

# **List of Online Faculty Credentials**

Last	First	Taught	Approved	Highest Degree	Master's	Master's Institution	Doctorate	Doctoral Institution
Aikens	Mary Kaye	EDUC 546	EDUC 200, EDUC 331, EDUC 504, EDUC 546, EDUC 582	Other Terminal	MEd-Education	Cambridge College	EdS Educational Administration & Supervision	Lincoln Memorial University
Alam	Shah	CISS 170	CISS 170	Master's	MS-Electrical & Computer Engineering	University of Massachusetts		
Alapati	Sudha	CISS 391	CISS 391	Master's	MS-Computer Science	Alabama A&M University		
Al-Ashari	Laela	MGMT 365, MGMT 461	MGMT 364, MGMT 365, MGMT 461	Master's	MA-Organizational Leadership	Champan University		
Albert	Wendie		SOCI 321	Doctorate	MS-Criminal Justice	University of Central Florida	PhD-Human Services (Criminal Justice)	Capella University
Alexander	Jordan	PSYC 101	HUMS 335, PSYC 101	Doctorate	MA-Clinical Psychology	University of Missouri-Columbia	PhD-Clinical Psychology	University of Missouri-Columbia
Andrews	Janet	BIOL 108	BIOL 108, BIOL 110	Doctorate	MA-Biology	University of California	PHD-Biomedical Science	University of California
Ardolino	Adriana		ITCS 101	Doctorate	MA-English Languages and Literature	University of Naples	MEd-Internation Teaching	Framingham State University
Armstrong	Sindy	HUMS 250	HUMS 250	Master's	MS-Counseling	Southwest Missouri State University		
Ashraf	Asa	CISS 298	CISS 298	Master's	MS-Engineering, Computer Science emphasis	South Dakota State University		
Avant	Cheryl	MGMT 150, MGMT 330, MGMT 479	MGMT 150, MGMT 330, MGMT 479	Doctorate	MBA	Lincoln University	PhD- Rural Sociology	University of Missouri
Babayco	Chris	CHEM/PHYS 108	CHEM/PHYS 108	Doctorate			PhD-Chemistry	University of California
Bagwell	Donny	BUSI/MSCJ 526	BUSI/MSCJ 526	Doctorate	MBA MA- Organizational Science- Organization Management	University of Sarasota The George Washington University (2007)	PhD-Organization and Management, Human Resources Management	Capella University

Baker	Cynthia	HUMS 325	HUMS 325	Master's	MSW	University of Missouri			
Banks	Doyle	BUSI 562, BUSI 582	ACCT 280, ACCT 281, ACCT 489, BUSI 562, BUSI 582, BUSI 584	Doctorate			PhD-Business Administration		University of Iowa
Barnes	Katherine	ARTS 111	ARTS 111	Master's	MFA-Studio Art	University of South Florida			
Barringer	James	CISS 238	CISS 238	Master's	Master of Information Systems	University of Phoenix			
Basta	Alfred	MATH 170, MATH 250	MATH 170, MATH 250	Doctorate	MS-Computer Science	Alexandria University	PhD-Mathematics		Alexandria University
Batson	Gregory		PADM 335	Doctorate	MS- Public Administration	Southeast Missouri State University	PhD- Public Policy Analysis & Administration		St. Louis University
Battle	Delicia	ENGL 112	ENGL 112	Master's	MA-English	Austin Peay State University			
Beaudoin	Duane	MGMT 338	BUSI 528, MGMT 338	Master's	MBA	Bellevue University			
Beavers	Glenn	CISS 280	CISS 280	Master's	MA-Computer Resources and Information Management	Webster University			
Beck	Carmen	HIST 121, HIST 372	HIST 121, HIST 372	Master's	MA-History MA Certificate-Museum Studies	University of Missouri St. Louis			
Bell	Edith	BUSI 504	BUSI 504	Doctorate	MBA	Aurora University	PhD- Education		Capella University
Berry	Garland	CISS 170	BUSI 502, CISS 170	Master's	Computer Resource/Information Management	Webster University			
Bessetti	Jill	BIOL/ENVS 115	BIOL/ENVS 115	Master's	MS-Environmental Management; MA-Teaching	Western Governor University; University of Maryland University College			

Bickford	Barbara	EDUC/PYSC 230, EDUC/PYSC 231, EDUC 311, EDUC 338, EDUC 400	HIST 101, HIST 102, HIST 111, HIST 112, HIST 332	EDUC/PYSC 230, EDUC/PYSC 231, EDUC 311, EDUC 338, EDUC 400	Doctorate	MA- Social Ecology, MS- Management & Administration of Educational Programs, EdS- Education	University of California, Riverside; Nova Southeastern University, Mississippi State University,	EEd- Educational Leadership	University of California, Riverside
Blotevogel	Gwen	HIST 101, HIST 102, HIST 111, HIST 332	HIST 101, HIST 102, HIST 111, HIST 112, HIST 332	HIST 101, HIST 102, HIST 111, HIST 112, HIST 332	Doctorate	MA-History	University of Missouri- Kansas City	PhD-History	University of Missouri-Columbia
Bohnstiehl	Amanda	HUMS 105, HUMS 385	HUMS 105, HUMS 385	HUMS 105, HUMS 385	Master's	MA-Community Counseling	Loyola University		
Bonecutter	Billie	HIST 101	HIST 101, HIST 102	HIST 101, HIST 102	Master's	MA-History	Lincoln University		
Brandolino	Michael		ENVS/PHIL 332	ENVS/PHIL 332	Master's	MEPM- Environmental Policy and Management	University of Denver		
Brooks	Nancy	HUMS 390	HUMS 390	HUMS 390	Master's+	MS-Mental Health Counseling	Nova Southeastern University	PhD-Psychology	Walden University
Brown	Allison	EDUC 390	EDUC 390, EDUC 560	EDUC 390, EDUC 560	Doctorate	MEd-Counseling	University of Massachusetts	EEd-Educational Leadership	Nova Southeastern University
Brown	Kathleen		HUMS 385	HUMS 385	Master's	MA-Professional Counseling	Argosy University		
Browning	Lisa		ECON 294	ECON 294	Doctorate	MA-Economics	University of Alabama	JD	University of Alabama
Bruegger	John	POSC 340	POSC 340	POSC 340	Doctorate	LLM-Taxation	Washington University School of Law	JD JSD	St. Louis University School of Law Washington University School of Law
Buckman	Stephen		GEOG 101, PADM 325	GEOG 101, PADM 325	Master's+	MPA-Economic Development MA- Geography	Syracuse University	PhD Candidate- Geography	Arizona State University
Buisson	Misael	ANTH/SOCI 112	ANTH/SOCI 112	ANTH/SOCI 112	Doctorate	Master of History - Human Rights	University of Salamanca	PhD in Cultural Anthropology/Sociolo gy	University of Salamanca

Bunn	Barry	BUSI 504	BUSI 504	Doctorate	MS-Management	Troy	Education	Nova Southeastern University
Burkhead	Michael	PSYC/SOCI 360, MAMS 531	PSYC/SOCI 360, MAMS 531	Doctorate	MA-Clinical Psychology	Western Carolina University	PhD-Social Psychology	North Carolina University
Bush	Misty	MGMT 254	MGMT 254	Master's	MBA	William Woods University		
Bush	Angela	PHIL 201	PHIL 201	Master's	MA-Philosophy	Georgia State University		
Bybee	Stacey	ENGL 107, ENGL 111	ENGL 107, ENGL 111	Master's	MA-English	Marquette University		
Cabello	Erin	BIOL 108, BIOL 110	BIOL 108, BIOL 110	Doctorate			PhD-Biochemistry and Cell Biology	Rice University
Cabello-Villegas	Javier	BIOL 110	BIOL 110	Doctorate			PhD-Biochemistry and Cell Biology	Rice University
Calkins	Heather		BIOL/ENVS 320	Master's	MS Zoology	Southern Illinois University Carbondale		
Cameron	Bruce	PSYC 450, PSYC/SOCI 325	PSYC 450, PSYC/SOCI 325	Master's+	MS-Clinical Psychology	University of Wyoming		
Cardwell	Samantha	MGMT 265	MGMT 265, MGMT 367	Doctorate			JD	University of Missouri
Carney	Bill	HIST 121, HIST 232, HIST 312, HIST 318, HIST 321, HIST 342, HIST 348, HIST 370, HIST/MGMT 371, HIST 372, MAMS 501	HIST 121, HIST 232, HIST 312, HIST 318, HIST 321, HIST 342, HIST 348, HIST 370, HIST/MGMT 371, HIST 372, MAMS 501	Master's+	MPA MA-History Education	University of Missouri Truman State University		
Carrier	Joseph	CIAD 495, MSCJ 550, MSCJ 587, POSC 111, POSC 215	CIAD 495, MSCJ 550, POSC 111, POSC 215, MSCJ 587, MSCJ 589	Doctorate	MA-Political Science	University of Missouri-Columbia	PhD-Political Science	University of Missouri-Columbia
Carson	Carlisle	MATH 170	MATH 170, MATH 250	Master's	MS-Mathematical Science	University of West Florida		
Carter	Randi	PSYC 101, PSYC/SOCI 325	PSYC 101, PSYC/SOCI 325	Doctorate	MA-Psychology	Hofstra University	PhD-Clinical & School Psychology	Hofstra University
Cason	Lisa	CIAD 301, CIAD 495, MSCJ 524	CIAD 301, CIAD 495, MSCJ 524	Other Terminal			JD	George Washington University

Catlin	James	HUMS 340, HUMS 385	HUMS 105, HUMS 340, HUMS 385	Master's	MA-Guidance and Counseling	University of Wisconsin			
Chestnut	Kristyl		POSC 215	Master's	MPA	The University of Alabama at Birmingham			
Chowdhury	Manzoor	BUSI 510, BUSI 528	BUSI 510, BUSI 528	Doctorate	MBA	University of Southern Mississippi	PhD-Resource Economics		Texas A&M University
Chrenka	Matthew	CISS 170	CISS 170, CISS 238	Master's	MS in Computer Science	Washington University-St. Louis			
Cigliana	Jill	HUMS 300, HUMS 375	HUMS 300, HUMS 375	Master's	MS in Occupational Therapy	Washington University-St. Louis			
Clark	Sara	SOCI 111, SOCI 214	SOCI 111, SOCI 214	Master's+	MS in Library and Information Science MA-Sociology	University of Illinois at Urbana-Champaign Southern Illinois University Edwardsville			
Clay	Amy	CIAD 301	CIAD 301, CIAD 405	Doctorate			JD		University of Missouri
Cockrum	Thayne	LACS 101, LACS 102	LACS 101, LACS 102	Master's	Latin American Studies	University of Kansas Wayland Baptist University			
Cogdill	Arval	MGMT 361	MGMT 361	Master's	MBA				
Cohen	Herbert	MGMT 393	MGMT 393	Master's	MBA	California State University, Fullerton			
Collins	Connie	HUMS 250	HUMS 250	Master's	MA-Counseling	Websters University			
Comer	Colin	CIAD 101	CIAD 101, CIAD 201, CIAD 335, CIAD 345, CIAD 410, CIAD 451	Master's	MS-Criminal Justice	Columbia College			
Compton	Tonia	HIST 122, HIST 292, HIST/WMST 373	HIST 122, HIST 292, HIST/WMST 373	Doctorate	MA in History	Texas A & M University	History		University of Nebraska-Lincoln

Conde	Fernando	FINC 298, FINC 498	FINC 298, FINC 350, FINC 498, BUSI 570	Master's+	MBA	University of Kansas-Lawrence	Business Administration	Touro University
Contreras	Alfred	ACCT 280	ACCT 280, ACCT 384	Master's	Business Administration	University of Phoenix		
Crawford	Fred	CJAD 101, CJAD 405, CJAD 451	CJAD 101, CJAD 405, CJAD 451	Master's	Public Administration	Webster University		
Curry	Ronald	CISS 274, CISS 360, MGMT 393	CISS 274, CISS 360, MGMT 393	Master's	M.A. in Computer Resource Management	Webster University		
Curtis	Richard	HUMS 310	HUMS 310	Master's	MEq-Counseling	Boston University		
Dahl	Mark	MKTG 331	MKTG 331	Master's	MBA	Stephens College		
Darnell	Amy	COMM 303, MAMS 571	COMM 110, COMM 303, MAMS 571	Doctorate	MA-Speech Communication	University of Texas at Austin	PhD-Speech Communication	Southern Illinois University
Dauphine	Lea	PSYC 101	PSYC 101	Doctorate	MA-Counseling Psychology	Tennessee State University	EdD-Organizational Leadership	Arogosy University
Davis	Terry	EDUC/PSYC 391	EDUC/PSYC 391	Doctorate	MA-Counseling	Webster University	PhD-Organizational Psychology	Walden University
Davis	Joseph	PSYC 450	PSYC 450	Doctorate	MS in Educational & Clinical Psychology	Indiana University	Health & Human Performance	University of Missouri
Delorme	Robert	BUSI 562	BUSI 562	Master's	MBA	Webster University		
Demeter	Dana	MGMT 254, MKTG 410	AMSL 101 & 102	Master's	MS-Sign Language Teaching	Galludet University		
DeNigris	John	MGMT 254, MKTG 410	MGMT 254, MKTG 410	Doctorate	MBA	Florida Metropolitan University	Management	Walden University
DeVore	Vandee	ACCT 281, ACCT 485	ACCT 280, ACCT 281, ACCT 485	Master's	MBA	Columbia College		
Digernes	Yngve	SOCI 218, SOCI 380, SOCI 490, SOCI 495, WMST 485	SOCI 218, SOCI 380, SOCI 460, SOCI 490, SOCI 495, WMST 485	Doctorate	Sociology	Missouri University	Sociology	Missouri University

Dingman	Kevin	ARTS 152	ARTS 152	Master's	MFA-Photography	University of Missouri	University of Missouri		
Dolan	Christina	HIST 101, HIST 102	HIST 101, HIST 102, HIST 331	Master's+	European History	University of Missouri Columbia	University of Missouri Columbia	History	University of Missouri-Columbia
Doucette	Danny	MGMT 479, MSCJ 532	MGMT 479, MSCJ 532, PADM 340	Master's+	MBA	Northcentral University	Northcentral University		
Douglas	Jeanie	MGMT 360, MGMT 361, MGMT 364	MGMT 360, MGMT 361, MGMT 364	Master's	Human Resource Development and Management	Webster University	Webster University		
Duey	Jennifer	CJAD 325, CJAD 415	CJAD 325, CJAD 345, CJAD 415, CJAD 451	Master's+	MS in Criminal Justice Public Administration	Nova Southeastern University	Nova Southeastern University		
Dugan	Jean	COMM 110, COMM 203	COMM 110, COMM 203	Master's	MS in Mass Communication	Boston University	Boston University		
Dunn	Lucinda	INCC 123	INCC 123	Master's	MAT	Columbia College	Columbia College		
Durboraw	John	MGMT 361, BUSI/MSJ 526, MGMT 461	BUSI/MSJ 526, MGMT 361, MGMT 461	Master's+	MBA M.Ed. Human Resource Development	Minnesota State University-Mankato Colorado State University	Minnesota State University-Mankato Colorado State University	EdSp, Educational Technology	University of Missouri-Columbia
Durrer	Rebecca	HIST 101, HIST 102, HIST/ANTH 235, HIST/WMST 322, HIST 359, HIST 490, HIST 494	HIST 101, HIST 102, HIST 111, HIST 112, HIST 235, HIST /WMST 322, HIST 359, HIST 490, HIST 494	Doctorate	MA in European History	University of North Texas	University of North Texas	Modern European History	University of Houston
Eastman	Jonathan	ENGL 111, ENGL 207	ENGL 111, ENGL 207	Master's+	MFA-Creative Writing MA-English	University of Montana University of Missouri	University of Montana University of Missouri		
Edson	Phyllis	PADM/POSC 495	PADM/POSC 495	Doctorate	MA-Political Science	University of Missouri Columbia	University of Missouri Columbia	PdD-Interdisciplinary Studies (Political Science & Public Affairs and Administration)	University of Missouri-Kansas City

Einspahr	Shannon	HUMS 250, HUMS 380	HUMS 250, HUMS 380	Master's	MSW-Clinical Concentration	University of Missouri Drury University Lindenwood University		
Elliott	Thomas	ECON 293, ECON 294	ECON 293, ECON 294	Master's+	MBA Educational Administration	California State University	PhD in English/Creative Writing	University of Wisconsin
Elliott	Gayle	ENGL 123	ENGL 123, ENGL 242	Doctorate	MA in English Counseling/Psychology	University of LaVerne		
Emerson	Henry	MUSI 323	MUSI 323	Master's+				Indiana University-Bloomington
Engber	Michael	MGMT 338	MGMT 338	Doctorate	MA in Management	Ball State University	Juris Doctorate	
Esarco	Ann	ACCT 381, ACCT 481	ACCT 381, ACCT 481	Doctorate	MS in Accounting/Taxation	Northern Illinois University	PhD in Instructional Design for Online	Capella University
Estle	Sara	PSYC 101, PSYC 381	PSYC 101, PSYC 381	Doctorate	MA in Psychology	Washington University	PhD in Experimental Psychology	Washington University
Fagan	Kevin	LACS 101, LACS 102	LACS 101, LACS 102	Doctorate	MA-Spanish, French, and Italian & MA-Philosophy	Texas Tech University & University of Dallas	PhD-Spanish, Latin American Culture and Society & PhD-Philosophy, Ethics, and Christianity	Texas Tech University & University of Dallas
Faust	Robert	HIST 101, HIST 121, HIST/ENVS 352	HIST 101, HIST 111, HIST 112, HIST 121, HIST 122, HIST/ENVS 352	Doctorate	History	Ball State University	History	University of Missouri-Columbia
Fike	Jennifer		HIST 122, MAMS 561	Master's	MA-Military History	George Washington University		
Finch	Jonathan	PHIL 201, PHIL 330	PHIL 201, PHIL 330	Master's	Philosophy	University of Miami Embry-Riddle Aeronautical University William Woods University		
Finn	Christopher	BUSI 522	BUSI 522	Master's	MBA/Aviation			
Fischer	Patricia	MGMT 365, MGMT 461	MGMT 365, MGMT 461	Master's	MBA			

Ford	Brian	MGMT 150, MGMT 254	MGMT 150, MGMT 254	Master's	MBA	Pepperdine University		
Forrester	Stanley	ASTR 108, MATH 250	ASTR 108, MATH 250	Doctorate	MS-Physics	San Francisco State	PhD-Physics	University of California-Davis
Fox	Matt	ENGL 111, ENGL 112	ENGL 111, ENGL 112	Master's	English	University of Alaska Anchorage		
Francis	Yelena	RUCS 101	RUCS 101	Doctorate			PhD-Russian Language and Literature	Academy of Science, St. Petersburg Russia
Frangos	Michael		ENGL 111 & 112	Doctorate			PhD-English	University of California, Santa Barbara
Franks	Misha		EDUC 585	Doctorate	MA-Education	Truman State University	EdS-Learning, Teaching, and Curriculum	University of Missouri, Columbia
Fraser	Marsha	CIAD 325, MSCJ 500	CIAD 325, MSCJ 500	Master's+	Criminal Justice	Florida International University	Criminology	University of South Florida
Frederick	Richard	BIOL/PSYC/SOCI 324, PSYC/SOCI 325	BIOL/PSYC/SOCI 324, PSYC/SOCI 325, PSYC 320	Doctorate	MS-Mathematics	Texas A&M University	PhD-Clinical Psychology	Oklahoma State University
Fredericks	Elisa	BUSI 570	BUSI 570	Doctorate	MBA	New York University	PhD	University of Illinois
Frickenschmidt	Sara	CISS 170, INCC 123	CISS 170, INCC 123	Master's	MA in Teaching	Columbia College		
Fugitt	Stephen	RELI 101	RELI 101	Doctorate	Divinity Master of Theology	Midwestern Baptist Theological Seminary	Doctor of Theology	University of South Africa
Galosy	Julia	BUSI 504	BUSI 504	Doctorate	Instructional Design	University of North Carolina-Chapel Hill	Organization Development	University of North Carolina-Chapel Hill
Garnet	Jessica	CIAD 320, CIAD 345	CIAD 320, CIAD 345	Master's	MS in Criminal Justice	Columbia College		

Gaskew	Tony	CJAD/PSYC 310, MSCJ 561	CJAD/PSYC 310, MSCJ 561	Doctorate	Human Resources- Management Criminal Justice- Behavioral Science	Webster University Nova Southeastern University	Conflict Resolution- Criminal Justice	Nova Southeastern University
Gay	Sara	EDUC/PSYC 391	EDUC/PSYC 391	Doctorate	MA-Educational and Counseling Psychology	University of Missouri Golden Gate University	PhD-Educational, Counseling, and School Psychology	University of Missouri
Gibbons-Cobb	Denise	FINC 298, FINC 354	FINC 298, FINC 354, FINC 496	Master's	MBA	University of Tennessee		
Gibbs	Randall	PHIL/POSC 400, POSC 111, PHIL/POSC 403, PHIL/POSC 402	PHIL/POSC 400, POSC 111, POSC 321, PHIL/POSC 403, PHIL/POSC 402	Master's	Political Science	Columbia College		
Giddings	Jay	FINC 298	FINC 298	Master's	MBA			
Gietzen	Katherine	MATH 170	ASTR 108, MATH 170, MATH 250	Doctorate	Masters of Natural and Applied Sciences, Materials Science and Mathematics	Missouri State University	PhD-Space and Planetary Sciences	University of Arkansas
Gifford	Wayne	CJAD 301, CJAD 405, CJAD 410	CJAD 301, CJAD 405, CJAD 410	Doctorate			Juris Doctorate	University of Missouri - Columbia Law School
Gild	Camella	PSYC 381	PSYC 381	Master's+	MSW	Wayne State University	PhD Candidate in Clinical Psychology	Walden University
Gillum	James	HUMS 380	HUMS 380	Master's	MS-Clinical Psychology	Evangel University		
Giovannini	Mary	MGMT 361	BUSI/MSCJ 526, MGMT 361	Doctorate	MS-Business Education	University of Wisconsin	Practical Arts & Voc. Tech Ed.	University of Missouri
Girardi	Kristen	HUMS 250	HUMS 105, HUMS 250	Master's	Social Work	St. Louis University		

Glover	John	HIST 121, HIST 370, MAMS 502	HIST 121 HIST 370 MAMS 502	Doctorate	MA-Criminal Justice	Northern Arizona University	PhD-Language, Reading, and Culture	University of Arizona
Gogarty	Maurice	MKTG 310	MKTG 310	Master's	MBA	Indiana University		
Gogel	Joseph	ACCT 281, ACCT 489, ACCT 490	ACCT 281, ACCT 489, ACCT 490	Master's	MBA	Lindenwood University		
Gold	Jeanette	MGMT 362	MGMT 362	Master's	IMED Adult Education Emp: HR	Armstrong Atlantic State University		
Goodman-Wilson	Amy	PHIL 330, ENVIS/PHIL 332	PHIL 330, ENVIS/PHIL 332	Master's+	MA Political Science MA Philosophy	Texas State University Washington University		
Gordon	Timothy	HUMS 105, HUMS 300	HUMS 105, HUMS 300	Doctorate	MS-Counseling and Counselor Education	Indiana University	PhD-Counseling Psychology	Ball State University
Gosseen	Ashley	CISS 170	CISS 170	Master's	MBA	Columbia College		
Govednik	Joseph	ANTH/SOCI 112	SOCI 112	Master's+	MA-Anthropology MBA/MA-Program in Museum Studies	California State University John F. Kennedy University (in progress)		
Graham	Leanna	EDUC 381, EDUC 590	EDUC 381 EDUC 546 EDUC 590	Master's+	MA in Education	University of Missouri	Ed.S. - School Education	University of Missouri
Graham	Jennifer	ENGL 112	ENGL 111, ENGL 112	Doctorate	MA-English/Literature Business Admin/Marketing/Mgmt	Missouri State University	PhD-English/ESL	University of Memphis
Green	Roksha	MKTG 360	MKTG 360	Doctorate	Master of Social Work	Walden University	Business Admin/Marketing	Argosy University
Grieb	Sara	HUMS 250, HUMS 390	HUMS 250, HUMS 390	Master's	Counseling & Guidance Educational Specialist degree in Counseling	University of Missouri		
Griff	Nathan	PSYC 330, PSYC 460	PSYC 330, PSYC 460	Master's+		Adams State College Northern Illinois University		

Gross	David	CJAD 101, CJAD 451	CJAD 101, CJAD 201, CJAD 410, CJAD 451	Master's+	MS-Criminal Justice Administration MA-Public Administration (Currently Enrolled)	University of Central Florida University of Central Florida		
Grossman	Kandice	SOCI/WMST 310, SOCI/WMST 336, SOCI 421, WMST 485	SOCI/WMST 310, SOCI/WMST 336, SOCI 421, WMST 485	Master's	MA in Economic and Social Studies	University of Manchester California State University		
Gudino	Jane	ENGL 107, ENGL 112	ENGL 107, ENGL 112	Master's	MA-English	University of New Haven Capella University		
Hager	Jon	CJAD 201	CJAD 201, MSCJ 501	Master's	MS-Forensics	Columbia College		
Halferty	Melinda	CISS 234	CISS 234	Master's	MS-Information Technology	State University of NY College at New Paltz		
Hall	David	CJAD 451	CJAD 451, MSCJ 543	Master's	Criminal Justice	University of Maryland		
Hall	Donna	MATH 104	MATH 104	Master's	MA-Mathematics Education	Lincoln University		
Hammill	John	SOCI 216, ANTH/SOCI 270, SOCI 111	SOCI 216, SOCI 270, SOCI 111	Master's	MA-Sociology	Webster University		
Hanna	Paul	EDUC 300, EDUC 302, EDUC 311, EDUC 331, EDUC 336, EDUC 338, EDUC 380, EDUC 390, EDUC 504, EDUC 508, EDUC 512, EDUC 516, EDUC 532, EDUC 544, EDUC 546, EDUC 563, EDUC 582, EDUC 590	EDUC 300, EDUC 302, EDUC 311, EDUC 331, EDUC 336, EDUC 338, EDUC 380, EDUC 390, EDUC 504, EDUC 508, EDUC 512, EDUC 516, EDUC 532, EDUC 544, EDUC 546, EDUC 563, EDUC 582, EDUC 590	Doctorate	MA-Elementary Administration	University of Missouri		North Central University
Hanstein	Melissa	MKTG 310	MKTG 310	Master's	MA-Public Relations	University of Missouri		
Hargis	Ardyth (Dale)	ENGL 107	ENGL 107	Master's	MEd-Educational Technology	University of Missouri		

Harris	Richard	FINC 295, MGMT 393	FINC 295, FINC 350, MGMT 393	Master's+	MBA	William Woods University	PhD-Business Administration	Argosy University Barry University School of Law
Harris	David	POSC 340	POSC 340	Doctorate	MBA	Columbia College	ID	
Hastings	Heather	CISS 170	CISS 170	Master's	MAT-Instructional Technology & Communication Arts	Webster University		
Heilman	Rachel	SACS 101	SACS 101, SACS 102	Master's	MA-International Studies with a South Asian area focus	University of Washington		
Hendrickson	Gretchen	PSYC/SOCI 325, PSYC/EDUC 391, 392, PSYC 330, 101, 320, 326, 381, 410, 420, 433, 233, INCC 111	PSYC/SOCI 325	Doctorate	MA - Quantitative Psychology	University of Missouri - Columbia	PhD- Quantitative Psychology	University of Missouri - Columbia
Henry	Kristina	BIOL 230	BIOL 230	Doctorate	Master of Science in Nursing	University of Kansas	Doctor of Nursing Practice	University of Kansas
Henson	Letitia	EDUC 390	EDUC 390	Master's+	MA-Marriage and Family Therapy	Alliant International University	PhD-School Psychology	Walden University
Hetzler	Olivia	SOCI 111	SOCI 111	Doctorate	MA-Sociology	University of Missouri	PhD-Sociology	University of Missouri
Hicks Jones	Mae	BUSI/MSCJ 526, MGMT 339	BUSI/MSCJ 526, MGMT 339	Doctorate	Education	Northeastern Illinois University	Business Management	The Union Institute & University
Higgins	Todd	BIOL/ENVS 115	BIOL/ENVS 115	Doctorate	Plant and Soil Science/Animals Industries	Southern Illinois University	Agronomy	University of Arkansas
Higgs	Graham	PSYC 270, PSYC 495	PSYC 270, PSYC 495	Doctorate	MS-Educational and Counseling Psychology	University of Tennessee	PhD-Educational Psychology	University of Tennessee
Hill	Alissa	HUMS 375	HUMS 375	Master's	MA-Rehabilitation Counseling	South Carolina State University		
Hodacs	Courtney	COMM 110	COMM 110	Master's	MA-Communication Studies	Bowling Green State University		

Hollingshead	Jennifer	MKTG 310, MKTG 332	MKTG 310, MKTG 332	Master's	MBA	Columbia College		
Howle	Laura	ARTS 105	ARTS 105, ARTS 406 MATH 104, MATH 106, MATH 150, MATH 170, MATH 180	Master's	MA-Art History	University of South Carolina		
Hutchings	Elizabeth	MATH 104, MATH 150, MATH 106	MATH 104, MATH 150, MATH 170, MATH 180	Master's	MS-Mathematics	Brigham Young University		
Iskra	Darlene	MAMS 504, SOCI 270	MAMS 504, SOCI 270	Doctorate	MA-Sociology	University of Maryland	PhD-Sociology	University of Maryland
Jackson	Melissa	HUMS 380	HUMS 380	Master's+	MA-Applied Clinical and Counseling Psychology MS-Criminal Justice	William Paterson University Capella University	PhD-Clinical Psychology	Fielding Graduate University
Jacobs	Fresa	CISS 170	CISS 170	Master's	Educational Technology	University of Missouri-Columbia		
James	Nancy	HUMS 380, PSYC 260, PSYC 330, PSYC 385	HUMS 380, PSYC 260, PSYC 330, PSYC 385	Master's	Counseling	Webster University		
James	Richard	PSYC 381, PSYC 385	HUMS 380, PSYC 381, PSYC 385	Master's+	Counseling Human Resource Development	Webster University		
Jenkins-Hammond	Loleta	BIOL 230	BIOL 230	Master's	Masters of Science in Nursing Education	Kaplan University-School of Nursing online		
Jerominus	Virginia	CIAD 101, MSCJ 567, SOCI 321	CIAD 101, MSCJ 567, SOCI 321	Doctorate	Criminology	University of California, Berkeley	Criminology	University of California, Berkeley
John	Daniel	RELI 101	RELI 101	Master's+	History Religious Education	Utah State Loyola of New Orleans		
Johnson	Peter	GEOG 101	GEOG 101	Master's+	MA-Geography	University of Arizona	PhD-Geography	University of Arizona
Johnson	Kendall	HUMS 335	HUMS 335	Doctorate	MSW	University of South Carolina	Edd	Fielding Graduate University
Johnson	Jodi	MGMT 364	MGMT 364	Master's	MBA	Columbia College		
Jones	Rachel	HUMS 105	HUMS 105	Master's	Ed. School, Counseling Psych	University of Missouri-Columbia		

Jones	Kimberley	MUSI 122	MUSI 122	Doctorate	MM	Ohio University	PhD	Ohio University
Jordan	Anthony	CIAD 350	CIAD 350	Master's	Criminal Justice	University of South Carolina		
Jurgenson	Jerry	HUMS 335, PSYC 420	HUMS 335, PSYC 420	Doctorate	MA-Marriage and Family Therapy	University of San Francisco	PhD-Psychology	California Southern University
Kabitzke	Patricia	BIOL/PSYC 371	BIOL/PSYC 371, PSYC 270	Doctorate	MA-Psychology	City University of New York	PhD-Biopsychology and Behavioral Neuroscience	City University of New York
kane	Beth	ACCT 382, ACCT 383, ACCT 384, ACCT 386	ACCT 382, ACCT 383, ACCT 384, ACCT 386	Master's	MBA	DePaul University		
Karr	David	HIST 101, HIST 111, HIST 112	HIST 101, HIST 102, HIST 111, HIST 112, HIST 334	Doctorate	MA-History	University of Alabama	PhD-History	Vanderbilt University
Keitel	Joyce	ENGL 111, ENGL 112, ENGL 232	ENGL 111, ENGL 112, ENGL 232	Master's	English	University of Missouri-Columbia		
Kerr	Jennifer	HIST 101, HIST 102, HIST 331, HIST 336, HIST 358, HIST 359	HIST 101, HIST 102, HIST 111, HIST 112, HIST 331, HIST 336, HIST 358, HIST 359	Doctorate	MA-History	University of Central Missouri	PhD-History	University of Missouri-Columbia
Kessel	Brian	ECON 293, POSC 111, POSC 292, POSC 321, POSC 326, POSC 331, POSC 360, PADM/POSC 395	ECON 293, POSC 111, POSC 292, POSC 321, POSC 326, POSC 331, POSC 360, PADM/POSC 395	Doctorate	MA-Political Science	University of Iowa	PhD-Political Science	University of Iowa
Kessler	Brett	PHIL 330, MAMS 503	MAMS 503, PHIL 330	Master's+	Master of Arts in Defense Studies Master of Arts in Philosophy	King's College University of Colorado		
Kim	Joseph	MGMT 339	MAMS 501, MGMT 339	Master's	MBA	City University of Seattle		
Kim	Kimberly	MGMT 150	MGMT 150	Master's	Master of Arts Organizational Leadership	Gonzaga University		

Kinney	Michael				Doctorate	Masters of Science: History	Illinois State University	Illinois State University	Doctorate of Arts: History	Illinois State University
Kirkland	Robert	LACS 101, MAMS 510, MAMS 602	LACS 101, LACS 102, MAMS 510, MAMS 602		Doctorate	M.A. Latin American History	University of Pittsburgh	University of Pittsburgh	Ph.D. Latin American History	University of Pittsburgh
Klausmeyer	Robert	MGMT 361, MGMT 368	MGMT 150, MGMT 361, MGMT 368		Master's	MA	Webster University	Webster University		
Kliesner	Robin	ACCT 385, ACCT 488, BUSI 562	ACCT 382, ACCT 385, ACCT 488, BUSI 562		Master's	MBA	Washington University	Washington University		
Kochevar	Lisa	POSC 111, POSC 292, POSC 321	POSC 111, POSC 292, POSC 321		Master's	MA-National Security Management	California State University	California State University		
Kodua	Leat		MKTG 441		Doctorate	MBA	City University of Seattle	City University of Seattle	DBA- Marketing	Argosy University
Koshar	James	MGMT 362, MGMT 368	MGMT 362, MGMT 368		Master's	MS-Human Resource Management	La Roche University	La Roche University		
Kusiak	Toni		PSYC 101		Master's	MS - Psychology	University of Phoenix	University of Phoenix		
Lane	Elizabeth	MGMT 265, MGMT 367, POSC 340	MGMT 265, MGMT 367, POSC 340		Other Terminal				JD	Washington University School of Law
Langford	Barry	CJAD 301, CJAD 415, CJAD 445, CJAD 475, MGMT 265, MSCJ 501, MSCJ 532, MSCJ 550, MSCJ 592	CJAD 301, CJAD 415, CJAD 445, CJAD 475, MGMT 265, MSCJ 501, MSCJ 532, MSCJ 550, MSCJ 592		Other Terminal	MASTER OF SCIENCE: AGRICULTURAL ECONOMICS	University of Missouri - Columbia	University of Missouri - Columbia	JURIS DOCTORATE	University of Missouri - Columbia
Lass	Terry	ENGL 111, ENGL 112, ENGL 123, ENGL 242, ENGL 431	ENGL 111, ENGL 112, ENGL 123, ENGL 242, ENGL 431		Doctorate	MA-English	University of Missouri	University of Missouri	PhD-English	University of Missouri
Lawson	Kera		BIOL/PSYC 371		Doctorate				Ph.D Biomedical Science	Meharry Medical College
Lechner	Anthony	PHIL 330	PHIL 330		Master's+	MA-Philosophy	San Diego State University	San Diego State University		
LeClair	Jane	BUSI 522, MGMT 339	BUSI 522, MGMT 339		Doctorate	MBA	City University	City University	PhD-Education	Syracuse University

Lee	Christopher	HUMS 250, HUMS 385	HUMS 250, HUMS 385	Master's	MA-Counseling Psychology	University of Missouri		
Lehman	Debra	MATH 104, MATH 150, MATH 170, MATH 250	MATH 104, MATH 150, MATH 170, MATH 250	Master's	MS-Statistics	Oklahoma State University		
Logue	Paul	CIAD 301, MSCJ 510, MSCJ 530	FINC 496	Master's	Master of Finance	Tulane University		
Longo	Thomas	HIST 121, HIST 122, HIST 372	CIAD 301, MSCJ 510, MSCJ 530	Doctorate	MA-Public Policy	Regent University	JD	Regent University
Lookingbill	Brad	HIST 121, HIST 122, HIST 372	HIST 121, HIST 122, HIST 372, MAMS 502	Doctorate	M.A. in history	University of Toledo	Ph.D. in history	University of Toledo
Lulejian	Jerry	MGMT 265	MGMT 265	Other Terminal			JD	Southwestern University School of Law
Lyman	Michael	CIAD 101, CIAD 298, CIAD 311, CIAD 350, CIAD 398, MSCJ 550, MSCJ 577, MSCJ 579	CIAD 101, CIAD 298, CIAD 311, CIAD 350, CIAD 398, MSCJ 550, MSCJ 577, MSCJ 579	Doctorate	Master of Science in Administration of Justice - Police Agency Management	Wichita State University	Doctor of Philosophy Higher and Adult Education and Foundations.	University of Missouri-Columbia
Macias	Philip	ACCT 280	ACCT 280	Other Terminal	BS-Accounting	St. Louis University		
Maddox	Kenneth	MGMT 254, MGMT 368	MGMT 254, MGMT 368	Master's	MBA	Touro University International		
Makamson	Kellye	ENGL 112	ENGL 107, ENGL 111, ENGL 112	Master's	MA-English	Mississippi State University		
Mallott	Michael	PSYC 395	PSYC 395, PSYC 270	Doctorate	Master of Science in Clinical Psychology	Florida State University	Doctor of Philosophy in Clinical Psychology	Florida State University
Mann	Willa	GEOG 101	GEOG 101	Master's	MA-Geography	California State University		
Marquez	Ernest	ACCT 281, FINC 350	ACCT 281, FINC 350	Master's+	MBA MS-Systems Management	University of Florida University of Southern California		
Mason	William	FINC 350	ACCT 281, FINC 350 BUSI 570 FINC 350	Master's	MBA	New York University		

Mason	Seth	CISS 241, CISS 360	CISS 241, CISS 360	Master's+	MS-Management, Engineering Management Master of Engineering-Computer and Systems Engineering	Rensselaer Polytechnic Institute			
Mason	Terrence		EDUC 580	Doctorate	MA-Curriculum and Instruction	University of Missouri, Kansas City	PhD-Cultural and Educational Policy Studies	Loyla University, Chicago	
Massey	Loretta	HUMS 345	HUMS 345	Doctorate	MSW	Fordham University	PhD-Counseling Psychology	University of Sarasota	
Massey	Gary	MGMT 330	MGMT 330	Doctorate	MA-Management MA-Human Resource Management	Webster University		Webster University	
Matthews	Kristin	EDUC 512, EDUC 580	EDUC 512, EDUC 580, EDUC 582	Doctorate	MS-Elementary Administration	Northwest Missouri State University	EdS-Educational Leadership and Policy Analysis PhD-Educational Leadership and Policy Analysis	University of Missouri	
Maurer	Myrna	MGMT 393	MGMT 393	Master's+	MS-Computer Information Systems and Education	Arkansas State University	EdS-Computer Information Systems and Education	Arkansas State University	
Mauxion	Aurelien	SOCI/ANTH 112, GEOG/ANTH 101, ANTH/SOCI 326, ANTH 412, SOCI 111	PSYC/SOCI/ANTH 327 HUMS 105, HUMS 345, HUMS 390, HUMS 495, PADM 320	Doctorate	MA- Geography	Universite Rennes 2	PhD- Anthropology	Northwestern University	
McDaniel	Larry	HUMS 105, HUMS 345, HUMS 390		Master's	MSW	University of Missouri			
McGuire	Lisa	SOCI 111, SOCI 270, SOCI 495	SOCI 111, SOCI 270, SOCI 470, SOCI 495	Master's+	MA-Sociology	Wichita State University			

McHale	Kimberley	MATH 104, MATH 106, MATH 150, MATH 170, MATH 180, MATH 250	MATH 104, MATH 106, MATH 150, MATH 170, MATH 180, MATH 250	Doctorate	MA-Applied Mathematics	University of Missouri	PhD-Applied Mathematics	University of Missouri
McKay-Biarkis	Amanda	ENGL 111, ENGL 107	ENGL 111, ENGL 107	Master's+	MA-English MS-Library and Information Systems	Eastern Illinois University of Illinois	PhD-Education-Community and Human Resources	University of Nebraska
McKee	Roberta	BUSI 544, MKTG 360, MKTG 441, MKTG 480	BUSI 544, MGMT 339, MKTG 360, MKTG 441, MKTG 480	Doctorate	MS-Vocational Education	University of Nebraska		
McKinley	Robert	POSC 331, POSC 292, MAMS 501	MAMS 501, POSC 331, POSC 292	Master's+	MS-Accounting & MS-International Relations & MBA	Liberty University & Troy State University & Northcentral University		
McMillin	Jill	BIOL 108, BIOL 110	BIOL 108, BIOL 110	Doctorate	MS-Cellular and Molecular Biology MBA	St. Louis University	PhD-Cellular and Molecular Biology	St. Louis University
McQueen	Steven	ECON 293	ECON 293	Doctorate		Utah State University	PhD-Resource Economics	Utah State University
Means	Nathan	BIOL 108, BIOL/ECOL 320	BIOL 108, BIOL/ECOL 320	Doctorate	MS-Horticulture	University of Missouri	PhD-Soil, Environmental and Atmospheric Science	University of Missouri
Meins	Jan	ENGL 111	ENGL 111, ENGL 420	Master's	MA-Technical and Expository Writing	University of Arkansas		
Merriman	Brian	MGMT 479	MGMT 479	Master's+	MA-Management and Computer Resources	Webster University		
Middleton	Ken	BUSI 550, BUSI 595	MGMT 479, BUSI 550, BUSI 595	Doctorate	MA-Business Education	Arizona State University	PhD-Business Administration and Secondary Business Education	Arizona State University
Miller	Kristina	EDUC 508, EDUC 523, EDUC 555, EDUC 560, EDUC 580, PSYC/SOCI 325, PSYC 412	EDUC 508, EDUC 523, EDUC 555, EDUC 560, EDUC 580, PSYC/SOCI 325, PSYC 412	Doctorate	MA-College Student Personnel	Bowling Green State University	PhD-Educational Psychology	University of Missouri

Miller	Phillip	MGMT 330, MGMT 368	MGMT 330, MGMT 368	Master's	MA-Management	Webster University		
Miller	Nathan	MUSI 122, MUSI 323	MUSI 122, MUSI 323	Master's+	MA-Music History MM-Percussion Performance	University of Missouri		
Mizzell	Adolf Raphael	ARTS 105, ARTS 112	ARTS 105, ARTS 112	Doctorate	MFA	Florida State University	EdD	Nova Southeastern University
Moore	Fernette	CJAD 306, CJAD 415, MGMT 265, MGMT 367, MSCJ 525	CJAD 306, CJAD 415, MGMT 265, MGMT 367, MSCJ 525	Other Terminal			JD	Syracuse University
Moser	Ron	CJAD 315, CJAD 351, CJAD 495	CJAD 315, CJAD 351, CJAD 495	Master's+	MA-Law Enforcement Administration MA-Criminal Justice and Corrections	Western Illinois University University of Florida		
Mougeotte	Jessica	COMM 110	COMM 110	Master's	MA-Speech Communication	University of Nevada		University of Missouri
Mueller	Mary Beth	MGMT 265, MGMT 367	MGMT 265, MGMT 367	Doctorate			JD	
Muench	James	ENGL 107	ENGL 107	Master's	MA-Journalism	University of Missouri		
Mull	David	MGMT 330, MGMT 362, MGMT 368	MGMT 330, MGMT 362, MGMT 368	Master's	MA-Human Resource Development and Management	Webster University		
Muller	Steven		ACCT 280, ACCT 386	Master's	MBA	Fordham University		
Mundt	Michael	HIST 102, HIST 112, HIST 234, HIST 304, HIST 314	HIST 102, HIST 111, HIST 112, HIST 234, HIST 304, HIST 314	Master's	MA-History	University of South Florida		
Murney	Shelly	ARTS 105, ARTS 152, ARTS 354	ARTS 105, ARTS 152, ARTS 354	Master's+	MA-Studio Art/Photography MFA	University of Iowa University of Montana		
Murphy	Patricia	MATH 150, MATH 170, MATH 180	MATH 150, MATH 170, MATH 180	Master's	MA-Mathematics	University of Missouri		

Myers (Ohnstad)				BUSI 504 BUSI 506	Doctorate	MBA	University of Washington	JD	University of Washington
Napier	Roger	BUSI 506 MGMT 150, MGMT 330	MGMT 150, MGMT 330	MGMT 150, MGMT 330	Master's	MA-Human Resource Development	Webster University		
Neal	Joanna	HUMS 300	HUMS 300	HUMS 300	Doctorate	MA-Organizational Psychology	California School of Professional Psychology	PsyD-Organizational Consulting	California School of Professional Psychology
Nelson	John	MGMT 150, MGMT 375	MGMT 150, MGMT 375	MGMT 150, MGMT 375	Master's	MBA	William Woods University		
Neyens	Stephanie	COMM 110	COMM 110, COMM 203	COMM 110, COMM 203	Master's	MS-Communication Studies and Journalism	South Dakota State University		
Nichols	Janette	CJAD 320, CJAD 351	CJAD 320, CJAD 351	CJAD 320, CJAD 351	Master's	MA-Criminal Justice	Columbia College		
Nickelson	Douglas	MGMT 330	MGMT 330	MGMT 330	Master's	MBA	Webster University		
Nickerson	Wendy	PSYC 101, PSYC 360	PSYC 101, PSYC 360	PSYC 101, PSYC 360	Doctorate	MA-Clinical and Community Psychology	Acadia University	PhD-Clinical Psychology	Florida Institute of Technology
Nixon	Barbara		MKTG 370	MKTG 370	Master's+	MA-Organizational Communication	Auburn University	PhD-Education	Capella University
Nowacki	David	FINC 298, BUSI 570	FINC 298, BUSI 570	FINC 298, BUSI 570	Master's+	MBA MS-Finance	Louisiana State University		
Ochoa	Louise	CISS 170	CISS 170	CISS 170	Master's+	MS-Instructional Technology Master of Library and Information Science	East Carolina University Wayne State University		
O'Connor	Janice	HUMS 105	HUMS 105	HUMS 105	Master's	MSW	University of Wisconsin		
O'Daniel	Renee	MATH 104, MATH 106, MATH 250	MATH 104, MATH 106, MATH 250	MATH 104, MATH 106, MATH 250	Master's	MA-Mathematics	University of Missouri		
Oedewaldt	Gary	HIST 122, HIST 312, HIST 348, MAMS 561	HIST 122, HIST 312, HIST 348, POSC 311, MAMS 561	HIST 122, HIST 312, HIST 348, POSC 311, MAMS 561	Master's+	MA-Management and Supervision MS-History	Central Michigan University University of Missouri		

Oesterly	Jason	BUSI 502, MGMT 393	BUSI 502, MGMT 393	Master's	MBA	Webster University		
Ott	Diane	CIAD 315, CIAD 421	CIAD 315, CIAD 421	Master's	MS-Protection Management	John Jay College of Criminal Justice		
Ortega	Lorrie	BUSI 502	BUSI 502	Master's+	MBA	Webster University		
Otis	Rebecca	MECS 101	MECS 101, MECS 102	Doctorate	MA-International Studies	University of Denver	PhD-International Studies	University of Denver
Ott	Serena	FRCS 101, ITCS 101	FRCS 101, ITCS 101	Master's	M.A. in Comparative Literature, French and Italian	University of Saarland		
Otterstetter	Jeffrey		FINC 498	Master's	MBA	Wayne State University		
Otterstetter	Kimberly	MKTG 480	MKTG 480, MKTG 370	Master's+	MBA MAT	Davenport University Wayne State University		
Ovienloba	Andrew	RELI 101	RELI 101	Master's+	MA-Religious Education MA-Diplomacy and International Relations	Fordham University Seton Hall University	PhD-Conflict Analysis and Resolution	Nova Southeastern University
Parker	Kermit	PSYC 101	PSYC 101, PSYC 270	Doctorate	MS-Psychology	Texas A&M	PhD-Clinical Psychology	George Peabody College for Teachers
Parker-Barua	Laura	HUMS 335, HUMS/SOCI 365	HUMS 335, HUMS/SOCI 365	Master's+	MSW	University of Missouri		
Patterson	Mary	BIOL 108, BIOL 110, CHEM 110	BIOL 108, BIOL 110, CHEM 110	Doctorate			PhD-Biochemistry	University of Missouri
Patton	Jerry	FINC 350	FINC 350	Master's+	MBA	University of Missouri	PhD-Education	Capella University
Pavone	Theresa	BUSI/MSCJ 526	BUSI 522, BUSI/MSCJ 526	Doctorate	MA-Organizational Management	University of Phoenix	PhD-Industrial and Organizational Psychology	Capella University

Pearl	Natalie	MSCJ 500	MSCJ 500	Doctorate	MSW	San Diego State University	PhD-Public Policy	Brandeis University
Perkins	Michael	HUMS 105, HUMS 300, HUMS 335, HUMS 340, HUMS 345, HUMS 495, MSCJ 580	HUMS 105, HUMS 300, HUMS 335, HUMS 340, HUMS 345, HUMS 495, MAMS 521	Master's	M.S.W., Social Work	University of Missouri, Columbia, Missouri		University of Missouri
Perkins	Sara Ann	BIOL 110	BIOL 110	Doctorate			MD	
Perrigo	Jill	HUMS 345	HUMS 345	Master's	MS-Human Services, specialization in Social and Community Service	Capella University		
Pettus	Daniel	BIOL/ENVS 115	BIOL/ENVS 115 SOC/HUMS 350	Master's	MS-Environmental Science	Southern Illinois University		
Phillips	Leslie	SOCI/HUMS 350	SOCI/HUMS 350	Master's	M.A-Counseling and Psychology	University of West Alabama		
Pigg	Alicia	ARTS 105, ARTS 111	ARTS 105, ARTS 111	Master's	MFA	Southern Illinois University		
Plachy	Kevin	MGMT 338, ECON 293	MGMT 338, ECON 293, ECON 294	Doctorate	MBA MBA	Columbia Southern University Western Washington University	JD	Concord Law School of Kaplan University
Polley	Michael	HIST 102, HIST 316, HIST 494	HIST 101, HIST 102, HIST 111, HIST 112, HIST 316, HIST 494	Doctorate	M.A. in history	Washington State	Ph.D. in history	Washington State University
Poole	Melissa	ENGL 111, ENGL 112	ENGL 111, ENGL 112	Doctorate	MA-English	University of Missouri	PhD-Educational Technology	University of Missouri
Poulsen	Aaron		CISS 445	Master's	MS- Computer Science	University of Illinois - Springfield		

Powell	Rick	BUSI 502, CISS 280, CISS 320, CISS 430, CISS 445, CISS 465, CISS 493	BUSI 502, CISS 280, CISS 274, CISS 320, CISS 430, CISS 445, CISS 465, CISS 493	Master's	MS-Computer Resource Management	Webster University		
Powers	Jason		FINC 298, ECON/FINC 395	Master's	MBA with Finance Concentration	Strayer University		
Pratt	Kevin	MGMT 254, MGMT 365	MGMT 254, MGMT 365	Master's	MS-Management Science	University of Maryland		
Preston	Eileen	BIOL 108	BIOL 108, BIOL 110	Doctorate	MS-Biology	University of North Texas	PhD-Molecular Biology	University of North Texas
Price	Mark	MAMS 503, PHIL 210, PHIL 330, PHIL 460, PHIL/RELI 490	MAMS 503, PHIL 210, PHIL 330, PHIL 460, PHIL/RELI 490	Doctorate	MA-Philosophy	University of Missouri	PHD-Philosophy	University of Missouri
Pridgin	Ronald	MGMT 265	BUSI 506, MGMT 265	Doctorate			JD	University of Missouri
Psaras	George		FINC 397	Master's	MBA	University of Chicago		
Ramig-Miller	Nicole	ECON 293, BUSI 510	ECON 293, BUSI 510	Master's+	MS-Economics & Finance	Southern Illinois University		
Rayburn	Karmen	ACCT 280, ACCT 281, ACCT 383	ACCT 280, ACCT 281, ACCT 383	Master's	MS-Accountancy	University of Missouri		
Reed	Ellen		PADM 320	Master's	MPPA	University of Missouri St. Louis		
Reed	Ross	PHIL 330	PHIL 330	Doctorate	MA-Philosophy MM-Jazz and Studio Music	Baylor University University of Memphis	PhD-Philosophy	Loyola University
Revels	Judith	SOCI 321	SOCI 321	Master's	MS-Criminology	Florida State University		
Rich	Allison		MGMT 265	Other Terminal			Juris Doctorate	Chicago-Kent College of Law
Richardson	Daniel	CISS 170, CISS 241	CISS 170, CISS 241	Master's+	MS-Digital Forensics MS-Information Technology	University of Central Florida Capella University		
Rickerson	George	MGMT 339	MGMT 339, MGMT 254	Master's	MLS-Library Science	University of Washington		
Ricks	Justin		FINC 298	Master's	MBA	Utah State University		

Ritter	Kathy	INCC 123	INCC 123, MATH 104	Master's	MEq-Secondary Education Administration	University of Missouri			
Rivard	Robert	MUSI 122	MUSI 122, MUSI 323	Doctorate	MA-Music	Louisiana State University	PhD-Music	Louisiana State University	
Robin	Gail	BUSI 502, MAMS 510	BUSI 502, MAMS 510, MGMT 393	Doctorate	MED-Human Services	Boston University	DBA	University of Sarasota	
Robles-Huerta	Irene	ENGL 111	ENGL 111, ENGL 112	Master's+	MA-Comparative Literature	Pennsylvania State University	PhD	University of California	
Rockwell	Achala	SACS 101, SACS 102	SACS 101, SACS 102	Doctorate	MA-Mass Communications MA-Languages & Cultures of Asia	University of Central Missouri University of Wisconsin	PhD-Languages & Cultures of Asia	University of Wisconsin	
Rodgers	Lisa	MATH 104, MATH 106	MATH 104, MATH 106	Master's	MAT	Columbia College			
Roebuck	David	POSC 215, AMST/POSC 280, AMST 490, POSC 340, POSC 390	POSC 215, AMST/POSC 280, AMST 490, POSC 311, POSC 340, POSC 390	Doctorate	M.S.S. - Political Science	Mississippi State University	Ph.D. - Political Science	The University of Mississippi	
Rogers	Justine	ENGL 107	ENGL 107	Master's	MEq-Educational Administration	William Woods University			
Rollins	Tracey	HUMS 390	HUMS 390	Master's	MA-Counseling Psychology	City University			
Romitti	Martin	MSCJ 500	MSCJ 500	Doctorate	MPA	University of Idaho	PhD-Political Science	University of Missouri	
Rose	Kenneth	ENGL 112	ENGL 112, ENGL 351	Master's+	MBS	Southeastern Oklahoma State University			
Ross	Anne	MATH 104, MATH 106	MATH 104, MATH 106	Master's	MBA	University of Missouri			
Rowe	Ronald	PHIL 201	PHIL 201	Doctorate	MA-Philosophy	Baylor University	PhD-Philosophy	Purdue University	
Rudkin	Merissa	ASTR 108	ASTR 108	Master's+	MS-Space Science	Florida Institute of Technology	PhD-Space Science	Florida Institute of Technology	
Runge	Raymond	MGMT 150	MGMT 150	Master's	MBA	Indiana Wesleyan University			
Ryabchenko	Karen	PSYC/SOCI 324, PSYC/SOCI 325	PSYC/SOCI 324, PSYC/SOCI 325, PSYC 420	Doctorate	MA-Clinical Psychology	State University of New York-Binghamton	PhD-Clinical Psychology	State University of New York-Binghamton	

Sanborn	Connie	ACCT 381, ACCT 386, ACCT 489	ACCT 280, ACCT 381, ACCT 386, ACCT 489	Master's	MPA	Troy State University		
Sanborn	Darryl	FINC 350, MGMT 368	FINC 350, MGMT 368	Master's	MS-Management	Troy University		
Sappington	Bryan	MGMT 362	MGMT 362	Master's	MBA	Columbia College		
Sargent	Valerie	HUMS 390	HUMS 325, HUMS 390	Master's	MSW	University of Missouri		
Sather	Lawrence	COMM 110	COMM 110	Doctorate	MA-Speech	Western Washington College	PhD-Speech	Washington State University
Satterlund	Travis	SOCI 111, SOCI 270, SOCI 430	SOCI 111, SOCI 270, HUMS/SOCI 365, SOCI 430	Doctorate	MA-Political Science	California State University	JD PhD-Sociology	New College of California North Carolina State University
Scheira	Thomas	EDUC 532	EDUC 532	Doctorate	EdM-Social Studies Instruction	State University of New York-Buffalo	PhD-Elementary Education	State University of New York-Buffalo
Scheneverk	Randal	ACCT 382	ACCT 382	Master's	MBA	William Woods University		
Schlemper	Ann	MATH 102, 104, 106, 115, 150, 155, 170, 180, 201, 222, 225, 300, 304, 305, 325, 331, 371, 493	MATH 170	Doctorate	MA- Mathematics	University of Missouri - Columbia	PhD- Curriculum & Instruction (Mathematics Education)	University of Missouri - Columbia
Schultz	Linda	PSYC 101, PYSC 304, PSYC 412	PSYC 101, PYSC 304, PSYC 412	Master's	MS-Clinical Psychology	Central Missouri State University		
Scott	Karissa	ENGL 111	ENGL 111, ENGL 112	Master's	MA in English	Southeast Missouri State University		
Selin	Allison	HIST 101, HIST 122	HIST 101, HIST 122	Master's	MA-History	Lincoln University		
Sellers	Shannon	SOCI 218	SOCI 218	Master's	MA-Sociology	San Diego State University		
Shawhan	Ruth Claire	HUMS 105, HUMS 335	HUMS 105, HUMS 335	Master's	MSW	University of Maryland		
Shraider	Cindy		FINC 410	Master's	MS-Finance	College for Financial Planning		

Shriver	Ben	PSYC 336, PSYC 495	PSYC 336, PSYC 495	Master's+	MA-Guidance & Counseling	Southwest Missouri State University		
Slane	Dorothy	HIST 101	HIST 101, HIST 111, HIST 112	Doctorate	MA-Nautical Archaeology MA-Classical and Near Eastern Archaeology MA-Human Development Counseling	Texas A&M University Bryn Mawr College	PhD-Classical and Near Eastern Archaeology	Bryn Mawr College
Slater	Amy	SOCI 331	SOCI 331	Master's+	MS	University of Illinois		
Smalley	Lavelle	MGMT 330, MGMT 363	MGMT 330, MGMT 363	Master's+	MBA	Jacksonville University		
Smith	Joseph	ACCT 280, ACCT 384	ACCT 280, ACCT 281, ACCT 382, ACCT 384	Master's		Lindenwood University		
Smith	Heather	BIOL/ENVS 115	BIOL/ENVS 115	Doctorate	MS-Plant Biology	University of California	PhD-Environmental Toxicology	University of California
Smith	Susan	CJAD 325, CJAD 415, MSCJ 567	CJAD 325, CJAD 415, MSCJ 567	Doctorate			JD	Fordham Law School
Smith	Michelle	ECON 293	ECON 293, ECON 393	Master's+	MA-Economics MS-Project Management	Georgetown University University George Washington		
Smolik	Michele	CISS 170	CISS 170	Master's	MEd-Educational Technology	University of Missouri		
Snider	Jeffrey	BUSI 510, MSCJ 535	BUSI 510, MSCJ 535	Doctorate	MA-Social Science MBA-Health Care Management	Pacific Lutheran University	PhD-Business Administration	Northcentral University
Sofia	Gigi	PSYC 330	PSYC 330	Master's+	MPA	University of Phoenix		
Spurlock	Michael	HUMS 105	PADM 330	Master's+		Northcentral University	PhD-Business Administration	Northcentral University
Squyres	Jonathan	HUMS 105	HUMS 105	Master's	MA-Community Counseling	Stephen F. Austin University		
Stadnik	Paul	ASTR 108, GEOL 110	ASTR 108, GEOL 110	Master's	MS-Geology	Michigan Technological University		

Stafford	Diana	HUMS 340	HUMS 340	Master's	MS-Marriage and Family Therapy	University of Wisconsin		
Stagg	Patricia		HUMS 340	Master's	MS - Social Work	The University of Texas at Arlington		
Stanton	Lee	ARTS 105	ARTS 105	Master's+	MFA	Northern Illinois University		
Stauder	Thomas	BUSI 562	BUSI 562, BUSI 584	Master's	Master of Accountancy	University of Missouri		
Steele	Clarissa	LACS 101	LACS 101	Master's	MA-Spanish	Bowling Green State University		
Stelford	Susan	ARTS 111, ARTS 112, ARTS 406	ARTS 111, ARTS 112, ARTS 406	Master's	MS-Survey Research and Methodology	University of Nebraska		
Stephens	Courtney	CISS 241, CISS 242	CISS 241, CISS 242	Master's	MA-Art History	Northern Illinois University		
Stewart	Kenneth	MECS 101, MECS 102	MECS 101, MECS 102	Master's	MS-Computer Science	DePaul University		
Stone	George	HIST 111, HIST 112	HIST 111, HIST 112	Doctorate	MA-International Studies	University of Washington		
Stone	Jeff	HIST 121, HIST 122, HIST 350, HIST 362	HIST 121, HIST 122, HIST 350, HIST 362	Doctorate	MA-History	Southern Illinois University Carbondale	PhD-Cultural Foundations of Education	Southern Illinois University Carbondale
Stone	Andrea	MATH 170, MATH 250	MATH 170, MATH 180, MATH 250	Doctorate	MA-History	Fort Hays State University	PhD-History	University of Kansas
Strecker	Earl Bradley	BIOL 230	BIOL 230, MGMT 340	Master's+	MS-Applied Mathematics	University of North Dame	PhD-Mathematics	University of Oklahoma
Stumpe	Laura	CHEM/PHYS 108	CHEM/PHYS 108	Doctorate	MA-Health Care Administration			
Suhler	Diane	BUSI 570, ECON 293, FINC 350	BUSI 570, ECON 293, FINC 410, FINC 350	Doctorate	MS-Nursing with Education emphasis	Webster University	PhD-Nursing Studies	University of Missouri
Swartz	Walter	MGMT 363, MGMT 368, MGMT 375	MGMT 363, MGMT 368, MGMT 375	Master's	Master of International Affairs	Columbia University	Ph.D. in Finance	University of Maryland
					MBA	Lincoln University		

Tabatabai	Ahoo	SOCI 214, SOCI/W/MST 310	SOCI 111, SOCI 214, SOCI 270, SOCI/W/MST 310, SOCI 385	Doctorate	MA-Women's Studies	University of Cincinnati Columbia College & Savannah College of Art and Design	PhD-Sociology	University of Cincinnati
Terhune	Andrew	ENGL 111, ENGL 211	ENGL 111, ENGL 211	Master's+	MFA-Creative Writing & MA-Cinema Studies	Lincoln University	PhD Candidate-English	Oklahoma State University
Terhune	Michael	HIST 122	HIST 122	Master's	M.A. in History	Lincoln University		
Thompson	Kip	BIOL 110, BIOL/ENVS 115, BIOL 280	BIOL 110, BIOL/ENVS 115, BIOL 280	Doctorate	MS-Biology	Missouri State University	PhD-Marine Science	University of South Alabama
Thompson	Denise	HUMS 105	HUMS 105	Master's	MA-Community Counseling	Webster University		
Tillquist	Alan	BUSI 595	BUSI 595	Doctorate	MBA	Missouri State University	DBA	Nova Southeastern University
Tourville	Suzanne	MATH 104, MATH 250, MATH 380 MKTG 310, MKTG 335	MATH 104, MATH 250, MATH 380 MKTG 310, MKTG 335	Doctorate	MA - Mathematics	Washington University Lindenwood University	PhD	Washington University
Trefz	Mindy			Master's	MBA			
Troyer	Rod	PSYC/SOCI 324, PSYC/SOCI 325	PSYC/SOCI 324, PSYC/SOCI 325, PSYC/SOCI 325, ANTH/PSYC/SOCI 327	Doctorate	MS-Psychology	Colorado State University Louisiana State University	PhD-Educational Psychology	University of Northern Colorado
Tubbs	Kevin	MATH 150	MATH 150	Doctorate	MS-Physics	Louisiana State University	PhD-Engineering Science	Louisiana State University
VanderPal	Geoffrey	FINC 350	FINC 350, ECON/FINC 495, FINC 354	Doctorate	MBA	Webster University	PhD-Business Administration	Nova Southeastern University
VanDover	Teresa	EDUC 100, 300, 390, 525, 527, 508	EDUC 502	Doctorate	EdS- Educational Administration	University of Missouri - Columbia Missouri State University	EdD- Education Leadership & Policy Analysis	University of Missouri - Columbia
Veile	Adam	ENGL 111, ENGL 112	ENGL 111, ENGL 112	Master's	MA-English	Missouri State University Maharishi International University		
Viviano	James		CISS 243	Master's	MS-Computer Science			
Volkman	Lucas	HIST 121, HIST 342	HIST 121, HIST 342	Doctorate	MA-American History	University of Missouri	PhD-American History	University of Missouri

Wahlheim	Christopher	PSYC 260, PSYC 420	PSYC 260, PSYC 420	Doctorate	MS-Psychology	Washington University	Washington University	Washington University
Walker	Lucia	HUMS 250, SOCI 321	HUMS 250, SOCI 321	Master's+	Master of Criminal Justice MSW	Washburn University Missouri University		
Walker (Stoltz)	Christina	PHIL/RELI 202	PHIL/RELI 202	Master's+	MA-Religions of Asia MA-East Asian Languages and Culture	Florida State University Columbia University		
Wallace	Malcolm Kirk	CISS 170	CISS 170	Master's+	MS-Information Technology Management	Naval Postgraduate School		
Wallace	Robert	CISS 170, CISS 465	CISS 170, CISS 320, CISS 465	Master's+	MS-Engineering Management	University of South Florida		
Wallace	Robert (Danny)	POSC 111	POSC 111	Master's+	MS-Strategic Intelligence	Joint Military Intelligence College at DIA	PhD-Security Studies (ABD)	Kansas State University
Wayman	JoAnn	BUSI 528, MKTG 310, MKTG 331	BUSI 528, MKTG 478, MKTG 310, MKTG 331	Doctorate	MS	University of Missouri	PhD	University of Missouri
Wegner	Lori	BUSI 522, MGMT 339, MKTG 332	BUSI 522, MGMT 339, MKTG 332	Doctorate	MS-Administration	Central Michigan University	PhD-Organization and Management	Capella University
Weiss	Marc	MSCI 524	MSCI 524	Master's+	MA-Criminal Justice	Mountain State University		
Wells	Sally	MGMT 150	MGMT 150	Master's	MBA	University of Missouri		
Weston	Karen	EDUC 102, 103, 105, 230, 300, 311, 359, 365, 392, 500, 505, 508, 514, 515, 533, 550, 560, 580	EDUC 500	Doctorate	MED Curriculum & Instruction	University of Missouri Columbia	PhD Educational Psychology	University of Missouri Columbia
Whale	Robert	CISS 170, CISS 390	CISS 170, CISS 280, CISS 390	Master's+	MS-Computer Science	Brigham Young University		
Whealon	Phyllis (Jill)	MATH 104, MATH 170, MATH 250	MATH 104, MATH 170, MATH 250	Master's+	MBA	California State Polytechnic		
White	Malcolm	ACCT 280, ACCT 281	ACCT 280, ACCT 281, BUSI 562	Master's	MS-Accounting	Nova University William Woods University		
Whitehead	Marilyn	MGMT 330	MGMT 330	Master's	MBA			

Wiebusch	Roger	BIOL 108, BIOL 110, BIOL/ENVS 115, ENVS/GEOG 251	BIOL 108, BIOL 110, BIOL/ENVS 115, ENVS/GEOG 251	Master's+	MS-Biology	Southern Illinois University		
Williams	Justin	AFCS 101, AFCS 102, HIST 121, HIST 122	AFCS 101, AFCS 102, HIST 121, HIST 122	Doctorate	MA-History	SUNY-Stony Brook	PHD-History	SUNY-Stony Brook
Williams	Ryan	CJAD 101, MSCI 525	CJAD 101, MSCI 525	Master's	MS-Criminal Justice Administration	Central Missouri State University		
Williams	Cynthia	ENGL 107, ENGL 450	ENGL 107, ENGL 450	Doctorate	MA-English, emphasis in Creative Writing	University of Texas	PHD-Interdisciplinary: English and History	University of Missouri
Williams	Stephen	MGMT 254, MGMT 364	MGMT 254, MGMT 364	Master's	MBA	Troy University		
Willis	Lia	HUMS 105, HUMS 250, HUMS 340, HUMS 350, HUMS 385, HUMS 495	HUMS 105, HUMS 250, HUMS 340, HUMS 350, HUMS 385, HUMS 495	Doctorate	MSW	University of Missouri	PHD-Social Work	University of Missouri
Wilson	Erin	ENGL 107	ENGL 107	Master's	MA-English	Pittsburg State University		
Wilson	Elizabeth	HUMS 340, PSYC 304	HUMS 340, PSYC 304	Master's	MS-Human Services & Counseling	SUNY		
Wilson	Kimberly		PSYC 101, 366	Master's	MA Industrial/Organizational Psychology	Middle Tennessee State University		
Winslow	Lora	COMM 203, COMM 303	COMM 110, COMM 203, COMM 303	Master's	MA-Communication	California State University		
Winters	Harrison	BUSI 506, MKTG 310	BUSI 506, MKTG 310	Doctorate	MBA & MA-Education & MA-Education, Guidance & Counseling	Inter American University	JD	Northern Illinois University
Witt	Bennett	HIST 101, HIST 102, HIST 490, HIST 494	HIST 101, HIST 102, HIST 490, HIST 494	Doctorate	MA-European History	University of Missouri-Columbia	PHD-European History	University of Missouri-Columbia
Workman	Amber	LACS 101	LACS 101	Doctorate	MA-Spanish American Literature	Arizona State University	PHD-Hispanic Languages and Literatures	University of California

Worstell	Mary Jane	PSYC 460	PSYC 460	Master's	MA-Counseling Psychology	Prescott College		
Wren	Ernest	MGMT 150, MGMT 341, MGMT 362, MGMT 422, MGMT 433	MGMT 150, MGMT 341, MGMT 361, MGMT 362, MGMT 422, MGMT 433	Master's	Master of Public Administration	University of Missouri	PhD-Fisheries and Wildlife	Univeristy of Missouri
Wright	Peggy	BIOL 108	BIOL 108, BIOL 108L	Doctorate				
Yutzy	David	MGMT 330	MGMT 330	Master's	MBA	Columbia College		
Zhuang	Youlong	CISS 243, CISS 298, CISS 365, CISS 492	CISS 234, CISS 243, CISS 298, CISS 365, CISS 492	Doctorate	MBA	Indiana State University	PhD	University of Kentucky

# **Faculty Educational & Experiential Qualifications**

## AHE POLICY / PROCEDURE STATEMENT

**NUMBER:** 12-1

**SUBJECT:** Adjunct Faculty Employment Policy

**ORIGINATION DATE:** December 2001

**REVISION DATE:** December 18, 2013 (Supersedes #12-1 revised November 2009)

**PROPONENT/POINT OF CONTACT:** AHE Associate Dean (Academics)

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### **General:**

Persons employed to teach at a Columbia College Adult Higher Education (AHE) campuses are considered members of the Columbia College adjunct faculty. All adjunct faculty members must possess qualifications established by the main campus faculty and are approved by academic Department Chairs and the Dean for Academic Affairs.

### **Scheduling:**

Scheduling is done on a course-by-course basis to meet the needs of students. Those needs include not only the specific courses necessary for graduation but also those that expose the student to a variety of opinions, experiences, and approaches to the subject matter. Because courses are scheduled based on the needs of students, many instructors do not have the opportunity to teach as much as they would like. We do our best to match faculty skills to courses needed, but we cannot commit that faculty will be able to teach every session.

**Adjunct faculty members will normally be allowed to teach a maximum of three courses per session without special approval as long as at least one of the courses is online.**

Exceptions to this policy are possible based on the full-time employment status of the instructor, emergency situations, or on individual circumstances (such as teaching a one-credit course or a Course-of-One, or teaching a three-credit course in a 16-week session). Such exceptions must be approved by the Associate Dean (Academics) of the Division of Adult Higher Education (see [AHE Policy/Procedure Statement #12-11 - Faculty Teaching Loads](#)).

### **Expectations:**

Adjunct faculty members are expected to comply with the policies and expectations contained in the *AHE Adjunct Faculty Procedures Manual*, which must be provided by the Campus Director to the faculty member upon hiring.

Adjunct faculty members must develop course syllabi consistent with the requirements of the master syllabi. The AHE staff and the main campus academic departments periodically review course syllabi for consistency with the master syllabi.

Adjunct faculty members are evaluated every session by students and regularly by Campus Directors. The results are reviewed by the Associate Dean (Academics) for Adult Higher Education.

## **AHE POLICY / PROCEDURE STATEMENT**

Adjunct faculty are expected to attend any scheduled faculty meetings during the sessions they teach and are encouraged to attend all other faculty meetings and activities.

### **Faculty Integration Conferences:**

Adjunct faculty members are encouraged to attend the periodic faculty integration conferences conducted at the main campus at which main campus and adjunct faculty meet and discuss issues relating to the curriculum, teaching methodology, and other departmental issues. Adjunct faculty members are also free to contact main campus faculty about course content, course methodology, and other course-related matters. A toll-free telephone number is available for that purpose (1-800-231-2391).

## AHE POLICY / PROCEDURE STATEMENT

**NUMBER:** 12-2

**SUBJECT:** Adjunct Faculty Approvals

**ORIGINATION DATE:** July 2003

**REVISION DATE:** December 18, 2013 (Supersedes #12-2 revised November 2013)

**PROPONENT:** AHE Associate Dean (Academics)

**POINT OF CONTACT:** AHE Associate Dean (Academics) / AHE Academic Process Coordinator

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The following hyperlinked forms and materials are applicable to this Policy Statement:

- [Adjunct Instructor Qualifications](#)
- [Application for Employment](#)
- [Background Check Release Form](#)
- [Form I-9](#)
- [Form W-4](#)
- [AHE Policy/Procedure Statement #12-4 - Faculty Diversification and Workloads](#)
- [AHE Policy/Procedure Statement #12-11 - Faculty Teaching Loads](#)
- **Selected topics in this Policy Statement are summarized in [Academic Process Checklists on the "T" drive](#).**

### **General:**

This Policy/Procedure Statement covers the following topics pertaining to approvals for adjunct instructors:

- Academic Standards;
- Utilization of Adjunct Instructors;
- Deadline for Submitting Approval Requests;
- Procedures for Requesting Adjunct Instructor Approvals;
- Description of Materials Needed; and
- Provisional Approvals.

### **Academic Standards:**

*Check the Master Syllabus to determine if a potential instructor has the academic preparation and/or work experience sufficient to be recommended to teach a particular course.*

In general, Columbia College requires instructors to have at least a master's degree from a regionally accredited institution in the subject to be taught, with relevant coursework and/or professional experience directly related to the course. In exceptional circumstances, special certification or extraordinary work experience may compensate for the absence of certain

## AHE POLICY / PROCEDURE STATEMENT

academic credentials.

In addition, each academic department has developed qualification guidelines for adjunct instructors. These guidelines are by no means all-inclusive, but some of them contain very specific guidance on qualifications.

### **Utilization of Adjunct Instructors:**

For effective planning and utilization of instructors, Campus Directors may (and often, *should*) request instructors to teach in consecutive sessions.

- **Experienced instructors** may be requested for approval to teach a maximum of three courses per submission. When doing so, however, consider how many courses the instructor is already approved to teach (see AHE Policy/Procedure Statement #12-4 - *Faculty Diversification and Workloads* and #12-11 - *Faculty Teaching Loads*).
- **New instructors** may normally be requested to teach only one course each in their first two sessions. (EXCEPTIONS: Directors may request new instructors to teach these three-course sequences: MATH 104-106-150 and ENGL 107-111-112.)

### **Deadline for Submitting Approval Requests:**

Submit instructor approval requests to the AHE Academic Process Coordinator **no later than Monday of the 5<sup>th</sup> week of the session two sessions before the session in which the course is scheduled to be taught**. For example, approvals for the Summer session (XX/15) are due by Monday of the 5<sup>th</sup> week of the Winter session (XX/13).

**Late approval requests will only be considered in order to accommodate exceptional or unforeseen circumstances beyond the control of the campus** (for example, to replace scheduled faculty members who can't teach due to emergency circumstances or to accommodate students' academic needs).

### **Procedures for Requesting Adjunct Instructor Approvals:**

- **To request approval for an *experienced* adjunct instructor:**
  - **Email** the AHE Academic Process Coordinator with instructor, course(s) to be taught, and when course(s) will be taught.
    - Example: "Please send up Robert McConnell to teach MUSI 122 in 14/14 and MUSI 323 in 14/15."
    - Review to see if anything needs to be updated (resume', transcripts, employment info, etc.)
- **To request approval for a *new* adjunct instructor:**

The instructor approval process takes place in two parts:

  - **Part 1** details the procedures and materials needed to submit an instructor for approval;
  - **Part 2** details the procedures and materials needed before the instructor can begin teaching for Columbia College.

## AHE POLICY / PROCEDURE STATEMENT

- **Part 1:** Submit these materials to the AHE Academic Process Coordinator:
  1. **Email** with instructor, course(s) to be taught, and when course(s) will be taught.
    - Example: "Please send up Robert McConnell to teach MUSI 122 in 14/14 and MUSI 323 in 14/15."
  2. Attach the current resume' or *curriculum vita* (a hard copy is **not** required)
  3. Attach the *Application for Employment* (a hard copy is **not** required)
  4. Attach a copy of the **official** transcripts, **then mail hard copies** of **official** graduate-level coursework
    - **Send in a sealed envelope to the AHE Academic Process Coordinator**
    - **Attach the envelope from the degree-granting institution**
    - **NOTE:** *eScrip-Safe* transcripts are now considered official -- you may email these to the AHE Academic Process Coordinator

Once these materials are received, the Academic Process Coordinator will prepare a *Request for Adjunct Instructor Approval* form, a *Review of Credentials - Applicant for Adjunct Faculty* form, and will forward the complete packet to the Department Chair, who then forwards it with his/her findings to the Executive Vice President and Dean for Academic Affairs.

The results of the department review and the final decision of the Executive Vice President and Dean for Academic Affairs will be recorded on a *Review of Credentials - Applicant for Adjunct Faculty* form, which will reflect that the applicant is either approved, provisionally approved, or not approved. The AHE Academic Process Coordinator will email this form to the Campus Director.

**Under no circumstances will an instructor be allowed to teach a course without approval from the Dean for Academic Affairs.**

- **Part 2:** Once you are notified that the applicant is approved or provisionally approved to teach, you may offer the applicant the teaching position (contingent upon a successful background check).

Submit these materials to the AHE Academic Process Coordinator-Administrative Assistant:

1. **Email** the Background Check Release Form (*Employment Application Consent Release*)
  - DO NOT submit this form to Human Resources (this is different from the procedure for hiring *staff* employees)
2. **Email** the *W-4* form, then mail the hard copy
3. **Email** the *I-9* form (with copies of documentation), then mail the hard copies
  - (See examples of how to fill out properly at T:\All Staff\Academic Process Tools\Adjunct New Hire Forms\I-9 (Form and Info))

### **Description of Materials Needed:**

- **Official Transcripts:** Official graduate transcripts from a regionally-accredited institution are required to document all graduate-level coursework used to support teaching qualifications.

## AHE POLICY / PROCEDURE STATEMENT

(Official *undergraduate* transcripts are required only in those exceptionally rare instances where the undergraduate degree is the highest degree attained.)

**The best way to obtain an official transcript is for the applicant's degree-granting institution to send it directly to you, the Campus Director, at the Columbia College campus where the instructor will teach. Include the official envelope from the degree-granting institution with the transcript when you send it to the AHE Academic Process Coordinator.**

**NEW:** *eScrip-Safe* transcripts are now considered official -- you may email these to the AHE Academic Process Coordinator.

*Unofficial* transcripts are acceptable only in exceptional situations (unforeseen situations requiring a change of faculty member) for the initial approval of new instructors when official transcripts can't be obtained in time to accompany the request. **An instructor will not be allowed to teach a second course until the official transcripts are received.**

- **Resume':** Make sure your instructors have up-to-date, professional resumes that reflect their experience and qualifications for the particular teaching position.
- **Application for Employment:** Anyone applying for a position with Columbia College must complete an application, which will be included in each person's permanent records. **This form may be completed electronically.**
  - (NOTE: The *Affirmative Action* form included with the application is *voluntary*. If an applicant wants to complete this form, include it with the application. This form will not be included in the applicant's records. The AHE Academic Process Coordinator will forward the form to the Human Resources Office.)
- **Employment Application Consent Release Form:** Background checks are mandatory when hiring newly approved adjunct instructors. Once the applicant has been approved or provisionally approved to teach, you may offer him/her the position contingent upon a successful background check. Once the applicant has accepted the position under that condition, he/she must complete an *Employment Application Consent Release* form. **Email** this form to the AHE Academic Process Coordinator-Administrative Assistant, who will forward the form to the Human Resources Office. (NOTE: You must also furnish the applicant with the form entitled "A Summary of Your Rights Under the Fair Credit Reporting Act.")

Once the background check is complete, the Human Resources Office will notify the AHE Academic Process Coordinator-Administrative Assistant, who will in turn notify the Campus Director. The completed background check will be filed in the instructor's records.

- **W-4 and I-9 Forms:** These forms are critically important to instructors for payroll purposes and for accessing eServices. Make sure these forms are properly and completely filled out. These forms will not be included in the instructor's records.

### Provisional Approvals

New instructors, especially those with little or no teaching experience, are normally granted

## AHE POLICY / PROCEDURE STATEMENT

provisional (“1-time” or “2-time”) approvals so the Campus Director and the academic departments can monitor the instructor’s performance. The “provisional” approval status normally means that the course syllabus and student evaluations must be reviewed and found acceptable before the instructor can be designated as “approved”.

**After an instructor teaches a course:** If the instructor’s performance is satisfactory, you may request to “clear” the instructor’s provisional approval (upgrade the instructor’s status from provisionally approved to approved) in order for the instructor to be able to teach the course again.

- **To clear a provisional approval:**

- Email the ***Course/Instructor Evaluation by Students Form*** to the AHE Academic Process Coordinator.

*(NOTE: You do NOT need to submit the course syllabus if it is available via the eSyllabus system; the Academic Process Coordinator will retrieve the syllabus.)*

- If the instructor was given provisional approval to teach one course, clear it at the conclusion of the session for which the provisional was granted -- don’t wait until the course is to be offered again.
- If the instructor was given provisional approval to teach two consecutive courses, clear the first course -- approval to teach the second course is not contingent on faculty review of performance for the first course.

**Example:**

An instructor receives provisional approval to teach ACCT 280 in XX/11 and ACCT 281 in XX/12. Assuming he/she is a satisfactory instructor:

- At the end of XX/11, email the evaluations to clear the provisional approval for ACCT 280 and request approval for FINC 350 for session XX/13.
- At the end of XX12, email the evaluations to clear the provisional approval for ACCT 281 and request approval for ACCT 382 for session XX/14.

# **Faculty General Subject Matter in Which They Teach**

## **AHE POLICY / PROCEDURE STATEMENT**

**NUMBER:** 2-2

**SUBJECT:** Master Syllabi

**ORIGNATION DATE:** December 2001 (Ref. # 98043)

**REVISION DATE:** December 17, 2013

**PROPONENT/POINT OF CONTACT** AHE Associate Dean (Academics)

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The foundation of academic quality at all AHE campuses is the construct of qualified adjunct faculty teaching within the parameters of master syllabi established by main campus academic departments.

It is critically important that each Campus Director make their adjunct faculty aware that they are expected to teach, in good faith, to accomplish the course objectives and the measurable learning outcomes outlined in the master syllabus.

Master Syllabi are available on the college website.

Go to [www.ccis.edu](http://www.ccis.edu)

Click on Faculty & Staff

Click on Master Syllabi

Select the needed syllabus by entering the course prefix, number or title.

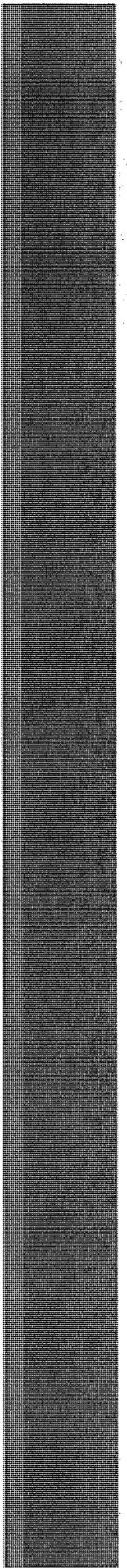
If you need a master syllabus that is not on the web contact the AHE Academic Process Coordinator or look in the Syllabus Manager in CougarTrack under CC Links.

# Columbia College

## Auditor's Report and Financial Statements

June 30, 2013 and 2012 June 30, 2013 and 2012

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**Columbia College**  
**June 30, 2013 and 2012**

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## Independent Auditor's Report

Board of Trustees  
Columbia College  
Columbia, Missouri

We have audited the accompanying financial statements of Columbia College, which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Trustees  
Columbia College  
Page 2

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Columbia College as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

*BKD, LLP*

Springfield, Missouri  
September 25, 2013

**Columbia College**  
**Statements of Financial Position**  
**June 30, 2013 and 2012**

**Assets**

	<u>2013</u>	<u>2012</u>
Cash and cash equivalents	\$ 9,436,604	\$ 17,090,808
Accounts receivable, net of allowance; 2013 – \$4,880,187, 2012 - \$3,844,996	5,337,905	5,467,391
Grants and other receivables	646,679	406,377
Prepaid and other assets	1,589,149	872,495
Contributions receivable, net	790,641	578,885
Investments	134,437,290	118,042,274
Loans receivable, net of allowance; 2013 and 2012 – \$200,542	115,103	166,575
Property and equipment, net	<u>63,692,781</u>	<u>50,455,552</u>
Total assets	<u>\$ 216,046,152</u>	<u>\$ 193,080,357</u>

**Liabilities and Net Assets**

Accounts payable	\$ 3,774,081	\$ 2,770,175
Accrued expenses	5,771,086	5,290,711
Students' deposits and credit balances	326,556	435,222
Annuities and other contracts payable	1,309,075	1,342,137
Refundable government advances for Perkins loan program	<u>172,931</u>	<u>206,831</u>
Total liabilities	<u>11,353,729</u>	<u>10,045,076</u>

**Net Assets**

Unrestricted	188,875,179	168,271,415
Temporarily restricted	5,225,261	5,130,417
Permanently restricted	<u>10,591,983</u>	<u>9,633,449</u>
Total net assets	<u>204,692,423</u>	<u>183,035,281</u>
Total liabilities and net assets	<u>\$ 216,046,152</u>	<u>\$ 193,080,357</u>

**Columbia College**  
**Statements of Activities**  
**Years Ended June 30, 2013 and 2012**

	2013			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
<b>Revenues, Gains and Other Support</b>				
Tuition and fees				
Traditional program	\$ 14,410,639	\$ -	\$ -	\$ 14,410,639
Nontraditional program	26,646,176	-	-	26,646,176
Online program	57,569,028	-	-	57,569,028
Graduate program	4,712,487	-	-	4,712,487
Scholarships	<u>(7,139,460)</u>	-	-	<u>(7,139,460)</u>
Tuition and fees, net	96,198,870	-	-	96,198,870
Contributions	98,101	521,296	958,534	1,577,931
Grants	807,500	247,250	-	1,054,750
Investment return (loss)	6,129,536	996,828	-	7,126,364
Auxiliary services	2,125,309	-	-	2,125,309
Other	1,948,973	22,736	-	1,971,709
Net assets released from restrictions	<u>1,693,266</u>	<u>(1,693,266)</u>	-	<u>-</u>
<b>Total revenues, gains and other support</b>	<u>109,001,555</u>	<u>94,844</u>	<u>958,534</u>	<u>110,054,933</u>
<b>Expenses</b>				
Instruction	53,606,701	-	-	53,606,701
Academic support	3,931,411	-	-	3,931,411
Student services	13,662,040	-	-	13,662,040
Institutional support	13,441,049	-	-	13,441,049
Auxiliary services	<u>3,739,827</u>	-	-	<u>3,739,827</u>
<b>Total expenses</b>	88,381,028	-	-	88,381,028
Loss on annuity obligations	45,025	-	-	45,025
Gain on sale of property and equipment	<u>(28,262)</u>	-	-	<u>(28,262)</u>
<b>Total expenses and losses</b>	<u>88,397,791</u>	<u>-</u>	<u>-</u>	<u>88,397,791</u>
<b>Change in Net Assets</b>	20,603,764	94,844	958,534	21,657,142
<b>Net Assets, Beginning of Year</b>	<u>168,271,415</u>	<u>5,130,417</u>	<u>9,633,449</u>	<u>183,035,281</u>
<b>Net Assets, End of Year</b>	<u>\$ 188,875,179</u>	<u>\$ 5,225,261</u>	<u>\$ 10,591,983</u>	<u>\$ 204,692,423</u>

See Notes to Financial Statements

**2012**

<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Permanently Restricted</b>	<b>Total</b>
\$ 13,373,841	\$ -	\$ -	\$ 13,373,841
27,421,505	-	-	27,421,505
55,556,258	-	-	55,556,258
4,193,208	-	-	4,193,208
<u>(5,790,043)</u>	<u>-</u>	<u>-</u>	<u>(5,790,043)</u>
94,754,769	-	-	94,754,769
641,256	567,250	313,482	1,521,988
800,844	283,244	-	1,084,088
976,215	(80,282)	-	895,933
2,001,747	-	-	2,001,747
1,953,696	37,492	-	1,991,188
<u>1,548,999</u>	<u>(1,548,999)</u>	<u>-</u>	<u>-</u>
<u>102,677,526</u>	<u>(741,295)</u>	<u>313,482</u>	<u>102,249,713</u>
51,501,765	-	-	51,501,765
3,650,551	-	-	3,650,551
12,499,262	-	-	12,499,262
12,609,308	-	-	12,609,308
<u>3,507,253</u>	<u>-</u>	<u>-</u>	<u>3,507,253</u>
83,768,139	-	-	83,768,139
44,746	-	-	44,746
<u>(44,229)</u>	<u>-</u>	<u>-</u>	<u>(44,229)</u>
<u>83,768,656</u>	<u>-</u>	<u>-</u>	<u>83,768,656</u>
18,908,870	(741,295)	313,482	18,481,057
<u>149,362,545</u>	<u>5,871,712</u>	<u>9,319,967</u>	<u>164,554,224</u>
<u>\$ 168,271,415</u>	<u>\$ 5,130,417</u>	<u>\$ 9,633,449</u>	<u>\$ 183,035,281</u>

**Columbia College**  
**Statements of Cash Flows**  
**Years Ended June 30, 2013 and 2012**

	<b>2013</b>	<b>2012</b>
<b>Operating Activities</b>		
Change in net assets	\$ 21,657,142	\$ 18,481,057
Items not requiring (providing) operating activities cash flows		
Depreciation	5,197,007	4,662,894
Provision for bad debts	1,470,000	1,184,660
Net realized and unrealized (gains) losses on investments	(3,561,620)	2,607,932
Gain on sale of property and equipment	(28,262)	(44,229)
In-kind contributions	-	(250,000)
Loss on annuity obligations	45,025	44,746
Contributions received restricted for long-term investment	(958,534)	(313,482)
Contributions received restricted for acquisition of long-lived assets	(245,382)	(308,642)
Changes in		
Accounts receivable	(1,340,514)	(1,683,491)
Grant reimbursements and other receivables	(240,302)	(71,776)
Contributions receivable	(211,756)	(94,590)
Accounts payable and accrued expenses	1,091,911	956,793
Students' deposits and credit balances	(108,666)	(111,694)
Annuities and other contracts payable	(78,087)	45,522
Other	(716,654)	(156,449)
Net cash provided by operating activities	21,971,308	24,949,251
<b>Investing Activities</b>		
Proceeds from sale of property and equipment	32,150	50,460
Purchase of property and equipment	(18,045,754)	(10,858,908)
Purchase of investments, net	(12,833,396)	(15,039,902)
Principal payments received and advances made on loans receivable, net	17,572	14,343
Net cash used in investing activities	(30,829,428)	(25,834,007)
<b>Financing Activities</b>		
Proceeds from contributions restricted for long-term investment	958,534	313,482
Proceeds from contributions and investment return restricted for acquisition of long-lived assets	245,382	308,642
Net cash provided by financing activities	1,203,916	622,124
<b>Decrease in Cash and Cash Equivalents</b>	(7,654,204)	(262,632)
<b>Cash and Cash Equivalents, Beginning of Year</b>	17,090,808	17,353,440
<b>Cash and Cash Equivalents, End of Year</b>	\$ 9,436,604	\$ 17,090,808
<b>Supplemental Cash Flows Information</b>		
Property and equipment acquisitions in accounts payable	\$ 1,847,823	\$ 1,455,453

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

**Note 1: Nature of Operations and Summary of Significant Accounting Policies**

***Nature of Operations***

Columbia College (the “college”) located in Columbia, Missouri, is a not-for-profit, coeducational institution of higher education that offers associate, baccalaureate and masters’ degree programs. The college is accredited by the Higher Learning Commission of The North Central Association of Colleges and Schools. Students may enroll in either traditional or nontraditional classes at the home campus located in Columbia, Missouri, in online courses offered over the internet or at extended campuses. Extended campuses are located in Alabama, California, Colorado, Florida, Georgia, Illinois, Missouri, New York, Oklahoma, South Carolina, Texas, Utah, Washington and Cuba. Several of the extended centers are located on U.S. military bases.

The college’s revenues and other support are derived principally from student tuition and fees, private contributions and grants and endowment income. The college also participates in the Federal Title III and Title IV assistance programs.

***Basis of Accounting***

The financial statements have been prepared on the accrual basis of accounting, whereby revenues are reported when earned and expenses are reported when incurred.

***Financial Statement Presentation***

The college maintains its records on a fund basis of accounting; however, annual financial statements are presented in accordance with ASC Topic 958, *Financial Statements of Not-for-Profit Organizations*. Under Topic 958, the college reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted. The classification of net assets into the categories of unrestricted, temporarily restricted and permanently restricted is based on the existence or absence of donor-imposed restrictions, stipulations that specify a use for a contributed asset that is more specific than broad limits resulting from the college’s basic mission and environment in which it operates.

***Use of Estimates***

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses, gains, losses and other changes in net assets during the reporting period. Actual results could differ from those estimates.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

***Cash Equivalents***

The college considers all liquid investments with original maturities of three months or less to be cash equivalents, except cash that is temporarily invested in the college's investment funds. At June 30, 2013 and 2012, cash equivalents consisted primarily of money market funds.

At June 30, 2013, the college's cash accounts exceeded federally insured limits by approximately \$11,200,000.

***Investments and Investment Return***

Investments in equity securities having a readily determinable fair value and all debt securities are carried at fair value. Investment return includes dividend, interest and other investment income; realized and unrealized gains and losses on investments carried at fair value; and realized gains and losses on other investments.

Investment return is reflected in the statements of activities as unrestricted, temporarily restricted or permanently restricted based upon the existence and nature of any donor or legally imposed restrictions.

The college maintains a pooled investment account for its endowments. Investment income is allocated to designated and restricted funds quarterly using a rate of interest that is estimated to approximate actual earnings for the fiscal year. Actual realized and unrealized gains and losses are allocated quarterly based on the ratio of each fund's earnings basis to the total of all funds earnings basis.

***Student Accounts and Loans Receivable***

Student accounts receivable are stated at the amount billed to students less applied scholarships. The college provides an allowance for doubtful accounts, which is based upon a review of outstanding receivables, historical collection information and existing economic conditions. Tuition is ordinarily due at the beginning of the semester unless the student has signed a deferred payment plan. Charges remaining unpaid 30 days after the term ends are considered delinquent. Accounts are turned over to collection agencies based on an ongoing individual account analysis. Delinquent receivables are written off based on individual credit evaluation and specific circumstances of the student.

Loans receivable consist of amounts due under the Federal Perkins Loan Program and are stated at their outstanding principal amount, net of an allowance for doubtful notes. Loans are made to students based on demonstrated financial need for Perkins and satisfaction of federal eligibility requirements for the Federal Perkins Loan Program. Principal and interest payments on loans generally do not commence until after the borrower graduates or otherwise ceases enrollment. The college provides an allowance for doubtful notes which is based upon a review of outstanding loans, historical collection information and existing economic conditions. Interest income is recorded as received which is not materially different from the amount that would have been

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

recognized on the accrual basis. Loans are considered delinquent if payments have not been made according to schedule. Once loans meet a certain delinquency criteria, they are turned over to a collection agency.

Amounts received from the federal government to fund a portion of the Perkins student loans are ultimately refundable to the federal government and have been reported as refundable government advances in the statement of financial position.

***Property, Plant and Equipment***

Property, plant and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. The college generally capitalizes assets that have an estimated useful life of two or more years. Major renewals and improvements that significantly add to the productive capacity or extend the life of an asset are capitalized. Leasehold improvements are depreciated over the shorter of the lease term or their respective estimated useful life and are included in buildings and improvements. Maintenance and repair costs are expensed in the year incurred. Property, plant and equipment are depreciated on a straight-line basis over the estimated useful life.

Library books and related educational materials are accounted for as a collection and are capitalized when acquired. The collection is valued based on the historical average cost to acquire the books. The cost of books removed is recorded on a first-in, first-out method. The proceeds on the sale of any portion of the collection are used to acquire additional books.

***Long-Lived Asset Impairment***

The college evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. No asset impairment was recognized for the years ended June 30, 2013 and 2012.

***Temporarily and Permanently Restricted Net Assets***

Temporarily restricted net assets are those whose use by the college has been limited by donors to a specific time period or purpose. Permanently restricted net assets have been restricted by donors to be maintained by the college in perpetuity.

***Contributions***

Gifts of cash and other assets received without donor stipulations, including assets designated for specific use by the college's Board of Trustees, are reported as unrestricted revenue and net assets. Gifts received with a donor stipulation that limits their use are reported as temporarily or permanently restricted revenue and net assets. When a donor stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

Gifts and investment income having donor stipulations which are satisfied in the period the gift is received are reported as temporarily restricted net assets and reported in the statements of activities as net assets released from restrictions.

Gifts of land, buildings, equipment and other long-lived assets are reported as unrestricted revenue and net assets unless explicit donor stipulations specify how such assets must be used, in which case the gifts are reported as temporarily or permanently restricted revenue and net assets. Absent explicit donor stipulations for the time long-lived assets must be held, expirations of restrictions resulting in reclassification of temporarily restricted net assets as unrestricted net assets are reported when the long-lived assets are placed in service.

Unconditional gifts expected to be collected within one year are reported at their net realizable value. Unconditional gifts expected to be collected in future years are initially reported at fair value determined using the discounted present value of estimated future cash flows technique. The resulting discount would be amortized using the level-yield method and reported as contribution revenue. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received.

Conditional gifts depend on the occurrence of a specified future and uncertain event to bind the potential donor and are recognized as assets and revenue when the conditions are substantially met and the gift becomes unconditional.

***Annuities***

Annuity liabilities are recorded at the present value of estimated future payments to be made to beneficiaries under these agreements.

***Scholarships***

Scholarships are discounts of tuition provided either by the college, endowed funds or grants. Scholarships totaled \$7,139,460 and \$5,790,043 for the years ended June 30, 2013 and 2012, respectively.

***Government Grants***

Support funded by grants is recognized as the college performs the contracted services or incurs outlays eligible for reimbursement under the grant agreements. Grant activities and outlays are subject to audit and acceptance by the granting agency and, as a result of such audit, adjustments could be required.

***Income Taxes***

The college is exempt from income taxes under Section 501 of the Internal Revenue Code and a similar provision of state law. However, the college is subject to federal income tax on any unrelated business taxable income.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

The college files tax returns in the U.S. federal jurisdiction. With a few exceptions, the college is no longer subject to U.S. federal examinations by tax authorities for years before 2009.

***Functional Allocation of Expenses***

The costs of supporting the various programs and other activities have been summarized on a functional basis in the statements of activities. Certain costs have been allocated among the programs and supporting activities benefited. Costs allocated to the functional categories presented include operation and maintenance of plant, depreciation of plant and equipment and technology costs.

Included in institutional support are fundraising costs, which include the development office, in the amount of \$1,820,056 and \$1,560,629 for the years ended June 30, 2013 and 2012, respectively.

***Self-Insurance***

The college elects to self-insure costs for health insurance. Costs relating to health insurance are accrued into a reserve during the year, based on projected claims and exposure, as determined by the college's self-insured administrator, United Health Care. Claims are paid from the self-insured reserve account. As of June 30, 2013 and 2012, the self-insured reserve account totaled \$842,667 and \$681,080, respectively, and is included in accrued expenses.

The college has purchased insurance that limits its exposure for individual claims and that limits its aggregate exposure to \$150,000.

***Subsequent Events***

Subsequent events have been evaluated through the date of the Independent Auditor's Report, which is the date the financial statements were available to be issued.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

**Note 2: Investments and Investment Return**

Investments at June 30 consisted of the following:

	2013		2012	
	Fair Value	Amortized Cost	Fair Value	Amortized Cost
Cash and cash equivalents	\$ 8,930,118	\$ 8,930,118	\$ 7,272,297	\$ 7,272,297
Equity securities and mutual funds				
Health care	3,251,601	2,163,271	2,606,831	2,060,974
Financial services	3,435,282	3,207,273	2,226,275	2,841,325
Mutual funds	44,070,264	43,328,838	30,652,111	32,424,762
Energy	2,587,495	1,944,446	2,496,492	2,057,462
Materials	601,631	664,566	527,139	664,566
Industrials	5,016,901	3,627,264	3,855,713	2,943,654
Consumer discretionary	4,339,920	1,786,609	3,491,183	1,619,699
Consumer staples	2,896,346	2,108,760	2,474,197	2,004,838
Information technology	3,537,310	2,704,018	3,165,410	2,566,754
Telecommunication services	857,400	667,775	801,000	667,775
Utilities	474,116	470,730	448,319	470,730
Fixed income				
Corporate bonds	44,042,968	44,820,306	46,365,899	45,814,031
Municipal bonds	1,939,526	1,896,651	1,817,567	1,733,663
Mortgage and asset-backed securities	2,785,236	2,771,975	2,359,677	2,350,272
U.S. Treasury and agency securities	5,671,176	5,625,144	7,482,164	7,249,049
	<u>\$ 134,437,290</u>	<u>\$ 126,717,744</u>	<u>\$ 118,042,274</u>	<u>\$ 114,741,851</u>

Investment return is comprised of the following:

	2013	2012
Interest and dividend income	\$ 3,939,307	\$ 3,820,280
Investment expense	(374,563)	(316,415)
Net realized losses on investments reported at fair value	(857,505)	-
Net unrealized gains (losses) on investments reported at fair value	<u>4,419,125</u>	<u>(2,607,932)</u>
	<u>\$ 7,126,364</u>	<u>\$ 895,933</u>

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

**Note 3: Contributions Receivable**

Contributions by donors include unconditional promises to give and are recognized as revenues in the period in which the promises are made, at net present value. Contributions which are conditional promises to give, including bequests, are recognized at their estimated fair value in the period in which the conditions are met. Contributions receivable are a credit risk to the extent donors choose not to complete their pledge payments.

Contributions receivable, including bequests in process of estate settlement, if any, consisted of the following at June 30:

	<b>2013</b>	<b>2012</b>
Due within one year	\$ 313,937	\$ 237,994
Due in one to five years	500,606	362,173
Due in more than five years	500,000	500,000
	1,314,543	1,100,167
Less: Allowance for uncollectible contributions	205,955	205,955
Less: Unamortized discount	317,947	315,327
	523,902	521,282
	<b>\$ 790,641</b>	<b>\$ 578,885</b>

Discount rates are determined at the time a pledge is made. The college used a range of discount rates between 4.0% and 9.5% for the years ended June 30, 2013 and 2012, respectively.

The college has been informed it has a beneficial remainder interest in several trusts for which the college does not serve as the trustee. Because the trusts have provisions that permit beneficiaries to be changed, the college's interests are considered to be intentions to give rather than promises to give. Accordingly, the college has not reported an estimate of the value of its beneficial interest in these trusts in the accompanying financial statements.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

**Note 4: Property and Equipment**

Property and equipment at June 30 consists of:

	<b>2013</b>	<b>2012</b>
Land and improvements	\$ 6,507,589	\$ 6,352,392
Buildings and improvements	61,097,158	55,715,201
Equipment	19,531,683	17,232,748
Library holdings	1,013,177	1,014,561
	88,149,607	80,314,902
Less accumulated depreciation	38,342,354	33,904,529
	49,807,253	46,410,373
Construction in progress	13,885,528	4,045,179
	\$ 63,692,781	\$ 50,455,552

Depreciation expense for the years ended June 30, 2013 and 2012, totaled \$5,197,007 and \$4,662,894, respectively.

**Note 5: Line of Credit**

The college has an available \$1,000,000 unsecured line of credit at a commercial bank expiring December 2013. At June 30, 2013 and 2012, there had been no borrowings against this line of credit. Interest is based on a rate equivalent to the prime rate as published in the *Wall Street Journal* and is payable monthly.

**Note 6: Annuities and Other Contracts Payable**

Annuities and other contracts payable include annuities and a deferred compensation agreement as follows at June 30:

	<b>2013</b>	<b>2012</b>
Deferred compensation	\$ 958,685	\$ 977,028
Annuities payable	350,390	365,109
	\$ 1,309,075	\$ 1,342,137

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

The college has been the recipient of several gift annuities which require future payments to the donor or their named beneficiaries. The assets received from the donor are recorded at fair value and are available for the college's use, subject to the restrictions of the annuity agreement, if any. The college has recorded a liability which represents the present value of the future annuity obligations. The liability was determined based on the rates for government securities with similar maturities. The college recognized \$0 in contribution revenue under these agreements during the years ended June 30, 2013 and 2012.

The college has an unfunded deferred compensation agreement for the college President, who retired on July 31, 2013, that provides, upon retirement, certain benefits annually for life. Upon death, the agreement provides for reduced payments to continue to the surviving spouse. The present value of total estimated deferred compensation has been accrued based on the full eligibility date. The first annuity payment was paid at the end of August 2013.

**Note 7: Net Asset Designation**

Net assets designated or restricted at June 30 are available for the following purposes or periods:

	2013			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Designated for				
Unexpended plant fund	\$ 2,253,473	\$ -	\$ -	\$ 2,253,473
Quasi-endowment	89,465,146	-	-	89,465,146
Quasi-endowment for scholarships	3,422,177	-	-	3,422,177
Technology	1,554,826	-	-	1,554,826
Restricted or designated for				
Science building	1,100,000	286,512	-	1,386,512
Other plant	-	11,853	100,000	111,853
Scholarships and instruction	-	4,926,896	10,491,983	15,418,879
Property, plant and equipment	63,692,781	-	-	63,692,781
Undesignated	27,386,776	-	-	27,386,776
	<u>\$ 188,875,179</u>	<u>\$ 5,225,261</u>	<u>\$ 10,591,983</u>	<u>\$ 204,692,423</u>

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

	2012			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Designated for				
Unexpended plant fund	\$ 1,360,993	\$ -	\$ -	\$ 1,360,993
Quasi-endowment	76,902,220	-	-	76,902,220
Quasi-endowment for scholarship	2,673,629	-	-	2,673,629
Technology	2,259,946	-	-	2,259,946
Restricted or designated for				
Science building	6,381,599	857,439	-	7,239,038
Other plant		8,388	100,000	108,388
Scholarships and instruction	-	4,264,590	9,533,449	13,798,039
Property, plant and equipment	50,455,552	-	-	50,455,552
Undesignated	28,237,476	-	-	28,237,476
	<u>\$ 168,271,415</u>	<u>\$ 5,130,417</u>	<u>\$ 9,633,449</u>	<u>\$ 183,035,281</u>

**Net Assets Released from Restrictions**

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors.

	2013	2012
Purpose restrictions accomplished		
Scholarships	\$ 433,231	\$ 289,828
Instructional	103,097	150,710
Academic support	232,993	218,926
Student services	104,134	66,421
Capital improvements	819,510	822,814
Other	301	300
	<u>\$ 1,693,266</u>	<u>\$ 1,548,999</u>

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

**Note 8: Related Party Transactions**

The college has adopted a Conflict of Interest Policy, which allows the college to do business with members of the Board of Trustees, or other related parties, with prior approval of the Board. The college has entered into various contracts with companies in which members of the Board of Trustees have an ownership interest. During the years ended June 30, 2013 and 2012, the costs incurred on these contracts were \$12,657,110 and \$5,453,213, respectively. Of these amounts \$1,190,551 and \$1,365,650 was outstanding at June 30, 2013 and 2012, respectively.

**Note 9: Operating Leases**

The college has lease agreements for classroom and office space at various extended study program sites. The leases for occupancy generally require the college to provide insurance, utilities and normal maintenance and the lessor to pay property taxes. In addition, the college has lease agreements for various pieces of equipment.

Noncancelable operating leases for classroom and office space expire in various years through 2022. These leases generally contain renewal options for various years.

Future minimum lease payments required under noncancelable operating leases (and certain leases that can be canceled if a program closes) at June 30, 2013, were:

2014	\$ 1,430,557
2015	1,336,658
2016	1,266,331
2017	1,200,718
2018	956,481
Later years	<u>2,394,997</u>
	<u>\$ 8,585,742</u>

Rental expense for all operating leases consisted of \$1,602,358 and \$1,515,942 for the years ended June 30, 2013 and 2012, respectively.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

**Note 10: Retirement Plan**

The college has a defined contribution tax deferred annuity retirement plan, established under Internal Revenue Service Code 403(b).

Employees are eligible to participate in the plan once they reach 21 years of age, have completed one year of service with the college and have worked at least 1,000 hours in the previous year. Employees as of June 30, 2000, are fully vested and those who began employment at the college after June 30, 2000, vest 20% in their account balance during the first year in the plan and an additional 20% in each year of eligible service thereafter.

The Board of Trustees annually determines the amount, if any, of the college's contributions to the plan. Employer contributions were \$1,842,765 and \$1,663,961 for 2013 and 2012, respectively, which represented approximately 8% of participating employees' gross salaries.

**Note 11: Insurance Pool**

The college is insured as a member of the College & University Risk Management Association (CURMA) for general business risks and the College & University Trust Association (CUTA) for workers' compensation. Through these memberships, the college may receive lower insurance premiums in exchange for shared risk in each pool's experience and performance. Subject to certain conditions, the future premiums may be adjusted for claims in excess of pool reserves or for reserves in excess of claims. The CURMA pool maintains excess liability and buffers excess liability insurance policies for claims greater than \$1,000,000 and \$250,000, respectively. The college has not recorded an asset or liability for any estimate of premium stabilization reserve amounts allocable to the college by CURMA or CUTA because such amounts are not known and are not expected to be significant to the college's financial statements.

**Note 12: Endowment**

The college's endowment consists of approximately 168 individual funds established for scholarships, instructional and other purposes. The endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments (board-designated endowment funds). As required by accounting principles generally accepted in the United States of America (GAAP), net assets associated with endowment funds, including board-designated endowment funds, are classified and reported based on the existence or absence of donor-imposed restrictions.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

The college's governing body has interpreted the State of Missouri Prudent Management of Institutional Funds Act (SPMIFA) as requiring preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the college classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of donor-restricted endowment funds is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the college in a manner consistent with the standard of prudence prescribed by SPMIFA. In accordance with SPMIFA, the college considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

1. Duration and preservation of the fund
2. Purposes of the college and the fund
3. General economic conditions
4. Possible effect of inflation and deflation
5. Expected total return from investment income and appreciation or depreciation of investments
6. Other resources of the college
7. Investment policies of the college

The composition of net assets by type of endowment fund at June 30 was:

	<b>2013</b>			<b>Total</b>
	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Permanently Restricted</b>	
Donor-restricted endowment funds	\$ -	\$ 2,797,728	\$ 10,591,983	\$ 13,389,711
Board-designated endowment funds	92,886,052	-	-	92,886,052
<b>Total endowment funds</b>	<b><u>\$ 92,886,052</u></b>	<b><u>\$ 2,797,728</u></b>	<b><u>\$ 10,591,983</u></b>	<b><u>\$ 106,275,763</u></b>

	<b>2012</b>			<b>Total</b>
	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Permanently Restricted</b>	
Donor-restricted endowment funds	\$ -	\$ 2,207,913	\$ 9,633,449	\$ 11,841,362
Board-designated endowment funds	79,574,757	-	-	79,574,757
<b>Total endowment funds</b>	<b><u>\$ 79,574,757</u></b>	<b><u>\$ 2,207,913</u></b>	<b><u>\$ 9,633,449</u></b>	<b><u>\$ 91,416,119</u></b>

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

Changes in endowment net assets for the years ended June 30, were:

	2013			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Endowment net assets, beginning of year	\$ 79,574,757	\$ 2,207,913	\$ 9,633,449	\$ 91,416,119
Investment return				
Investment income	2,486,199	373,665	-	2,859,864
Net depreciation	3,421,658	542,827	-	3,964,485
Total investment return	5,907,857	916,492	-	6,824,349
Contributions	-	94,923	958,534	1,053,457
Expenditures	(17,659)	(421,600)	-	(439,259)
Board-designated additions	7,421,097	-	-	7,421,097
Endowment net assets, end of year	<u>\$ 92,886,052</u>	<u>\$ 2,797,728</u>	<u>\$ 10,591,983</u>	<u>\$ 106,275,763</u>
	2012			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, beginning of year	\$ 67,748,628	\$ 2,578,879	\$ 9,319,967	\$ 79,647,474
Investment return				
Investment income	2,389,859	395,470	-	2,785,329
Net appreciation	(2,610,151)	(468,925)	-	(3,079,076)
Total investment return	(220,292)	(73,455)	-	(293,747)
Contributions	-	4,296	313,482	317,778
Expenditures	(10,293)	(301,807)	-	(312,100)
Board-designated additions	12,056,714	-	-	12,056,714
Endowment net assets, end of year	<u>\$ 79,574,757</u>	<u>\$ 2,207,913</u>	<u>\$ 9,633,449</u>	<u>\$ 91,416,119</u>

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level the college is required to retain as a fund of perpetual duration pursuant to donor stipulation or SPMIFA. Deficiencies of this nature aggregated \$7,364 and \$11,585 at June 30, 2013 and 2012, respectively. These deficiencies resulted from unfavorable market fluctuations. The college believes these deficiencies are temporary and will eventually be eliminated through investment earnings and managing endowment spending.

The college has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs and other items supported by its endowment while seeking to maintain the purchasing power of the endowment. Endowment assets include those assets of donor-restricted endowment funds the college must hold in perpetuity or for donor-specified periods, as well as those of board-designated endowment funds. The investment policy provides for an allocation of 35% - 65% to be invested each in equities and fixed income instruments and 0% - 20% to be invested in cash equivalents. The college may deviate from this policy temporarily if management determines it prudent to do so, based on economic conditions.

The college has a policy (the spending policy) that allocates a percentage of the endowment fund's average fair value from the preceding 12 quarters through the year end for the following year. The spending rate is determined annually by college administration and normally ranges between three to five percent. In establishing this policy, the college considers current economic conditions and the long-term conditions and the long-term expected performance on the endowment.

**Note 13: Disclosures About Fair Value of Assets and Liabilities**

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value measurements must maximize the use of observable inputs and minimize the use of unobservable inputs. There is a hierarchy of three levels of inputs that may be used to measure fair value:

- Level 1** Quoted prices in active markets for identical assets or liabilities
- Level 2** Observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities
- Level 3** Unobservable inputs supported by little or no market activity and are significant to the fair value of the assets or liabilities

***Recurring Measurements***

The following table presents the fair value measurements of assets recognized in the accompanying statements of financial position measured at fair value on a recurring basis and the level within the fair value hierarchy in which the fair value measurements fall at June 30:

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

	Fair Value	Fair Value Measurements Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
<b>2013</b>				
Assets				
Money market funds	\$ 8,930,118	\$ 8,930,118	\$ -	\$ -
Equity securities and mutual funds				
Health care	3,251,601	3,251,601	-	-
Financial services	3,435,282	3,435,282	-	-
Mutual funds	44,070,264	44,070,264	-	-
Energy	2,587,495	2,587,495	-	-
Materials	601,631	601,631	-	-
Industrials	5,016,901	5,016,901	-	-
Consumer discretionary	4,339,920	4,339,920	-	-
Consumer staples	2,896,346	2,896,346	-	-
Information technology	3,537,310	3,537,310	-	-
Telecommunication services	857,400	857,400	-	-
Utilities	474,116	474,116	-	-
Fixed income				
Corporate bonds	44,042,968	-	44,042,968	-
Municipal bonds	1,939,526	-	1,939,526	-
Mortgage and asset-backed securities	2,785,236	-	2,785,236	-
U.S. Treasury and agency securities	5,671,176	-	5,671,176	-
	<u>\$ 134,437,290</u>	<u>\$ 79,998,384</u>	<u>\$ 54,438,906</u>	<u>\$ -</u>
<b>2012</b>				
Assets				
Money market funds	\$ 7,272,297	\$ 7,272,297	\$ -	\$ -
Equity securities and mutual funds				
Health care	2,606,831	2,606,831	-	-
Financial services	2,226,275	2,226,275	-	-
Mutual funds	30,652,111	30,652,111	-	-
Energy	2,496,492	2,496,492	-	-
Materials	527,139	527,139	-	-
Industrials	3,855,713	3,855,713	-	-
Consumer discretionary	3,491,183	3,491,183	-	-
Consumer staples	2,474,197	2,474,197	-	-
Information technology	3,165,410	3,165,410	-	-
Telecommunication services	801,000	801,000	-	-
Utilities	448,319	448,319	-	-
Fixed income				
Corporate bonds	46,365,899	-	46,365,899	-
Municipal bonds	1,817,567	-	1,817,567	-
Mortgage and asset-backed securities	2,359,677	-	2,359,677	-
U.S. Treasury and agency securities	7,482,164	-	7,482,164	-
	<u>\$ 118,042,274</u>	<u>\$ 60,016,967</u>	<u>\$ 58,025,307</u>	<u>\$ -</u>

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

Following is a description of the valuation methodologies and inputs used for assets measured at fair value on a recurring basis and recognized in the accompanying statements of financial position, as well as the general classification of such assets pursuant to the valuation hierarchy. There have been no significant changes in the valuation techniques during the year ended June 30, 2013.

**Investments**

Where quoted market prices are available in an active market, securities are classified within Level 1 of the valuation hierarchy. Level 1 securities include money market funds, equity securities and mutual funds. If quoted market prices are not available, then fair values are estimated by using pricing models, quoted prices of securities with similar characteristics or discounted cash flows. Level 2 securities include corporate bonds, mortgage and asset-backed securities, U.S. Treasury and agency securities and municipal bonds. Inputs used to value these securities include interest rates for similar instruments with similar maturities. In certain cases where Level 1 or Level 2 inputs are not available, securities are classified within Level 3 of the hierarchy. The college has no investments classified as Level 3 within the hierarchy.

**Fair Value of Financial Instruments**

The following table presents estimated fair values of the college's financial instruments at June 30, 2013 and 2012.

	2013		2012	
	Carrying Amount	Fair Value	Carrying Amount	Fair Value
Contributions receivable	\$ 790,641	\$ 790,641	\$ 578,885	\$ 578,885
Loans receivable	115,103	115,103	166,575	166,575
Annuities and other contracts payable	1,309,075	1,309,075	1,342,137	1,342,137

The following methods were used to estimate the fair value of all other financial instruments recognized in the accompanying statements of financial position at amounts other than fair value.

**Contributions Receivable**

Fair value is estimated at the present value of the future payments expected to be received. The carrying amount is a reasonable estimate of fair values as described in *Note 3*.

**Loans Receivable**

Loans receivable consist of loans made under the federal Perkins Loan program and are carried at cost. A fair value cannot be reasonably determined because the loans do not have predictable repayment or maturity dates and cannot be sold. They can only be assigned to the United States government.

**Columbia College**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

***Annuities and Other Contracts Payable***

Fair values of the annuity and other contractual obligations are based on an actuarial evaluation of the estimated annuity or other payments under such obligations.

**Note 14: Significant Estimates and Concentrations**

Accounting principles generally accepted in the United States of America require disclosure of certain significant estimates and current vulnerabilities due to certain concentrations. Those matters include the following.

***General Litigation***

The college is subject to claims and lawsuits that arise primarily in the ordinary course of business. It is the opinion of management that the disposition or ultimate resolution of such claims and lawsuits will not have a material adverse effect on the financial position, change in net assets or cash flows of the college.

***Investments in Marketable Securities***

The college invests in various investment securities. Investment securities are exposed to various risks such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such change could materially affect the amounts reported in the accompanying statements of financial position.



Division of  
Adult Higher Education

Adjunct Faculty  
Procedures Manual

March 2013

## TABLE OF CONTENTS

This manual describes the teaching philosophy of the faculty of Columbia College and procedures you must follow to be an effective teacher in the Division of Adult Higher Education (AHE). It should be considered an addendum to your contract.

Part I of the manual provides information that is common to all AHE campuses. Your Campus Director will provide you with Part II, which contains information and procedures that are specific to that campus. Campus Directors may, in consultation with the AHE administration at the main campus, establish policies and requirements that are more demanding than those described in Part I.

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**NOTE:** The campus(es) where you teach will provide you their specific policies and procedures. Include them as a part of this manual.

Dear Adjunct Faculty Member,

On behalf of the Division of Adult Higher Education (AHE) of Columbia College, welcome! This manual was specifically created to help you, our adjunct instructors, to better understand the philosophy, policies, and procedures unique to Columbia College that will guide you as you execute the mission and critical essence of the College – teaching and learning.

Our objective within the Division is simply to provide our adult learners with the best educational value possible for the tuition paid. Collectively, our adult students bring to the classroom a drive to learn, a willingness to perform, and life experiences that set them apart from “traditional” age learners. We encourage you to use these attributes to their fullest advantage to maximize the teaching and learning that occurs in your classroom.

We also encourage you to discuss your observations and questions regarding course syllabi, textbooks, teaching approaches, and other curriculum issues with your colleagues among the departmental faculty at the Columbia College home campus.

Finally, we want you to know that the primary mission of the AHE office is to facilitate and assist you in educating students. If we can better help you to perform that task, let us know. Our toll free number is 1-800-231-2391, extension 7661.

Again, welcome to Columbia College and the Division of Adult Higher Education. This is a dynamic, exciting time to be associated with Columbia College, and we are pleased to have you among our ranks as an instructor. We wish you every success as you join us in educating the adult students we serve.

Sincerely,

A handwritten signature in black ink that reads "Mike Randerson". The signature is written in a cursive style with a long horizontal line extending to the right.

Mike Randerson  
Vice President for Adult Higher Education

# COLUMBIA COLLEGE

## STATEMENT OF MISSION

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

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

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

Vision: A model institution.

Approved by the Board of Trustees  
May 1, 2009

## DESCRIPTION

Columbia College, a private, coeducational institution, offers associate, baccalaureate, and master's degrees that prepare students of differing backgrounds and 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 of the North Central Association of Colleges and Schools and holds specialized accreditation in its Education program. Students may enroll in day, evening or online classes at the home campus in Columbia, Missouri, or in its Adult Higher Education Division at one of the many Nationwide Campuses.

Columbia College educates 25,000 students each year and has more than 67,000 Columbia College alumni.

## **THE DIVISION OF ADULT HIGHER EDUCATION (AHE)**

### **Mission & Vision Statement**

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

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

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

#### **Character of Instruction**

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

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

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

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

## SELECTED COLUMBIA COLLEGE FACULTY AND STAFF

### PRESIDENT

Dr. Gerald Brouder (573) 875-7200

### EXECUTIVE VICE PRESIDENT & DEAN FOR ACADEMIC AFFAIRS

Dr. Terry Smith (573) 875-7500

### Academic Department Chairs:

Art	Michael Sleadd	(573) 875-7522 <a href="mailto:mdsleadd@ccis.edu">mdsleadd@ccis.edu</a>
Business Administration	Sally Wells	(573) 875-7551 <a href="mailto:sswells@ccis.edu">sswells@ccis.edu</a>
Computer & Mathematical Sciences	Dr. Suzanne Tourville	(573) 875-7271 <a href="mailto:setourville@ccis.edu">setourville@ccis.edu</a>
Criminal Justice & Human Services	Barry Langford	(573) 875-7484 <a href="mailto:brlangford@ccis.edu">brlangford@ccis.edu</a>
Education	Dr. Karen Weston	(573) 875-7637 <a href="mailto:kjweston@ccis.edu">kjweston@ccis.edu</a>
History & Political Science	Dr. Brian Kessel	(573) 875-7625 <a href="mailto:blkessel@ccis.edu">blkessel@ccis.edu</a>
Humanities	Dr. Mark Price	(573) 875-7538 <a href="mailto:m price@ccis.edu">m price@ccis.edu</a>
Nursing	Linda Claycomb	(573) 875-7219 <a href="mailto:lclaycomb@ccis.edu">lclaycomb@ccis.edu</a>
Psychology & Sociology	Dr. Graham Higgs	(573) 875-7588 <a href="mailto:ghiggs@ccis.edu">ghiggs@ccis.edu</a>
Science	Dr. Frank Somer	(573) 875-7568 <a href="mailto:flsomer@ccis.edu">flsomer@ccis.edu</a>

### DIVISION OF ADULT HIGHER EDUCATION (Selected staff)

(573) 875-7661  
Fax (573) 875-7660

Mike Randerson, Vice President (573) 875-7663  
[dmranderson@ccis.edu](mailto:dmranderson@ccis.edu)

Gary Massey, Dean (573) 875-7756  
[gamassey@ccis.edu](mailto:gamassey@ccis.edu)

Eric Cunningham, Associate Dean (Academics) (573) 875-7649  
[ercunningham@ccis.edu](mailto:ercunningham@ccis.edu)

Gary Oedewaldt, Associate Dean (Campus Operations) (573) 875-7647  
[gaoedewaldt@ccis.edu](mailto:gaoedewaldt@ccis.edu)

Kim Bonine, Assistant Dean (Campus Operations)	(573) 875-7757 <a href="mailto:kabonine@ccis.edu">kabonine@ccis.edu</a>
Rene' Massey, Associate Dean (Administration)	(573) 875-7650 <a href="mailto:rlmassey@ccis.edu">rlmassey@ccis.edu</a>
Jerry Patton, Assistant Dean (Administration)	(573) 875-7698 <a href="mailto:jspatton@ccis.edu">jspatton@ccis.edu</a>
Ramona McAfee, Assistant Dean (Military & Federal Programs)	(573) 875-7579 <a href="mailto:rmcafee@ccis.edu">rmcafee@ccis.edu</a>
Ernie Wren, Assistant Dean (Online Campus)	(573) 875-7240 <a href="mailto:erwren@ccis.edu">erwren@ccis.edu</a>

## PART I: GENERAL POLICIES FOR FACULTY AND AHE CAMPUSES

### 1. TEACHING RESPONSIBILITIES

- 1.a. Faculty employment policy** - Persons employed to teach at a Columbia College AHE campus are considered members of the Columbia College faculty.

Columbia College recognizes the value of establishing long-term relationships with adjunct faculty members. Many teachers have been with the college for many years and provide the foundation for our successful academic programs. This continuity benefits the student, the teacher, and the college.

All faculty members must possess qualifications established by the main campus faculty and are approved by academic department chairs and the Dean for Academic Affairs.

Faculty scheduling is done on a course-by-course basis to meet the needs of students. Those needs include not only the specific courses necessary for graduation but also those that expose the student to a variety of opinions, experiences, and approaches to the subject matter. Because courses are scheduled based on the needs of students, many teachers do not have the opportunity to teach as much as they would like. We do our best to match faculty skills to courses needed, but we cannot commit that faculty will be able to teach every session.

Faculty members are evaluated every session by students and regularly by Campus Directors or Assistant/Associate Directors. The results are reviewed by the AHE Associate Dean (Academics).

Main campus faculty identify and suggest textbooks, develop master syllabi, and periodically review course syllabi for consistency with the prescribed master syllabi. Courses taught by faculty members in AHE are subject to review by main campus faculty, staff, and administrators during on-campus visits.

All faculty are encouraged to contact main campus faculty about course content, course methodology, and other course-related matters. A toll-free telephone number is available for that purpose (1-800-231-2391). In addition, Campus Directors regularly bring the concerns of their local faculty to faculty and staff at the main campus.

- 1.b. Faculty integration at Columbia College** - The College has taken several steps to enhance integration of main campus faculty and faculty in AHE. The process for hiring and approving AHE faculty (described in 4.b. and 4.c.) is the first step in the integration process.

In addition, periodic main campus conferences are scheduled, by academic discipline, which enable main campus faculty and faculty from AHE campuses to meet and discuss issues relating to the curriculum, instructional methodology, and other departmental issues. When possible, main campus faculty members visit AHE campuses to meet with faculty and staff.

"Listserves" may also be available for certain academic disciplines so that faculty at the main, nationwide, and online campuses may have a means to communicate with each other electronically.

Faculty are expected to attend any scheduled faculty meetings at their campuses during the sessions they teach and are encouraged to attend all other scheduled faculty meetings and activities.

- 1.c. Faculty contract and payment** - An *Employment Agreement* will be completed as soon as possible after teaching assignments have been made for each session. It is your responsibility to read the agreement and to seek from your Campus Director answers to questions you may have regarding its content.

There are two pay levels for faculty in AHE. Faculty without terminal degrees are hired at the first level and raised to the second after completing 30 semester hours of teaching with Columbia College. Faculty with terminal degrees are also hired at the initial level, but are raised to the second level after completing 15 hours of teaching. Pay varies based on the tuition charged at each campus. Your Campus Director will provide specific information about your pay level.

For eight-week classes, you receive compensation in two installments. The first paycheck is mailed to your home or directly deposited during the fourth week of classes. To receive this paycheck, your campus office must have received your signed contract and all required payroll forms no later than the end of the first week of class. The second paycheck is mailed to your home or directly deposited the last Friday of the session. All grade rosters, attendance records, and *Incomplete* forms must be submitted online.

For a scheduled course with fewer than twelve students enrolled (except Courses-of-One, Internships, etc.), the Campus Director, in consultation with the instructor, will decide whether to retain or cancel the course. Faculty may be paid at the small class rate for classes of fewer than 10 students.

If a class is cancelled due to low enrollment, an instructor may receive a \$150 payment for preparation time if the instructor has prepared for the class for the first time and has delivered a syllabus to the Campus Director prior to registration beginning for the course.

The *Employment Agreement* covers one session only and does not guarantee future employment. Employment as a faculty member does not qualify the instructor for

academic rank at Columbia College.

- 1.d. Maximum teaching load** - Faculty members will be allowed to teach no more than three (3) three-credit classes (9 credit hours) per eight-week session providing that at least one of the courses is an online course. Exceptions to this policy are possible for emergency situations only and will not persist longer than one academic term. Such exceptions must be justified by the Campus Director and approved by the Dean for AHE. This policy does not apply to internships, practicums and courses of one. Reference AHE Policy & Procedure 12-11: Faculty Teaching Loads.

- 1.e. Faculty evaluation (by students)** - Columbia College provides the opportunity for students to evaluate classes to ensure they receive a valuable learning experience and to help faculty members improve the quality of instruction.

A summary of the evaluations will be placed in your permanent file and you will receive a copy. Review the results carefully and make changes to your course, if necessary. (See Part II of this manual for evaluation procedures at your campus.) If you would like to discuss your student evaluations, contact your Campus Director.

You are also encouraged to develop self-evaluation methods to monitor the progress of your class and the effectiveness of your teaching methods. You might consider giving a brief evaluation form to students in the third week of the course to determine if the course is meeting their expectations. Such an evaluation provides an opportunity to make adjustments to the course, if necessary, or to clarify misunderstandings.

Every other year there will be a Faculty Integration Conference held at the Main Campus for the academic department responsible for your teaching discipline. You are encouraged to attend these events to make contacts with colleagues, remain current on departmental issues, and to share best practices in teaching.

- 1.f. Faculty evaluation (by Campus Director)** - In addition to student evaluations, your Campus Director or Associate/Assistant Director will conduct periodic classroom evaluations. All new faculty are to be evaluated within the first four weeks of the session. Returning faculty will be evaluated at least once each year. As part of this evaluation, the evaluator completes an observation form, a copy of which will be provided to you. It will also become part of your official record.

- 1.g. Master syllabi** have been developed for regular courses in the Columbia College curriculum and are available on the [Columbia College website](#). The master syllabus provides the course description, course objectives, measurable learning outcomes, required and recommended textbooks, and a topical outline. It is intended to ensure that a Columbia College class, no matter where it is taught, will focus on the same objectives and that each student will have an opportunity to demonstrate their knowledge and proficiency for each measurable learning outcome.

Obtain a copy of the master syllabus for each class you teach and check the website periodically (not less than each academic year) to see if revisions have been made. It is your responsibility to ensure that your course syllabus is consistent with the master syllabus.

- 1.h. Course syllabus** - AHE requires syllabi to be available and posted to the campus website prior to the start of registration, in order to assist students in making registration decisions, obtain textbooks and complete assignments for the first class. The Campus Director will specify when syllabi are due for each session at your campus.

Course instructors are required to prepare the course syllabus using the **Syllabus Manager** function in eServices (commonly referred to as eSyllabus). The system produces a course syllabus which includes the course description, course objectives, and measurable learning outcomes established by the main campus faculty and the course activities, requirements, and policies developed by the local Campus Director and/or the course instructor. However, you, as the instructor, have the flexibility to teach the course as you see fit, as long as the course objectives are met and outcomes are evaluated as prescribed by the measurable learning outcomes.

Course syllabi are linked to the session schedule on the campus web page to enable students to view and print the syllabus from their personal computers. Instructions for use of the Syllabus Management function are contained in the *Faculty Documentation* section of eServices. The course syllabus creation module includes guidance for instructors on what is expected and how to enter information for each section of the course syllabus.

All syllabi must be approved by the Campus Director or Associate/Assistant Director. Syllabi must be prepared and forwarded to the appropriate campus administrator sufficiently far in advance so they can be reviewed, revised if necessary, and posted to the website before or concurrent with the start of registration.

While the master syllabus forms the basis for the course syllabus, students need more information than that contained in the master syllabus. The more complete you make your syllabus, the more helpful it will be to students. You may wish to give labels or titles to areas of discussion to show important themes or required skills and how they interrelate. You may also choose to provide additional hints or help with assignments or ask questions to direct reading assignments.

It is mandatory that you **discuss the syllabus during the first class meeting** so students immediately have a clear understanding of course requirements. A clear, well-organized syllabus also indicates to students that you are well-prepared and concerned about their learning. The syllabus should be considered a teaching tool, rather than simply a contract or a list. With increasing litigation involving education, it is important to remember that a syllabus may become a legal document. Therefore, clarity and completeness are vital.

Out-of-class assignments, in-class activities, and student evaluation instruments should all be designed to help students reach the objectives established. These learning opportunities may include readings, research, lectures, class discussion, group projects, writing assignments, oral presentations, objective and subjective examinations, and many other events. Faculty members are encouraged to use variety to take into account different learning styles and to make the course more interesting.

You will need to allow for some flexibility in the syllabus to provide for unexpected class discussion or the need to spend additional time on some subjects. A syllabus organized by weeks rather than days provides greater flexibility. You might also consider giving students weekly lecture outlines to help them structure information. Some instructors have found it helpful to add a statement reserving the right to make changes to the syllabus with notification to the students. Make syllabus changes during the course a rare event.

The Campus Director or campus staff will, as time allows, review and proofread syllabi, and make suggestions for future revision where appropriate. Periodically, the AHE Vice President's staff and main campus faculty review syllabi and provide feedback. Do not hesitate to contact main campus faculty with questions about syllabus construction, text selection, etc.

- 1.i. Textbooks for students and faculty** - It is your responsibility to use a textbook with the class that will adequately support your students' academic needs and that is consistent with the requirements of the master syllabus. Master syllabi provide a list either of recommended textbooks, or in some cases, specific textbooks required to be used in the course. If the master syllabus requires a specific textbook, you must use that book to teach your course. If the master syllabus provides a list of recommended textbooks, it is preferable to use a text that has been selected and adopted by the main campus faculty. These textbooks automatically appear on the eSyllabus template as you develop your course syllabus. If you desire to use a textbook other than one listed in the master syllabus, you must discuss your choice with the Campus Director.

You must submit a book order when requested by your Campus Director. Columbia College does not provide complimentary copies of textbooks. Check with your Campus Director for procedures for ordering a desk copy from the publisher.

Some campuses require faculty to coordinate with each other regarding textbooks to be used. This is especially important when several teachers teach the same course. Such coordination for recurring or multi-course use is encouraged, when possible. This aids in providing consistency among courses. It also allows book vendors to reduce costs to students by increasing the availability of used textbooks. (See Part II for specific policies for your campus.)

- 1.j. Contact hours** - Columbia College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and must adhere to its guidelines for contact hours. The requirement is based on a traditional class format and must be adapted

to our non-traditional formats.

**To meet the requirements of Columbia College and the Higher Learning Commission, a 5-hour class meeting must have a minimum of 4 hours and 40 minutes of instructional activity, and a 2½-hour class meeting must have a minimum of 2 hours and 20 minutes of instructional activity.**

Teaching in blocks of 2½ or 5 hours presents unique challenges. As you develop the tentative schedule of activities for each class meeting, it may be helpful to think of each meeting as a series of one-hour classes and plan your activities accordingly. For example, you may choose to include a variety of activities (lecture, discussion, group projects, problem solving, case studies, etc.) during one class meeting. Use “active learning” techniques as much as possible. Additional activities include review and critique of examinations, field trips, laboratory work, practical exercises, in-class writing assignments and other controlled activities which contribute to accomplishment of the course objectives.

You should not schedule a test or test review as the only activity in a class meeting. While some courses may require long tests, most do not. Scheduling a test that may take only two hours as the only activity in a five-hour block wastes time and will not satisfy the minimum requirement for contact hours.

Hybrid courses: The college has begun offering hybrid courses at some campuses. Hybrid courses refer to courses that have 24 contact hours of instruction and an additional online delivery portion. The requirements of the master syllabus for these courses are identical to the traditional delivery courses. Only the mode of delivery has changed.

- 1.k. Class meeting place and times** - All classes are to meet in the assigned rooms at assigned times. Any deviation must have the **prior approval** of the Campus Director. Begin classes on time and remain in the classroom whenever the class is meeting, including during testing, small group work, and guest lectures. The exception is when students are completing the *Course/Instructor Evaluation*. Leave the room during that event.
- 1.l. Breaks and early class dismissal** - You may find that a short break is necessary, but do not end class early in lieu of a break. Breaks should be no longer than 10 minutes and class should resume promptly. All classes must meet for the required time period.
- 1.m. Availability to students** - While office hours are not required, you should provide students a way to reach you outside of class hours. Some faculty members arrange to arrive early for class, either on a regular basis or by appointment. As a minimum, you should provide a phone number and an email address, both of which you must monitor regularly. Some instructors do schedule regular “office hours” in a classroom or other space. Check with your Campus Director for preferred methods at your campus.

Every instructor and all students are assigned a CougarMail email address accessible through eServices on the Columbia College website. This address should be used to communicate with your students electronically and should be listed on your syllabus. You may arrange for any messages received in your CougarMail mailbox to be automatically forwarded to another email address so that you do not have to list a personal email address for College business. See your campus staff for information on how to do so.

Students are similarly expected to use their CougarMail address. You can request a roster of all CougarMail addresses for each course section and may require your students to monitor these addresses for information pertinent to your class.

- 1.n. Illness and emergency** - If you are unable to attend class because of illness or emergency, you must notify the Campus Director or one of the staff members before you miss the class. If possible, you must then:
- arrange for an approved substitute;
  - ask a staff member to give a message to your class(es); or
  - notify all students yourself.

While illness and emergencies are unavoidable, the College is required to provide sufficient class time for students. You must arrange make-up class times when you have missed a class. Assigning projects, papers, readings, independent research time, etc., in lieu of active teaching is not sufficient.

- 1.o. Professional obligations** - In the event you must miss a class because of a professional obligation, you must notify the Campus Director in advance and follow the procedures described in 1.n. above.

- 1.p. Guest speakers and substitutes** - Use of guest speakers is encouraged if they can provide an added dimension to your class. Approval for guest speakers is not necessary as long as you are present, but you should notify your Campus Director if you plan to use a guest speaker from outside Columbia College. If you are not going to be present, the guest speaker becomes a substitute and, therefore, must be approved in advance by the Campus Director. You are responsible for any compensation provided to guest speakers or substitutes unless the Campus Director approves compensation by the College in advance and in writing.

You should prepare in advance for a substitute in case an emergency arises. We suggest that you get to know other instructors in your discipline and discuss substituting for one another if necessary.

- 1.q. Field trips** - Field trips can be valuable learning experiences to supplement textbook and classroom work. Field trips must contribute to the learning objectives of the course and be approved in advance by the Campus Director.

Field trips should be conducted as regular class meetings. Attendance records should be

maintained as for a regular class meeting. (See Part II for specific instructions for obtaining approval to conduct a field trip.)

## 2. GRADING, TESTING, AND EVALUATIONS

### 2.a Letter grades

- A - Excellent
- B - Superior
- C - Satisfactory
- D - Inferior
- F - Failing
- I - Incomplete: Unfinished work to be completed without further class attendance
- S/U - Satisfactory/Unsatisfactory: Recorded when the pass/fail option is chosen
- W - Withdraw
- WE - Excused from the course for extraordinary circumstances
- Y - Audit: Completed course; no official credit recorded on transcript
- N - Audit: Did not complete course

**2.b. Grading philosophy** - Grades must reflect rigorous standards. As a general rule, adult students are willing to work hard and expect to be challenged. They also expect to be rewarded for their efforts. Students deserve grades based upon their demonstrated performance. In the evaluation of students, you should use **grade differentiation**. A grade of "A" should indicate excellent work, differentiated from a "B" grade for superior work, and so on. You owe it to your very best students to recognize them by differentiating your grades appropriately.

**2.c. Grading criteria** - It is your responsibility to establish criteria for grading student performance. The criteria must be stated clearly on the syllabus and explained to students during the first class meeting. It is not advisable to change the grading system in mid-course, unless you believe it would be in the best interest of students. In such a case, explain the change clearly to students. If you discover that you need to provide a higher level of academic rigor, make adjustments in subsequent sessions.

Faculty should use grading rubrics whenever possible. A rubric provides a student with clear expectations for the assignment and a clear picture of why they received the grade/score indicated on the evaluation instrument.

Assigning a grade or a number of points toward a final grade for classroom participation must be done with great care. Grades for participation are extremely subjective and difficult to defend if challenged by the student. Faculty members should refrain from making participation grades account for more than 10 percent of the total grade. Similarly, the use of "extra credit" is poor higher education practice.

**2.d. Confidentiality and posting of grades** - It is very important that grades be kept **confidential**. Never discuss student grades with anyone other than the student in question to include parents, spouses, etc. It is also best not to post grades, since confidentiality is

very difficult to maintain. (See Part II of this manual for specific guidelines for your campus about leaving work or assignments for student pick-up.)

- 2.e. Final Grade Roster** - Grades for all Columbia College courses are entered through eServices. Instructions for entering grades are located on eServices under Faculty Documentation. Students who have officially dropped or withdrawn will be removed from this roster; therefore, a valid grade is required for ALL students who appear on this roster. Once all grades have been entered for a course; review the grades carefully and click the *Submit* button. Occasionally an instructor will enter grades and for some reason the grades fields will not be populated when the *Submit* button is pressed. Once you have submitted your roster, you are strongly encouraged to go back into the roster to ensure that the grades are still there.

Grades need to be submitted by the deadline for each session. The submission of all grades, from all campuses, is required before Dean's List, probation, suspension, and dismissal statuses can be determined. Every outstanding roster creates delays and often leads to manual processing of important information students need in order to make informed decisions concerning their education. (See Part II of this manual for specific information on procedures for processing grade rosters at your campus.)

- 2.f. Change of grade** - Changes in grades may be made when the instructor has made a computational error or when changing a grade of Incomplete (I) to a letter grade. All grade changes require the signature of the Campus Director on the *Grade Change Form*. Faculty members should avoid accepting course work (tests, papers, projects, etc.) after the end of the course. By accepting and grading late course work and subsequently submitting a grade change, the instructor has de facto created an extended length course for that particular student. This practice is completely unfair to the rest of the students in that course. The AHE Assistant Dean (Administration) must give final approval for all grade changes.
- 2.g. Grade appeals** - A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and/or procedures. To appeal a grade, the student should first meet with the instructor. If the issue is not resolved, the student should talk with the Campus Director, who will try to resolve the grade appeal in accordance with Columbia College policies. If the issue cannot be resolved at your campus, the appeal will be transmitted through the Campus Director to the Vice President for Adult Higher Education.

The student must submit in writing all reasons that he or she believes the grade awarded is in error and request a desired remedy. The student will also be informed that the instructor who awarded the grade must be given the opportunity to comment on all student allegations before the appeal is forwarded to the main campus.

A grade appeal must be received for review by the Vice President for Adult Higher Education within 60 days of the date the grade was awarded.

- 2.h. Add/drop** - Once enrolled in a class, a student is considered a member of that class until the student officially drops or withdraws in accordance with College policy (see 2.i. below). AHE students may drop courses without academic or financial liability until close of business Monday of the second week of classes each session. Students may add courses by Friday of Week 1.

Failure to withdraw officially can result in both academic and financial liability for the student. An official withdrawal takes place only when a student has submitted the *Course Add/Drop/Withdrawal Form* to the campus staff. **Failing to attend class or advising a fellow student, staff or faculty member of intent to withdraw does not constitute an official withdrawal.** If students indicate intent to withdraw, remind them that they must do so by submitting paperwork through the campus office.

**It is very important that faculty pay close attention to class rosters during the first several weeks of class.** Coordinate with campus staff to inform them of students on the roster who are not in class and students in class who are not on the roster to reduce the possibility of errors on the final *Attendance Roster* and *Grade Request Roster*. (See Part II for specific procedures at your campus for handling these rosters.)

- 2.i. Withdrawals** - Students may withdraw from courses with a W through the sixth week of an eight-week session. Your signature is not necessary on the withdrawal form. Students who withdraw remain financially liable to the College and a W will be recorded on the transcript.

Beginning with the seventh week of the session, a student may withdraw only if the AHE Assistant Dean (Administration) grants a Withdrawal Excused (WE) for extraordinary circumstances. The phrase "extraordinary circumstances" is narrowly defined. Generally, it will be interpreted to mean the development of unforeseen, unexpected circumstances beyond a student's control and which would prevent continued attendance in **all** classes. Examples of such situations include serious illness; death in the immediate family; significant changes in the terms, location and conditions of employment; call to active duty; temporary duty (TDY) orders; etc. Mere inconvenience, discomfort with academic workload or voluntary changes in employment will not be deemed sufficient to meet the definition of extraordinary, mitigating, or extenuating circumstances.

A student wishing to be granted a WE must fill out the appropriate form, attach supporting documentation and submit it through the Campus Director to the AHE Assistant Dean (Administration) for approval. The student must specifically request a partial refund of tuition. A student may request a WE at any point during the session.

Instructors may withdraw students with a grade of W or F by filling out the *Course Add/Drop/Withdrawal Form* and submitting it to the AHE Assistant Dean (Administration). You have this prerogative until you assign the final grade. You should specify on the syllabus the conditions that might result in your dropping students. Consult with the Campus Director before withdrawing students.

- 2.j. Incompletes** - This option is intended for those **rare** situations when a student cannot complete the last few days of class or cannot complete a final assignment without additional time. Incompletes are intended for unforeseen, unexpected circumstances beyond a student's control. An Incomplete will not be given because a student is failing, negligent or not meeting course requirements. In order to receive an Incomplete, **the student must initiate the request** and you must ensure there is adequate reason to grant the request. You are never obligated to grant an Incomplete.

To award an Incomplete, you must complete the instructor portion of the *Award of Incomplete* form and submit it with your final grades. If the student makes the request for an Incomplete by phone, you may note this on the student's signature line on the form. Some campuses may require consultation with the Campus Director before award of an Incomplete. (See Part II for specific instructions for your campus.)

Any student receiving an Incomplete may be given a maximum of two sessions to finish the assigned work, although a shorter time should usually be specified. You should not authorize a two-session completion period when the work missed can be completed in less time. If the student does not complete the agreed-upon work by this time, the grade of Incomplete will remain permanently on the student's transcript. **The Vice President for Adult Higher Education must approve any extension beyond two sessions.**

**When incomplete work in a course is completed, it is your responsibility to submit the *Grade Change/Incomplete Grade* form to report the letter grade that replaces the Incomplete on the student's permanent record.**

- 2.k. Examinations** - How you choose to ascertain levels of competence in your course is left to your professional discretion. However, in developing exams, consider the following:
- Allow enough time for the majority of your students to complete the examination.
  - If an exam is designed to require less than the full class time, plan to conduct class activities for the remaining scheduled class time.
  - If you elect to administer take-home examinations, they are not to be given in lieu of class time.
  - Pre-exam reviews are acceptable, but the time devoted to them must be reasonable and should not use entire class meetings. (Remember, they are meant to review, not re-teach, the course material and not to preview the actual test.)
- 2.l. Make-up tests** - Make-up tests should be administered as soon as possible after the regularly scheduled test and be administered in a controlled environment. (See Part II of this manual for specific procedures for your campus.)
- 2.m. Class projects** - Class projects such as small group reports, case studies, interviews, etc., are encouraged as part of active learning appropriate for adult students. If students will be researching the activities of Columbia College or representing themselves to the community as students of Columbia College, however, please discuss your plans with the Campus Director **before** making assignments.

- 2n. Surveys** - Surveys of other students or the community are often an excellent research tool. Under Public Law 93-348, a College review board must approve any surveys or studies. If students plan to use a survey in their research, please discuss the situation in advance with the Campus Director.
- 2.o. Outcomes assessment** - As part of its mission of exemplary teaching, Columbia College has developed methods for assessing the outcomes of student learning. This effort particularly focuses on assessment of both the general education component and the academic major.

Methods of assessment may include pre- and post-testing of all students in required general education courses. Each master syllabus specifies the measurable learning outcomes for the course. These measurable learning outcomes will be reflected on your course syllabus and serve as a guide to how you will assess learning in your course. In addition, the course syllabus will automatically indicate if material from the course may be tested on the Major Field Test (MFT) administered during the culminating experience course for the degree.

All majors require a culminating experience, most often in the form of a capstone course. In most cases faculty members that teach the culminating experience course will administer some type of degree program assessment instrument. This may be the Major Field Test (MFT) developed by the Educational Testing Service (ETS). The MFT is a standardized, nationally normed examination. Some academic departments may opt to produce a test of their own (e.g. History Assessment Test (HAT)). Graduates and alumni may also be asked to participate in surveys to assess their learning experiences.

Faculty who teach a culminating (capstone) course must complete a *Degree Program Analysis Form* (DPAF) which must be submitted online and is due at the same time as session grades. Capstone faculty members will receive an email through the Cougar mail prompting them to perform this requirement.

### 3. ACADEMIC POLICIES AND PROCEDURES

- 3.a. Academic Integrity** - The Division of Adult Higher Education *Undergraduate Catalog* states: The College expects students to fulfill their academic obligations through honest and independent effort. In a community of scholars committed to truth, dishonesty violates the code of ethics by which we live and is considered a serious offense subject to strong disciplinary actions. Academic misconduct includes but is not limited to the following:
1. Knowingly furnishing false or misleading information.
  2. Falsification, alteration, or misuse of College forms or records.
  3. Any joint effort in examinations, assignments, or other academic activity unless authorized by the instructor.
  4. Plagiarism in any form; using another's phrase, sentence, or paragraph without quotation marks; using another's ideas or structure without properly identifying the source; or using the work of someone else and submitting it as one's own; or
  5. Willfully aiding another in any act of academic dishonesty. Columbia College is equally concerned about the interpersonal social relationships that affect the learning environment. Respect for the conditions necessary to enhance learning is, therefore, required.

If you believe you have detected an incident of academic dishonesty, inform your Campus Director. The detailed procedures to be followed are outlined in the AHE *Undergraduate Catalog* under the section *Administrative Policies & Procedures: Student Conduct* (Academic Integrity).

If you suspect an incident of plagiarism, the Campus Director can assist you in using the latest computer-aided tools in determining if your suspicions are supported.

- 3.b. Advising students** - At each AHE campus, an academic advisor is available to help students with degree program and career planning, course selection, academic program requirements, and administrative processes. Instructors are an excellent resource for information about employment in their fields of expertise, and experienced instructors can be helpful to students in understanding degree requirements, etc. You should, however, refer students to their academic advisors for complete information about policies and requirements.
- 3.c. Maximum class size** - Each academic department at the College has determined the maximum number of students who can be enrolled in each class, based on what the faculty believe to be academically sound educational practice. These limits, ranging from 15 to 48, are used for the entire College. The maximum size for each class is listed on the master syllabus. Classes **may** reach these limits, if classroom space is available.
- 3.d. Registration procedures and "full" classes** - Once a class has reached its maximum enrollment, it is the responsibility of the Campus Director to determine whether a student may be added to the class. **Refer students asking permission to enter your class to the**

**Campus Director.** If you have particular reasons for allowing a student into your class, discuss the situation with the Campus Director, but do not make commitments to the student until doing so. (See Part II of this manual for specific procedures at your campus.)

- 3.e. **Cross-enrollment between on- and off-campus locations or between AHE campuses** - Students may enroll at more than one location or campus as long as their total hours do not equal nine (enrollment in nine credit hours requires approval for an overload).
- 3.f. **Student overload policy** - Students may, under certain circumstances, be allowed to enroll for nine hours of credit during one session. Students must normally have a grade point average of 3.0 and obtain permission from the Campus Director. In such cases, the overload is the student's choice and the student should not expect the instructor to allow additional time for completion of assignments or for special consideration of any kind.
- 3.g. **Student attendance** - The attendance policy for each class must be clearly outlined on the course syllabus. As a College policy, students are expected to attend all classes regularly. Although your attendance policy is left to your discretion, you are highly encouraged to enforce strict attendance policy that allows for few student absences (not more than 1/8 of the course). If a student's absences endanger his or her progress in the course, contact the Campus Director. (See Part II of this manual for information on procedures at your campus.)
- 3.h. **Attendance records** - We are required by federal regulations to keep accurate attendance records on all students receiving Title IV financial aid, VA benefits, and other types of assistance. Since the majority of Columbia College students are receiving some type of aid, accurate attendance reporting is required of all faculty members.

The electronic form to complete your attendance roster(s) is located in eServices (the [Gradebook & Attendance](#) link). Complete instructions for completing this roster are located in eServices under [Faculty Documentation](#). You will notice that students who are dropped remain on the roster; this is due to the requirement to report a last date of attendance for all students who drop or withdraw. Since the default is *present*, please ensure that you accurately complete the roster for each of your students including those who have officially dropped or withdrawn. It is required that attendance be entered weekly on this form. Refer to the documentation for details on how to complete this process.

Additionally, instructors should review the class roster(s) in eServices weekly for accuracy. Students who are on the roster but not attending should be reported to the campus staff immediately so that it can be determined if an error has been made or if the student should be contacted to complete proper withdrawal procedures. Students who are not on the roster but who are attending should be notified along with the campus staff so that proper registration procedures can be completed. You will notice that students who officially drop will be removed from your class roster (unlike the *Attendance Roster*).

- 3.i. **Courses-of-One** - Courses-of-One (sometimes referred to as Directed or Independent

Study) may be authorized in **exceptional** cases to meet a requirement that otherwise could not be met **through no fault of the student**. Columbia College recognizes that Courses-of-One do not provide the optimum learning environment available through traditional land-based or online courses and seeks to limit them to compelling cases. The student must be near degree completion and must need the course to satisfy Columbia College graduation requirements (or requirements for certification or graduate school). The course must not be projected to be offered before the student's intended graduation date and there must be no other course(s) on the schedule that will meet the student's need. The Campus Director must approve student requests for Courses-of-One. Faculty members should encourage students to pursue the option of taking online courses and not make commitments to students requesting Courses-of-One until the Campus Director approves the course.

- 3.j. Internships** - The internship program has now been expanded to involve all eligible AHE students. For those students wishing to enroll, they should first either check this page: <http://web.ccis.edu/Offices/CampusLife/CareerServices/Internship/Students/AHE%20Students.aspx> or contact Dan Gomez-Palacio in the Career Services Center at [edgomezpalacio@ccis.edu](mailto:edgomezpalacio@ccis.edu) or 573-875-4564 to find out if they are eligible to take part in a credit-bearing internship.

If eligible, a student will need to contact Dan Gomez-Palacio to get the process started. Dan will learn more about the internship and if appropriate, connect the student with a faculty member in their field who has been specifically trained by Career Services to work with AHE Interns. This professor will serve as their Faculty Sponsor for the internship. Students will also be sent an *Internship Contract* which will ask the student, with input from their Faculty Sponsor, to describe their internship, set out learning objectives, and determine methods of evaluation. The Internship Contract needs to be signed by the Worksite Supervisor, Faculty Sponsor, student, and then sent to Dan Gomez-Palacio for final approval. Upon approving the contract, the student will receive instructions on registering either online or at their campus for the course. This must be completed prior to the add/drop deadline of any given session.

Students can typically receive between 1 – 3 hours of credit for any given internship. For each hour of credit they hope to receive, they must work 45 hours on site, so a three credit hour internship means a student has to complete 135 hours at their internship. The hours must be completed by the end of the session in which they are enrolled. In addition, faculty will assign academic tasks to correspond with the internship which may include giving readings, papers, projects or other academic activities to supplement the workplace tasks. Most internships, though not all, are graded Pass/Fail. Each Faculty Sponsor will delineate what will constitute a passing grade for students.

- 3.k. Student conduct** - Students must conduct themselves so other students are not distracted in pursuit of learning. Rowdy, discourteous, or unseemly conduct will not be tolerated in the classroom or at any College-sponsored event. Faculty, staff, and other students are to be treated with civility and respect.

Students may be disciplined for any 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 College's interests.

Conduct violations may occur between a student and a faculty member or between students. They include but are not limited to:

- disorderly conduct;
- harassment;
- verbal abuse;
- assault;
- interference with the educational opportunity of other students; or
- class attendance under the influence of alcohol or other drugs.

A student who misbehaves may be asked to leave the classroom, and when such misbehavior persists, the student will be subject to disciplinary procedures. Disciplinary actions may include probation, suspension, or dismissal. The Campus Director or a staff member should be notified as soon as possible of conduct problems.

In cases of alleged academic misconduct related to a course, the instructor should follow the procedures described in 3.a. above. Retain a written record of the situation and discuss it with the Campus Director.

- 3.i. Student complaints** - When a student believes application of a particular Columbia College rule, policy, or procedure is manifestly unfair, discriminatory, or wrong, or has a complaint about any aspect of campus operations, he or she should first attempt to resolve the matter by discussing it with the Campus Director. If no satisfactory resolution is achieved at that level, the student should write to the Vice President for Adult Higher Education, through the Campus Director, setting forth all facts and circumstances surrounding the complaint and stating the corrective action desired. The Campus Director will forward the complaint to the Vice President for Adult Higher Education, who will investigate the matter and take any action deemed appropriate. Faculty members who receive complaints from students about matters not related to their classes should refer the student to the Campus Director and notify the Campus Director of the student's complaint. (See your Campus Director for details about the student complaint policy at your campus.)
- 3.m. Administrative class cancellation** - Columbia College may, at its discretion, terminate an instructor's appointment at any time prior to the first day of class if fewer than 12 students are enrolled. If class enrollments are low, the Campus Director, in consultation with the instructor when appropriate, will decide whether to cancel or retain the class. Faculty may be paid at the small class rate for classes of fewer than 10 students (see 1.c. above).
- 3.n. Cancellation of classes because of inclement weather** - Occasionally, severe weather

conditions will make it inadvisable for a campus to hold regularly scheduled classes. Specific procedures for class cancellation at your campus are described in Part II of this manual. Cancelled classes will be re-scheduled. Assignment of projects, papers, readings, etc., in lieu of active teaching is not acceptable.

## 4. ADMINISTRATIVE INFORMATION

### 4.a. Columbia College "chain of command" -

- The **Campus Director** is responsible for scheduling classes, hiring faculty, recruiting and advising students, and the routine functions of the campus, all within the policy guidelines of the Division of Adult Higher Education. The Campus Director determines assignment of responsibilities within a campus (see Part II of this manual for campus information). Each Campus Director reports to the Vice President for Adult Higher Education through an Associate/Assistant Dean (Operations).
- The **Office of the AHE Vice President** oversees curriculum, master syllabi and course syllabi, faculty approval and payment, budgets, state approvals, student inquiries, complaints, and graduations.
- The **Executive Vice President and Dean for Academic Affairs** is ultimately responsible for the curriculum and faculty approvals.
- The **President of Columbia College** is responsible for all College matters and reports to the Board of Trustees.

### 4.b. Faculty application process - When applying for a faculty position with Columbia College, the applicant must submit:

- *Columbia College Application for Employment* form;
- Current resume or curriculum vita;
- Official transcripts of all graduate college course work; and
- Forms *W-4* and *I-9*.

Faculty positions with Columbia College require a minimum of a master's degree in the subject to be taught. In some areas, special certification or extraordinary work experience may substitute for the absence of certain academic credentials. Each academic department has developed guidelines on levels of education or specific coursework required for approval. Your Campus Director has a copy of these guidelines.

### 4.c. Faculty approval - Faculty are recommended for employment by the Campus Director, based on criteria established by the main campus faculty of each academic department. Along with the recommendation, the Campus Director sends faculty credentials to the AHE Academic Process Coordinator, who requests approval from the academic department chair and the Executive Vice President and Dean for Academic Affairs. Approval may be given either on a permanent basis or a provisional basis (pending submission of syllabus, student evaluations, Campus Director evaluation, etc.).

The Campus Director must follow the same procedures when requesting approval for a faculty member to teach additional classes beyond the initial approval.

Except for emergency situations, faculty approvals are submitted two sessions prior to the session in which the course is to be taught to enable adequate time for preparation and review of the course syllabus.

**Under no circumstances will an instructor be allowed to teach a course without prior approval from the Executive Vice President and Dean for Academic Affairs.**

- 4.d. Academic Freedom** - The AAUP academic freedom statement is endorsed by the Faculty Association. The Faculty Handbook includes the following statement on academic freedom and applies also to adjunct faculty in AHE: "The unfettered search for truth and free expression of the results of exploration are essential to the educational process in an educational society. The college supports such academic freedom and considers it fundamental for the protection of the right of teachers to teach, to conduct research, and to publish the results of research; and of the right of students to learn. Faculty are entitled to freedom in the classroom to select and discuss subject matter and to select methods of instruction and standards of evaluating student performance. Faculty are not entitled to introduce extraneous material not related to their subject matter."
- 4.e. Faculty grievance policy and procedures** - A faculty member who believes his or her rights, privileges, duties, or responsibilities established by this manual have been denied, abridged, or abused, or who believes application of a particular Columbia College rule, policy, or procedure is manifestly unfair, discriminatory, or wrong should attempt to resolve the matter by discussing it with the Campus Director. If the matter cannot be resolved at that level, then he or she should write to the Vice President for Adult Higher Education, through the Campus Director, setting forth all facts and circumstances surrounding the complaint and state the corrective action desired.
- 4.f. Discipline and dismissal** - In the event a faculty member must be formally disciplined, the following types of action apply:
- Reprimand: a written communication to the faculty member;
  - Suspension: removal of the faculty member from a class during a session or replacing the faculty member in subsequent sessions for a limited period of time; or
  - Dismissal: the decision to no longer employ the faculty member.

Adequate cause for disciplinary action must be directly and substantially related to the fitness of the faculty member in his or her professional capacity. Disciplinary action for cause includes, but is not limited to, the following:

- professional incompetence or inappropriate conduct or language in the performance of academic responsibilities;
- intentional neglect of duty in the performance of academic responsibilities;
- research misconduct, academic irresponsibility, or other default of academic integrity in the performance of academic responsibilities; or
- sexual harassment or racial, gender, disability, or other discriminatory practices.

Disciplinary action may not be used to restrain faculty members in their exercise of academic freedom or other rights guaranteed by law as American citizens.

The Campus Director will handle all disciplinary matters. Campus Directors are responsible for investigating all allegations of misconduct and for informing faculty members of disciplinary actions to be taken. Disciplinary decisions will be made in coordination with the Vice President for Adult Higher Education if the director's investigation confirms substantial misconduct on the part of the instructor.

Faculty members may appeal disciplinary actions through the processes described in 4.d. above.

- 4.g. **Discrimination Policy** - 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.
- 4.h. **Campus Safety** - It is impossible for any college or university to account for all possible safety and security situations. In general the following guidelines should apply:
- **Fire** - Do not ignore fire alarms and follow the campus' instructions on specific actions to take found in the Adjunct Faculty Procedures Manual (Part II).
  - **Severe Weather** - Do not ignore local warning sirens and follow the campus' instructions on specific actions to take found in the Adjunct Faculty Procedures Manual (Part II).
  - **Suspicious Human Activity or Intruder** -
    - Be aware of your surroundings at all times in and around Columbia College buildings and in parking lots.
    - Report immediately any suspicious behavior to campus staff or if in doubt call 911.
    - Even if situation seems to be resolved, report it as soon as possible to the Campus Director.
  - **Emergency Response** - In the event of some type of emergency to the best of your ability render assistance to others. Inform campus staff of the situation immediately. In the absence of campus staff and if in doubt, call 911.
  - **Emergency Contact Information** - The currency of every faculty member's emergency contact information is very important. Keep your information updated with the campus staff.
- 4.i. **Sexual Harassment Policy** - Faculty members are responsible for ensuring that the classroom is a learning environment free from intimidation from faculty or other students. Faculty members must adhere to the following institutional policy regarding sexual harassment:

Each employee has a strict duty to comply with the College policy of maintaining a working environment free from any form of sexual harassment or intimidation. Knowledge of or the appearance of any such sexual harassment or intimidation by College employees is to be promptly reported to the Campus Director who will in turn report it through the Vice President for Adult Higher Education to the Human Resources Office. Based on guidelines provided by the Equal Employment Opportunity Commission, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where submission to such conduct is made either implicitly or explicitly a term or condition of an employee's or student's position; or has the purpose or effect of interfering with an employee's or student's performance; or where rejection of such conduct creates an intimidating, hostile, or offensive working or academic environment. Adjunct faculty must complete the annual Sexual Harassment online training module provided by Human Resources when prompted to do so by their Campus Director.

- 4.j. **ADA Policy** - All Campus Directors at Columbia College are required to comply with all federal regulations regarding reasonable accommodations for students with disabilities, in accordance with the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendment Act (ADAAA) of 2008 and the Rehabilitation Act of 1973, Section 504. Specifically, Campus Directors must comply with requests for accommodation reviewed and approved by the Disability Services Coordinator.

Each course syllabus contains this statement under *Course Policies and Procedures*: Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Columbia College employees, including faculty, are also required to comply with federal laws prohibiting discrimination on the basis of a student's disability. Questions regarding types of remarks or behavior that may be considered discriminatory should be directed through the Disability Services Coordinator or to the Executive Vice President and Dean for Academic Affairs.

- 4.k. **Smoking policy** - Smoking is not permitted in any building owned or used by Columbia College.
- 4.l. **Alcohol/drug policy** - Columbia College policy prohibits the possession, use, distribution, and sale of alcohol and illicit drugs by Columbia College students and employees on College-owned property and at College-sponsored or supervised events.

The College regards possession, use, or distribution of illegal drugs a violation of College regulations and of the law. Representatives of the College will cooperate with outside authorities in their efforts to enforce existing laws regarding illegal drugs. Possession of drug paraphernalia and misuse of legal (prescription) drugs will be regarded as violations of the drug policy.

- 4.m. **Commencement Exercises** - Commencement, whether it is conducted for hundreds of graduates or just a few, is truly the culminating experience in higher education. Faculty members are encouraged to attend and participate in all commencement exercises. The local campus will cover the costs of cap and gown rental if needed.
  
- 4.n. **Charitable giving to the College** – No one knows Columbia College better than its faculty and staff and every gift regardless of size makes a difference. By participating in the Tradition Meets Tomorrow and We ARE CC Faculty/Staff Campaign via payroll deduction each time a teaching contract is signed there is an opportunity to support areas you care about most. Be it your campus specific scholarship, or other projects, you set an excellent example for all alumni and friends of the college. You may also visit [www.ChooseCC.org](http://www.ChooseCC.org) at any time to make an outright gift.

As a 501(c)3 nonprofit institution, the college will provide a detailed year-end receipt each January to all donors for their records and tax purposes. All donors, unless requested otherwise, are recognized in the College’s annual report by level of giving.

1851 Society

Donors who make gifts to Columbia College within the fiscal year are recognized as Colleagues of the 1851 Society. The following levels of giving are named in honor of college innovators who reflect the unwavering commitment to excellence characteristic of Columbia College.

Joseph Kirtley Rogers Colleague	\$100,000 and above
John Augustus Williams Colleague	\$50,000 – \$99,999
Jane Froman Colleague	\$25,000 – \$49,999
Lucy Laws Colleague	\$10,000 – \$24,999
Lavinia Ellen Ream Colleague	\$5,000 – \$9,999
Frank Hughes Colleague	\$2,500 – \$4,999
Christian College Colleague	\$1,851 – \$2,499
Mary Paxton Keeley Colleague	\$1,000 – \$1,850
Franklin Launer Colleague	\$500 – \$999
Mary Dorsey Bass Colleague	\$100 – \$499

President’s Society

Benefactors who have provided cumulative gifts of \$10,000 or more in cash, securities, real property, scholarship funds, awards or programs are granted lifelong membership in the President’s Society. The following levels of giving sustain the legacy of the college, its students, the community and society.

Rogers Gate Circle	\$1,000,000 and above
Ivy Chain Circle	\$500,000 – \$999,999
Dorsey Chapel Circle	\$250,000 – \$499,999
Charter Circle	\$100,000 – \$249,999
Founder's Circle	\$50,000 – \$99,999
Trustee's Circle	\$25,000 – \$49,999
Ivy and Oak Circle	\$10,000 – \$24,999

St. Clair Society

The St. Clair Society represents individuals who have provided for Columbia College through a variety of estate planning tools. The many opportunities include bequests in a will or trust, beneficiary designations, charitable gift annuities, charitable remainder trusts, or gifts of life insurance.

For information or questions regarding planned or outright giving, please visit [www.traditionmeetstomorrow.com](http://www.traditionmeetstomorrow.com) or contact the office of development at 573.875.7563. Thank you for your consideration.

**4.o. Employee Education Grant (EEG)** - As part of its mission, Columbia College strives to broaden educational opportunities. The Employee Educational Grant (EEG) program is offered by the College to its regular full-time employees, adjunct faculty, and members of the Board of Trustees allowing them, their spouses, and their single children who are under 25 years of age, prior to the start of the term, to enroll in Columbia College courses without tuition charge or at reduced cost. If EEG benefits are applied with other tuition-only funding sources, the EEG benefit will be applied to the unfunded portion, up to the approved level of the EEG benefit. The intent of the EEG benefit is to minimize the amount of out-of-pocket tuition expenses paid by the employee

Designated employees are allowed the opportunity to fulfill educational goals by enrolling in Columbia College courses in order to enhance job skills and work performance, or to complete a college degree.

Full-time employees and adjuncts may access undergraduate online courses at a rate of 25% of tuition, Columbia College will pay 75% and a payment plan is required. This benefit does not extend to the spouse and children of full-time employees or adjuncts.

**Eligibility for Adjunct Faculty:** All adjunct faculty of Columbia College, their spouse and children, unless in default of a federal student or parent loan or on academic probation, are eligible for an EEG of course credit hours equal to the number of course credit hours they are currently teaching. Adjunct faculty, their spouse and children, are eligible to apply for an EEG following three sessions of teaching, to be utilized for the adjunct faculty member, spouse and children. Classes may be taken, by the adjunct, during the same semester/session in which the adjunct is teaching or one course may be reserved to be taken during the same fiscal year in a session when not teaching. The grant allows the employee, their spouse and children, to enroll in classes at Columbia College without tuition charge. Adjunct faculty, their spouse and children, may attend classes under the EEG at any Columbia College location. The grant value will be determined by the tuition charged at specific campuses.

## 5. CONCEPTS FOR CLASSROOM TEACHING

5.a. **Professional ethics** - In fulfilling their commitment to the College and to students, instructors are expected to meet the following guidelines:

- encourage appropriate independence in pursuit of learning and promote awareness of varying points of view;
- do not abuse professional authority in the classroom or denigrate students;
- do not discriminate among students with regard to any legally protected category;
- do not use professional relationships with students for private advantage;
- keep in confidence information obtained in the course of professional duties unless disclosure is necessary for professional purposes or is otherwise required to protect the health, safety or welfare of members of the College community;
- do not discuss student conduct or academic standing with or in the presence of other students unless disclosure is necessary for professional or legal purposes;
- do not distort the academic forum for an irrelevant or personal purpose;
- do not discuss with students sensitive faculty or administrative matters except where disclosure is necessary for professional or legal purposes; and
- do not tutor current students for remuneration.

In fulfilling obligations to the institution, Columbia College faculty members will:

- not deliberately misrepresent Columbia College;
- distinguish between personal and College views;
- not use College privileges for private gain;
- accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage;
- give prompt notice to Columbia College of any change in availability of service;
- adhere to the terms and conditions of employment;
- conduct professional business through channels that have been established by Columbia College as appropriate;
- not delegate assigned tasks to unqualified personnel; and
- permit no commercial exploitation of their professional position.

In fulfilling obligations to colleagues, Columbia College faculty members will:

- accord just and equitable treatment and respect to all members of the profession;
- withhold and safeguard factual and/or confidential information acquired about colleagues in the course of employment, except where disclosure is necessary for professional or legal purposes; and
- not knowingly distort evaluations of colleagues.

5.b. **Professional demeanor** -

**Attire:** While Columbia College does not have a formal dress code for its faculty and

employees, it is important that faculty and staff members maintain a professional appearance. Please use your own best judgment in deciding what is appropriate for professional appearance in the classroom. Campus Directors are required to discuss attire with faculty if it is deemed necessary.

**Language:** The language used by faculty and students should contribute to an atmosphere of professionalism and respect for students and colleagues. Instructors are responsible for setting the tone in the classroom and should not allow language inappropriate to the teaching situation or topic. Be sensitive to the fact that words or language found in textbooks and even works of literature may be offensive to some students and conduct class discussions with consideration and respect for these sensitivities.

### 5.c. Characteristics of adult learners -

**Emotional** - Adults usually come to class mentally ready to learn, but they are often inhibited. Many may not have been in class for years and are unsure of their skills. An instructor can often improve student self-image by allowing opportunities for success on tasks such as small group assignments.

Adults also tend to take errors more personally and, therefore, tend to take fewer risks. The instructor can help by providing an environment where risks are rewarded and mistakes are explained and corrected in an understanding manner.

**Physical** - Adults sometimes have vision or hearing problems that are unknown until they must study or sit in a classroom. More commonly, adults are uncomfortable sitting for long periods of time. Short breaks or class activities that allow movement can be helpful.

**Mental** - Adults typically are very ready to learn; they are usually in class because they want to meet an individual goal. They frequently have more of a problem-solving orientation than younger students and want immediate, practical solutions rather than theory. This does not mean your classes should not include theory, but that it should be balanced by practical applications.

Adult students also bring expectations to the classroom that may be in conflict with the instructor's plans. Thus, it is important that the instructor make his/her own expectations clear to the class and misunderstandings must be resolved.

**Social** - Except with the most abstract concepts, adults have experiences they can relate to almost any topic. Thus, they are excellent resources in class and can add to the information and structure the instructor provides.

**Learning styles** - Adults are accustomed to having control in their own lives and are often uncomfortable when they have no control over their learning. Your classes should allow adults to be active participants whenever possible, working in small groups and on projects. Remember, though, that adults **do** need feedback on their performance.

- 5.d. International students** - You may find that international students are enrolled in your courses. While such students do not usually expect special treatment on grading, there are some things you can do to help them, and all students, in your course:
- Be careful about speed of presentation. This does not necessarily mean that you must change your speech patterns, but you may need to provide more written reinforcement of class material.
  - Provide as much information as possible in written form to supplement lectures and discussion. This may include more writing on the board, lecture outlines on an overhead projector, or handouts with study guides.
  - Make your expectations very clear. When possible, give written instructions on how to complete assignments, prepare for tests, and provide detailed rubrics.
  - Different cultures have different standards with what is acceptable regarding academic honesty. Ensure that you explain the concept of plagiarism in significant detail. Make sure what is permissible as far as collaboration with other students.
  - Be aware that international students are often reluctant to ask questions or to say they do not understand. It may be helpful with some students to ask them to repeat information or instructions so that you know they have understood. Other cultures differ from ours in the ways students show respect to a teacher. Don't assume that a student who does not respond as you expect is not interested in doing well in your course.
- 5.e. Written and oral communication across the curriculum** - Columbia College is committed to teaching communication skills to its students. You should provide opportunities for student writing and speaking in most courses and academic disciplines, from math to sociology to composition.
- 5.f. Professional development** - Columbia College encourages faculty members to remain current in their disciplines and in the field of teaching. Your Campus Director will provide information about professional development opportunities available to you at your campus.
- 5.g. Resources available on adult learning** - There are many excellent resources available for instructors of adult learners. Check with your Campus Director for resources available to you.

## **PART II: CAMPUS-SPECIFIC INFORMATION**

**(as appropriate for each campus)**

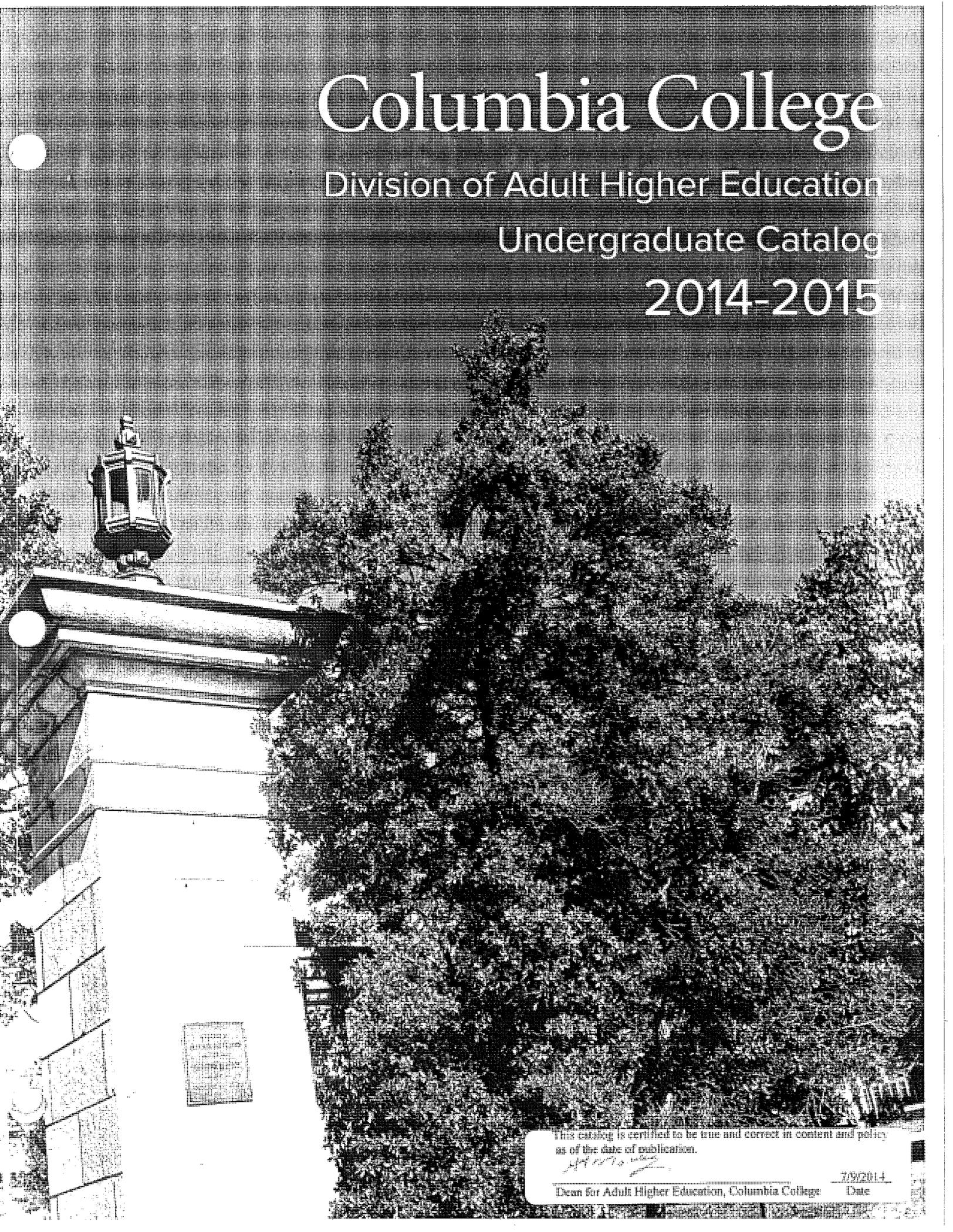
1. **Campus personnel**
2. **Majors offered at the campus**
3. **Local memos of requirement**
4. **Concurrent campus notification (teaching at more than one)**
5. **Evaluation procedures**
6. **Deadlines: syllabi, grades, etc.**
7. **Professional development (faculty conferences, workshops, social activities)**
8. **Registration procedures (minimum class sizes, full classes, wait lists)**
9. **Grade and roster submission**
10. **Cancellation for weather (procedures)**
11. **Library facilities**
12. **Bookstore facilities**
13. **Textbooks and desk copies**
14. **Use of equipment such as phones, copiers, computers, audio-visual (by faculty and students)**
15. **Field trips**
16. **Make-up tests**
17. **Students contacting instructors (absence, turning in assignments)**
18. **IDs**
19. **Mailboxes**
20. **Lounge and workroom facilities**
21. **Security & Safety**
22. **Lock-up procedures**
23. **Parking**
24. **Classroom housekeeping**
25. **Heating/cooling system**
26. **Smoking policy**
27. **Food and drink policy**
28. **Maps and floor plans**
29. **Support Services**
  - Word Processing
  - Duplicating
  - Audio-Visual Aids
  - Computer Facilities
  - Library Facilities
  - Counseling Services
30. **Forms**
  - Any local forms used by the campus

# Columbia College

Division of Adult Higher Education

Undergraduate Catalog

2014-2015



This catalog is certified to be true and correct in content and policy as of the date of publication.

*[Signature]*

Dean for Adult Higher Education, Columbia College

7/9/2014

Date