complaint is received of an alleged student conduct violation, the Student Conduct Officer will send written notice to the student accused of wrongdoing ("respondent") and the complainant, when applicable, that includes, but is not limited to, information about the alleged conduct, general information about the investigation process and determination of responsibility, and the opportunity of involved parties to present witnesses and evidence they would like considered by the Student Conduct Officer by the date specified in the written notice. The Student Conduct Officer shall then begin an investigation. During the investigation, the Student Conduct Officer will meet with the respondent, and with the complainant when applicable, to allow the party to review evidence and to present any additional information they would like considered during the investigation. If a party fails to respond, fails to meet with the Student Conduct Officer, or chooses not to provide witnesses or evidence by the date specified in the written notice, then the Student Conduct Officer will proceed with the investigation and make a determination based upon the information available at that time.
2. Upon completion of the investigation, the Student Conduct Officer shall make a determination of responsibility. If it is determined that no violation occurred, the matter will be dismissed. If the respondent admits responsibility or if the Student Conduct Officer determines a violation has occurred, then corresponding disciplinary action may be imposed. Depending on the alleged conduct, a respondent's entire record of both academic misconduct and behavioral misconduct may be considered when determining appropriate sanctions. The respondent, will be notified in writing of the determination of responsibility and any corresponding disciplinary action.
3. The respondent the right to accept the Student Conduct Officer's determination and any disciplinary action imposed, at which time the matter is closed; or, respondent may appeal the determination and/or disciplinary action to the Dean for Student Affairs.
4. To initiate an appeal, the respondent 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 and/or designee 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.
5. If a decision is made to accept the appeal request and reconsider the matter, the Dean for Student Affairs or designee will adjudicate the matter. At this time, the Dean and/or designee may review and consider information and evidence from the initial investigation conducted by the Student Conduct Officer and any additional information or evidence provided by a party. The Dean and/or designee will evaluate the information, make a final determination, and notify the parties of the outcome in writing. Decisions made by the Dean and/or designee are final and not subject to appeal.

In cases that may rise to a level where the sanction would be suspension or dismissal, the Dean for Student Affairs will be the adjudicating officer and the Provost and/or designee shall serve as the appellate officer.

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.
- **Unauthorized** utilization of academic content produced with the aid of generative artificial intelligence (AI) platforms is considered a form of academic misconduct, as it involves seeking external assistance without adherence to academic guidelines.

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 member is responsible for handling instances of actual and potential academic misconduct consistent with the following:

The faculty member who, upon investigation, suspects a student of academic misconduct will, if possible, confer with the student suspected and allow for their input.

1. If the faculty member determines the student is not responsible for engaging in academic misconduct, the matter will be considered resolved and no further action will be taken.
2. If the faculty member determines the conduct at issue was unintentional, the violation will be explained and an alternative penalty may be imposed at the discretion of the investigating faculty member. The Academic Dean for the student's school and the Office of Student Conduct will be notified in writing of the incident and the outcome.
3. If the student admits responsibility for academic misconduct, or if the student is otherwise found responsible for the academic misconduct, the investigating faculty member may impose a penalty stated in the syllabus for that course, including but not limited to an "F" on the assignment at issue, in addition to other penalties not listed in the syllabus that reflect the seriousness of the offense. The student will be notified in writing the results of the faculty member's decision. The Academic Dean for the student's school and the Office of Student Conduct will be notified in writing of the incident and any action taken.
4. The faculty member and/or Academic Dean and the Office of Student Conduct can elect to pursue behavioral misconduct consequences for the academic misconduct by referring the matter to the Office of Student Conduct for adjudication.

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 initiate an appeal, the student must submit a written appeal to the Dean for Student Affairs and/or designee, and the appropriate Academic Dean 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 appropriate Academic Dean 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.

If a decision is made to accept the appeal request and reconsider the matter, the appropriate Academic Dean will adjudicate the matter. At this time the appropriate Academic 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 appropriate Academic Dean for the student's school will evaluate the information, and reach an outcome, and notify the parties of the outcome in writing. Decisions made by the appropriate Academic Dean are final and not subject to appeal.

Once a final grade is issued, and a student disagrees with the academic misconduct findings imposed by a faculty member, a student is directed follow the grade appeal process for the student's location.

In cases that may rise to a level where the sanction would be suspension or dismissal, the Dean for Student Affairs and the appropriate Academic Dean will be the adjudicating officers and the Provost and/or designee shall serve as the appellate officer.

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. Students who are suspended from the College may not visit the College (any location) or

attend any College functions during the period of suspension unless prior permission is granted by Dean or designee.

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 Student of Concern Action 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. The process to revoke a degree is separate from the conduct process.

The Office of Student Conduct, the Office of Internal Review, a Dean, or a designee of the aforementioned personnel can make the recommendation for a revocation of degree to the Provost. If the recommendation to revoke a student's degree is the result of a conduct investigation, the student will be notified of the recommendation at the conclusion of the conduct process. If the student has graduated, with no current involvement with the college, the student will be notified of the recommendation of revocation by mail to the last known address on file.

The student will be contacted by the Office of the Provost and given the opportunity to be heard on the matter. If the student chooses not to respond within 30 business days, a decision will be made without the benefit of the input of the student.

The Provost will contact the student in writing with the outcome. If the student is not satisfied with the outcome that is made, the student has 30 days to appeal upon notification. If a student chooses

to appeal, they must submit a formal appeal in writing to the Office of the President. The President's decision is final and cannot be appealed.

If a decision to revoke a degree is finalized, the Register will be notified of the decision. The Registrar will then send letters to venues that received the original transcripts to show that a degree has been revoked.

Academic Misconduct as it pertains to students enrolled in graduate programs:

Students in graduate programs at Columbia College are expected to conduct their academic work, scholarship, research, teaching and other professional responsibilities with the highest standard of academic integrity. Academic misconduct is a serious matter for graduate students committed to scholarly pursuits. The Office of Student Conduct in partnership with the Academic Deans enforces Columbia College's Academic Integrity Policy and Procedures. Details of this policy is available online in the policy library: <https://www.ccis.edu/policies/academic-integrity>

More detailed standards of academic conduct, procedures, and sanctions for students enrolled in graduate programs are set forth below.

Outcome Information:

All proven cases of academic dishonesty will be penalized as appropriate under the circumstances. Graduate course instructors, who make the determination that a breach of academic integrity occurred are empowered, in their sole discretion, and according to their syllabus, to determine the effect this violation will have on the student's grade in the course.

Non-academic sanctions may be imposed by the Office of Student Conduct in partnership with the Academic Deans. Outcomes may include but are not limited to:

- A letter of reprimand and warning
- An education meeting with the Academic Dean from student's graduate program
- A defined period of probation that may impact a student's eligibility for academic awards or honors
- A defined period of suspension, up to two years
- Disciplinary dismissal from Columbia College (all venues)
- Revocation of an awarded degree
- Any appropriate combination of the above

Depending on the nature of the offense, a student may be suspended or permanently dismissed as a result of a first-time offense.

General Student Grievance Policy

To view the entire policy, please visit the General Student Grievance Policy section of the Columbia College Policies [website](#).

This policy does not apply to complaints that are covered by other applicable College policies, Specifically,

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's [Title IX and Sexual Harassment Policy](#) and corresponding procedures.

- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

This policy does not displace and is not intended to supplant other policies and procedures applicable to the handling of a student's complaint. For example, a complaint about a grade should still be handled via the academic grade appeal process, a financial aid related complaint should still be addressed to the Financial Aid Office, etc.

Student complaints not falling under the categories or other policies identified above should be made to the supervisor or responsible staff member of the area from which the complaint originates or relates for attempted informal resolution of the complaint. Resolution of a majority of complaints can likely be resolved at this informal level.

If an informal resolution of the student's complaint cannot be accomplished, or if the complaint is about the supervisor or responsible staff member for the area, the student should then submit their grievance formally in writing to the College official responsible for the department from which the grievance originated or relates. The written grievance should include, at a minimum, the student's name, details, and a written account of the complaint, and a desired outcome.

Upon receipt of a written grievance, the College official will review the complaint and contact the student within ten (10) business days to verify receipt of the grievance, clarify any information provided by the student, and request any additional information that may be needed from the student for the College official to fully evaluate the grievance. This also provides the student with an additional opportunity to provide any and all information he or she would like considered and to request a meeting with the College official if they so desire.

The College official will then undertake efforts to evaluate and investigate the student's complaint to reach a determination. The College official will endeavor to reach a final determination within thirty (30) days of receipt of the student's formal written complaint, although circumstances may warrant a lengthier period of time and the student will be notified of the same.

The College official will provide the student with a written notification of the determination and outcome of their grievance. If the student is dissatisfied with the outcome, they may file an appeal with the Dean for Student Affairs or designee. The appeal must be filed in writing within three (3) business days of receipt of the outcome notification and include the grounds for the appeal. The Dean for Student Affairs or designee will consider timely appeals, conduct any additional investigation (if necessary), and make a final decision within ten (10) business days of receipt of the appeal. The Dean for Student Affairs or designee will inform the student in writing of the outcome of the appeal. The decision of the Dean for Student Affairs or designee is final and not subject to further appeal.

Arizona-Specific Information:

If the student grievance cannot be resolved after exhausted the College's grievance process and appeal procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board's address is: 1400 W. Washington, Room 260, Phoenix, AZ 85007; the phone number is (602) 542-5709; and the website is <http://asppse.state.az.us>.

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.

It is understood that in a community of scholars committed to truth, dishonesty and/or fraudulent behavior is a violation of the code of ethics by which we live and is therefore considered a serious offense subject to strong disciplinary actions. Violations of the Student Code of Conduct as related to this subject include, but are not limited to, the following:

- Knowingly furnishing false or misleading information.
- Falsification, alteration or misuse of college forms or records, or willfully aiding another in a similar act.

Internal Review Procedures

Columbia College will begin a review of an individual's account when a college official has reason to believe that there has been a violation of the Student Code of Conduct as it relates to the honest and ethical completion of documents and forms which are not academic course work.

The investigator, or other appropriate college official, who suspects that an individual has violated the Student Code of Conduct will conduct a review of student records and information to determine if there is incorrect or inappropriate information within the record.

- The investigator, or other appropriate college official, will inform the student that a review is being conducted.
- During this investigation there will be a restriction placed upon the account under review. This restriction prevents the individual from registering for courses and prevents disbursement of any future financial aid funds.
- Columbia College reserves the right to leave this restriction in place on an account until all requested documents have been provided by the individual.

If it is determined that the individual under investigation is found to have not violated the Student Code of Conduct as it relates to the honest and ethical completion of documents and forms which are not academic course work, the restriction may be removed from their account.

Violations of the Student Code of Conduct fall under the student conduct process, which is not a court of law and therefore does not use the same evidentiary standard for disciplinary procedures. The preponderance of evidence standard will be used in all student conduct cases to determine what most likely happened. For additional information regarding the student conduct process, please see the following: <https://www.ccis.edu/policies/student-behavioral-misconduct>.

The investigator, or other appropriate college official, will notify the Office of Student Conduct in writing of the determination and recommendation.

The Office of Student Conduct will review the determination and recommendation and choose to either uphold or reassess the provided recommendation.

The Office of Student Conduct will notify the individual of the outcome of the review and the ability to appeal the outcome.

- If the student is not satisfied with the outcome of the review, the Dean for Student Affairs should be contacted within three (3) business days of the notification.
- The Dean for Student Affairs or designee will review the request and determine if there are sufficient grounds for reconsideration of the decision and notify all parties of the final outcome.

The investigator, or other appropriate college official, will notify and refer the case to the U.S. Department of Education Office of Inspector General per U.S. Department of Education Office of Inspector General guidance.

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 College is a private institution of higher education and, as such, College property is considered private property and no party may enter or remain upon College property without the consent of the College. All sales, solicitations, promotions and similar activities are prohibited on College property, which includes all College-owned, rented or otherwise occupied (e.g., military) buildings, facilities and grounds. Requests for exceptions to this policy should be directed to the Plant and Facilities Operations Department.

Gifts and Gratuities

From time-to-time vendors and others may offer employees gifts or gratuities as thanks for business given them, or as inducements to gain future business. While many of these, such as an occasional lunch, are fairly insignificant and would not impact the decision as to which vendor to use, sometimes the gifts or gratuities may be more substantial in value and thus be considered inappropriate.

In order to avoid the perception of wrong-doing, any employee of the College who is offered a gift or gratuity by a vendor or potential vendor, client or other party, other than an occasional lunch, dinner or ticket to a sporting or other event, is expected to report such an offer to the President via the appropriate Senior Council member, and obtain approval prior to acceptance. Examples of inappropriate gifts would be offering a free airline ticket to a secretary because they use a certain travel agency, or providing "prizes" to

employees for utilizing a vendor such as a delivery or outside copy service. In many instances the gift may be something, such as free travel or rental car days that can and should be used by the College.

Please note that the purpose of this policy is not to eliminate the occasional business lunch or dinner, but to ensure that improprieties or the perception of improprieties do not exist.

Tuition Rates and Payment Policies

2025-2026 Tuition Rates*

On-Campus Graduate Tuition (per credit hour)	\$585
Online Graduate Tuition (per credit hour)	\$585
Standard Partnership Rate (per credit hour)	\$497.25
Active Duty Military Graduate Tuition (per credit hour)	\$325
Audit Tuition (per semester hour)	\$250

*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. **All** students must agree to our financial responsibility statement before they can register. 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 charges 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.

California students can find California-specific refund information on the California State Regulatory page.

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 semester and must be requested for each individual semester.

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 Center for Student Success 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.

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 twelve 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 our 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.
- Unique scholarship and grant opportunities
- VA and tuition assistance payment deferments

Principles of Excellence

Columbia College, to include all Columbia College Global 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 College Financing Plan, 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 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.

For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following link:

<http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate and resolve the complaint satisfactorily.

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.

Readmission Policies

Students who wish to return to Columbia College after interrupting attendance for one semester (Main Campus Day) or six consecutive sessions (Columbia College Global) or longer, must apply 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.

Military 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.

Military Tuition Assistance (MTA), per College policy, is refunded at a prorated rate for officially withdrawn MTA-funded course(s). An official withdrawal requires the student to submit a form to notify the College of their intent to no longer participate in course(s). An official withdrawal is available from the end of the drop period through the end of the sixth week of the session. Specific session withdrawal dates can be found on the College's Academic Calendars.

The refund schedule for an 8-week course is as follows:

- A withdrawal in days 1-8 of the session results in a 100% refund of MTA
- Day 33 of the session represents the 60% point and results in a 41% refund of MTA

- Days 34-56 of the session result in a 0% refund of MTA

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.

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 (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). For more information, please visit the Office of the Registrar website, or e-mail msc@ccis.edu.

Military Scholarships & Financial Aid

Military Tuition Assistance

Students receiving 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. Military students must contact the appropriate educational services officer for guidance and assistance in completing MTA paperwork.

Brigadier General 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: Scholarships for Online & Nationwide Students.

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

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: Scholarships for Online & Nationwide Students.

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: Scholarships for Online & Nationwide Students.

ROTC Award

ROTC scholarship recipients are eligible for 100% of basic, double occupancy room charges. **Up to** ten awards are available each year. Submit the ROTC scholarship award letter with the Columbia College Financial Assistance Application to the Center for Student Success Office. Eligibility for this award is automatically applied upon receipt and confirmation of the student's ROTC scholarship status through the appropriate ROTC department.

VA Educational Benefits

Columbia College is approved for enrollment certification of eligible students for 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 goals, 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 your Veterans Certifying Official at (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>.

Veterans Educational Assistance

Any student utilizing GI Bill® Benefits from the Veterans Administration must present evidence of GI Bill® eligibility at the time of registration. It is required that VA eligible students produce a Certificate of Eligibility or proof of eligibility no later than the first day of class. Students must submit a Veteran's request for certification to the institution for each session they plan to utilize GI Bill® entitlements. Students utilizing the above benefits are required to be in a VA payment plan established by Columbia College, which meets the requirements outlined in Title 38 US Code 3679. This plan delays payment for 90 days after the first day of class, allowing appropriate payment processing by the Department of Veterans Affairs. Students are personally responsible for any portion of their balance that is not covered by VA benefits. While pending payment from the Department of Veterans Affairs, the student will not be blocked from enrollment, assessed a penalty or late charge, required to secure alternative or additional funding, or denied access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition bills to the college.

Veterans Guidelines

Certification can be processed only for coursework in which the student is enrolled and 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 adding, dropping, withdrawing, or if he/she 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 goals, 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 ext. 7504. E-mail inquiries should be sent to vacert@ccis.edu.

GI Bill® Chapters

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

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 Veteran Readiness & Employment (VR&E) Program

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

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.

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.

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 http://www.benefits.va.gov/gibill/post911_transfer.asp.

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 (MU) by attending regular classes on the Columbia College campus

while completing ROTC coursework at the MU campus, just ten 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.

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. Freshman and non-scholarship sophomores may participate in ROTC without obligation.

Columbia College students may enroll in these courses, which are all offered on the University of Missouri - Columbia campus. 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), 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, 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): 573-882-4375
- 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 positively impact their fellow members, the college, and the community. Visit the website for more information.

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 include: 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 sophomore, junior or senior level in academic standing. For 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 of the military, veteran, and dependent students. 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. For additional information, contact the Columbia College veterans certifying official at (573) 875-7504, vacert@ccis.edu, or visit <https://www.ccis.edu/student-life/support-services/military-veteran-services/>.

Veterans Certifying Official

Students should contact a veterans certifying official at the Ousley Family Veterans Service Center at (573) 875-7504 or vacert@ccis.edu.

For additional information, visit <https://www.ccis.edu/student-life/support-services/military-veteran-services/>.

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, Student Aid Index (SAI), 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 in the Cost of Attendance section of the website.

SAI is a number that determines each student's eligibility for federal student aid based on data from the Free Application for Federal Student Aid (FAFSA).

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

Financial Need is determined by subtracting the SAI from the COA. It is expressed as $COA - SAI = \text{need}$.

Unmet need is determined by subtracting the SAI from the COA and specific types of OFA. It is expressed as $COA - SAI - OFA = \text{unmet need}$. Students with remaining unmet need can be reviewed for certain types of need-based aid (subsidized loans, work study, etc.).

Unmet cost is determined by subtracting the SAI from all awarded OFA. It is expressed as $COA - OFA = \text{unmet cost}$. 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 will be calculated.

Students are responsible for reporting all assistance received from outside sources to the Financial Aid Office, as federal law requires that all outside assistance be considered as a part of the financial aid package. These types of assistance include 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, scholarship awards may be affected if you receive 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	n/a	\$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 Aid Offers

College e-mail addresses are assigned to all Columbia College applicants (see Resources). The Financial Aid Office corresponds with students via e-mail and MyPortal's Self-Service Financial Aid regarding their financial aid application status and notification of estimated financial aid offers. 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 estimate(s) through the MyPortal link on Columbia College's website. The offer of financial aid and associated links in the notification discuss eligibility requirements and other important information. Students should carefully review their electronic notifications and are responsible for reading and understanding all included information. Students should accept or decline the

aid that is offered to them through the financial aid offer process. Students must provide documentation if they are receiving an outside form of financial assistance not listed in the financial aid 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 their 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 their 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 aid offer process. Federal Work-Study funds are paid to the student as a biweekly paycheck. Funds are paid for authorized hours worked.

When students register for courses, they 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 exceeds their charges, the student will receive a refund. Estimated refund dates are posted on the Center for Student Success's website under "Refunds." Refunds are either mailed to the student at their home address or sent electronically to the student's bank account (for students who elect the direct deposit option through their ePayment account.)

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 will be returned to the funding source, 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. On the Personal Circumstances tab, update the question: "When the student begins the 2025-26 school year, what will their college grade level be?" to "Other undergraduate (junior and beyond)."
 - b. In the same section as above, update the question: "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" to "Yes."

- c. In the same section as above, update the question: "Will the student be pursuing an initial teaching certification at the elementary or secondary level?" to "Yes."
3. Have a list of required courses for completion of teacher certification submitted from Columbia College's Education Office at Main Campus to the Financial Aid Office.

Teacher Certification students may only take courses on the class list 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 coursework 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 are eligible 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. On the Personal Circumstances tab, update the question: "When the student begins the 2025-26 school year, what will their college grade level be?" to "Other undergraduate (junior and beyond)."
 - b. In the same section as above, update the question: "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" to "Yes."

Once the 12 month period of time is over, a student must be fully admitted into the graduate program 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. On the Personal Circumstances tab, update the question: "When the student begins the 2025-26 school year, what will their college grade level be?" to "College graduate/professional degree (MBA, M.D., Ph.D, etc)."
2. In the same section as above, update the question: "When the student begins the 2025-26 school year, will they have their first bachelor's degree?" to "Yes."

Students with questions about financial aid should contact the Center for Student Success for assistance. Additional financial aid information is available at www.ccis.edu/financialaid.

Applying for Financial Aid

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

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

To Apply:

Step 1 - Admissions Application

Complete an application for admission to the college.

Step 2 - Accept student eConsent

In order to view and manage your account information in an online format, you must provide eConsent.

Step 3 - Free Application for Federal Student Aid (FAFSA)

The FAFSA can be submitted in and after December 2024 of the year before the academic year the student plans to attend college. (i.e., the FAFSA is available by December 1, 2024, for those applying for the 2025-2026 academic year, which has a start date of August 2025).

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

If you complete a FAFSA application between December 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.

Step 4 - Check the Status of your Financial Aid

Activate your MyPortal account and monitor Self-Service Financial Aid and 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 your financial aid application status, upcoming deadlines, and important dates. Correspondence sent through e-mail will not be sent via postal mail.

"Required Documents" in Self-Service Financial Aid, available through MyPortal, will show what documents have been received and which are missing or incomplete. A submitted document may take up to two business days to be logged into the system.

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 5 - Applying for Student Loans Online

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

1. Loan Entrance Counseling
2. Master Promissory Note

3. Accept/decline/modify loans with the Electronic Award Letter, available through MyPortal.
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;
- 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 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 that they are 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 want to change their desired degree should submit a Declaration of Major, which is available in MyPortal. *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-citizens to receive Title IV federal aid. The general requirements for eligible non-citizens are that they are 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 U.S. citizens) • Natives of Swain's Island (not considered U.S. citizens) • Natives of American Samoa and Swain's Island are eligible to receive funds from federal programs except for the ACG/National SMART grants 	<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).
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.

Category	Acceptable Documentation
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 their Social Security Number (SSN). Students should enter their name and the SSN that is printed on their 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 student forms section of MyPortal.*

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, we are required to resolve them prior to awarding a student Title IV federal aid.

How Are Unusual Enrollment History Flags Resolved?

Columbia College will review a student's past enrollment and financial aid records 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 MyPortal.

Federal Aid Eligibility Denied for UEH

If a student did not earn academic credit at one or more of the previous institutions and did 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 the 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's contact information can be found by reviewing their account at Federal Student Aid. 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 it is 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 a definition of grades, please see Grading and Academic Standing).

Please note the following:

- **Incomplete courses (I)** will count toward the 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 the 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 the 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 the 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 the 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 (calculating cumulative attempted and completed credit hours). They *will not* count in the GPA calculation.
- **Change in Majors:** Only courses counting toward a student's program (major) will count toward the maximum timeframe. There is no 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 the Cumulative Completion Rate for graduate students.
- **Remedial, Enrichment, and English as a Second Language (ESL) courses** *will* count toward the 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 they are not meeting satisfactory academic progress requirements and that they are at risk of future suspension of aid. All federal

and state aid will remain in a warning status for future semesters. 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) or 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 student's 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 is 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 semester 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 their 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 their academic plan,

the student's status will return to suspension, and federal aid will be canceled 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 option 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 the following:

- Students who failed to meet minimum satisfactory requirements for
 - Qualitative measurement
 - Quantitative measurement
 - Maximum Timeframe measurement.
- Students are reviewed using the 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

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the College for the entire period in which federal assistance was awarded. However, in the event a student withdraws from all courses for any reason, including medical withdrawals or stops attending class, the College is required to determine if the student has fully earned the awarded Title IV aid. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds the student will have "earned" at the time of the withdrawal and return the "unearned" disbursed funds to the appropriate federal program. 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 Direct Loans, Subsidized Federal Direct 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. Attendance is considered more than logging into an online course or physically attending an in-seat course. Students who do not attend courses may be academically withdrawn for non-attendance and may be required to return Title IV aid. See Withdrawal Policy.

. 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 is scheduled to attend.
- The withdrawal date is always the last date of attendance at an academically-related activity by a student as recorded by instructors.

Certificate Programs:

Students seeking solely a certificate program (not also pursuing a degree) will have a student-specific payment period calculated based on the student's number of weeks completed and credits earned within the certificate program. Because the payment period is student-specific, the 60% point will also be student-specific and may not align with the traditional semester payment period. Information on how certificate payment periods are calculated may be found at Certificate Program Aid.

For programs offered in modules:

Students whose program of study or coursework does not span the entire length of the payment period are considered to be enrolled in courses offered in modules. Students enrolled in modules are considered withdrawn if they do not complete all of the scheduled days in a module that was used to determine the student's eligibility for federal aid. Students are **not** considered withdrawn for Title IV purposes if

- A student who completes all the requirements for graduation from their program before completing the days or hours in the period that they were scheduled to complete.
- The student successfully completes one module or a combination of modules that contain at least 49% of days within the payment period. Successful completion is defined as earning a letter grade of A, B, C, D, or S.
- The student successfully completes coursework that represents half-time enrollment. Six hours in a payment period is considered half-time enrollment at Columbia College. Successful completion is defined as earning a letter grade of A, B, C, D, or S.

Students who meet at least one of the above criteria will be granted an R2T4 exemption, and no adjustments to their federal aid will occur.

The College allows students to provide written confirmation on the withdrawal form at the time of withdrawal that they 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, email, or written by the student from the student at the time of the withdrawal. A student can also submit written confirmation close to the date of the withdrawal.

The College considers a student who provided written confirmation but does not return as withdrawn if they do not return as scheduled to a future module with the same payment period.

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 they did not cease attendance. The Return of Title IV Funds calculation will be reversed. Please see the section **Determining Earned Aid** for Multiple Withdrawal.

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. With the exception of multiple withdrawals within a semester, 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. A student who withdraws multiple times (e.g., withdraws from the early session and has a return of funds processed, returns to the late session, and subsequently withdraws) will have the return calculated based on the *combined* attendance in both sessions to determine the amount of aid the student earned. If the student's combined attendance is less than 60% of the semester, another return calculation will occur, and the student's aid may be impacted.

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), 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 an email notification will be sent.

A post-withdrawal of loan eligibility will be communicated to the student via email. Students must accept the loan via the Self-Service Financial Aid award 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 be disbursed 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 Direct Loans, Subsidized Federal Direct 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 for 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: Business Office. 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 each module 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 the 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 the 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 the available positions. Students are paid minimum wage or above. Information is available through 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 the application process is available through 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 attend 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 the application process is available through 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 than other aid and Direct Loans. Graduate PLUS Loans are only available to Full and Conditional Admit graduate students.

Private Loan Program

Students who do not have federal loan eligibility or are looking for additional loan options may apply for a credit-based private loan. 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 contact info@vr.dese.mo.gov.

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 veteran education benefit programs. For additional information and application materials, contact the Ousley Family Veterans Service's Center at (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, contact the Center for Student Success for assistance at (573) 875-7252.

Additional financial aid information is available at Columbia College's website: [Financial Aid](#).

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 graduate session. Accelerated sessions are offered throughout the year.

Students may register online, at their location, or in the Center for Student Success.

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

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 accelerated 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 online through MyPortal. Students should log into MyPortal and click on the appropriate registration link.

If an error message is received during any part of the registration process, make a note of the contents of the message and contact the Center for Student Success during normal business hours. Students who have trouble logging into MyPortal should contact the HelpDesk.

Adding a Course

Graduate students may add courses through Wednesday of the first week of the session. Forms are available in the Center for Student Success or courses may be added online through MyPortal. 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 Center for Student Success, or courses may be dropped online through MyPortal.

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.

Degree Completion and Commencement

Graduation Requirements and Process

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

1. Successfully complete 30 semester hours of course work as specified by the degree being pursued. Up to 9 hours of transfer credit can be applied to a graduate degree.
2. Have a cumulative grade point average of 3.00 or higher.
3. Complete a Graduation Application.

The responsibility for understanding and meeting graduation requirements rests entirely with the student. Students must also understand that some departmental changes to specific requirements, prerequisites, etc. may affect their degree program.

Graduation Application

In order to graduate, a student must submit a Graduation Application, which can be found on MyPortal under "Student Forms." The Graduation Application must be submitted no later than one semester or session prior to anticipated completion, but the student is advised to submit the application a year before the student plans to graduate.

Submit the application by the early spring if you anticipate an October or December degree completion date; or by early fall if you anticipate a March, May or July degree completion date. Students may not apply for graduation earlier than one year prior to their anticipated degree completion term.

Submission of the Graduation Application indicates the request for approval to graduate; submission alone does not guarantee approval. The student's advisor will notify the student of the results of the request approximately four weeks from the day the student submits the Graduation Application.

Main Campus Commencement

In order to participate in a commencement ceremony, a student must be approved to graduate (see above), and submit a Commencement Ceremony Application prior to the application deadline for the chosen ceremony. The form is located on MyPortal under "Student Forms". The Commencement Ceremony Application is also available after completing the Graduation Application. There are no fees associated with Commencement Ceremony Application; however, graduates will be responsible for purchasing their cap and gown.

Students must be approved to graduate in order to participate in a commencement ceremony. Candidates may participate in commencement prior to their anticipated graduation dates if they are within one semester of degree completion.

In order to participate in a commencement ceremony after its application deadline has passed or if eligibility requirements are not met, submit a letter of appeal to the Office of the Registrar. The appeal will be coordinated with the Provost and the Office of the Registrar will notify you of the results.

Columbia College Global Commencement

Columbia College may hold multiple commencement ceremonies annually throughout our nationwide locations. Graduating students may have the option of attending the commencement ceremony for their

specific location or any of the other ceremonies held throughout the year. [Click here to access commencement information for Columbia College Global locations.](#)

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 in MyPortal. Columbia College does not have an articulation or transfer agreement with another university or college at the graduate level.

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 230	63
Principles of Marketing	MKTG 210	65

DSST

Subject Standardized Tests (DSST)

Columbia College awards semester hours of credit for DSST exams. Credit for DSST exams 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>DSST Test Number</u>	<u>DSST 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*

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

Military Training Credit

Columbia College awards credit for military training and experience based on ACE credit recommendations. Columbia College requires submission of official military transcripts for awarding transfer credit. Acceptable military transcripts include CCAF and JST. Other documents may be accepted on a case-by-case basis. Please contact the Office of the Registrar with specific questions about this policy. 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.

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 Provost 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 they want 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 their 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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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

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 family member.)</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 <i>all courses currently enrolled in must be included in the WE request.</i></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, with the exception of the MBA.
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, the student 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 the students status at the college should the student 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 incomplete grade 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. Within Columbia College Global, the Academic Operations team will ensure 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>
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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 or Provost *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 (GPA), and the first grade is identified as R (Repeat) on the transcript. The first grade does not figure in the total hours or the GPA. 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 Center for Student Success to determine financial liability when repeating a course.

Withdrawal from Courses

Students may withdraw from a course(s) with a grade of "W" between the end of the drop period and prior to the Friday of the 12th week of the semester (16-week classes), the Friday of the sixth week of the session (8-week classes), or Friday of third week of a four-week session. If a Withdrawal form is submitted on or before these Friday's, no punitive grade will be issued. Students do not receive grade points for Withdraw (W) grades, but a notation appears on the transcript. Financial liability is **not reduced** when a student withdraws from a course.

Once enrolled in a class, a student is considered a member of that class until the student officially drops or withdraws in accordance with institutional policy. A failure to attend class, or advising a fellow student, staff, or adjunct faculty member of an intent to withdraw from class does not constitute official drop or withdrawal. Withdrawals become effective the date the appropriate form is received by the College.

Students must complete the withdrawal process by submitting the completed Withdrawal form to the Center for Student Success or submitting a Course Withdrawal Form in MyPortal. Requests to withdraw from a course will not be accepted by telephone. Students are required to personally complete, sign and date all withdrawal paperwork. Confirmation of receipt is the responsibility of the student.

Should circumstances prevent a student from physically completing the withdrawal information, the student should contact their location Director immediately (Columbia College Global) or course instructor (Day Campus). Directors or other college personnel reserve the right to request substantiating documentation to support the student's inability to complete the withdrawal process in person.

The withdrawal period begins after the drop period ends. This is typically Tuesday of the second week of classes. Discontinuing class attendance does not constitute a withdrawal and students remain academically and financially liable. Those who do not complete the withdrawal process as outlined above are in danger of earning an F in the course or being administratively withdrawn.

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 Stafford and PLUS loans. See the Financial Aid and Scholarships section of the College catalog for additional information.

Administrative Withdrawal for Non-Attendance

Students may be administratively withdrawn from a course for non-attendance. Non-attendance is considered 14 consecutive calendar days of non-attendance in a course. An early alert notification will be sent 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 14 consecutive calendar days, they will be administratively withdrawn with no further warning.

Tuition, room, and board will be prorated according to the Total Withdrawal Schedule, if applicable. No credit will be given for nonrefundable deposits or other fees. 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, sixth week of the 8-week session and third week for the four-week 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, discomfort with the academic workload, minor schedule changes in employment, connectivity issues, etc. do not meet the definition of extraordinary circumstances.

Administrative Withdrawal for Non-Attendance Appeals

Main Campus Day

An appeal of an Administrative Withdrawal for Non-Attendance should be submitted by the student to the appropriate Academic Department Chair. The Chair will review submitted appeal and issue a decision. If the

student wishes to appeal a Chair's decision, the appeal will then go to the appropriate School Dean. The Dean 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.

Main Campus Evening, Online, and Columbia College Global

An appeal of an Administrative Withdrawal for Non-Attendance should be submitted by the student to the Senior Coordinator, Academic Student Support. The Senior Coordinator will review submitted appeal and issue a decision. If the student wishes to appeal the Senior Coordinator's decision, the appeal will then go to the appropriate School Dean. The Dean 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.

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 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. Contact the Dean's Office for the appropriate School for information on how to apply for a leave of absence.

Probation

Students whose cumulative GPA 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 GPA to 3.0 within the next 9 semester hours. Failure to raise the cumulative GPA 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.

A successful grade appeal (details in the Grade Appeal section below) could result in a dismissal being reversed if the student no longer meets the criteria for dismissal based on that new grade.

Students may appeal an academic dismissal by written request to the Dean of the School in which their program is housed. This request should directly address reasons for past lack of success and include a plan for success upon returning to Columbia College. Students will receive notification of the outcome by email to their CougarMail account within 14 days. The Dean's decision regarding such appeals is final.

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, the student follows the grade appeal procedure outlined below:

1. Discuss the problem with the faculty member involved.
2. If not satisfied with that faculty member's explanation, seek mediation from the Academic Department Chair.
3. Failing resolution of the problem at the Academic Department Chair level, the student makes an appeal to the appropriate School Dean. This request must be filed in writing within 60 calendar days after grades have been posted by the Registrar. The decision of the School Dean is final and will be communicated to the student within 10 business days of receipt of the appeal by the Dean.
4. If a change in grade or academic standing results, the Dean notifies the Registrar of the new grade or change in standing.
5. In the event that new evidence becomes available, a request may be made in writing to the School Dean, who determines if the appeal is to be reconsidered.
6. If a question arises regarding procedural correctness or impartiality, the issue may be brought to the School Dean, who has the final authority in passing judgment on these matters.

Main Campus Evening, Online, and Columbia College Global

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, the student follows the grade appeal procedure outlined below:

1. Discuss the problem with the faculty member involved.
2. If not satisfied with that faculty member's explanation, seek mediation from the Senior Coordinator, Academic Student Support for online and virtual courses as well as in-seat offerings.
3. Failing resolution of the problem at the Director level, the student makes an appeal to appropriate School Dean. This request must be filed in writing to the Senior Coordinator, Academic Student Support within 60 calendar days after grades have been posted by the Registrar. The Senior Coordinator, Academic Student Support will then compile and forward the appeal to the appropriate School Dean within 10 business days. The School Dean's decision is final and will be communicated to the student within 10 business days of receipt of the appeal by the Dean.
4. If a change in grade or academic standing results, the Dean notifies the Registrar of the new grade or change in standing.
5. In the event that new evidence becomes available, a request may be made in writing to the School Dean, who determines if the appeal is to be reconsidered.
6. If a question arises regarding procedural correctness or impartiality, the issue may be brought to the School Dean, who has the final authority in passing judgment on these matters.

Withdrawal Excused Appeal

Main Campus Evening, Online, and Columbia College Global

Students disagreeing with the decision regarding their excused withdrawal (WE) request should first discuss those concerns with the original reviewer, the Senior Coordinator, Academic Student Support. 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 or Dismissal Appeal

Main Campus Day

Students may appeal an academic suspension or dismissal decision. Main Campus Day students must file a formal appeal by emailing the Center for Student Success. This appeal will then be sent to the appropriate School Dean for a final decision.

Main Campus Evening, Online, and Columbia College Global

Students may appeal an academic suspension or dismissal decision. Main Campus Evening, Online, and Columbia College Global students must file a formal appeal by emailing the Senior Coordinator, Academic Student Support. This appeal will then be sent to the appropriate School Dean for a final decision.

Resources

Alumni Association

The Columbia College Alumni Association (CCAA), founded in 1963, offers benefits, programs, and activities to more than 95,000 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.

MyPortal

MyPortal 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 MyPortal. Once students have completed an enrollment process online, an e-mail confirmation of their activity is sent, which should be reviewed carefully for accuracy.

Internet Access and Anti-Virus Software

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 laptops 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 MyPortal.

Center for Student Success

The Center for Student Success supports students by empowering them to reach their academic, personal, and professional goals through coaching, advocating, and vesting students with the confidence to succeed. The Center for Student Success serves as a resource for various topics such as:

- Financial Awareness
 - Applying for and maintaining financial aid
 - Understand payment plan
 - Budgeting for school and personal expenses
 - Billing information
- Student Success Planning
 - Setting and completing goals
 - Identifying and overcoming barriers to success
 - Mastering effective study skills
 - Coping with academic stress
- Adjusting to Columbia College
 - Utilizing available resources
 - Resolving registration restrictions
 - Transitioning to Columbia College

- Understanding the impact of attendance on success

Students can contact us during our open hours via phone, email, or by visiting us in MOH 205. Students are also encouraged to schedule a phone, virtual, or in-person (depending on location) one-on-one meeting with a Student Success Coach. Learn more about our resources and contact the Center for Student Success today.

Grossnickle Career Services Center

Making the successful transition from college to the workplace can be challenging and Grossnickle Career Services Center is here to provide support.

Career Services works with students and alumni in all areas of career development through in-person or virtual meetings, online resources, and communications in areas such as:

- Understanding the relationship between choice of major and career path
- Mastering job and internship search techniques
- Resume and cover letter development
- Developing interview skills
- Internships for credits
- Learning about graduate school options and the admissions process

Setting up a career counselor appointment can be done through Handshake or contacting the office directly by phone at 573-875-7425, email at careerservices@ccis.edu or by stopping by the office in Missouri Hall 219.

Honor Societies

Alpha Chi

Missouri Epsilon chapter of the national honor society invites graduate students who are in the top 5 percent of their class based on cumulative GPA, have earned at least 24 credit hours at Columbia College, and are enrolled for coursework at the time of eligibility. Available to all graduate students.

Kappa Delta Pi

Kappa Delta Pi is a national education society. Membership is limited to the top 10 percent of undergraduate and graduate education majors. The organization encourages excellence in scholarship, personal standards, and teaching preparation. Available to Main Campus only.

Sigma Beta Delta

Sigma Beta Delta is an international honor society for students interested in business, management and administration. Membership is open to all students in the top 15 percent of their class. Members must also have at least a 3.5 GPA and 30 credit hours at Columbia College. Available to all graduate students.

Library

The J.W. and Lois Stafford Library provides a place for students to connect with information. Librarians are available by phone, e-mail, chat, or text message. Library instruction is provided to individuals and to classes. Virtual instruction is available to those who reside off-campus. The library classroom can be used

for group study and library instruction. There are four other study rooms in the library. Computers, printers, scanners and copy machines are available for student use. The library also has laptops available for check-out.

The library's collection supports the curriculum of Columbia College with more than 45,000 physical items (books, videos, journals, newspapers, etc.), as well as more than 300,000 electronic books and over 45 databases. Our databases include full-text articles, as well as streaming videos and audio. 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 who reside in Missouri access to more than 29 million items in more than 80 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 subject to change when classes are not in session and during holidays.

Contact Information: (800) 231-2391 x7381, library@ccis.edu

Student Accessibility Resources

Student Accessibility Resources (SAR) 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 with a disability/condition 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, issues with accessing CougarMail and MyPortal, or other Columbia College owned systems. Please click [here](#) for Technology Services hours of operation.

Testing Services

The primary mission of the Columbia College Testing Center is to provide a comfortable, professional, uniform and secure testing environment for all customers. The Testing Center is located on N. 8th St. across from Banks Hall.

The Testing Center conducts a variety of tests such as exams for students with approved ADA accommodations, online proctored exams, CLEP, DSST, ePraxis, and several other standardized exams. The Testing Center can be contacted at (573) 875-7485, or by e-mail at testingservices@ccis.edu.

Bookstore

The Campus bookstore, located on the main floor of the Student Commons, carries a wide range of clothing, snacks, and school supplies. Please visit their website or call: (573) 875-7341.

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.

Parking Permits

Students who park on campus in Columbia, MO are required to have a parking permit. Parking is free and the permit must be displayed in the vehicle. Parking permits can be ordered online at

CCIS.edu/ParkingPermits. Log in to myPortal account to complete the form with the vehicle registration information including vehicle, make, model, year, color, and license plate number. All parking permits will be mailed. Contact the Center for Student Success at (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. Contact Athletics for more information.

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 to checkout. 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.

Wellness Services

Wellness Services is located on the second floor of the Atkins-Holman Student Commons (AHSC, Room 210).

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.

Elizabeth Toomey Seabrook Writing Center and Tutoring Services

Writing consultants can help students with any of the following and more:

- Brainstorming ideas and developing a thesis
- Organizing a paper and adding depth to analysis
- Revising and editing
- Avoiding plagiarism and mastering various citation styles

Professional and peer tutors are also available to enhance student learning experiences in various academic disciplines. This free service is available to current students enrolled in tutor-supported courses at Columbia College. Tutors are available on a walk-in basis at a variety of times each week to help students with the following tasks:

- Understanding concepts and productively reviewing notes
- Working problems
- Preparing for quizzes and exams

To view the current tutoring schedule, [click here](#). For more information, call (573) 875-7616 or email writingcenter@ccis.edu.

Textbooks

Columbia College provides required course material for all students. The options for students to access textbooks vary depending on the venue of their courses (i.e., Day vs. Columbia College Global).

I. Day Textbook Program

As part of the cost of tuition, the College provides textbooks for undergraduate and graduate courses offered through the day program. All students are opted in upon admission to the College. Some books will be provided in an eText format through the learning management system while other courses will have physical text books. The eTexts will be available by the Friday before classes start or within 48 hours of registering on or after this date. Once the physical text books are available they will be picked up from the bookstore. These books will work under a rental model and will be required to be returned at the end of the course. If the books are not returned the student will be charged for them on their student account.

II. Columbia College Global Textbook Program

As part of the cost of tuition, the College provides textbooks for undergraduate and graduate courses offered through Columbia College Global. All students are opted in upon admission to the College. Most textbooks for Columbia College Global courses are digital textbooks that students have access to through the learning management system no later than the Friday before the course begins, or within 24 hours of registration being finalized for the course if the student registers after the Friday before the course start date. In the event a digital textbook is not available, a printed copy of the textbook will be provided to the student by the college's online bookstore. The printed textbook will be shipped to the student at least seven days before the course start date, or within 24 hours of registration being finalized for the course, should the student register late. The students can keep these books and will not be charged for them unless they drop the course.

- Students enrolled in Day and Columbia College Global courses will receive their physical material from two different bookstores based on the location of their course.

III. Opting Out

Students may elect to opt out of the textbook program. Day location students will communicate this intent to their academic advisor while Columbia College Global location students will talk with the Center for Student Success. They will then have to submit a completed Textbook Program Opt-out form before enrolling in courses at the College for the semester. After communicating intent to opt-out, the student will be sent an email with a link to the Opt-out form. Opting out of receiving textbooks through the textbook program applies to all courses for which the student registers after opting out (Day and Columbia College Global). Once a student registers for at least one course for the semester, the next opportunity to opt-out is before registering

for the following semester. Students who opt-out will receive a \$20 per credit hour reduction on their student account and will be responsible for obtaining all required textbooks and required materials on their own.

Students receiving Military Tuition Assistance who opt out of the Textbook Program will not receive a \$20 per credit hour reduction on their student account because their textbook cost is in addition to tuition and covered by a \$20 per credit hour institutional grant. Students who receive reduced tuition rates pursuant to the College's Employee Educational Grant or Graduate Education Grant or MAT Tuition Waiver and opt-out will not be charged \$20 per credit hour for the textbook program regardless of their tuition reduction amount; these students who opt out of the textbook program are responsible for purchasing required materials on their own. A student who opts out of the textbook program, but who would like to re-enroll in the program will have the opportunity to opt in at the beginning of each academic year by contacting the Center for Student Success.

International Student Services

International Student Services

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. Graduate students must register for and complete 6 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 City 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

Enrollment in Online Courses

International students who are approved to enroll in online courses may only count one course, or 3 credit hours, per semester toward the total required to maintain a full course of study. Other courses must be traditional and in-seat. Note: Students are not limited to take only one online course; however, only one online course counts toward maintaining a full course of study. Student enrollments will be checked each semester for compliance. For example, a graduate student taking three semester hours of in-seat course work and three semester hours through online has met the full course of study requirement while a student taking six hours of online courses has not. Please refer to the Registration Processes section for academic eligibility requirements to enroll in online coursework.

In order to maintain F-1 status and ensure compliance with U.S. immigration law, it is very important that students communicate with the International Center staff throughout the duration of their program at the College.

Withdrawing from Classes

If an emergency develops and an international student must withdraw from the College prior to completing the program, the International Center must update SEVIS to indicate that the student has been authorized for early withdrawal. Once the SEVIS record is updated to reflect the withdrawal authorization, the student has a "grace period" of 15 days within which to depart the United States. Without DSO approval for early withdrawal, the student has no grace period and must depart immediately. For more information on the Total Withdrawal process, please see the section of the catalog on Withdrawals.

Education Abroad

Education Abroad offers a variety of opportunities for students to earn credit while experiencing the world up close, building cultural awareness and enhancing language skills. Opportunities include semester exchanges as well as summer and short-term programs.

Students participating in an exchange program at one of our international partner universities must enroll in the ABRD 144 course. Students pay tuition to Columbia College and retain institutional scholarships up to the cost of tuition. Room and board fees are paid to the host institution. Students are responsible for travel costs and incidental expenses related to their international experience.

Students enrolled at an exchange partner institution can choose to receive a pass/fail letter grade instead of a standard letter grade at time of registration. These students can enroll in multiple non-major specific courses as pass/fail per session or semester while still being eligible for the Dean's List. Major courses must be taken for a standard letter grade. For more pass/fail information, please visit Grading and Academic Standing.

The College also offers multiple opportunities for short-term experiences abroad through our partnerships with Missouri Study Abroad Intercollegiate Consortium (MOSAIC), Webster University's (WINS) network, and Education First (EF).

Any student participating in an education abroad program must submit an Education Abroad Application as found here. To help defray costs to education abroad, students may apply for financial aid through the Columbia College Center for Student Success. Federal financial aid, such as the Pell Grant or student loans, can be used to help finance education abroad. Students may also apply for the Columbia College Education Abroad Scholarship. For more information, go here.

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:

- The student has been lawfully enrolled on a full time basis, in a Service-approved college, university, conservatory, or seminary for one full academic year. An academic year is defined as two semesters of course work.
- Is currently in valid F-1 status
- The student will continue to be enrolled for a full course of study during the CPT
- The training is directly related to the student's major area of study
- Enroll in a CPT approved course

Part-time CPT: Employment for 20 hours or less per week is considered part-time. During the fall and spring semester, students must be simultaneously enrolled full-time in order to maintain lawful F-1 status. There is no limitation for participation in part-time CPT.

Full-time CPT: Employment for more than 20 hours per week is considered full-time. Students may request full-time CPT during designated break periods, including the summer months. Students who have been authorized for 12 months or more of full-time CPT will be ineligible for Optional Practical Training.

CPT is processed and authorized each semester. Contact the International Center 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 for specific guidelines regarding OPT applications or to request a copy of the college's OPT policy.

Health Insurance

To ensure that non-immigrant students are able to cover any medical expenses in the U.S., it is required that all international students purchase the insurance plan provided through the College. Students in F-1 or J-1 status are eligible for coverage under the international student plan. Charges for medical insurance premiums are posted to the Columbia College student account upon enrollment for any number of credit hours. Students pursuing Optional Practical Training will be given the opportunity to continue insurance coverage.

Insurance charges will be divided in two segments and assessed each semester. Students are responsible for charges posted to their student account, and may make payments according to the college's Deferred Payment Policy. For questions and details about the mandatory insurance program, please contact the International Center.

Student Accessibility Resources

Student Accessibility Resources (SAR) 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 with a disability/condition 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 they want to proceed based on the information presented by the SAR 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 MyPortal, you will land on the Dashboard page which contains information for Accessibility Resources. This includes a link to the accommodation application. 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 application 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. Students must allow enough time for their accommodation requests to be processed.

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 the documentation of the disability/condition as requested by the SAR office 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 ADA and Section 504 Grievance Policy for Students.

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 Columbia College Global.
- 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.

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 their @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.

Social Media

The prevalence of social media on the Columbia College campus can both benefit and inhibit the development of a civil and respectful community of scholars. College staff and faculty may choose to have profiles on various social media mediums. If in the course of normal use of the social media sites a member of the Columbia College community finds information that the College deems concerning, the student may be contacted to meet with the campus director, student conduct officer, or a designee to discuss the scope and nature of the information located online.

Course Descriptions

ATAD 550 - Leadership & Organization Behavior in Athletic Departments 3 hours

This course exposes students to various leadership and management styles and how to apply those to lead an athletic department. Students will learn the steps to assess and change organization culture, how to facilitate and execute a strategic plan with the inclusion of multiple stakeholders, and utilize those areas in decision-making.

ATAD 551 - Sociology of High School and College Athletics 3 hours

This course provides students with a broad overview of how societal issues can impact both high school and college athletic administration, and how to make decisions with those issues in mind.

ATAD 552 - Game Day and Facility Operations 3 hours

This course shows students the process of planning and executing both athletic competitions and the upkeep of athletic facilities and equipment. Facility scheduling and criteria for facility renovation vs. new construction will also be covered.

ATAD 553 - Marketing in High School and College Athletics 3 hours

This course takes students through the process of developing and executing a marketing plan for an athletic department and individual athletic programs through stakeholder listening sessions, brand platform development, impactful messaging creation, social media page development and management, and maximizing other communication channels.

ATAD 554 - Impact of Law and Ethics in Athletics Administration 3 hours

This course provides students with an understanding of both the civil and criminal laws that frequently apply to high school and college athletics and the importance of including legal analysis in decision-making to decrease risk. Students will explore theories on ethical decision-making and the importance of making the right decision despite stakeholder and societal pressure.

ATAD 560 - Holistic Development of High School Student-Athletes 3 hours

This course examines common issues faced by high school student-athletes including mental health, identity as an athlete, and the transition from middle school to high school sports. Students will explore various theories for the holistic development of student-athletes emotionally, mentally, academically, and athletically and develop ideas for programming.

ATAD 561 - NIL and Fundraising for High School Athletics 3 hours

This course explores both the current structure and trends of Name Image Likeness (NIL) at the high school level in addition to the importance of cultivating relationships with stakeholders for external fundraising. Students will be exposed to NIL valuation of student-athletes, the development of an NIL structure and process at their institution and the execution of a fundraising campaign.

ATAD 562 - Financing High School Athletics 3 hours

This course introduces students to best practices and issues in both finance and financial management of a high school athletic department. Students will explore financial strategies and multiple sources of revenue opportunities including ticket sales, corporate sponsorships, and other promotions.

ATAD 563 - State and Federal Regulation of High School Athletics 3 hours

This course exposes students to regulations that specifically govern the operations of high school athletic departments such as state athletic association bylaws, national athletic association bylaws, and conference bylaws.

ATAD 570 - Holistic Development of College Student-Athletes 3 hours

This course examines common issues faced by student-athletes including mental health, identity as an athlete, and the transition from high school to college athletics. Students will explore various theories for the holistic development of student-athletes and develop ideas for programming.

ATAD 571 - NIL and Fundraising for College Athletics 3 hours

This course explores both the current structure and trends of Name Image Likeness (NIL) at the college level in addition to the importance of cultivating relationships with stakeholders for external fundraising. Students will be exposed to NIL valuation of student-athletes, the development of an NIL structure and process at their institution, and the execution of a fundraising campaign.

ATAD 572 - Financing College Athletics 3 hours

This course introduces students to best practices and issues in both finance and financial management of a college athletic department. Students will explore financial strategies and multiple sources of revenue opportunities including ticket sales, corporate sponsorships, and other promotions.

ATAD 573 - State and Federal Regulation of College Athletics 3 hours

This course exposes students to regulations that specifically govern the operations of college athletic departments such as national athletic association bylaws (NCAA, NAIA, and NJCAA) and conference bylaws.

ATAD 580 - InsideOut Athletics Certification 3 hours

This course will be facilitated by licensed Facilitators from the InsideOut Initiative. Students will explore the principles of InsideOut Coaching and InsideOut Administration of Coaches and how to apply those principles in the leadership of an athletic department to ensure coaches see the importance of being transitional vs. transactional with the ultimate focus of using athletics to help athletes grow as students, athletes, and people. Upon successful completion of the course, students will receive InsideOut Certification.

ACCT 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.

ACCT 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.

ACCT 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. **Prerequisites:** Admission to the MBA program with Accounting emphasis, or admission to the M.S. Accountancy program.

ACCT 586 - Advanced Managerial Accounting 3 hours

Advanced topics in Managerial Accounting. A continuation of the undergraduate cost accounting course. **Prerequisites:** ACCT 386 or BUSI 562.

ACCT 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 ACCT 584.

ACCT 589 - Auditing II 3 hours

Focus is on practical application of the conceptual structure of the audit process, including auditing of the major business cycles through use of a comprehensive audit case. **Prerequisites:** ACCT 489.

ACCT 590 - Integrative Accounting Seminar 3 hours

This is the culminating experience for the M.S. Accountancy. It examines and integrates the four major areas that constitute the Uniform CPA exam: Financial Accounting and Reporting, Auditing and Attestation, Business Environment and Concepts, Regulation. **Prerequisites:** completion of 21 hours in the M.S. Accountancy program.

BUSI 500 - Technical Communication and Python 3 hours

This course covers both technical communication and the Python programming language. Students will develop essential skills in technical communication, including effective documentation and presentation, critical thinking, and collaboration on community-driven platforms. Additionally, students will learn the basics of Python programming, including syntax, functions, object-oriented programming, graphical user interface development, and database integration. **Cross-listed** as CISS 500. **Prerequisites:** None.

BUSI 501 - Supply Chain Management Theory 3 hours

Supply Chain Management Theory introduces students to fundamental theory and principles of supply chain management to include design, planning, management, control, logistics, risk and quality control, sustainability, and strategic planning. Students will examine the strategic role of supply chains, key drivers of supply chain performance, and methodologies for performance. **Prerequisites:** Admittance to MBA Program.

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 - Managerial Communication 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 507 - Business Information Security and Governance 3 hours

This course covers important topics in business information security and governance, including security strategy, risk management, resource management, ethical issues, and laws and policies. Students will learn best practices, risk management, and compliance with legal standards. By the end of the course, students will be able to develop security plans, assess risks, and apply knowledge in decision-making and strategy formulation. **Cross-listed** as BUSI 507.

BUSI 508 - Managerial Analytics 3 hours

This course examines the usefulness of data in making managerial decisions using Excel as the main tool. It covers various analytical skills used by managers to make informed decisions. It provides a summary of basic data analytics before delving into sampling, inferences, regression, forecasting, data mining, modelling, simulation, and optimization. The focus will be to apply analytical skills to real life business decision making. **Prerequisites:** Knowledge of College Algebra and Excel® is important.

BUSI 509 - Database Systems: Introduction to Databases and Data Warehouses 3 hours

Overview of database management systems in support of business analytics. The course explores database design, creation, and ongoing management in support of data driven business decisions. Topics include DBMS programming (SQL), data modeling, design, and administration of business databases and warehousing. **Prerequisites:** BUSI 502.

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 512 - Data Visualization 3 hours

This course explores the theory and practice of data visualization for managers. The course encompasses the visualization design process and offers a deep dive into the use of color, design, interactivity, data representation, and composition of well-designed visuals in a business context. **Prerequisites:** BUSI 508.

BUSI 513 - Spreadsheet Modeling for Analytics 3 hours

Spreadsheet Modeling for Analytics examines advanced tools and techniques in spreadsheet modeling to address and solve business problems. The course will explore advanced skills in model conception, construction, and deployment of spreadsheet modeling. **Prerequisites:** BUSI 502.

BUSI 514 - Big Data Fundamentals 3 hours

Big data fundamentals is a comprehensive introduction to the big data analytics in a business context. The course examines motivations and drivers for the adoption of big data, planning considerations, and enterprise technology in the context of massive data sets. Students will gain a firm understanding of big data processing, technology, storage, and analysis employing big data.

BUSI 515 - Strategic Management Using Business Analytics 3 hours

Strategic Management Using Business Analytics examine the theory, skills, and knowledge needed to use data analytics to inform strategic decision-making in businesses. The course will cover topics related to strategic management, business analytics, and how the two intersect to help businesses achieve their goals. The course provides an applied frame for managers to integrate analytics technically and professionally into organizational decision processes.

BUSI 520 - Real Estate Finance and Investments 3 hours

This course consists of analyses of real estate capital markets, both debt and equity; institutional sources of capital, both public and private; legal aspects of real estate finance; underwriting; and real estate capital structure. Real estate investment includes analyses of risk and return, tax strategies, and disposition. Fundamentals of real estate finance include sources of funds, alternative financing instruments and mortgage securitization, analysis emphasizing cash flow projections, yield, risk for residential and commercial real estate, evaluating the role of financing and leverage in real estate investment analysis, valuation of financial structure, sources of equity financing, and the operation of secondary mortgage markets.

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 525 - Supply Chain Strategic Management Analytics 3 hours

Supply Chain Strategic Analytics covers the use of quantitative and qualitative methods to manage and optimize the flow of goods and services from suppliers to customers. The course is designed to equip students with the tools and techniques needed to make data-driven decisions related to procurement, inventory management, logistics, and demand forecasting. The course uses a variety of software to analyze data and develop solutions for supply chain challenges. **Prerequisites:** BUSI 501.

BUSI 526 - Strategic Human Resource Management 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 532 - Strategic Supply Chain Management 3 hours

Strategic Supply Chain Management is designed to explore the central importance of supply chain management as a strategic function in modern business contexts. The course explores the link between the operational environment and strategic leadership in designing resilient supply chains that properly adjust to uncertainty and risk using best practices and strategic planning. **Prerequisites:** BUSI 501.

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 and Selection 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 540 - Real Estate Law 3 hours

This course analyzes the principles of real estate law that determine real estate use, restrictions, and transfer. Existing laws, past legal decisions, and current lawsuits are considered while developing a standard for issue identification and resolution. Emphasis is placed on recognizing appropriate business conduct under a variety of circumstances.

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 545 - Managing the Multinational Enterprise 3 hours

This course explores the global context in which multinational businesses operate in different countries, including external forces such as economic, political, and sociocultural conditions and their impact of those on strategic management and decision-making. The course also examines global leadership, cross-cultural motivation, organizational transformation, sustainability, ethics, and knowledge management in multinational enterprises. It enables students to develop a fundamental understanding of strategic and comparative management issues faced by organizations worldwide. **Prerequisites:** BUSI 528.

BUSI 546 - Global Business Environment 3 hours

This course examines the concepts, issues, and activities of managing international organizations in different countries. This course covers essential topics, including social, political, cultural, and economic problems that affect business operations globally. Students will evaluate other issues related to organizational structures, strategic control, and international ethical considerations. **Prerequisites:** BUSI 528.

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 560 - Cases in Real Estate Management 3 hours

This course examines the changing real estate environment through the lens of cases in real estate management. It explores various cases and how to apply real estate strategies and tactics in the industry. Students will use industry resources and case studies to guide learning through application of managerial strategies in real estate and emerging technology and tools in the industry.

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.

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 571 - Financial Statement Analysis 3 hours

This course introduces financial statement analysis with emphasis on interpretation and understanding of the balance sheet, income statement, and statement of cash flows. Analysis of company financial statements and related accounting information with emphasis on investors' decisions to invest in the company.

BUSI 572 - Equity Investments and Security Analysis 3 hours

This course focuses on theory and application of models and methods for valuing equity securities. **Prerequisites:** BUSI 571.

BUSI 573 - Portfolio Theory and Management 3 hours

This Capstone course will study investment policies and the effects of risk and diversification on investment management, including measurement of risk, identification of investment policy, and construction and maintenance of investment portfolios. **Prerequisites:** BUSI 571, 572, 574, and 577.

BUSI 574 - Risk Management & Derivative Markets 3 hours

This course is a comprehensive overview of derivative securities, including financial futures and options, swaps, and financial engineering.

BUSI 575 - Project Management Fundamentals 3 hours

This course covers the fundamental principles and practices of project management. Topics include: project planning, execution, and control, tools and techniques for managing projects, scope, time, cost, quality, communication, risk, procurement, and stakeholder management. Prepare students for PMI-PMP certification. **Cross-listed** as CISS 575.

BUSI 576 - Alternative Investments 3 hours

This course is a comprehensive overview of alternative investments such as private equity, hedge funds, real estate, and other non-traditional investments. **Prerequisites:** BUSI 572.

BUSI 577 - Fixed Income Investments 3 hours

This course is a comprehensive overview of markets for fixed-income securities and theory and application of models for valuing bonds and other fixed-income securities.

BUSI 578 - Behavioral Finance 3 hours

This course describes how individuals and firms make financial decisions and how those decisions might deviate from those predicted by traditional financial or economic theory.

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.

FINC 595 - International Financial Management 3 hours

This course focuses on international financial management and international trade. Topics in financial management, viewed primarily from the perspective of managers doing business overseas, include the management of foreign exchange exposure, foreign direct investment decisions, and multinational capital budgeting.

CISS 500 - Technical Communication and Python 3 hours

This course covers both technical communication and the Python programming language. Students will develop essential skills in technical communication, including effective documentation and presentation, critical thinking, and collaboration on community-driven platforms. Additionally, students will learn the basics of Python programming, including syntax, functions, object-oriented programming, graphical user interface development, and database integration. **Cross-listed** as BUSI 500. **Prerequisites:** None.

CISS 502 - Business Cloud Computing 3 hours

This course covers the technical and business aspects of cloud computing. Topics include the technical concepts of cloud computing, business issues and opportunities, cloud operations, compliance, and security. The course provides a comprehensive overview of the cloud computing landscape and how it affects business and technology operations. This course prepares students for CompTIA Cloud Essential + certification.

CISS 504 - Agile DevOps and C# 3 hours

This course explores the development of cross-platform apps with an emphasis on an Agile mindset and DevOps automation. Topics include: agile mindset and its principles, the relationship between agile and DevOps and how they can be integrated to accelerate development, C# programming concepts and applications.

Prerequisite: CISS500.

CISS 506 - Database Management and SQL 3 hours

This course introduces various types of databases with a primary focus on relational databases. Topics covered include: database design, entity-relationship diagram, relations, normalization, SQL data manipulation language and data definition language, SQL objects, NoSQL database, cloud-base database, database security and administration.
Prerequisite: CISS500.

CISS 507 - Business Information Security and Governance 3 hours

This course covers important topics in business information security and governance, including security strategy, risk management, resource management, ethical issues, and laws and policies. Students will learn best practices, risk management, and compliance with legal standards. By the end of the course, students will be able to develop security plans, assess risks, and apply knowledge in decision-making and strategy formulation. **Cross-listed** as BUSI 507.

CISS 510 - Business Intelligence and Data Analytics 3 hours

This course introduces data-based business intelligence, specifically addressing how to effectively use data to gain insights and make informed business decisions. Topics include: importing and transferring raw data, building data models, creating calculated fields and functions, Designing interactive reports and dashboards. This course prepare students for associate certified analytics professional.
Prerequisite: CISS500

CISS 560 - Marketing Analytics 3 hours

This course explores how to use analytics in marketing. Students will learn how to use data and statistical analysis to understand and improve marketing campaigns and strategies. Topics include data collection and cleaning, descriptive statistics, data visualization, predictive modeling, marketing mix modeling, customer segmentation, customer lifetime value and marketing ROI.

Prerequisite: CISS500

CISS 570 - Cybersecurity for Business Professionals 3 hours

This course teaches essential knowledge and skills to protect the organization's sensitive information and assets from cyber threats. Topics include risk management, data security, network security, incident response, and compliance. This course prepares students for IIBA-CCA certification.

Prerequisite: CISS507

CISS 575 - Project Management Fundamentals 3 hours

This course covers the fundamental principles and practices of project management. Topics include: project planning, execution, and control, tools and techniques for managing projects, scope, time, cost, quality, communication, risk, procurement, and stakeholder management. Prepare students for PMI-PMP certification. **Cross-listed** as CISS 575.

CISS 580 - Data Communication and Networking 3 hours

This course covers the fundamentals of data communications and networking, including network protocols, network topologies, and network security and management. This course prepares students for CompTIA Network+ certification.

CISS 590 - Capstone Project Proposal 1 hour

This is the first course in a two-part capstone series for the Master of Science in Management Information Systems program. It offers students the chance to utilize the knowledge and skills acquired throughout the program in a real-world scenario or project. Working in teams, under the direction of a faculty member, students will tackle a complex challenge related to management information systems in a professional setting. The course will include the development of a project proposal which will be covered in the course.

Prerequisite: CISS 500, 502, 504, 506, 507, 510

CISS 591 - Capstone Project 2 hours

This is the second course in a two-part capstone series for the Master of Science in Management Information Systems program. It offers students the chance to utilize the knowledge and skills acquired throughout the program in a real-world scenario or project. Working in teams, under the direction of a faculty member, students will tackle a complex challenge related to management information systems in a professional setting. This course will enable students to complete the project proposal developed in CISS590 and present the final outcome.

Prerequisite: CISS 590

CYSC 515 - Managing and Maintaining Servers

CYSC 525 - System and Network Defense

CYSC 545 - Fundamentals of Cloud Computing

CYSC 612 - Cyber Detection & Response

CYSC 613 - Security Automation 3 hours

Students will explore Security Orchestration, Automation, and Response (SOAR) topics prevalent in cybersecurity programs. Students will start with a refresher on the importance of understanding cybersecurity, diving into why traditional tools are no longer helpful and how SOAR can fill the gap in many ways. Students will learn how SOAR works and what its benefits are, including optimizing threat intelligence, incident response, and utilizing threat hunting in investigations. Students will understand advanced automated scenarios and explore useful tools such as Microsoft Sentinel, Splunk SOAR, and Google Chronicle SOAR.

CYSC 614 - Security Data Analytics 3

Security Data Analytics is designed to sharpen your expertise in data analytics, management, and visualization. The course includes hands-on labs, real-world scenarios, and practical exercises to help you understand the concepts and apply them in real-world situations. The course covers the following topics: Data Management, Data Analysis, Data Visualization, Data Ethics and Security, and Data Governance and Strategy. This course is a must-have for professionals who work with data in any capacity, including data analysts, data scientists, business analysts, and IT professionals. **Prerequisite(s):** CYSC 515, CYSC 525.

CYSC 622 - Governance, Risk, and Compliance 3 hours

This course is designed to address the governance and management of enterprise IT. This course covers a wide range of topics, including IT governance, strategic alignment, value delivery, risk management, resource management, and value delivery, including the processes and systems that organizations use to deliver value to stakeholders. Students will learn about the role of IT in creating and delivering value, and how to measure the value of IT investments. Risk management is also covered in the course, including the processes and tools that organizations use to manage risk. Students will learn about the different types of IT risks, how to assess and manage them, and how to develop effective risk management frameworks. Throughout the course, students will have the opportunity to practice their skills through hands-on labs and exercises. By the end of the course, students will have gained a solid foundation in the principles and techniques of IT governance and will be prepared to take the CGEIT certification exam. **Prerequisite(s):** CYSC 515, CYSC 525, CISS 575, and CYSC 545.

CYSC 623 - Security Engineering 3 hours

Students will learn how to design and deploy highly secure systems on time and within budget. Emphasis will be placed on how to build and maintain powerful, cost-effective cybersecurity systems. Students will learn to think strategically, identify the highest priority risks, and apply advanced countermeasures that address the entire attack space.

CYSC 626 - Advanced Offensive Security 3 hours

The Advanced Offensive Security course is designed to teach students how to identify, assess, and prevent various types of cyber attacks. This course covers the latest hacking techniques and tools used by attackers to exploit vulnerabilities in computer systems and networks. This course will cover the process of identifying vulnerabilities in target systems or networks, including network mapping, port scanning, and vulnerability scanning, and the process of gathering information about target systems or networks, including user and group enumeration, network services enumeration, and SNMP enumeration. In addition, you will learn the process of capturing and analyzing network traffic, including packet sniffing, ARP poisoning, and MAC spoofing. **Prerequisite(s):** CYSC 515, CYSC 525, CISS 575, and CYSC 545.

CYSC 632 - Security Hardening and Auditing 3

This course addresses auditing, controlling, monitoring, and assessing information systems and technology. The CISA certification is highly respected and widely recognized by employers and professionals in the IT industry. It covers the concepts of the auditing process and teaches you how to plan, execute, and report on information systems audits in accordance with generally accepted auditing standards. It also addresses the concepts of information systems acquisition, development, and implementation and teaches you how to ensure that information systems are designed, developed, and implemented in a secure and efficient manner. **Prerequisite(s):** CYSC 515, CYSC 525, CISS 575, and CYSC 545.

CYSC 633 - Security Architecture 3 hours

Students will explore the systematic approach to protecting organizations against a myriad of cybersecurity threats through strategic design and robust security practices. Students will gain foundational knowledge across many technology trends, focusing on principles that apply to traditional systems and cutting-edge thought of modern security architectures.

CYSC 634 - Security Incident Management 3 hours

This course helps you gain the skills and knowledge necessary to design, implement, and manage secure IT solutions that meet the needs of organizations in today's complex security landscape. It also covers the concepts of risk management and teaches you how to identify, assess, and mitigate security risks to an organization's IT infrastructure and systems. In addition, it covers the concepts of computing, communications, and business disciplines and teaches you how to integrate these disciplines to design and implement secure IT solutions that meet the needs of organizations. **Prerequisite(s):** CYSC 515, CYSC 525, CISS 575, and CYSC 545.

CYSC 642 - Information Security Management 3 hours

An investigation of the development and management of enterprise information security programs. This course covers a wide range of topics, including information security governance, risk management, incident management, and program development, information security governance, including the frameworks and standards that govern information security. Students will learn about the role of information security in achieving business objectives, and how to develop effective information security governance frameworks. Program development is also covered in the course, including the processes and systems that organizations use to develop and implement information security programs. Students will learn about the different types of information security programs, how to develop and implement them, and how to measure their success. **Prerequisite(s):** CYSC 515, CYSC 525, CISS 575, and CYSC 545.

CYSC 643 - Data Privacy 3 hours

Students will explore the critical role of data privacy in today's tech landscape. This course offers a deep dive into privacy regulations like GDPR, CCPA, and modern technologies such as differential privacy and encrypted computation. Designed for data professionals, it provides practical strategies for integrating privacy into data systems. Students will learn about anonymization, federated learning, and choosing privacy-preserving technologies.

CYSC 652 - Cybersecurity Operations Capstone 3 hours

The Cybersecurity Operations Capstone course is designed to provide students with the opportunity to apply their knowledge and skills to a real-world cybersecurity project. This course brings together the concepts and techniques covered in previous cybersecurity courses and applies them to a comprehensive cybersecurity analysis project.

The course covers a wide range of topics, including network security, threat analysis, incident response, and risk management. Students will learn how to use a range of tools and techniques, including network sniffers, intrusion detection systems, and vulnerability scanners.

Throughout the course, students will have the opportunity to work with industry-standard cybersecurity tools and techniques, gaining hands-on experience in a range of cybersecurity tasks. By the end of the course, students will have gained a solid foundation in the principles and techniques of cybersecurity analysis and will be prepared to apply their skills in a range of cybersecurity roles. **Prerequisite(s):** All specialization courses must be completed.

CYSC 653 - Cybersecurity Management Capstone 3 hours

The Cybersecurity Management Capstone course is meant to equip students with the opportunity to deploy their acquired knowledge and competencies in an immersive, real-world cybersecurity management project. This pivotal course synthesizes the fundamental concepts and methodologies explored throughout their cybersecurity studies, channeling them into a comprehensive project with a focus on cybersecurity governance, policies, and strategic oversight.

Key areas of study will include cybersecurity leadership, policy development, compliance frameworks, strategic planning in cybersecurity, and understanding the global implications of cyber laws and regulations. Students will become proficient in the application of executive-level decision-making tools, perform in-depth risk assessments, and create incident response strategies that align with business objectives.

Emphasizing a managerial perspective, the course allows students to engage with advanced cybersecurity simulation environments and management platforms, providing tangible experience with the kind of strategic planning and policy implementation required of cybersecurity leaders. By the culmination of the course, students will have forged a robust grounding in cybersecurity management principles and be equipped to assume high-level cybersecurity positions, driving policy and strategy in various professional settings.

Prerequisite(s): All specialization courses must be completed.

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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** 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. Successful completion of this course may be a requirement for additional coursework in the Principal certification program.

M.Ed. School Leader K-12 students: You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor.

Prerequisite(s): 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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** 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. **Prerequisite:** Graduate standing.

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 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 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. **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 520 - Instructional Techniques for Teaching English Learners 3 hours

Students will review current theories and research on second language learning and teaching English Learners. The course will include analysis of characteristics of English Learners as students, sociocultural contexts of school and community settings, policies governing English Learner education, and methods for teaching English Learners in the content areas. **Prerequisites:** Graduate Standing.

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. Pre-requisite: 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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** graduate standing; 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. **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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** Graduate standing; full MAT or M.Ed. status.

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 from conception to the end of life. Students study the maturational and environmental factors that shape the physical, cognitive, and social-emotional development of the individual. **Prerequisites:** 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 cultural differences. Issues examined include the impact of economic, social, cultural, political, religious, ethnic, racial, and gender influences. Diversity in the classroom is addressed, including the role of the classroom teacher. **Prerequisite:** graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

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 meta-cognitive 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. **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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to

show your time log signed by your supervisor and course instructor. **Prerequisite(s):** 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.

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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** 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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** EDUC 560 or 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 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 & Literacy Theory 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 and analyze language acquisition problems in the learning situation. **Prerequisite:** EDUC 505 - Instructional Theory and Techniques 3 hours, Graduate standing; and admission to the Teacher Certification Program or full MAT or M.Ed. status.

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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** 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 Professional Standards for Educational Leaders which frame the course.

Successful completion of this course may be a requirement for additional coursework in the Principal certification program. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** Graduate standing; full MAT or M.Ed. status.

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. **Prerequisites:** full MAT or M.Ed. admission.

EDUC 586 - Techniques and Strategies of Instructional Coaching 3 hours

This class focuses on the methods and techniques of instructional coaching incorporating the instructional coach model of classroom management, content planning, instruction, and assessment for learning. Participants identify their personal strengths and concerns, and learn many strategies and techniques for application in school settings. **Prerequisites:** EDUC 585 and 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. **M.Ed. School Leader K-12 students:** You are required to complete 300 practicum hours during this program. It is recommended that you complete 15 hours of practicum during this course. Your course instructor will check in with you. You will be asked to show your time log signed by your supervisor and course instructor. **Prerequisite(s):** 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 of 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 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 supervised internship in the field to establish the framework, development, and competency for portfolio writings and artifacts for the adopted standards for School Leaders (PSEL: Professional Standards for Educational Leaders). During this 8-week session, students will develop the first half of their final portfolio as designated by the Handbook. This course should be one of the last two courses taken in the program.

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 or administrator 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. **Prerequisites:** Graduate standing.

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. **Prerequisite(s):** 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. **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. **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 618 - School District Finance 3 hours

The study of school budgeting procedures and effective management of fiscal and non-fiscal resources to support district goals and priorities. A project will be developed during this course using the Missouri Uniform Accounting System for Public Schools, and the student will illustrate financial health of the district as well as methods for sharing this with internal and external stakeholders. **Prerequisites:** Completed M.Ed.

EDUC 620 - Human Resources Administration and Management of Personnel 3 hours

In this course, the student will study operational systems to oversee personnel and insure the equitable and strategic use of resources. Students will become knowledgeable of requirements regarding personnel records, laws, and reports. **Prerequisites:** Completed M.Ed.

EDUC 622 - Facilities: Planning, Safety and Security 3 hours

In this course, the student will learn to analyze immediate and long-term facility needs to maintain a safe, functional environment to support student learning and community needs. Collaborative strategies with stakeholders to maximize the use of district facilities and grounds will be studied. **Prerequisites:** Completed M.Ed.

EDUC 625 - Organizational Management and Strategic Policy Planning 3 hours

This course focuses on the complexity of policy development that governs the superintendent and the district. Research and law, ethics, values, equity, and data-driven decision making will guide management decisions and strategically shape policy decisions. Students will learn to actively engage in reflective practice to constructively manage and adapt to change. This course will also include public relations strategies for communicating policy and influencing constituents within the context of social justice.

Prerequisites: Completed M.Ed.

EDUC 627 - Meaningful School and Community Engagement 3 hours

In this course, students will build understanding of how to develop a culture of support and respect among the community and faculty, staff, and administration. Students will research methods to model and promote positive and ethical relationships, mobilize community resources, and respond to community interests and needs in order to be an integral part of the culture of the district. Special emphasis will be given to diversity, equity, inclusion, and accessibility. Meaningful community engagement strategies that result in improved student outcomes will be emphasized. **Prerequisites:** Completed M.Ed.

EDUC 630 - Performance Improvement through School and Program Supervision 3 hours

In this course, the student will analyze routines, protocols, procedures, policies, and use of technology to insure a positive, safe learning environment. This course emphasizes a collaborative process of principal and teacher evaluation and development to build professional capacity. **Prerequisites:** Completed M.Ed.

EDUC 633 - Topics 1-3 hours

EDUC 635 - Federal Funding, Special Programs, and Accountability 3 hours

This course focuses on establishing a learning environment and the legal implications to address the needs of each student, and to raise staff consciousness of the importance of equity in the teaching and learning process. The student will learn and evaluate federal and state funding, which includes special programs to respond to the unique needs of K-12 students. The student will learn to advocate for the welfare of each student in the district by understanding policies, laws, rules, and regulations at the local, state, and federal levels that impact district leadership, teaching, and learning. **Prerequisites:** Completed M.Ed.

EDUC 638 - Advanced Action Research

EDUC 639 - Ed.S. Practicum I 1 hour

This course integrates district-level administrative problem-solving with research and developing action plans. It will focus on the leadership domains: visionary, instructional, managerial, relational, and innovative.

This is required for the Specialist degree in Educational Administration for students seeking certification for either Career Principal or Superintendent. **Prerequisite(s):** Completed M.Ed.

EDUC 640 - Ed.S. Practicum II 1 hour

These problem-based practicum experiences will increase the candidate's sensitivity in working intentionally, ethically, and with integrity with all students, staff, and the community members by being visible, accessible, and approachable. It will focus on the leadership domains: visionary, instructional, managerial, relational, and innovative. During the practicum, students will apply their knowledge and skills to current problems in the field with the guidance of experienced district-level administrators. **Prerequisite(s):** Completed M.Ed.

EDUC 641 - Ed.S. Practicum III 1 hour

These problem-based practicum experiences will increase the candidate's sensitivity in working intentionally, ethically, and with integrity with all students, staff, and the community members by being visible, accessible, and approachable. It will focus on the leadership domains: visionary, instructional, managerial, relational, and innovative. During the practicum, students will continue to apply their knowledge and skills to current problems in the field with the guidance of experienced district-level administrators. This course should be the last course in the Ed.S. program or Advisor approval after 24 completed hours in the Ed.S. Program.

Prerequisite(s): Completed M.Ed.

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. **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. 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. **Prerequisites:** Graduate standing; admission to the Teacher Certification Program; completion of all coursework and specifications listed in the Student Teaching section of this catalog.

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 - Strategic Human Resource Management 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.

PADM 501 - Introduction to Public Administration Theory and Practice 3 hours

The course is an introduction to the study and practice of public administration. It provides a history and overview of the field, focusing on the functional roles of public administration in the political process. It introduces students to concepts and practices in public administration, focusing on accountability and performance. Additionally, this course explores the practical application of concepts to critical issues in the public sector. **Prerequisite(s):** Admission to the MPA program; By permission.

PADM 502 - Statistical Analysis for Decision Making 3 hours

Students will develop the statistical methods and analytical tools essential for understanding and solving public problems and support decision making. They will also acquire the tools needed to conduct analysis of data and the knowledge necessary to interpret and use statistical analysis conducted by others effectively and responsibly. **Prerequisite(s):** PADM 501; Admission to the MPA program; By permission.

PADM 503 - Organizational Behavior and Talent Management 3 hours

This course provides a framework for examining individual and group behavior in public-facing organizations. Students will develop an understanding of the role of recruitment and retention, motivation, incentives, personnel and performance management, and interpersonal skills in maximizing individual and institutional performance. An explanation and potential solutions to obstacles in public organization performance will also be evaluated. **Prerequisite(s):** PADM 501; Admission to the MPA program; By permission.

PADM 504 - State and Local Governance 3 hours

Unlike most leaders at the federal level, those serving at the state and local level are frequently in close contact with constituents, service providers, and those most impacted by public policy. This course will provide an overview of the structure, functions, and responsibilities of state and local governments with a focus on the unique economic, cultural, and budgeting challenges of governing in this environment. **Prerequisite(s):** PADM 501; Admission to the MPA program; By permission.

PADM 505 - Public Budgeting and Financial Management 3 hours

Students examine key aspects of public sector and non-profit budgeting, from recognizing and securing key stakeholder support to identifying funding sources to be allocated based on the needs of an organization. Students will also study budgeting from the public sector perspective, with an emphasis on understanding and applying the principles of performance budgeting, cost-benefit analysis, and basic accounting and financial management. **Prerequisite(s):** PADM 501; Admission to the MPA program; By permission.

PADM 506 - Ethics and Leadership 3 hours

Examines the theory and practice of understanding and responding to the ethical responsibilities and dilemmas of public and professional leadership. Emphasizes personal leadership development in the context of public and political environments. Other areas of focus will be on personal accountability, managerial responsibility, decision making, and effective leadership within diverse populations, cultures, contexts, and environments. **Prerequisite(s):** PADM 501; Admission to the MPA program; By permission.

PADM 507 - Strategic Communication and Marketing in Public Sector Organizations 3 hours

In this course, students will learn and better understand the use of persuasive communication and marketing, including the use of social media, to reach internal and external organizational target audiences to meet diverse public organization objectives. Utilizing a variety of tools and methods, students will also develop the research, writing, planning, and evaluation skills necessary to launch and successfully evaluate strategic public marketing campaigns to reach and benefit small and large purposes and audiences. **Prerequisite(s):** PADM 501; Admission to the MPA program; By permission.

PADM 520 - Effective Emergency and Disaster Management 3 hours

Introduces policy, planning, and management issues that arise in preparing for and responding to disasters and emergencies that have broad effects on people and property, including ethical challenges that arise. Examines responsibilities and practices of government and nonprofit organizations in response to both natural and human events. Emphasizes the role of human services organizations in aiding people and communities affected by disasters in the immediate aftermath and for longer-term recovery. **Prerequisite(s):** Admission to the MPA program.

PADM 521 - Emergency Management and Community Responses 3 hours

This course examines the multifaceted impacts of natural disasters on communities, with a focus on vulnerable and marginalized populations. Students analyze how social, economic, cultural, and political factors influence community vulnerability, resilience, and adaptive capacity. Through case studies, the course explores how individuals, leaders, and institutions plan, prepare, respond, and recover from disasters like hurricanes, earthquakes, and wildfires. Emphasis is on developing strategies to mitigate risks, engage communities, leverage local knowledge, and address challenges faced by marginalized groups. **Prerequisite(s):** Admission to the MPA program

PADM 530 - Homeland Security and National Defense 3 hours

This course provides a critical examination of significant U.S. security threats and the complex relationships between homeland and national security domains. Through case studies and current events analysis, students explore interrelated domestic, regional, and global challenges like armed conflicts, terrorism, human trafficking, cyber threats, and border enforcement. The course delves into the bureaucratic structures, operational strategies, policies, and inter-agency coordination mechanisms employed by government entities responsible for homeland security and national defense. Emphasis is placed on

understanding the multifaceted nature of these threats, their root causes, dynamics, and consequences across various spheres. Students gain insights into the roles, responsibilities, and collaborations between key agencies, intelligence communities, law enforcement, and international partners, while critically analyzing ethical considerations, civil liberties implications, and the balance between security measures and individual rights. **Prerequisite(s):** Admission to the MPA program.

PADM 531 - Interagency Collaboration and National Security 3 hours

The course will focus on interagency collaboration and cooperation in the service of U.S. national security interests with an emphasis on risk assessment and counterterrorism. Current counterterrorism policies, practices, programs, and agency responsibilities will be examined to better understand the motives, threats, recruitment strategies, and operational tactics of terrorist organizations. Counterterrorism techniques used by various agencies will also be explored. Both national and international structures and agreements for interagency cooperation will be reviewed. **Prerequisite(s):** Admission to the MPA program.

PADM 541 - Introduction to the Nonprofit and NGO Sector 3 hours

This course explores the theories and concepts of nonprofit and nongovernmental organizations, stressing their waxing importance in the domestic and international arenas. In particular, the course examines the history, structure, management, missions, and future of nonprofits and NGOs. **Prerequisite(s):** Admission to the MPA program.

PADM 595 - MPA Capstone 3 hours

This course provides an integration of cumulative classroom learning with practical experience. By choosing a specific project, students will demonstrate mastery of the theory and practice of public administration by applying the knowledge and skills they have developed to an individualized problem facing public and nonprofit clients/organizations (pending instructor approval). Students will also draw on their classroom, internship, and work experiences to develop specific innovative recommendations for tackling a unique public policy challenge. **Prerequisite(s):** Admission to the MPA program; Completion of at least 21 PADM credit hours, in the MPA Program.

PADM 599 - MPA Internship 3 hours

The three-credit internship allows students without significant work experience an opportunity to utilize skills and lessons gained in the classroom in a non-profit or public agency professional work environment. It will also provide occasions for students to receive mentorship, expand their professional networks and increase employment prospects. For students with verified Professional Work Experience (two years of full-time work experience in a government, non-profit, or business organization), they will choose an additional elective rather than complete the internship. The scope and responsibilities of the internship will be negotiated between the student and host organization, with approval required by the College. A student project is required to complete the internship. **Prerequisite(s):** Admission to the MPA program; Completion of 12 PADM credit hours in the MPA Program.

SOWK 600 - Just Foundations for the Profession 3 hours

This course introduces students to the social work profession, including professional values and ethics, the history of the profession, frameworks for critical thinking, and characteristics of generalist practice.

SOWK 601 - Social Work Practice with Individuals and Families 3 hours

This course prepares students for a generalist approach to culturally responsive social work practice with individuals and families using the planned change process of engagement, assessment, intervention, evaluation, and termination. Emphasizes knowledge, values, ethics, and skills needed to develop effective helping relationships. Includes basic theories for intervention and basic interviewing skills. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 602 - Theoretical Constructs of Human Behavior 3 hours

Examines the prevailing psychological, biological, and social theories that influence human development and behavior from the individual to the systemic. Attention given to how identities, culture, oppressive systems, and dynamic processes impact human development. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 603 - Oppression, Privilege, and Cultural Humility 3 hours

This course explores the role, function, maintenance, and effects of both privilege and oppression within cultural, historical, and contemporary contexts. Examines the relationship and intersection between major concepts, such as intersectionality, power, and marginalization, and social work practices and policies as well as on the development of individuals. Assists students in examining their own personal values, beliefs, and behaviors in preparation for working with diverse clients. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 604 - Social Welfare Policy & Programs 3 hours

This course explores the history of the social welfare system, current social welfare issues, and the role of the profession in the development, delivery, and implementation of social welfare policies, programs, and services in the U.S. Investigates the dynamics of privilege and oppression as part of the political, economic, and social factors that influence the policies and services provided by social workers. Introduces the process of analyzing, influencing, developing, implementing, and advocating for policies and programs through the lens of social justice and social work values and ethics. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 605 - Social Work Practicum Education I 3 hours

Provides supervised experience in a social welfare agency in which students develop, demonstrate, and refine the methods and techniques of generalist social work practice. Participation in weekly activities where students discuss and expand their learning beyond a single setting is required. Students complete 200 hours in an approved agency under the supervision of a professional social worker. This is the first part of a two-part practicum experience during the generalist year. SOWK 605 should be taken after or at the same time as SOWK 601. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 606 - Intersectionality and Social Work Practice 3 hours

Explores the dynamics of race and other intersecting identities in practice settings. Prepares students in developing an on-going practice of assessment, analysis, reflection, and evaluation of their practice that informs their engagement with individuals, institutions, and systems, particularly from historically marginalized groups. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 607 - Policy Practice 3 hours

Building upon the foundation content of SOWK 604, applies social welfare policy analysis within micro, mezzo, and macro practice settings. Prepares students to participate in the policy-making process, integrating policy analytical and formulation skills, as well as understanding the methods and strategies for advocating for policy change and new policies. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 608 - Group, Organization and Community Practice 3 hours

This course develops the foundation skills needed for work with groups, organizations, and communities and explores the intersection between the three areas. Applies the planned change process and expands upon the knowledge, values, ethics, and skills needed when engaging in mezzo and macro practice. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 609 - Foundations for Research and Evaluation 3 hours

This course provides a foundation knowledge of social work research concepts, including basic research terminology, research ethics, problem formulation and conceptualization, measurement, research designs, sampling, qualitative and quantitative data collection and analytic techniques, to enhance the use of evidence-based social work practice. Explores the value of research in social work practice and how to engage in ethical research practice with historically marginalized populations. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 610 - Social Work Practicum Education II 3 hours

Building on SOWK 605, this course continues supervised experience in a social welfare agency in which students develop, demonstrate, and refine the methods and techniques of generalist social work practice. Participation in weekly activities where students discuss and expand their learning beyond a single setting is required. Students complete the final 200 of the full 400 hours required for completion of the generalist year field education. **Prerequisites:** Admission to the MSW program or Graduate standing.

SOWK 620 - Critical Thinking 3 hours

This course develops knowledge and skills in applied critical thinking models that support an anti-racist, ethics-informed approach to decision-making. Considers the implications of the growth of neo-liberal systems and ideologies as they relate to ethical social work practice across systems. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 621 - Contemporary Anti-Racist Social Work Practice 3 hours

This course examines current frameworks of social justice and anti-racism for their applicability in social work practice. Serves as a bridge for incoming advanced standing students and addresses the current social justice issues that impact and shape ethical practice. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 622 - Behavioral Health Assessment and Planning 3 hours

This course develops competence in behavioral health assessment by mastering the accepted diagnostic code, Diagnostic and Statistical Manual, fifth edition (DSM-5). Explores current diagnostic trends and the limitations and controversies related to the use of the DSM-5. Examines the dynamics of factors associated with mental illness and substance abuse such as development, age, race, ethnicity, and gender, and the interrelationship among biological, psychological, and social/cultural systems that impact diagnosis.

Provides a critical overview of Pharmacology, including its limitations and controversies. Addresses aspects of clinical and advanced policy practice in the contemporary environment of behavioral health, including such concepts as telehealth, integrated care, trauma response care, and professional use of self all grounded in social justice and anti-racist practice. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 623 - Program Evaluation 3 hours

This course equips students to use evaluation as a management tool to ascertain service needs and determine effectiveness and efficiency of practice, programs, organizations, and social services. Enhances knowledge and skills to select an evaluation design and method that responds to the organizational context, political-policy reality, and client and/or community input. Attention given to social and economic justice and ethical issues that arise in evaluation research, as well as issues related to a range of diversity dimensions, such as race, ethnicity, gender, gender identity, gender expression, age, class sexual orientation, and religion or spirituality. **Prerequisite:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 624 - Synthesis 2 hours

This course guides students through the process of integrating the core content areas of social work education into their own individual plan for engaging in culturally responsive ethical and effective social work practice. With faculty support, students will complete a project based on their practice area. **Prerequisite:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 625 - Social Work Practicum Education III 3 hours

This course provides advanced supervised experience in an applied practice experience in which students apply, demonstrate, and refine methods and techniques of advanced social work practice. Assists students in the integration and application of theory and evidence-based practice. Participation in weekly activities where students discuss and expand their learning beyond a single setting is required. Students complete 250 hours of 500 hours in an approved agency under the supervision of a professional social worker. This is the first part of a two-part practicum experience during the specialized year. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 626 - Social Work Practicum Education IV 4 hours

This course continues the supervised experience in an applied practice experience in which students apply, demonstrate, and refine methods and techniques of advanced social work practice. Assists students in the integration and application of theory and evidence-based practice. Participation in weekly activities where students discuss and expand their learning beyond a single setting is required. Students complete the final 250 hours of 500 hours in an approved agency under the supervision of a professional social worker. This is the second part of a two-part practicum experience during the specialized year. **Prerequisites:** SOWK 625.

SOWK 640 - Advanced Clinical Theories and Practice with Individuals 3 hours

Building upon the academic and clinical foundations of the generalist practice courses and first year field placement, this course provides opportunity for students to apply more intensively and precisely the biopsychosocial framework within a trauma-informed and strengths perspective for assessment and intervention. Assists in the development of the application of evidence-based theories and students' skills to assess client functioning using psychodynamic developmental model, descriptive diagnosis and social theories, which explore the fit between person and environment. Attention given to historically marginalized

individuals and groups and the deconstruction of existing systems of diagnosis and treatment from an anti-oppressive lens. Focuses on critical aspects of the therapeutic relationship which promote growth and change, including just clinical assessment and co-constructed planning with clients. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 641 - Advanced Clinical Theories and Practice with Families 3 hours

Building on content from previous courses, this course focuses on the development and application of culturally responsive and trauma-informed practice skills with families. Examines various current family theories (i.e. attachment theory, general systems theory, communication theory, social construction theory) with particular attention given to clinical issues as they relate to specific marginalized populations. Examines client-worker differences including a range of diversity dimensions, such as race, ethnicity, gender, gender identity, gender expression, age, class sexual orientation, and religion or spirituality. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 642 - Advanced Social Work Practice with Groups 3 hours

Building on content from previous courses, this course focuses on the development and application of culturally responsive group skills, including group intervention processes, whether a client group or task group. Assists in the development of skills to assess and intervene with groups problems, such as scapegoating, member resistance, low morale, and over active participation, etc. Explores how diversity dimensions, such as race, ethnicity, gender, gender identity, gender expression, age, class sexual orientation, and religion or spirituality, impact various aspects of group functioning, including purpose, composition, leadership, selection of intervention strategies, and group development. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 643 - Motivational Interviewing 3 hours

This courses introduces students to the application of motivational interviewing to increase motivation for substance use reduction, mental health service utilization, and other health behavior changes, particularly in the areas of planned short term, emergency, and crisis intervention. Explores the evidence-based theory, the transtheoretical model of change and its foundational role in motivational interviewing. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 644 - Cognitive Behavioral Therapy 3 hours

This course focuses on empirically validated treatment approach, cognitive behavioral therapy. Explores the theory, concepts, and techniques of cognitive behavioral therapies, with a particular emphasis on intervention methods that may be used by the social worker to help clients with specific problems or conditions. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 645 - Trauma-Informed Practice 3 hours

This course centers on building the skills necessary to provide developmentally fitting, culturally responsive techniques, and treatment methods evidenced for facilitating healing of trauma symptoms caused by single events and more complex traumatic experiences. Emphasizes the critical role of the therapeutic relationship that supports feelings of safety and security during trauma treatment. Equips students with skills for using creative interventions, art, and play therapy to supplement evidence-based trauma informed assessment and treatment approaches along with skills to process compassion fatigue. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 646 - Treatment Methods for Substance Use Disorders 3 hours

This course explores the impact of substance misuse from the individual to the community. Attention given to: 1) the exploration of evidenced-based treatment modalities congruent with the practice of ethical, transformative social work, 2) the context of systems that facilitate addiction and 3) creating individual and collective environments that sustain recovery. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 647 - Military Culture for Social Workers 3 hours

This course introduces the military culture through the use of first-person narratives. Explores concepts, such as command structure, core traditions, values, symbols, and language broadly and within each service branch. Examines the social, political, and environmental factors that impact the lives of military service members, veterans, and their families, with particular attention given to military groups from diverse backgrounds. Develops an understanding of effects of serving during different eras in order to engage service members and veterans in a culturally responsive way. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission

SOWK 648 - Social Work Practice with Military Service Members, Veterans, and the Families 3 hours

This course develops the knowledge and skills of students who plan to work with military service members, veterans, and their families, with particular attention given to military groups from diverse cultural backgrounds. Explores the diverse subgroups that exist within this population and common challenges experienced by this community, such as relocations, family separation, wartime trauma, substance misuse, and suicide. Concentrates on the application of evidence-based practice interventions consistent with empowerment and ecological perspectives for engaging this population in a community-based or clinical setting. Explores the influence of social work professional ethics and values in practice when working with this population. Attention given to systemic, social, and organizational barriers to care as well as the stigma surrounding mental health issues in a military context. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 660 - Advanced Theories and Practice for Leadership and Organizational Change 3 hours

Building upon the academic and foundations of the generalist practice courses and first year field placement, this course explores leadership theories and strategies for leadership development and change from a just, liberatory focus with a goal of preparing students to become innovative leaders in both organizational and community practice. Attention is given to the connections between micro and macro practice in supporting organizational change. Explores students' specific leadership style as it pertains to working in a leadership and/or supervisory role in organizations and communities. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 661 - Fundraising and Grant Writing 3 hours

This course explores the range of possible income sources that organizations can utilize. Develops skills in grant seeking, proposal writing, donor development, direct solicitation of gifts, service contracting, and other grassroots fundraising efforts. Explores current and emerging trends in philanthropic funding including practices of decolonization and liberation. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option.

SOWK 662 - Social Entrepreneurship and Supervision in Social Work Practice 3 hours

Social entrepreneurship holds as its primary goal addressing social problems and gaps in service provision that further marginalize vulnerable populations. This course provides an overview of the core business skills necessary to create and sustain just social work businesses of various scale designed to address service provision in these gap areas. Special attention given to ethical, strengths-based supervision as a critical element of just entrepreneurship. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 663 - Leadership and Management in Nonprofit Organizations 3 hours

This course provides an overview of the fundamentals of organizational management in nonprofit organizations and skills required by leaders of organizations. Addresses the important logistics of nonprofit management, including financial management, human resources, fund development, accreditation, resource management, trauma responsive systems, and grant acquisition and management. Examines the concept of the "nonprofit industrial complex" and social work's role in maintaining these systems. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 664 - Leadership Beyond the Checkbox 3 hours

This course challenges students to embrace anti-oppressive social work practice as a leadership style by identifying strategies to co-create fully inclusive and liberatory organizations. Special attention given to the application of micro practice skills in conjunction with human resource management as well as culture and climate considerations. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

SOWK 665 - Advanced Change Management & Policy Practice 3 hours

This course addresses the traditions of social work change and the empowerment of clients within an organizational system and as an individual change agent. Explores and provides opportunities to apply advanced advocacy skills, coalition building in order to impact legislation, policy research, congressional testifying, policy development and analysis at organizational/local/state/federal levels, use of information technology and social media in bringing about change, and development of organizational government relations. **Prerequisites:** Completion of the Generalist Year or Admission to the Advance Standing option; By permission.

ATAD 553 - Marketing in High School and College Athletics 3 hours

This course takes students through the process of developing and executing a marketing plan for an athletic department and individual athletic programs through stakeholder listening sessions, brand platform development, impactful messaging creation, social media page development and management, and maximizing other communication channels.

PADM 504 - State and Local Governance

PADM 505 - Public Budgeting and Financial Management

PADM 507 - Strategic Communication and Marketing in Public Sector Organizations

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B.S. Eastern Illinois University, M.B.A. Lindenwood University, J.D. St. Louis University School of Law

Advancement

Suzanne Rothwell, Vice President of Advancement

B.S., University of Missouri - Columbia

Athletics

Cynthia Potter, Athletic Director
B.A., Columbia College; M.A.T., Columbia College

Drew Grzella, Associate Director of Athletics
B.A., Columbia College; M.A., University of St. Mary

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

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

Damon Helgevold, Head Bowling Coach

Allison Jones-Olson, Head Volleyball Coach
B.S., William Woods University; M.S., Northwest Missouri State University

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

Craig McAndrews, Associate Head Coach Baseball

Darren Munns, Baseball Coach
B.S., Missouri Western State University; M.Ed., William Woods University

Wendy Spratt, Head Softball Coach
B.S., Columbia College; M.B.A., Central Missouri State University

Columbia College Global

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B.A., Graceland College; M.A., University of Missouri-St.Louis; Ed.D., Grand Canyon University

Tery Donelson, Senior Director, Operations and Projects
B.S., California State Polytechnic University; M.S., U.S. Air Force Institute of Technology

Darin Hand, Ed.D., Senior Director, Columbia College Global Military Navy, Marines & Coast Guard
B.A., Chapman University; M.S., Chapman University; Ed.D. Brandman University

J. Robert Streit, Senior Director, Columbia College Global Military Army & Air Force
B.A., Columbia College; M.A., Southern New Hampshire University

Erin Glover, Director, Academic Operations
B.A., University of Missouri - Columbia, M.B.A., Columbia College

Tara Clawson, Area Director, San Diego, California
A.A., Palomar College; B.A., National University; M.A., National University; M.A.Ed., National University

Danielle King, Director, Lake of the Ozarks, Osage, Missouri
B.S., Columbia College; M.B.A., Columbia College

Jim McNally, Director, Denver, Colorado
B.A., Christian Life College; M.A., Regent University

Savannah Mills, Program Coordinator, Whiteman Air Force Base, Missouri
B.G.S., Columbia College

Jared Opoien, Ph.D., Assistant Director, NASJRB Fort Worth, Texas
B.A., Indiana University, M.A., University of North Texas, Ph.D., University of North Texas

Ellen Parham, Area Director, Fort Stewart, Georgia and Hunter Army Airfield, Georgia
B.S., Saint Leo University; M.A., Webster University

Carthel Starks, Area Director, NAS Jacksonville, Florida and Orlando, Florida
B.S., University of Phoenix; M.S., University of Phoenix

Enrollment Management & Marketing

James Arnold, Vice President, Enrollment Management & Marketing & Athletics

Center for Student Success

Stephanie Whitener, Senior Director, Center for Student Success
B.S., University of Central Missouri; M.Ed., Clemson University

Finance & Business

Allen Schelp, C.P.A., Controller
B.S., University of Central Missouri

Denise Gelina, Bursar
A.G.S., Columbia College; B.S., Columbia College

Financial Aid

Colleen Brown, Associate Vice President/Senior Director of Financial Aid
B.A., Truman State University; M.B.A., Columbia College

Human Resources

Patty Fischer, Vice President & Chief Human Resources Officer

Institutional Compliance

Victoria Steel, Director
Ph.D., University of Missouri - Columbia

Institutional Research

Cammie Moran, Assistant Vice President

Mail, Imaging & Print Services

Daniel Jimenez, Director
B.F.A., University of Missouri - Columbia

Office of the Registrar

Sara Clark, Registrar
M.A., Southern Illinois University-Edwardsville, M.S., University of Illinois-Urbana Champaign

Online Education

Andi Kenuam, Senior Director of Online Education

Plant and Facilities

Caitlynd Weekley, Director

Brian Wager, Director of Campus Safety

President

David R. Russell, Ph.D., President

B.S., Henderson State University; M.A., The American University; Ph.D. University of Missouri - Columbia

Mary Brown, Senior Executive Assistant to the President & Assistant Secretary to the Board

B.S., Kansas State University

Recruiting & Admissions

Jennifer Crump, Associate Vice President, Admissions & Marketing

Student Experience

Dave Roberts, Associate Vice President of Student Experience & Dean of Students

B.S., Valdosta State University; M.Ed., University of South Florida; Ed.D. University of Missouri

Teo Cooper, Ed.D., Assistant Dean for Student Life, Equity, and Inclusion

B.Ed., The College of the Bahamas; M.Sc., Ed.S., Ed.D., Florida International University

Jessica Sprague, Assistant Dean for Student Wellbeing

B.S., Wells College

Melissa Hill, Director of Student Accessibility Resources

B.S.W., Wartburg College

Britta L. Wright, Director of International Student Services

B.S., MBA, Columbia College

Amanda Wooden, Director of the Grossnickle Career Services Center

B.S., University of Central Missouri; M.Ed., University of Missouri

Kim Kinyon Coke, Director of TRiO Student Support Services

B.S., University of Missouri; MA in Teaching, Columbia College

Regina Sanders, Director of Residential Life

B.A., Greenville University; M.S., Illinois State University

Kristie Douglas, Title IX & Student Conduct Coordinator I

B.A., Columbia College

Susan Townsend, Director of the Stafford Library & Archives

B.A., University of Missouri; M.A., Northern Illinois University; M.A., University of Missouri

Jerrell Brenner, Director of Academic Achievement Center

B.S., Stanford University; PhD, University of Michigan

Technology Services

Nathan Eatherton, Chief Information Officer

Faculty

Full-Time Faculty at Day Campus

Kenneth Akers, Associate Professor of Business Administration
B.S., M.S., Radford University, Ph.D., University of Missouri-Columbia

Rudy Araujo, Instructor of Business
Masters in Human Resource Management, Truman State University, Masters in Economics, Western Illinois University

Mohamed Aturban, Assistant Professor of Computer Science
B.S., University of Tripoli, M.S., New Mexico State University, Ph.D., Old Dominion University

Bo Bedillion, Associate Professor of Art
B.A., California University of Pennsylvania; M.F.A, Kansas 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

Breanna Cole, Instructor of Biology
B.A. Biology College of Saint Scholastica; M.S. Molecular Microbiology and Immunology

Kurt DeBord, Associate Professor of Psychology
B.A., Ball State University; M.A., University of Missouri; Ph.D., University of Missouri

Johanna Denzin, Professor of English
B.A., M.Ed., M.A., Ph.D., University of Illinois

Yngve Digernes, Associate Professor of Sociology
A.A., Bergen University, Norway; B.A., M.A., Ph.D., University of Missouri - Columbia

Mary Dorn, Assistant Professor of Finance
M.B.A., University of Missouri - St. Louis, Ph.D., University of Missouri - Columbia

Mason Doyle, Visiting Instructor of Mathematical Sciences
Associates of Science, Jackson State Community College; Bachelor of Science in Mathematics, University of Tennessee at Martin; Master of Arts in Mathematics, University of Missouri-Columbia

Emily Edgington Andrews, Instructor of Music
B.A. & M.A. in Music - Truman State University, M.M. in Music - University of Missouri

Amy Enderle, Instructor of Communications
Masters in Communication, University of Missouri-Columbia

Kenneth R. Felts, II, Associate Professor of Mathematics
B.S., M.S., Ph.D., University of Missouri

Manda Foster, Assistant Professor of Education
B.S., Judson College; M.S., Capella University, Ed.S. and Ed.D., Northcentral University

Rebekah Freese, Assistant Professor of Human Services
LCSW; Ph.D., University of Missouri

Roxanne Gifford, Assistant Professor of Nursing
B.A., B.S., University of Missouri, M.S.N., University of Central Missouri, D.N.P., University of Missouri

Brittany Hagenhoff, Assistant Professor of Chemistry
B.S. University of Central Missouri; Ph.D., University of Missouri-Columbia

Gretchen Hendrickson, Professor of Psychology
B.A., Earlham College; M.A., Ball State University; M.A., Ph.D., University of Missouri

Dave Hickman, Assistant Professor of Management
DBA, Grand Canyon University; MBA, Columbia College

Alan J. James, Associate Professor of Chemistry
B.S., Truman State University; Ph.D., University of Missouri

David S. Karr, Professor of History
B.A., M.A., University of Alabama; Ph.D., Vanderbilt University

Brian L. Kessel, Associate Professor of Political Science
B.A., University of Northern Iowa; Ph.D., University of Iowa

Kristin LaChance, Instructor of Nursing
A.S.N., Southwest Baptist University/Mercy College of Nursing and Health Science; B.S.N., University of Missouri-Columbia; M.S.N, University of Missouri

Danielle Langdon, Professor of Art
B.A., Ursinus College; M.F.A., University of Missouri

Barry R. Langford, Associate Professor of Criminal Justice
M.S., J.D., University of Missouri

Shari Lawson, Assistant Professor of Education
B.S. and M.Ed., University of Missouri-Columbia; Ed.D., Saint Louis University

Naomi Sugino Lear, Professor of Art
B.Mus, B.A., Eastern Illinois University; M.F.A., Wichita State University

Danilo León, Associate Professor
Ph.D. in Spanish Literature, Language & Culture, University of Missouri; Master of Arts in Language, University of Missouri

Alaina Leverenz, Assistant Professor of Market
B.S., William Woods University; M.A., Indiana University; PhD, University of Missouri

Yihsiang Liow, Associate Professor of Computer Science
B.S., National University of Singapore; M.S., M.S., Ph.D., University of Illinois at Urbana - Champaign

Sarah Lirley, Associate Professor of History
A.A., Maple Woods Community College; B.A., Northwest Missouri State University; M.A., Ph.D., University of Missouri

Brad D. Lookingbill, Distinguished Professor of History
B.A., Southwestern Oklahoma State University; M.A., Ph.D., University of Toledo

Shana Luebbering, Instructor of Nursing
A.S.N., Lincoln University; B.S.N., University of Missouri-Columbia; M.S.N., University of Missouri-Columbia;
B.S.N., University of Missouri-Columbia

Tara Martin, Associate Professor of Biology
B.S., Ph.D., University of Missouri

Aurelien Mauxion, Associate Professor of Sociology
B.A., M.A., University of Rennes; Ph.D., Northwestern University

James McGuffee, Associate Professor of Cybersecurity
B.S., Louisiana Tech University; Ph.D., Louisiana State University and A&M College

Scott McMahon, Professor of Art
B.F.A., University of the Arts; M.F.A., Massachusetts College of Art

Moenes Mellouli, Assistant Professor of Statistics
B.A., B.S., Drury University, M.A., M.S., University of Missouri-Columbia, MBA, Northampton University,
Ph.D., University of Missouri-Columbia

Mary Miller, Associate Professor of Education
B.A., University of Missouri; Ph.D., Vanderbilt University

Peter Monacell, Professor of English
B.A. University of Virginia; M.A., Ph.D., University of Missouri - Columbia

April Murphy, Associate Professor and MSW Program Director
B.S., University of Louisville; MSW, Florida State University; Ph.D., University of Louisville

Jill Myers, Instructor of Nursing
L.P.N.; A.D.N, Moberly Area Community College; B.S.N, University of Missouri; M.S.N, University of Missouri
Sinclair School of Nursing

Marieme Ndiaye, Assistant Professor of Nursing
LPN, Health Occupation Center, Columbia, MO; A.D.N., Columbia College; BSN, DNP, University of
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Blake Nielsen, Associate Professor of Psychology
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Jonathan Oxford, Assistant Professor of Psychology
B.A., M.A., Ph.D., University of Missouri

Bryan Page, Assistant Professor of Art
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Sarah Parris, Instructor of English
B.F.A., Stephens College; M.A., Missouri State University

Janet Pestle, Assistant Professor of Nursing
B.S.N., University of Missouri-Columbia; M.S.N, University of Missouri-Columbia; D.N.P, American Sentinel
University

Karly Poyner-Smith, Assistant Professor of Communications
B.S. Grace College; M.A. Ball State University; Ph.D. The University of Memphis

Cory Prash, Instructor of Nursing
B.S.N., University of Missouri, M.S.N., Walden University\

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Stony Brook University-Long Island, NY

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MBA Columbia College, certified Project Management Professional (PMP)

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B.S., University of Wisconsin; M.S., Tarleton State University; Ph.D., Virginia Tech

Gina Singleton, Associate Professor of Accounting
M.Acc., University of Missouri

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B.A., Central Methodist College; M.A., Ph.D., Michigan State University

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Thomas J. Stauder, Associate Professor of Business Administration
B.S., M.A., University of Missouri

Nicholas Stegmann, Visiting Instructor of Sports Management
B.A. & B.S., Lincoln University, M.S., Missouri Western State University

Kent Strodtman, Professor of Biology
B.S., Benedictine College; Ph.D., University of Missouri

Kruti Surti, Assistant Professor of Psychology
Ph.D., University of Missouri-St. Louis

Ahoo Tabatabai, Professor of Sociology
B.A., M.A., Ph.D., University of Cincinnati

Laura Ursprung Nerling, Assistant Professor of Art
M.A. in Visual Studies - State University of New York at Buffalo; Ph.D. in Art History and Archaeology -
University of Missouri

Stephanie Woods, Assistant Professor of Education
Ph.D., University of Missouri - Columbia

Peggy Wright, Professor of Biology
B.S., M.S., Ph.D., University of Missouri

Youlong Zhuang, Associate Professor of 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.M.Ed., University of Missouri - Columbia

Cheryl Hardy, Professor Emerita of Psychology
B.S., Bowling Green State University; M.A., Ph.D., State University of New York at Binghamton

Helga Huang, Professor Emerita of Sociology
A.B., National Taiwan University; M.C.L., Southern Methodist University; Ph.D., University of Missouri - Columbia

Timothy Ireland, Professor Emeritus of Business
B.A., Kansas State University; B.B.A., Washburn University; M.A., University of Iowa; M.B.A., University of Kansas; Ph.D., Emory University

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

Diana Suhler, Professor Emeritus of Business Administration
A.A., Otero Junior College; B.S., University of Colorado; M.I.A., Columbia University; Ph.D., University of Maryland

J. Thomas Watson, Professor Emeritus of Art
B.A., Harding College, M.A., M.F.A., University of Missouri - Columbia

Sarah S. Wells, Professor Emeritus of Business Administration
B.A., M.B.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

Advisory Board

Chair **Jonathan Dudley '10**
Jefferson City, MO

Chair Elect **Debra Carnahan '82**
St. Louis, MO

Alumni-Trustee **Bill Johnston '82**
Columbia, MO

Directors **Allen Butler '07**
Wheeling, Illinois

Whitney Jones '19
St. Louis, MO

Jeannie Lahman '18
Centertown, MO

Bill Leeper '04
Fernandina Beach, FL

Chris Lievsay '09
Blue Springs, MO

Josh Muder '99
Olathe, KS

Joe Nicchetta '79
Chicago, IL

Ed Sasan '11
Harvest, AL

Corbin Umstattd '12
Columbia, MO

Carol Winkler '93
Columbia, MO

Ex-Officio Members

Suzanne Rothwell

Vice President of Advancement

The Columbia College Alumni Association (CCAA), founded in 1963, offers benefits, programs and activities to more than 90,000 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.

State Regulatory Information

- Alabama
- California
- Colorado
- Florida
- Georgia
- Georgia - Online
- Hawaii
- Illinois
- Oklahoma
- Texas
- 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 licensure, disclaimers and agency contact information, please visit: <https://www.ccis.edu/directory/institutional-compliance> or by navigating to the appropriate state catalog page.

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).

Currently all states (except California), Puerto Rico, and the U. S. Virgin Islands are authorized as SARA members which allows Columbia College to offer distance education courses to students residing across the United States and territories. Columbia College is approved to offer distance education courses and programs in the state of California by the California Bureau for Private Postsecondary Education (BPPE).

Alabama

Redstone Arsenal

Authorization and Licensure

Columbia College holds an exemption with the Alabama Commission on Higher Education and licensed by the Private School Licensure Division of the Alabama Community College System.

Alabama was approved as a State Authorization Reciprocity Agreement (SARA) member state on January 1, 2016. Columbia College was approved as a SARA institution on February 26, 2015 and may offer distance education to students residing in the state of Alabama.

Location Contact Information

J Robert Streit, Senior Director, CCG-Military Army & Air Force
3495 Patton Rd SW
Huntsville, AL 35805-4324
redstone@ccis.edu
Phone: (256) 881-6181
Fax: (256) 881-2897

Dr. Sandra Hamar, Provost and Senior Vice President of Academic Affairs
1001 Rogers Street
Columbia, MO 65216
provost@ccis.edu
Phone: (573) 875-7500
Fax: (573) 875-7445

Student Costs

For 2025-2026 tuition and charges, please visit the Tuition Rates and Payment Policies page in the catalog.

2025-2026 Academic Calendars

For 2025-2026 Academic Calendars, please visit the 2025 - 2026 Academic Calendars page in the catalog.

Course Cancellation

Courses will only be cancelled in the event of insufficient course interest or if an appropriate teaching faculty cannot be found. If this occurs, the student will receive a full refund for the course.

Important Information for Alabama Students

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 <https://www.alabamaachieves.org/teacher-center/teacher-certification/>.

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 the practice. www.abn.alabama.gov.

Facilities and Equipment Available to Support Courses or Programs of Study

The Columbia College J.W. and Lois Stafford Library is located at the main campus and includes extensive physical and electronic reference and research sources in support of the college's academic curriculum. Stafford Library serves as the primary library for all students, faculty and staff from all locations through the library's web site at <http://library.ccis.edu>. In addition to the Director & Assistant Director, there are three degreed Librarians who are available to answer research questions via email, video chat, text chat, or phone Monday through Friday 8:00 a.m. - 5:00 p.m. Off hours research assistance is available by request.

Stafford Library's collection of materials supports the curriculum of Columbia College and contains more than 60 online databases with full-text and indexed articles from professional journals, legal publications, newspapers and magazines (see below for listing); 70,000 electronic journals, magazines, and newspapers; 290,000 electronic books; 210,000 streaming audio discs and streaming videos. All of the library's electronic collections are accessible remotely 24 hours/day via the library website using a person's MyPortal username and password through a proxy server. Electronic delivery of articles not found in the library databases is also available.

More than 100 electronic subject and course guides have been created by library liaisons to provide information about finding articles, books, e-books, videos, and other resources about a topic. Subject guides provide a good starting point for students to find library resources pertaining to a subject, such as the best article databases to use or how to find e-books. Course guides are created for a specific course and include library resources pertinent to that course. Information about the research process and style manuals are available on the library's website.

Library resources are requested for purchase by faculty, library staff, students, and college staff. Individual titles may be purchased in either print, electronic, or both formats based upon the academic program need. Subscriptions to online databases of articles, books, videos, or other resources are suggested by faculty or library staff. A trial of the database is set up by library staff to evaluate the content, interface, etc. Depending on trial feedback, a recommendation to add a database to the library's licensed resources and budget is then submitted to college administration.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- Students first need to complete the grievance/complaint procedure with Columbia College prior to submitting a complaint with the Private School Licensure Division of the Alabama Community College System. If your complaint remains unresolved after exhausting all available institutional processes, you may file a complaint with the Private School Licensure Division.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

Private School Licensure Division of the Alabama Community College System
135 South Union Street
Montgomery, AL 36104-4340
Phone: (334) 293-4500
How to File a Complaint

VA Statement

The Columbia College-Redstone Arsenal location has been approved by the Alabama State Approving Agency, Department of Postsecondary 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]).

California

Imperial | MCRD San Diego | NB San Diego

Approval for Operation

Columbia College is a private Institution and is approved to operate by the **California Bureau for Private Postsecondary Education (BPPE)** and this approval to operate means Columbia College complies with state standards as set forth in the California Education Code (CEC) and Title 5, California Code of Regulations (CCR). Columbia College has been granted approval to operate under the terms of CEC section 94890(a)(1).

Agent for Service of Process

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

Student Tuition Recovery Fund (STRF)

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, 1747 N. Market Blvd., Ste 225, Sacramento, CA 95834, (916) 574-8900.

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.

California STRF is \$0.00 per one thousand dollars (\$1000.00) of institutional charges.

California Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, Option #5 or by visiting <https://osar.bppe.ca.gov>.

Columbia College California Locations

Columbia College-Imperial, CA #58669817

Primary Contact: Guillermo Salgado, Program Coordinator

Address: 380 E Aten Road, #100, Imperial, CA 92251-9653

Phone: (760) 355-5746

Email: imperial@ccis.edu

Website: <https://www.ccis.edu/columbia-college-global/locations>

Columbia College-Imperial is a one-story building located on the Imperial Valley College Campus. Columbia College instructors have access to reserved classrooms and fully functional, accessible classroom technology including computer and projector. In addition to classroom availability, Columbia College-Imperial staff and students have access to the Test Proctoring Center and Study Skills Center located at the Imperial Valley Campus Library. Students also have access to Columbia College Stafford Library and their online databases. The campus is located on 160 acres in Imperial County, California. The nearest residential community to campus is approximately 2 miles away, as agricultural land surrounds the campus.

Columbia College-MCRD San Diego, CA #32205612

Primary Contact: Tara Clawson-Inga, Area Director

Address: 4025 Tripoli Avenue, Bldg. 111, San Diego, CA 92140-5290

Phone: (866) 594-2330

Email: sandiego@ccis.edu

Website: <https://www.ccis.edu/columbia-college-global/locations>

Columbia College-MCRD San Diego is the main location of the two locations in San Diego where classes are offered. The main location is located on the Marine Corps Recruit Depot (MCRD) San Diego and a satellite location at Naval Base (NB) San Diego. As one of the two schools on the MCRD base, Columbia College-MCRD San Diego occupies space in a one-story building. Columbia College-MCRD San Diego has three administrative office spaces, the Director's office, and two Academic Advisor offices. Courses are offered in two classrooms, Room Echo and Room Golf. Each room accommodates 25 students. The Columbia College-MCRD and ND San Diego locations provide free WIFI to staff, adjunct faculty and students. Student may utilize the MCRD Base Library or local community college and university libraries throughout San Diego. The location has secure internet connectivity and routers, switches and all computers for operations as well as 24/7 Stafford Library connectivity, classroom audiovisual equipment, projectors, TV monitors, and furniture which is all provided by the main campus in Columbia MO.

Columbia College-NB San Diego, CA #73040410

Primary Contact: Tara Clawson-Inga, Area Director

Address: 3975 Norman Scott Road, #114, San Diego, CA 92136-5523

Phone: (866) 594-2330

Email: sandiego@ccis.edu

Website: <https://www.ccis.edu/columbia-college-global/locations>

Columbia College-NB San Diego is a satellite of Columbia College-MCRD San Diego. All courses are offered in a four story building. Columbia College-NB San Diego does not have a designated classroom space. A classroom assignment is given each semester. The location has secure internet connectivity as well as 24/7 library connectivity, classroom audiovisual equipment, and other educational equipment.

Residential Housing

Columbia College does not provide residential housing options at locations in California; the Institution has no responsibility to find, or to assist in finding, housing for students. Please note that some locations do not have apartment options within one (1) mile of the location. Listed below are the average costs to rent a 1 bedroom apartment in each area.

- \$1,098 - Imperial, CA
- \$2,336 - San Diego, CA

Important Information

Enrollment Agreements and School Performance Fact Sheets

As a prospective student, you are encouraged to review this catalog and the School Performance Fact Sheet prior to signing an enrollment agreement. The enrollment agreement and performance fact sheet(s) are required for students in California and students will be unable to enroll without this required documentation. Columbia College has an automated enrollment agreement and performance fact sheet process.

Students who need to submit official versions of these forms may locate them in myPortal.

Student Costs

For 2025-2026 tuition and charges, please visit the Tuition Rates and Payment Policies page in the catalog.

A Net Price Calculator for Day students is available at: <https://www.ccis.edu/tuition-financial-aid/college-cost/net-price-calculator-day>

A Net Price Calculator for Online/Evening students is available at: <https://www.ccis.edu/tuition-financial-aid/college-cost/net-price-calculator-online-evening>

Estimated Charges

Master's

- Total charges for the current period of attendance: \$5,880.00
- Estimated total charges for the entire education program: \$17,640.00

The estimated total charges for current period of attendance assumes full time enrollment (12 credits) in a semester multiplied by the highest tuition rate. The estimated total charges for entire education program is based on completion of the minimum number of credit hours required for a degree program as outlined above. The amounts listed may not reflect any tuition discounts or financial aid the student may receive.

Information About Student Loans

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.

Admissions

Students can find Columbia College's admissions policies on the Admission Policies catalog page.

Credit for Prior Learning (CPL)

Many students who participate in learning experiences outside the classroom wish to earn college credit for their work. Columbia College offers a number of ways students may earn such credit. CLEP tests and ACE credit are the preferred means because they require a theory-base for awarding credit and they have national norms/criteria or both. If neither of the above credit-awarding methods are an option, Columbia College awards CPL. Please visit the Evaluation of Credit and Testing page of the catalog for more information.

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.

Student's Right to Cancel

The student has the right to a full refund of all charges if the student cancels the enrollment agreement by submitting a Columbia College Drop Form prior to close of business on the first business day of the second week of the session. In addition, the student may withdraw from a course after instruction has started by submitting a Columbia College Withdrawal Form and receive a pro-rated refund for the unused portion of the tuition and other refundable charges if the student has completed 75% or less of the instruction.

Cancel, Withdrawal, and Refund Policies

Students may find information regarding the cancellation, withdrawal, and refunds policies at the Online, Nationwide, and Main Campus Evening Tuition Structure page in the Columbia College Catalog. California students shall be refunded 100 percent of the amount paid for institutional charges if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.

There are two California withdrawal refund formulas; one for 8 week classes (55 day term) and one for 16 week classes (111 day term). The percentage of tuition refunded is based on the number of unused days remaining in the term, divided by the total number of days in the term.

For the 8 week term, California students who drop on days 1-8 will receive 100% refund. Students who withdraw on days 9-42 will receive a refund based on the unused number days remaining in the term. To find the unused number of days, subtract the number of days registered from 55. Then, divide the number of unused days by 55 to get the percentage refunded ($\text{Unused days} / 55 = \text{unused class time}$). Finally, multiply the original tuition of the withdrawn section by the percentage of unused class time to find the refunded tuition dollar amount ($\$ \text{Tuition} * \% = \$ \text{refunded}$). No refunds are issued days 43-55. To receive this refund formula, the student must be withdrawing from an 8 week class and be a California student.

For the 16 week term, California students who drop on days 1-8 will receive 100% refund. Students who withdraw on days 9-84 will receive a refund based on the unused number days remaining in the semester. To find the unused number of days, subtract the number of days registered from 111. Then, divide the number of unused days by 111 to get the percentage refunded ($\text{Unused days} / 111 = \text{tuition refund}$). Finally, multiply the original tuition of the withdrawn section by the percentage of unused class time to find the refunded tuition dollar amount ($\$ \text{Tuition} * \% = \$ \text{refunded}$). No refunds are issued days 85-111. To receive this refund formula, the student must be withdrawing from a 16 week class and be a California student.

Distance Education

The student will receive the first lesson and any materials within seven days of enrolling in a distance education course. All lessons and materials for the course will be transmitted to the student if the student has fully paid for the educational program and, after receipt of the first lesson and initial materials, requests in writing that all of the material be sent. If the institution transmits the balance of the material at the student's requests, the institution shall remain obligated to provide the other educational services it agreed to provide, but shall not be obligated to pay any refund after all of the lessons and materials are transmitted. The student has the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund pursuant to section 71750 of the Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

Distance Education Instructor Grading and Response Expectations:

a. Teach and facilitate the course by

1. responding to all student communication within 48 hours;
2. logging into the course within the first 3 days of the session;
3. logging into the course at least 3 days a week, with no period of absence of 72 hours or longer;
4. posting substantive responses in graded discussions at least 3 times per week;

5. 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

1. assigning grades that accurately reflect the standards set out in the syllabus and/or grading rubrics;
2. 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;
3. keeping the LMS gradebook current and include zeroes for work not submitted;
4. completing required course assessment activities related to college-wide assessment.

Faculty Qualifications

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Faculty possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. Faculty members employed based on equivalent experience, meet the institutionally defined minimum threshold of experience. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member has completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. Instructors teaching in the graduate program hold the terminal degree determined by the discipline.

Programs Leading to Licensure

Master of Science in Accountancy (30 semester hours)

California CPA Exam/Licensure Requirements:

- 150 semester hours of undergraduate work, including:
 - 24 semester hours of accounting courses
 - 24 semester hours of business courses
 - 20 semester hours of accounting study courses and
 - 10 semester hours of ethics courses
- Have 12 months of general accounting experience
- Pass the Uniform CPA Exam - scoring 75 in each section
- Pass Ethics exam
- Pass criminal background check
- Social Security Requirement

Attendance, Academic Probation, Suspension, and Dismissal

The Grading and Academic Standing section of the catalog details information regarding attendance, academic probation, leave of absence, suspension, and dismissal.

Student Services

The CC Global Resources section of the catalog details information regarding the enrollment services center, ID cards, online tutoring services, writing center, math center, Stafford Library, and books.

The Resources section of the catalog details information regarding the activity calendar, alumni association, career services, student accessibility resources, technology services and solution center, as well as information regarding e-mail, internet access, and Microsoft Office.

Stafford Library

The Columbia College J.W. and Lois Stafford Library is located at the main campus and includes extensive physical and electronic reference and research sources in support of the college's academic curriculum. Stafford Library serves as the primary library for all students, faculty and staff from all locations through the library's web site at <http://library.ccis.edu>. In addition to the Director & Assistant Director, there are 3 degreed Librarians who are available to answer research questions via email, video chat, text chat, or phone Monday through Friday 8:00 a.m. - 5:00 p.m. Off hours research assistance is available by request.

Stafford Library's collection of materials supports the curriculum of Columbia College and contains more than 60 online databases with full-text and indexed articles from professional journals, legal publications, newspapers and magazines (see below for listing); 70,000 electronic journals, magazines, and newspapers; 290,000 electronic books; 210,000 streaming audio discs and streaming videos. All of the library's electronic collections are accessible remotely 24 hours/day via the library website using a person's myPortal username and password through a proxy server. Electronic delivery of articles not found in the library databases is also available.

More than 100 electronic subject and course guides have been created by library liaisons to provide information about finding articles, books, e-books, videos, and other resources about a topic. Subject guides provide a good starting point for students to find library resources pertaining to a subject, such as the best article databases to use or how to find e-books. Course guides are created for a specific course and include library resources pertinent to that course. Information about the research process and style manuals are available on the library's website.

Library resources are requested for purchase by faculty, library staff, students, and college staff. Individual titles may be purchased in either print, electronic, or both formats based upon the academic program need. Subscriptions to online databases of articles, books, videos, or other resources are suggested by faculty or library staff. A trial of the database is set up by library staff to evaluate the content, interface, etc. Depending on trial feedback, a recommendation to add a database to the library's licensed resources and budget is then submitted to college administration.

International Center

The Columbia College International Center provides guidance on immigration matters and issues I-20's for F-1 student status at select locations. Columbia College does not provide this service for students physically located in California. More information can be found on the International Student Services section of this catalog.

Placement Services

Columbia College has trained personnel to assist students with career planning and development but does not offer placement services. Employment upon completion of program(s) is not guaranteed. The Resources section of the catalog details more information regarding to career services available to students.

Other Columbia College Information

- Columbia College participates in federal and state financial aid programs, and all consumer information is disclosed to the student pursuant to federal and state financial aid programs.
- 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: <https://www.ccis.edu/about/student-consumer-information>
- Transcripts for California students are kept indefinitely.
- 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, West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov>, (916) 574-8900.
- Instruction does not occur in any language other than English.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- 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 <https://www.bppe.ca.gov/enforcement/complaint.shtml>
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

A student or any member of the public may file a complaint about Columbia College with the Bureau for Private Postsecondary Education by contacting the BPPE below:

Mailing Address: Bureau for Private Postsecondary Education P. O. Box 980818 West Sacramento, CA 95798-0818	Physical Address: Bureau for Private Postsecondary Education 1747 North Market Blvd., Suite 225 Sacramento, CA 95834	Phone: (916) 574-8900 Toll Free: (888) 370-7589 Main Fax: (916) 263-1897 Licensing Fax: (916) 263-1894 Enforcement/STRF/Closed Schools Fax: (916) 263-1896 Website: www.bppe.ca.gov
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VA Statement

Columbia College California locations have been approved by the California State Approving Agency for Veterans Benefits 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]).

Colorado

Denver

Authorization

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 State Authorization Reciprocity Agreement (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.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

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.

Complaint process 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.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

The Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: (303) 862-3001
Website: <https://higherred.colorado.gov/>

VA Statement

The Columbia College-Denver location has been approved by the Colorado State Approving Agency for Veterans Education and Training 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]).

Florida

NAS Jacksonville

Catalog Effective Date

Provisions of the 2025-2026 Graduate catalog are effective February 25, 2025.

Licensure

Columbia College has been granted a license by the Florida Commission for Independent Education.

Florida was approved as a State Authorization Reciprocity Agreement (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.

Accreditation

Columbia College is accredited by the Higher Learning Commission. Students who attend colleges that are not accredited may be unable to sit for professional exams, may not be eligible for financial aid, and have difficulty in transferring college credits.

Location Specific Information

Columbia College-NAS Jacksonville

Carthel Starks, Director
Building 110 Yorktown Avenue
P. O. Box 441325
Jacksonville, FL 32222-0014
nasjacksonville@ccis.edu
Phone: (904) 778-9769
Fax: (904) 771-3449

Physical Facilities and Equipment Information

Columbia College-NAS Jacksonville location on Navel Air Station Jacksonville, on the second floor of Building 110 at the intersection of Yorktown Avenue and Langley Street. The location consists of administrative offices, classrooms (24-35 student capacity) and a computer lab with 12 computers. The classrooms and lab are equipped with dry-erase boards, Video Conferencing Cameras "OWL" units on mobile carts and equipment capable of projecting CD, DVD, PowerPoint and other methods of instruction. The computer lab includes 12 desktop computers.

Student Costs

For tuition and charges, please visit the Tuition Rates and Payment Policies page in the catalog.

Criminal Justice Majors Notice

Students who have criminal convictions should investigate the feasibility of attaining a Criminal Justice degree for the purpose of attaining employment in the criminal justice or related fields.

Policies

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

Important Information

Course Cancellation

Courses will only be cancelled in the event of insufficient course interest or if appropriate teaching faculty cannot be found. Notification of cancelled courses will be sent to the CougarMail accounts of students enrolled in the cancelled course. Students will have the option to move to an online section of the same course if there are openings in those sections. If this is not possible, the student will receive a full refund for the course.

Placement Services

Columbia College has trained personnel to assist students with career planning and development but does not offer placement services. Employment upon completion of program(s) is not guaranteed. The Resources section of the catalog details more information regarding to career services available to students.

Tuition Refunds

The college refund policy complies with the Commission for Independent Education.

Students with financial aid who drop or withdraw from a course(s) need to be aware that their financial aid could be affected. Refunds shall be made within 30 days of the date that Columbia College determines that the student has withdrawn.

The Tuition Rates and Payment Policies catalog page details the standard payment policy, tuition refunds, and other pertinent information that students should be aware of.

Financial Aid

For those who qualify, financial aid is available through Columbia College and is awarded at the main campus. In addition to the information provided in the Graduate catalog, students can contact the Center for Student Success office at (800) 231-2391, extension 7252.

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.

Credit

Columbia College uses semester credit hours. Thirty (30) to thirty-six (36) credit hours are required for graduate degrees. Courses are between four- and sixteen-weeks in length and are, generally, three credit hours each.

Course Numbering

Columbia College course numbering system follows standard practices:

- 5xx - indicates graduate level courses
- 6xx - indicate graduate level courses

Nontraditional Programs

Distance education courses are available through Online Education housed in Columbia, MO. All academic and administrative policies and procedures identified in the Graduate catalog also pertain to nontraditional programs.

Academic Calendars

For Academic Calendars, please visit the 2025 - 2026 Academic Calendars page in the catalog.

Anti-Hazing Policy

In accordance with the House Bill No. 126 of the state of Missouri, hazing is expressly prohibited by Columbia College. Individual students and/or organizations committing an act of hazing shall be subject to disciplinary action by the college and criminal prosecution.

Graduate Degree Programs

The Graduate catalog combines information for all Columbia College locations. Consequently, it includes information on degree programs offered at one or more of the nationwide locations. All degrees listed in the catalog are not offered at all locations.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- The Florida Commission for Independent Education complaint policy.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

Florida Commission for Independent Education
325 West Gaines Street
Tallahassee, FL 32399-0400
Phone: (850) 245-3200
Website: <https://www.fldoe.org/policy/cie>

Georgia

Fort Stewart | Hunter Army Airfield

Prior to enrollment for any course of instruction at the Columbia College locations in the state of Georgia, students should be made aware of and understand the following information.

Authorization

Columbia College offers in-seat courses on military installations in the state of Georgia and therefore is exempt by the Georgia Nonpublic Postsecondary Education Commission under Georgia code 20-3-250.3 (a)(8).

Accreditation

Columbia College is accredited by the Higher Learning Commission.

Location Contact Information

Ellen Parham, Director
Columbia College-Fort Stewart
100 Knowledge Drive #147
Fort Stewart, GA 31314-5018
ftstewart@ccis.edu
Phone: (912) 877-3406
Fax: (912) 877-3415

Ellen Parham, Director
Columbia College-Hunter Army Airfield
165 Markwell Street
Savannah, GA 31409-5503
hunter@ccis.edu
Phone: (912) 352-8635
Fax: (912) 315-5625

Academic Calendars

For Academic Calendars, please visit the [2023 - 2024 Academic Calendars](#) page in the catalog.

Student Costs

For tuition and charges, please visit the [Tuition Rates and Payment Policies](#) page in the catalog.

Faculty

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

Tuition Refunds

Students with financial aid who drop or withdraw from a course(s) need to be aware that their financial aid could be affected. Refunds shall be made within 30 days of the date that Columbia College determines that the student has withdrawn.

The Tuition Rates and Payment Policies catalog page details the standard payment policy, tuition refunds, and other pertinent information that students should be aware of.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- 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 following address below or at: <https://gnpec.georgia.gov/student-complaints>.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

*Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
Phone: (770) 414-3300
Website: <https://gnpec.georgia.gov/>*

Georgia - Online

Prior to enrollment for any course of instruction with Columbia College, students residing in the state of Georgia should be made aware of and understand the following information.

Authorization

Columbia College is authorized by the National Council for State Authorization Reciprocity Agreements (NC-SARA) to offer online courses for students in the state of Georgia.

Accreditation

Columbia College is accredited by the Higher Learning Commission.

Location Contact Information

Andi Kenuam, Senior Director
Online Education
Columbia College
1001 Rogers Street
Columbia, MO 65216
onlineeducation@ccis.edu
Phone: (573) 875-7287
Fax: (573) 875-7445

Academic Calendars

For Academic Calendars, please visit the 2025 - 2026 Academic Calendars page in the catalog.

Student Costs

For tuition and charges, please visit the Tuition Rates and Payment Policies page in the catalog.

Faculty

A list of current faculty can be obtained from Online Education.

Tuition Refund Policy

Students with financial aid who drop or withdraw from a course(s) need to be aware that their financial aid could be affected. Refunds shall be made within 30 days of the date that Columbia College determines that the student has withdrawn.

The Online, Nationwide, and Main Campus Evening Tuition Structure catalog page details the standard payment policy, tuition refunds, and other pertinent information that students should be aware of.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
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- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- 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 following address below or at: <https://gnpec.georgia.gov/student-complaints>.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

*Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
Phone: (770) 414-3300
Website: <https://gnpec.georgia.gov/>*

Hawaii

Approval

Columbia College has been approved to operate as a post-secondary degree-granting educational institution in the state of Hawaii by the Hawaii Postsecondary Education Authorization Program (HPEAP), 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.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- The Hawaii Post-Secondary Education Authorization Program complaint policy is available at: <http://cca.hawaii.gov/hpeap/student-complaint-process/>.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

Hawaii Postsecondary Education Authorization Program

Department of Commerce and Consumer Affairs

P O Box 541

Honolulu, HI 96809

(808) 586-7327

Website: <http://cca.hawaii.gov/hpeap/>

Illinois

Elgin | Freeport

Authorization

Illinois locations are authorized by the Illinois Board of Higher Education to offer degree programs.

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.

Location Contact Information

Columbia College - Elgin

1700 Spartan Drive, E205, Elgin, IL 60123-7193

elgin@ccis.edu

Phone: (847) 214-7197

Fax: (847) 214-7003

Columbia College - Freeport

2998 West Pearl City Road, Freeport, IL 61032-9341

freeport@ccis.edu

Phone: (815) 599-3585

Provost

Dr. Sandra Hamar, Provost and Senior Vice President of Academic Affairs

1001 Rogers Street Columbia, MO 65216

provost@ccis.edu

Phone: (573) 875-7500

Fax: (573) 875-7445

Students Costs

For tuition and charges, please visit the [Tuition Rates and Payment Policies](#) page in the catalog.

Tuition Refunds

Students with financial aid who drop or withdraw from a course(s) need to be aware that their financial aid could be affected. Refunds shall be made within 30 days of the date that Columbia College determines that the student has withdrawn.

The [Tuition Rates and Payment Policies](#) catalog page details the standard payment policy, tuition refunds, and other pertinent information that students should be aware of.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- The Illinois Board of Higher Education complaint policy is available at: <https://complaints.ibhe.org/>.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

*Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
Phone: (217) 782-2551
Website: <https://www.ibhe.org/>*

VA Statement

Columbia College Illinois locations have been approved by the state of Illinois, Department of Veterans Affairs, 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]).

Oklahoma

Fort Sill

Authorization

Columbia College is authorized to operate as a degree granting institution in Oklahoma by the Oklahoma State Regents for Higher Education.

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.

Transferability of Credits

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.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- The Oklahoma State Regents for Higher Education's complaint policy is available at: <https://www.okhighered.org/resources/Student-Complaint-Form/>
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

*Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: (405) 225-9100
Website: <https://www.okhighered.org/state-system/>*

VA Statement

Columbia College-Fort Sill location has been approved by the Oklahoma Department of Veterans Affairs 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]).

Texas

NASJRB Fort Worth

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 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 to students in the state of Texas.

General Student Grievance Policy

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

The Student Conduct section of the catalog details information regarding the student grievance process, student code of conduct, overview of the conduct process, as well as other pertinent information that students should be aware of.

- Complaints about sex discrimination, harassment and/or retaliation are handled in accordance with the College's Title IX and Sexual Misconduct Policy and corresponding procedures.
- Complaints about discrimination, harassment and/or retaliation, not based on sex, are handled in accordance with the College's Non-Discrimination and Equal Opportunity Policy and corresponding procedures.
- Complaints related to the ADA/Section 504 accommodation process or related to the implementation of approved reasonable accommodations are handled in accordance with the College's ADA/Section 504 Grievance Policy.

Further Complaint Resolution

On occasion, students 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.

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

- Texas Higher Education Coordinating Board Student Complaint Policy: <https://www.highered.texas.gov/links/student-complaints/>
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

*Texas Higher Education Coordinating Board
1801 Congress Ave., Suite 12.200
Austin, TX 78701
Phone: (512) 427-6101
Website: <https://www.highered.texas.gov/>*

VA Statement

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]).

Washington

Maryville

Authorization

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 Council at P. O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

Location Contact Information

Columbia College-Marysville

Dr. Darin Hand, Senior Director, CCG-Military Navy Marines CG
13910 45th Avenue NE, #802
Marysville, WA 98271-7854
marysville@ccis.edu
Phone: (360) 653-4480

Columbia College

Dr. Sandra Hamar, Provost and Senior Vice President of Academic Affairs
1001 Rogers Street
Columbia, MO 65216
provost@ccis.edu
Phone: (573) 875-7500
Fax: (573) 875-7445

Student Costs

For tuition and charges, please visit the Tuition Rates and Payment Policies page in the catalog.

Student Loans

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

Course Cancellation

Courses will only be cancelled in the event of insufficient course interest or if appropriate teaching faculty cannot be found.

Placement Services

Columbia College has trained personnel to assist students with career planning and development but does not offer placement services. Employment upon completion of program(s) is not guaranteed. The Resources section of the catalog details more information regarding to career services available to students.

Transferability of Credits

The transferability of credits earned at Columbia College is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Columbia College will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Columbia College to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Columbia College will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Library Information

The Columbia College J.W. and Lois Stafford Library is located at the main campus and includes extensive physical and electronic reference and research sources in support of the college's academic curriculum. Stafford Library serves as the primary library for all students, faculty and staff from all locations through the library's web site at <http://library.ccis.edu>. In addition to the Director & Assistant Director, there are 3 degreed Librarians who are available to answer research questions via email, video chat, text chat, or phone Monday through Friday 8:00 a.m. - 5:00 p.m. Off hours research assistance is available by request.

Stafford Library's collection of materials supports the curriculum of Columbia College and contains more than 60 online databases with full-text and indexed articles from professional journals, legal publications, newspapers and magazines (see below for listing); 70,000 electronic journals, magazines, and newspapers; 290,000 electronic books; 210,000 streaming audio discs and streaming videos. All of the library's electronic collections are accessible remotely 24 hours/day via the library website using a person's MyPortal username and password through a proxy server. Electronic delivery of articles not found in the library databases is also available.

More than 100 electronic subject and course guides have been created by library liaisons to provide information about finding articles, books, e-books, videos, and other resources about a topic. Subject guides provide a good starting point for students to find library resources pertaining to a subject, such as the best article databases to use or how to find e-books. Course guides are created for a specific course and include library resources pertinent to that course. Information about the research process and style manuals are available on the library's website.

Library resources are requested for purchase by faculty, library staff, students, and college staff. Individual titles may be purchased in either print, electronic, or both formats based upon the academic program need. Subscriptions to online databases of articles, books, videos, or other resources are suggested by faculty or library staff. A trial of the database is set up by library staff to evaluate the content, interface, etc. Depending on trial feedback, a recommendation to add a database to the library's licensed resources and budget is then submitted to college administration.

Academic Calendars

For Academic Calendars, please visit the 2025 - 2026 Academic Calendars page in the catalog.

Graduate Degree Programs

The Graduate catalog combines information for all Columbia College locations. All degrees are not offered at all locations.

Program delivered through Distance Education that may have some course availability in-seat

- Master of Business Administration (Marysville)

General Student Grievance Policy

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

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

- The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit student complaints for information regarding the WSAC complaint process.
- The Higher Learning Commission complaint process.
- Students in distance education programs or courses should reach out to the Missouri Department of Higher Education and Workforce Development (MDHEWD) at (573) 751-2361 or review the MDHE complaint process.

State Regulatory Agency Contact Information

*Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502
Phone: (360) 753-7800
Website: <https://www.wsac.wa.gov/degree-authorization>*

VA Statement

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.

Attestation

This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

The information contained in this notification form is true and correct in content and policy and I am aware that the institution or facility must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/SAA and/or DVA.