

2020 -2021

UNIVERSITY
CATALOG



COLUMBIA SOUTHERN UNIVERSITY

ColumbiaSouthern.edu » 800.977.8449

Addendum

CSU made the following amendments to policy, institutional, and/or programmatic information. Students are encouraged to contact their academic advisor with questions.

20-21.3 Addendum – May 17, 2021

[20-21.3.1 | Academic Complaint and Grievance Policy | Effective February 22, 2021](#)

This policy has been updated.

[20-21.3.2 | Graduation Requirements Policy | Effective April 16, 2021](#)

This policy has been updated.

20-21.2 Addendum – February 5, 2021

[20-21.2.1 | Board of Trustees and Administration | Effective January 1, 2021](#)

The [Board of Trustees](#) membership has been updated.

The [Provost and Chief Academic Officer](#) has been updated.

[Executive Leadership](#) has been updated.

[20-21.2.2 | Transfer Credit Policy | Effective Immediately](#)

This policy has been updated.

[20-21.2.3 | BS, Information Systems and Cyber Security – Accelerated Path Option | Effective February 15, 2021](#)

The BS, Information Systems and Cyber Security – General Concentration program offers an [Accelerated Path Option](#).

20-21.1 Addendum – November 11, 2020

[20-21.1.1 | Academic Calendar | Effective July 1, 2020](#)

The Academic Calendar has been amended to reflect the correct dates for Term 5B21.

[20-21.1.2 | Title IX Policy Statement | Effective Immediately](#)

This policy has been updated.

[20-21.1.2 | Admission Requirements Policy | Effective Immediately](#)

This policy has been updated.

[20-21.1.3 | Academic Complaint and Grievance Policy | Effectively Immediately](#)

This policy has been updated.

[20-21.1.4 | Non-Academic Complaint and Grievance Policy | Effectively Immediately](#)

This policy has been updated.

[20-21.1.6 | DBA Academic Course Load Policy | Effective Immediately](#)

This policy has been updated.

University Catalog | Effective July 1, 2020 through June 30, 2021

21982 University Lane (Shipping) | P.O. Box 3110 (Mailing) | Orange Beach, AL 36561

Main Phone: 800.977.8449, 251.981.3771 | Main Fax: 251.981.3815

© 2020 Columbia Southern University

Policy Disclaimer

At CSU, we are committed to ensuring that our students are kept informed of the latest principles, theories, and applications pertaining to their studies. However, CSU reserves the right to make changes, as deemed appropriate and without prior notification, in our course offerings, curricula, academic policies, and other rules and regulations affecting students.

Catalog Disclaimer

This publication is not a contract between the student and CSU or any party or parties and should not be regarded as such. Reasonable effort was made at the time this document was created to ensure that all policies and provisions of this publication were correct. CSU reserves the right to make changes and addendums to current policy as necessary and will post these changes on the CSU website at <http://myCSU.ColumbiaSouthern.edu>. Any student affected by policy changes will be contacted by the appropriate CSU faculty or staff member to discuss the student's options under the new policy.

Catalog Effective Dates

July 1, 2020 through June 30, 2021

Terms

1A21 through 6A21

Academic Calendar

U.S. students must register by the end of the registration period. Students with APO/FPO addresses must register at least four weeks prior to the term start date in order to allow sufficient time for textbook delivery.

Track A

| Semester | Term | Registration* | Start Date | Drop Date | End Date |
|--|------|-------------------|------------|-----------|----------|
| Summer | 1A21 | 04/08/20-06/16/20 | 07/01/20 | 07/07/20 | 08/25/20 |
| Fall | 2A21 | 06/17/20-08/18/20 | 09/02/20 | 09/08/20 | 10/27/20 |
| Winter | 3A21 | 08/19/20-10/20/20 | 11/04/20 | 11/10/20 | 01/12/21 |
| Christmas Break – During Term 3A (12/23/20 - 01/05/21) | | | | | |
| Winter | 4A21 | 10/21/20-01/05/21 | 01/20/21 | 01/26/21 | 03/16/21 |
| Spring | 5A21 | 01/06/21-03/09/21 | 03/24/21 | 03/30/21 | 05/18/21 |
| Spring | 6A21 | 03/10/21-05/11/21 | 05/26/21 | 06/01/21 | 07/20/21 |

Track B

| Semester | Term | Registration* | Start Date | Drop Date | End Date |
|--|------|-------------------|------------|-----------|----------|
| Summer | 1B21 | 05/13/20-07/14/20 | 07/29/20 | 08/04/20 | 09/22/20 |
| Fall | 2B21 | 07/15/20-09/15/20 | 09/30/20 | 10/06/20 | 11/24/20 |
| Fall | 3B21 | 09/16/20-11/17/20 | 12/02/20 | 12/08/20 | 02/09/21 |
| Christmas Break – During Term 3B (12/23/20 - 01/05/21) | | | | | |
| Winter | 4B21 | 11/18/20-02/02/21 | 02/17/21 | 02/23/21 | 04/13/21 |
| Spring | 5B21 | 02/03/21-04/06/21 | 04/28/21 | 05/04/21 | 06/22/21 |

*Please note a late fee of \$50.00 will be due for enrollments received after Registration end date. Please refer to the CSU website for the current [Academic Calendar](#).

MESSAGE FROM THE PRESIDENT

Dear Future Knight,

I am honored that you are considering Columbia Southern University to be your educational partner.

CSU is different from other institutions for many reasons, but one of the things that really sets us apart is the emphasis that we place on building relationships with our students. We consider our students and alumni as members of the CSU family and we can't wait to welcome you into that group.

We strive to be sincere, compassionate and helpful in everything we do. If there is something you need, please don't hesitate to ask.

We know that going to college is a big decision and it may even be overwhelming at times. You will have support and encouragement every step of the way to accomplish this goal. Just ask any of our 54,000 CSU graduates. And just imagine how great you will feel when you finally hold that diploma in your hands.

You can succeed and you will. We believe in you.



Ken Styron
President



Ken Styron, M.B.A.
President, Columbia Southern University

TABLE OF CONTENTS

| | | | |
|--|-----------|---|-----------|
| Message from the President | 5 | Automatic Credit Card Payment Plan | 24 |
| I. About CSU | 8 | Corporate Billing..... | 25 |
| Mission Statement | 8 | Military Educational Benefits | 25 |
| Core Values..... | 8 | Types of Federal Student Aid Available | 25 |
| Vision | 8 | Enrollment Status Requirements | 25 |
| Institutional Goals | 8 | Tuition Refund Policy | 25 |
| History..... | 8 | State of California, Student Tuition Recovery Fund (STRF) | 26 |
| Accreditation | 9 | Textbook and Course Material Policy | 27 |
| Higher Education Related Membership..... | 9 | V. Financial Assistance | 29 |
| State Authorization and Licensure | 9 | Types of Federal Student Aid Available | 29 |
| NC-SARA..... | 10 | Leave of Absence Policy..... | 29 |
| Gainful Employment Disclosure | 10 | Satisfactory Academic Progress Policy (SAP) For Title IV Students..... | 29 |
| Registering a Complaint with CSU | 10 | Tuition Assistance/DANTES | 32 |
| Registering a Complaint with External Agencies | 10 | VA Benefits | 32 |
| Title IX..... | 10 | GoArmyEd..... | 32 |
| Family Educational Rights & Privacy Act (FERPA) Policy ... | 11 | Air University Associate-to-Baccalaureate Cooperative (AU- ABC) | 33 |
| The Crime Awareness and Campus Security Act of 1990 | 12 | Scholarships..... | 33 |
| Student Records..... | 13 | VI. Academic Information | 34 |
| University Catalog and Student Handbook..... | 13 | Academic Year | 34 |
| II. Board of Trustees and Administration.. | 14 | Degree Programs and Certificates | 34 |
| Board of Trustees | 14 | College of Arts and Sciences..... | 34 |
| Administration..... | 14 | College of Business..... | 34 |
| Senior Executives | 14 | College of Safety and Emergency Services | 35 |
| Executives..... | 15 | Academic Integrity | 36 |
| Academic Leadership | 15 | Courses | 36 |
| University Leadership | 15 | Faculty..... | 36 |
| Library | 16 | VII. Policies | 38 |
| III. Admissions..... | 17 | Academic Course Load Policy | 38 |
| Admission Requirements Policy | 17 | Academic Credit Policy | 38 |
| Technical Requirements | 18 | Academic Integrity Policy | 39 |
| Admission Status | 19 | Academic Program Improvement Policy | 40 |
| Admission Process..... | 19 | Academic Records Privacy Policy | 41 |
| Understanding Degree Requirements | 20 | Accommodation for Disabilities | 41 |
| Online Learning Options | 20 | Assignment Make-Up Policy..... | 42 |
| Transfer Credit Policy..... | 21 | Attendance Policy | 42 |
| Petition for Graduation..... | 22 | Academic Complaint and Grievance Policy | 42 |
| Commencement Ceremony | 22 | Non-Academic Complaint and Grievance Policy | 43 |
| Diploma..... | 22 | Course Access Policy | 44 |
| Requesting a Transcript | 22 | Course Completion Policy..... | 44 |
| Returning Students | 23 | Course Extension Policy | 45 |
| Returning Graduates..... | 23 | Course Retake Policy..... | 45 |
| IV. Tuition & Fees..... | 24 | DBA Academic Course Load Policy | 45 |
| Tuition Rates..... | 24 | DBA Admission Requirements Policy | 46 |
| Student Fees..... | 24 | | |

| | | | |
|--|-----------|--|------------|
| DBA Candidacy Status Policy | 46 | Master of Science in Organizational Leadership | 83 |
| DBA Graduation Requirements Policy | 46 | Master of Public Administration (MPA) | 83 |
| DBA Institutional Academic Progress Policy | 46 | Master of Public Health (MPH)..... | 84 |
| DBA Leave of Absence Policy..... | 47 | Doctor of Business Administration..... | 85 |
| DBA Time Limits | 47 | College of Business Certificates..... | 86 |
| Drug & Alcohol Prevention Program..... | 47 | | |
| Drug and Alcohol Policy | 48 | X. College of Safety and Emergency | |
| Drug and Alcohol Prevention Program | 48 | Services | 89 |
| Drug Convictions Policy | 49 | College Leadership | 89 |
| Grading Policies..... | 49 | Degree Programs and Certificates | 89 |
| Graduation Requirements Policy | 50 | Faculty..... | 90 |
| Inactive Status | 51 | Associate of Science in Criminal Justice | 94 |
| Incomplete Grading Policy..... | 51 | Associate of Science in Emergency Medical Services | 94 |
| Iowa Military Deployment Policy | 53 | Associate of Science in Fire Science | 95 |
| Institutional Academic Progress Policy | 53 | Associate of Science in Occupational Safety and Health .. | 96 |
| Official Course Drop/ Withdrawal Policy | 54 | Bachelor of Science in Criminal Justice Administration ... | 96 |
| Privacy Policy | 54 | Bachelor of Science in Emergency Medical Services | |
| Proctor Policy | 55 | Administration..... | 98 |
| Student Code of Conduct Policy..... | 56 | Bachelor of Science in Environmental Management | 98 |
| Student Identity Verification Policy..... | 57 | Bachelor of Science in Fire Administration | 99 |
| Student Rights and Responsibilities Policy..... | 58 | Bachelor of Science in Homeland Security | 100 |
| Technology Policies..... | 59 | Bachelor of Science in Information Systems and Cyber | |
| Unofficial Withdrawal Policy | 61 | Security | 101 |
| Withdrawal for Special Circumstances Policy..... | 62 | Bachelor of Science in Information Technology | 102 |
| | | Bachelor of Science in Occupational Safety and Health . | 103 |
| VIII. College of Arts and Sciences | 63 | Master of Science in Criminal Justice Administration | 104 |
| College Leadership | 63 | Master of Science in Emergency Services Management | 105 |
| General Education and Degree Programs | 63 | Master of Science in Homeland Security | 105 |
| Faculty..... | 63 | Master of Science in Occupational Safety and Health | 106 |
| General Education..... | 66 | College of Safety and Emergency Services Certificates .. | 107 |
| General Education Curriculum | 67 | | |
| Humanities and Fine Arts | 67 | XI. Course Descriptions | 110 |
| Social and Behavioral Sciences | 67 | XII. Student Resources | 136 |
| Natural Sciences..... | 67 | Hours of Operation and Contact Information | 136 |
| Mathematics | 67 | Department Information | 136 |
| History | 67 | myCSU Student Portal..... | 139 |
| English Composition | 67 | 2020 - 2021 Observed Holidays | 139 |
| Associate of Arts in General Studies | 68 | | |
| Bachelor of Science in Psychology | 68 | XIII. Continuing Education..... | 140 |
| College of Arts and Sciences Certificates..... | 69 | Continuing Education Services | 140 |
| | | Online CEU Courses | 140 |
| IX. College of Business | 70 | Training Events, Workshops, and Conferences | 140 |
| College Leadership | 70 | Conference Management Services | 140 |
| Degree Programs and Certificates | 70 | CEU Provider Service..... | 140 |
| Faculty..... | 71 | | |
| Associate of Science in Business | 75 | XIV. Alliances and Partnerships | 141 |
| Associate of Science in Health Information Science | 75 | Alliances..... | 141 |
| Bachelor of Science in Business Administration..... | 76 | Learning Partnerships | 141 |
| Bachelor of Science in Health Care Administration | 79 | University Academic Partnerships..... | 141 |
| Bachelor of Science in Human Resource Management.... | 80 | | |
| Bachelor of Science in Organizational Leadership | 80 | | |
| Master of Business Administration | 81 | | |

I. ABOUT CSU

Mission Statement

Columbia Southern University is a private institution that provides diverse learning experiences and affordable, flexible distance education programs at the certificate, undergraduate, and graduate levels to a global student body, delivered by qualified, student-centered faculty committed to teaching and student learning. The University is dedicated to providing exceptional academic and student support services.

Core Values

As we change lives for the better, we live by these values:

ORGANIZATIONAL HEALTH

We foster a family culture that provides a stable and enjoyable work environment of care and respect with open and clear communication.

HUMILITY

We model a leadership style that is modest, humble, operationally oriented and hands-on. No job is beneath us, and we work as a close team to accomplish our mission.

EXCEPTIONAL SERVICE

We focus on providing exceptional service through student-centered support services that are personal, responsive, and geared toward assisting students in achieving their educational goals.

FLEXIBILITY

We embrace change, work hard, and relentlessly strive to continuously improve.

EXCELLENCE

We are a first-class organization that places a high value on quality, accreditation, and doing what is right.

RELATIONSHIPS

We focus on building long-term relationships with industries, governmental agencies, students, alumni, and members of the community.

Vision

The Vision of Columbia Southern University is to change and improve lives through higher education by enabling students to maximize their professional and personal potential.

Institutional Goals

STUDENT EXPERIENCE AND SUCCESS

To deliver an exceptional through proactive support services, quality academic engagement, and a clear pathway to program completion.

INSTITUTIONAL AND ACADEMIC QUALITY

To provide high- quality, industry- relevant academic programs that are driven and assessed by qualified faculty, while maintaining appropriate accreditation and regulatory compliance.

ORGANIZATIONAL HEALTH AND OPERATIONS

To foster an environment of care and respect that promotes faculty and staff engagement while ensuring effective management of resources and operations.

RELATIONSHIPS AND ENROLLMENT GROWTH

To enrich the quality of University relationships using strategies that guide and promote enrollment growth.

History

Columbia Southern University (CSU) has always maintained a student-first philosophy by providing educational opportunities through distance learning to nontraditional students. This vision originated from the founder of CSU, Robert Mayes, Sr. He established a family-oriented culture of caring and respect among staff and faculty that is maintained to this day.

His experience in developing and presenting training programs in environmental compliance and occupational safety for small businesses led to the establishment of two certificate programs in the field, and later, the founding of CSU in 1993.

To fill the void of formal online degree programs for safety and environmental managers, two bachelor's degree programs were developed in the areas of occupational safety and health and environmental management.

In 1996, online programs beyond the safety and environmental career fields were developed and included business administration, computer science, criminal justice administration and health administration. Achieving

accreditation had been a goal for CSU since its inception and that goal became a reality on Jan. 15, 2001, when the Distance Education and Training Council granted national accreditation to CSU.

In 2002, several approvals and affiliation agreements with state schools were achieved along with receiving Defense Activity for Non-Traditional Education Support (DANTES) and Veterans Affairs approval.

In 2003, CSU expanded its international offerings by being one of the first U.S. universities to offer a hybrid (online and classroom) degree program in Vietnam. The opportunity to earn an MBA degree was offered in Hanoi and Ho Chi Minh City.

Between 2002 and 2004, CSU expanded its degree offerings to include associate degrees and six new bachelor degrees and launched the Learning Partnership program. The Learning Partnership program provides opportunities for businesses, municipalities, organizations and corporations to partner with

CSU and receive benefits such as tuition discounts, application fee waivers, and later scholarship opportunities, for employees/members and their spouses and children.

As growth continued, CSU moved into a new facility in 2005 on Canal Road in Orange Beach, Alabama. However, this news was soon overshadowed by great sadness to CSU as Robert Mayes, Sr., passed away after a lengthy illness on Sept. 26, 2005. He was succeeded as president by his son Robert Mayes, Jr.

In 2006, CSU continued to grow as CSU's student body reached 6,700 active students. Soon, additional staff members were added, and CSU's one-year old facility began to rapidly approach capacity. In addition, CSU was reaccredited by the Distance Education and Training Council with very high praise from the accreditation team. CSU was also honored by being selected among the first group of colleges and universities to be accepted into the Air Force Academic Institution Portal and into the U.S. Army's Centralized Tuition Assistance Management (CTAM) program, GoArmyEd.

In 2008, CSU received approval by the U.S. Department of Education to offer Federal Student Aid. In the same year, CSU broke ground on a new 67,000-square-foot building which opened in 2009.

On Jan. 8, 2010, Waldorf University (formerly Waldorf College), a private undergraduate liberal arts college in Iowa, was purchased and became CSU's sister college. CSU's active student count at the end of 2010 was 25,291. In 2011, CSU's program in Vietnam became the first distance learning program to be accredited by the Vietnam Ministry of Education and Training.

In 2012, the corporate structure of the organization was changed so that a parent company, Columbia Southern Education Group, would own Columbia Southern University and Waldorf College. In 2014, CSU was named one of the Best Companies to Work for in Alabama by Business Alabama magazine.

In May 2018, CSU's Chief of Staff Ken Styron transitioned into the role of president when Robert Mayes, Jr., stepped down to focus on his role as CEO of Columbia Southern Education Group.

Today, CSU continues to focus on building long-term relationships while providing an exceptional student experience, affordable tuition, and a flexible learning format to more than 29,000 students. CSU boasts a faculty and staff of 1,000 who diligently focus on continually improving CSU's academic programs, services, and operations while maintaining an exceptional standard of customer service.

Accreditation

Columbia Southern University is accredited by the [Distance Education Accrediting Commission](#) (DEAC). CSU has maintained accreditation since it was initially granted on January 15, 2001 and received its most recent renewal of accreditation through January 2021. All CSU programs have been reviewed and approved by DEAC. The DEAC is listed by the U.S. Department of Education as a recognized agency, and is a recognized by the [Council for Higher Education Accreditation](#) (CHEA). CHEA is a nonprofit organization serving as a national advocate for self-regulation of academic quality through accreditation.

Distance Education Accrediting Commission (DEAC)

1101 17th Street NW, Suite 808

Washington, D.C. 20036

Phone: (202) 234-5100

Fax: (202) 332-1386

www.deac.org

info@deac.org

Higher Education Related Membership

CSU is an institutional member of the [American Council on Education \(ACE\)](#), a major higher education coordinating body that influences public policy through advocacy, research, and program initiatives. ACE membership is open to accredited degree-granting colleges and universities, and higher education associations within the United States.

State Authorization and Licensure

CSU is licensed by the State of Alabama, Community College System - Private School Licensing Division pursuant to the Alabama Private School License Law, Code of Alabama, Title

16-46-1 through 10. For additional information, please visit the [State Authorization](#) section of the website.

NC-SARA

CSU is approved by the Alabama Commission on Higher Education to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. As a member of NC-SARA, CSU only needs home state authorization to offer distance education to students residing in any other SARA member state. To view a list of states and institutions, please visit [NC-SARA](#).

Gainful Employment Disclosure

CSU self-discloses information pursuant to Gainful Employment Regulations as required by the U.S. Department of Education. CSU is forthright in publishing gainful employment information so students have the information necessary to make informed, rational educational decisions. For information concerning median loan debt, cost of attendance, occupational information, or retention and graduation rates, please visit the [Consumer Information](#) section of the website.

Registering a Complaint with CSU

CSU is committed to providing high quality educational and related services for students. From time to time students may have questions concerning administrative policies or operations. CSU encourages students to notify the institution when there is cause for concern in academic and non-academic matters. For more information on registering a complaint with CSU, please visit the [Student Resolution](#) section of the website.

Registering a Complaint with External Agencies

Students are encouraged to proceed through the institution's complaint process before filing an external complaint. Students who wish to file a complaint with an agency, may review full contact and website information by visiting the [Registering A Complaint](#) section of the website.

REGISTERING A COMPLAINT WITH THE ACCREDITING AGENCY

Students may file a complaint with the Distance Education Accrediting Commission (DEAC) by using the DEAC Online Complaint Form or submitting a written complaint to the following address:

Distance Education Accrediting Commission (DEAC)

1101 17th Street NW, Suite 808
Washington, D.C. 20036
Phone: (202) 234-5100
Fax: (202) 332-1386

www.deac.org info@deac.org

To view the process and form for DEAC, please visit the [Complaint Process](#) section of DEAC's website.

COMPLAINT CONTACT INFORMATION FOR STATE AGENCIES

Students may file a complaint with the Private School Licensure Division (PSL) of the Alabama Community College System by submitting the [Online School Complaint](#). Student may view the [Procedures for Submitting Complaints](#) with PSL.

Students who reside in a [SARA member-state](#) may appeal their complaint to the [Alabama Commission on Higher Education \(ACHE\)](#) which oversees SARA institutions in Alabama for review after exhausting CSU's internal grievance process. ACHE's contact information for complaints is as follows:

Alabama Commission on Higher Education

NC-SARA State Portal Agency
P.O. Box 3020000
Montgomery, AL 36130-2000
[ACHE Student Complaint PDF](#)

For additional information regarding filing a complaint with a state agency, please visit the [External Complaint Process](#) section of the CSU website.

Registering a Complaint with the U.S. Department of Veterans Affairs

Students may file a complaint by following the VA Complaint Policy, which states, "Any complaint against the school should be routed through the VA GI Bill® Feedback System by going to: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily."

Title IX

POLICY STATEMENT

Columbia Southern University (CSU) adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The university does not discriminate in its admissions practices [except as permitted by law], in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, CSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

CSU also prohibits retaliation against any person opposing discrimination or participating in any discrimination

investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CSU policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the university community on the basis of sex is in violation of the CSU's policy on Equal Opportunity, Harassment, and Nondiscrimination.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by email.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please visit <https://www.columbiasouthern.edu/consumer-information/title-ix> or contact the Title IX Coordinator.

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of CSU policy should contact the following:

Title IX Coordinator

Alexis Harris, MS, MBA

Columbia Southern University
21982 University Lane, Orange Beach, AL 36561
Telephone: 800-977-8449 ext: 1352
Email: CSU-Title-IX@columbiasouthern.edu

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal Equal Employment Opportunity Commission (EEOC), Office for Civil Rights (OCR) of the U.S. Department of Education, and/or the Department of Justice.

For complaints involving employees:

Equal Employment Opportunity Commission (EEOC)

Ridge Park Place
1130 22nd Street South
Suite 2000
Birmingham, AL 35205
United States

Regional Contact:

United States Department of Education
Office of Civil Rights, Region IV
61 Forsyth St., Southwest, Suite 19T70
Atlanta, GA 30303-8927

Assistant Secretary for Civil Rights

Office for Civil Rights, National Headquarters

U.S. Department of Education
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Within any resolution process related to this policy, CSU provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Family Educational Rights & Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. Columbia Southern University (CSU) acknowledges this law as university policy.

Under the provisions of this law, students are entitled to the following privileges:

- Inspection and review of the student's educational records.
- Request of amendments to the student's records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the U.S. Department of Education concerning alleged failures by CSU to comply with FERPA requirements in the instance that a complaint cannot be resolved within the University.

Requests by students to inspect, review, or amend must be submitted in writing and identify the following:

- Record the student wishes to inspect
- Signature and date

For requests to amend, students must clearly identify the portion of the educational record the student is requesting be changed, and specify why the record should be changed. If the

requested change is not approved, the student will be notified of the University's decision, and the student's right to a hearing. FERPA regulations now allow the request to be submitted electronically.

Students are informed of those instances where FERPA authorizes disclosure without consent in the Catalog information (electronically and in print).

However, FERPA allows schools to disclose student records, without consent, to the following parties:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit of evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Appropriate officials in cases of health and safety emergencies
- State and local authorities

Release of student "directory" information is also permitted by FERPA. CSU identifies "directory" information as name, address, telephone number, email address, date and place of birth, honors and awards, dates of attendance, major field of study, enrollment status, previous institutions attended, photograph or other comparable information.

Personally identifiable information (or non-releasable information) includes all information not defined as directory information and may not be released without the express written consent of the student.

The Consent to Release must:

- Identify and authenticate a particular person as the source of the consent (whether in writing or transmitted electronically); and
- Indicate that person's approval of the information contained in the electronic consent.

Students may control the release of directory information by completing the [CSU Request to Revoke Directory Information Release Form](#). Upon receipt of this form, a Privacy Hold will be placed on the student's record.

To Whose Record does the Act apply?

FERPA applies to the education records of persons who are, or have been, in attendance at CSU, including students in continuing education programs sponsored by the University. FERPA does not apply to records of applicants who are denied admittance or, if accepted, do not attend CSU.

To What Records Does the Act Apply?

The act applies to all education records maintained by CSU, and all parties acting for CSU, which are directly related to a student. Records containing a student's name, identification number, or other personally identifiable information, in whatever medium, are covered by FERPA unless identified in one of the act's excluded categories.

Enforcement and Penalties

The CSU Office of the Registrar is responsible for university compliance with this policy. Responsibility for administering the act by the federal government has been assigned to the Family Policy Compliance Office within the United States Department of Education. This office reviews and investigates complaints and attempts to bring compliance through voluntary means.

FERPA Compliance

Students who need assistance or who wish to file a complaint under FERPA should do so in writing to the Family Policy Compliance Office, sending pertinent information through mail, concerning any allegations to the following address:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1.800.U.S.A.LEARN (1.800.872.5327)

Contact Us

Please contact the Office of the Registrar at 800.977.8449 or registrar@columbiasouthern.edu if you have any additional questions or concerns about our privacy policy.

We accept the following forms by email, fax and mail.

- [Student Release for Education Records](#)
- [Request to Revoke Directory Information Release Form](#)

For complete FERPA information, visit the [FERPA](#) section of the website.

The Crime Awareness and Campus Security Act of 1990

THE JEANNE CLERY DISCLOSURE COMPLIANCE STATEMENT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the federal law, originally known as the Campus Security Act, which requires colleges and universities across the United States to disclose information about crime on and around their campuses. Columbia Southern University's Annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on-campus, in

certain off-campus buildings, property owned or controlled by CSU, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. A link to a copy of the report is included below.

View the complete [Annual Security Report](#) online.

Student Records

Student records, including financial and academic records, are kept indefinitely.

University Catalog and Student Handbook

The University Catalog is the official document on policies and academic information.

The CSU Student Handbook is the official, comprehensive guide on student information, procedures, and a quick reference to official policies included within the University Catalog. Additionally, the handbook outlines available support services for student success, academic guidance, and the responsibilities, expectations, and rights of students.

The [Student Handbook](#) may be viewed online.

II. BOARD OF TRUSTEES AND ADMINISTRATION

Board of Trustees

Columbia Southern University is governed by a nine to fifteen-member Board of Trustees (herein, Board), which establishes the mission and determines the general policies and affairs of the University. The Articles of Incorporation and the By-laws of Columbia Southern University clearly define the powers, duties, and responsibilities of the Board.

The Board is responsible for appointing the President, establishing broad institutional goals and plans, approving earned degrees, approval of all governmental and private financial aid programs, review and approval of the annual operational and capital expenditures budget, including all major contractual relationships and other major obligations executed in the name of the University, and such other responsibilities as law, governmental directives, or customs require the Board to act upon. The Board fulfills its responsibilities through three standing committees - The Executive Committee, the Academic and Student Affairs Committee and the Finance Committee - and through established procedures to ensure that it is adequately informed about the programs and general condition of the University. The Board meets a minimum of four times per year. Two meetings are held via teleconference.

Questions concerning the Board of Trustees should be directed to the Office of the President, Columbia Southern University.

Major General Byron Bagby

US Army (Ret), Managing Partner BMB Solutions, LLC
Alexandria, VA

Mr. Dennis Cariello

Hogan, Marren, Babbo, and Rose, Ltd
Westfield, NJ

Dr. Cheryl Carpenter-Davis

Vice President, Academic Affairs, Cleveland University
Kansas City

Dr. Clayton Hess

President, Lincoln Memorial University
LaFollette, TN

Chief Forney Howard

Retired Fire Chief, City of Orange Beach
Pinson, AL

Dr. Gery C. Hochanadel, Chairperson

Vice President, Academic Affairs (Ret), Cleveland University
Lenexa, KS

Vice Admiral Gerald L. Hoewing

US Navy (Retired), Senior Advisor Strategic Innovation
University of West Florida
The Villages, FL

Edward P. Meehan

Arcady Bay Partners, Founder
Aldie, VA

Chantell Cooley

Senior Vice President, Columbia Southern Education Group
Elberta, AL

Minnie Mayes

Executive Advisor, Columbia Southern Education Group
Elberta, AL

Robert Mayes

Chief Executive Officer, Columbia Southern Education Group
Elberta, AL

Administration

SENIOR EXECUTIVES

Ken Styron, M.B.A.

President

Janell E. Gibson, M.S.

Provost and Chief Academic Officer

Pat Troup, B.S., C.P.A.

Chief Financial Officer

Scott Oswald

Chief Information Officer

Eric McHaney, M.S.

Chief Marketing Officer

Chelsea Hoffman, M.B.A.

Chief of Staff

EXECUTIVES

Rick Cooper

Vice President, Business Development and Military Initiatives

Sue Butts, SPHR, SHRM-SCP

Vice President, Human Resources and Training and Development

Joe Manjone, Ed.D.

Assistant Provost, Special Programs

Elwin Jones, Ph.D.

Dean, College of Business and Assistant Provost

Misti Kill, Ph.D.

Vice Provost, Academic Affairs
Dean, College of Safety and Emergency Services

Sonya Rogers, Ed.D.

Dean, College of Arts and Sciences and Assistant Provost

Lee Barnett, Ph.D.

Vice Provost, Student Affairs

Edward Witherington

Associate Vice President, Business Intelligence

Khalilah Burton, Ed.D.

Assistant Provost, Institutional Effectiveness and Accreditation

Caroline Walters, M.S.

Associate Vice President, University Relations

Pam Northrup, Ph.D.

Vice Provost, Educational Support and Services

Barry Goldstein, Ph.D.

Special Assistant to the President and Provost

Craig Taylor

Associate Vice President, Finance

Charles Mims, B.S.

Associate Vice President, Information Technology

Sonya Kopp, M.Ed.

Assistant Provost, Curriculum Planning and Accreditation

ACADEMIC LEADERSHIP

John Willey, Ph.D.

Dean, Faculty Development, Services, and Support

Megan Bowers, M.S.

Academic Discipline Director, Mathematics and Natural Sciences

Freda Braddock, Ed.D.

Academic Program Director, Behavioral Sciences and Orientation

Daniel Corcoran, Ph.D.

Academic Program Director, Occupational Safety and Health; Environmental Management

Joyvina Evans, Ph.D.

Academic Program Director, Health Care

Jennifer Gordon, Ed.S.

Academic Discipline Director, Communicative Arts

John Hargadon, Ph.D.

Academic Program Director, Business Leadership

Darlene Jaffke, D.B.A.

Academic Program Director, Professional Business

Sancho Manzano, Ph.D.

Academic Program Director, Emergency Management; Technology

Tanesha Morgan, Ph.D.

Academic Program Director, Public Business

Tamara Mouras, Ph.D.

Academic Program Director, Criminal Justice; Homeland Security

Keith Padgett, M.S., EFO, CFO

Academic Program Director, Fire; Emergency Medical Services Administration

Prebble Ramswell, Ph.D.

Academic Discipline Director, Social Sciences

Renee H. Reynolds, Ph.D.

Academic Program Director, General Studies

Scott Rounds, D.M.

Academic Program Director, General Business

UNIVERSITY LEADERSHIP

Jamie Andrews

Director, Network Operations

Tom Atchley

Director, Corporate Relations

Brittany Armistead

Assistant Director, Creative Services

David Barnes

Director, Bookstore Operations

Vicki Barnes, P.H.R.

Director, Community and Alumni Relations

James Barrows, B.S.

Director, Software Development

Jacqueline Beverly

Assistant Director, Instructional Design

James Bills

Assistant Director, Digital Media

Franklin Boykin

Associate Director, Instructional Design and Technology

Justin Boykin

Associate Director, Academic Advising

and Student Support Center

Danielle Burge

Director, Human Resources

Jonathan Byrd

Assistant Director, Success Center

Lillie Cannon, Ph.D.

Associate Vice President, Business Development

Aaron Collins, B.S.

Director, Student Accounts

Nickie Cooper, M.B.A.

Director, Continuing Education

Keith Cullen, Ph.D.

Director, Career Services

Shon Duke

Assistant Director, Student Support Services

Rachel Farris, M.A.

Registrar

Cheryl Fernandez

Associate Director, Financial Aid

Dayna Fuller, M.B.A.

Director, Instructional Design and Technology

Pam Gough

Director, Technical Support

Erica Grant

Interim Director, Administrative Operations

Austin Hanes, B.S.B.A.

Director, Student Resolution and Conduct

Alexis Harris, M.B.A.

Director, State Authorization and Title IX Coordinator

Vickie Hayes

Associate Registrar

Tom Heitman

Assistant Director, Instructional Technology

John Hope, Ph.D.

Director, Academic Assessment and Data Analysis

Rachel Iverson, M.A.

Director, Academic Support Services

Andrew Roman, M.S.S.

Director, Veteran Initiatives

Ernie Rosado, Ed.D., USFA (retired)

Director, Military Outreach

Cherea Schellhase, M.S.

Director, Institutional Research

Jennifer Schroeder, M.Ed., MAOL-HR

Director, Academic Advising and Student Support Center

Blain Snyder

Director, Maintenance

Wendy Troup, M.Ed.

Director, Success Center and Disability Services

Sherry Twitty

Director, Corporate Outreach

Beau Vignes, B.F.A.

Director, Marketing Research and Services

Ralph Viray

Associate Director, Software Development

Marie Williams, M.S

Director, Financial Aid

LIBRARY

Jennifer Steinfeld, M.L.S., M.Ed.

Dean of Library

Ashley Harris, M.S.L.I.S.

Distance and Instruction Librarian

Hila Kelly, M.L.I.S.

Distance and Instruction Librarian

Eden Nitcher, M.L.I.S.

Distance and Instruction Librarian

Laura Rhoden, M.L.S., M.Div.

Distance and Instruction Librarian

III. ADMISSIONS

Admission Requirements Policy

Columbia Southern University (CSU) establishes admission criteria to ensure that students who enroll are capable of successfully completing and benefiting from the educational offerings. CSU admits students to its programs regardless of race, color, national origin, disability, sex, or age. The University administers its educational policies, scholarship programs, and other programs while providing reasonable accommodations for applicants and students with disabilities to the extent required by applicable laws. Applicants under the age of 18 are required to provide parental consent when entering into signed agreements with the University.

Please refer to the CSU website for additional details regarding [Title IX](#).

UNDERGRADUATE PROGRAMS

Applicants for admission must possess a high school diploma or its equivalent at the time of admission. To be considered for **unconditional** admission to an undergraduate program, applicants must submit the following:

- A complete [application](#), which includes, but is not limited to, a valid phone number, email, physical address, and Social Security number (SSN), if applicable.
- Meet all [Admission Documentation Guidelines](#).

Applicants who self-certify graduation from an approved high school program and/or those who must submit additional documents to meet programmatic requirements may be admitted into a program on a **conditional** status. Individuals may complete up to 12 semester hours pending the receipt of the required document(s), upon which time the document(s) must be recorded in the student file in order to continue enrollment. To learn about other conditional admission statuses please refer to the LifePace Learning Conditional Provisional Admission and Conditional Probation Admission policies further below.

Homeschooled students must demonstrate successful completion of homeschooling at the secondary level as defined by state law in which the high school credential is earned. A detailed guide for meeting the CSU admission requirements is available in the [CSU Homeschooled Admission Guidelines](#).

International students must self-certify as to successful completion of the equivalent of grade 12 in a U.S. secondary school and provide evidence of successful completion of a program considered to be equivalent to an accredited high school diploma or GED certificate. In addition, applicants whose native language is not English must demonstrate English language proficiency. A detailed guide for meeting the CSU admission requirements is available in the [CSU International Admission Guidelines](#).

MASTER'S PROGRAMS

Applicants for admission must:

- Complete an application, which includes, but not limited to, a valid phone number, email, physical address, and Social Security Number (SSN), if applicable
- Possess a conferred bachelor's degree issued by an accredited post-secondary institution recognized by the U.S. Department of Education or equivalent, and
- Meet all [Admission Documentation Guidelines](#)

Conditional admission allows applicants who have a conferred bachelor's degree from a recognized post-secondary institution or the equivalent to enroll in a graduate program for six semester hours pending the receipt of required official transcripts. To learn about other conditional admission statuses please refer to the LifePace Learning Conditional Provisional Admission and Conditional Probation Admission policies further below.

DOCTOR OF BUSINESS ADMINISTRATION

Applicants for admission must:

- Complete an application, which includes, but not limited to, a valid phone number, email, physical address, and Social Security Number (SSN), if applicable;
- Possess a conferred bachelor's degree and a master's of business administration, or a business related master's degree issued by an accredited post-secondary institution recognized by the U.S. Department of Education or equivalent;
- Have two years of business related professional experience post baccalaureate; and
- Meet all Admission Documentation Requirements

Conditional admission allows applicants who have a conferred bachelor's and master's degree from a recognized post-secondary institution or the equivalent to enroll in a doctoral program for seven semester hours pending the receipt of required official transcripts. To learn about other conditional admission statuses please refer to the LifePace Learning Conditional Provisional Admission and Conditional Probation Admission policies below.

OTHER GENERAL REQUIREMENTS

Student Identity Verification

CSU must establish the identity of the student who registers in distance education programs to assure it is the same student who participates in and completes courses and receives academic credit. Applicants are required during the admissions process to submit a color image of a valid government-issued photo ID, such as a state driver's license, state identification card, or U.S. passport. CSU reserves the right to require additional sources of identity verification, such as the following:

- SSN card
- Utility bill less than 90 days old
- W-2 tax form
- Voter registration card
- Current lease or rental agreement
- Vehicle registration
- Current Homeowner's insurance policy with name and address

International applicants are required to submit a color image of a valid international government-issued driver's license, national/state/province identity card (including European ID card), or a valid international travel passport. Additional identity verification sources may be required; such as, but not limited to the following:

- Permanent Resident card
- Immigration and Naturalization Service Employment Authorization Card (I-766) (for those working in the U.S.)
- Border Crossing card

LIFEPACE LEARNING CONDITIONAL PROVISIONAL ADMISSION

These programs are designed for adult students with commitments, obligations, and schedules that require additional flexibility beyond that offered in standard cohort online programs with weekly deadlines. Because of the additional flexibility, these programs are not eligible for FSA, and students must be disciplined and committed to a rigorous study schedule to ensure successful course completion with the ten weeks allotted.

All students enrolling in these programs for the first time at CSU are admitted conditionally and in a provisional academic

status for twelve (12) semester hours in undergraduate programs and six (6) semester hours in graduate programs to demonstrate successful academic progress. Upon continuation in the program beyond this period, the student may be admitted unconditionally into the declared academic degree program if all other admission and document requirements are met. Students enrolled in the doctoral program are not eligible for this online enrollment option.

DENIAL/CONDITIONAL PROBATION ADMISSION DECISION AND APPEAL

CSU reserves the right to deny admission to applicants who do not meet admission requirements. Applicants may be admitted conditionally, in a probationary status and the enrollment may be limited in order to demonstrate their ability to successfully complete college-level course work. Factors considered in admission decisions may include, but are not limited to, high school GPA, past academic performance at other post-secondary institutions, excessive course withdrawals, and other indicators of success.

Applicants who wish to appeal the admission decision have the right to do so by providing additional information to support the earned high school diploma or equivalency or supporting documentation which demonstrates extenuating circumstances during the period of substandard performance to registrar@columbiasouthern.edu.

[Admission Decision Appeal Form](#)

Technical Requirements

Curricula at CSU is delivered completely online using the Blackboard learning management system. CSU students must have access to the Internet and an appropriate individual (non-shared) e-mail account in order to complete a program of study at CSU. If personal Internet service is unavailable, you are encouraged to contact local libraries, schools or a public business to locate access to the Internet. The course syllabus, study guide, and examinations are all provided within the online course.

COMPUTER REQUIREMENTS

- Operating System: Windows 7 or later; Mac OSX10.6 or later (for a list of OS/browser compatibility, visit help.blackboard.com)
- Internet Connection: Minimum Download Speeds of 300Kbps, Minimum Upload Speed of 300Kbps
- Software: Students must have software capable of creating, editing, and saving Microsoft Office document files (.doc, .docx), Microsoft Excel spreadsheet files (.xls, .xlsx), and Microsoft PowerPoint presentation files (.ppt, .pptx). Students may access a 30-day trial version and/or purchase the required Microsoft software at <https://products.office.com/en-us/try>
- **Plug-ins:** Java, Acrobat Reader, Quick Time, Flash Player

- **Internet Browser:** A list of certified and compatible browsers can be found at the following site:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support

Admission Status

Students may enroll at CSU under one of the following circumstances:

- **Temporary:** Application submitted but has not been approved and evaluated for transfer credit. Not eligible for students utilizing Federal Student Aid or Veterans Benefits.
- **Conditional:** 12 semester-hours Undergraduate/6 semester-hours Graduate have not yet been successfully completed. All official documents have not yet been received. Student is required to meet qualitative / quantitative measures during this conditional period approved by the Academic Advisor.

Note that any one or more of the above places the student at "Conditional" Admission Status until all requirements are met.

- **Unconditional:** Application approved, transfer credit evaluated, and all required official transcripts on file and academic requirements of Conditional status have been fulfilled.

TEMPORARY STATUS ENROLLMENT

Students who wish to begin enrolling in courses immediately after submitting their application may do so under "Temporary" Admission Status unless they are planning to utilize Federal Student Aid or Veterans Benefits. While "Temporary," students may complete up to 12 undergraduate semester-hours or 6 graduate semester-hours.

When enrolling in courses while on "Temporary" status, the student is responsible to select courses that he or she will not transfer to CSU and that will fulfill the requirements of his or her selected program of study. Information on CSU program course requirements can be found on the CSU Website. For assistance on course selection, students may contact the CSU Admissions Department at 800-977-8449 or admissions@columbiasouthern.edu.

Before enrolling under "Temporary" status, the student should make certain he or she meets the CSU Admission Requirements of a High School transcript or GED for Undergraduate Programs and an accredited Bachelor Degree for Graduate Programs. CSU only accepts transfer credit from institutions accredited by agencies that are recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA) or, for non-U.S. institutions, an accepted foreign equivalent that is listed in the International Handbook of Universities.

A CSU transcript cannot be issued while a student is on "Temporary" status. A CSU transcript may be issued for students on "Conditional" status but will not list transfer credit. A CSU transcript listing all institutional credit may be issued for students on "Unconditional" status.

Admission Process

Students who wish to use Federal Student Aid should follow the admission process as listed on the Office of Financial Aid section of the CSU website.

Step 1: Complete the application for admission by visiting <http://www.columbiasouthern.edu/Apply-Now>.

Please submit your academic transcripts along with your application. Military transcripts and professional licenses and certificates should also be included if applicable. You may fax corresponding documentation to (251) 224-0575. Please indicate on your application if you are eligible for tuition assistance through Military TA, DANTES, or VA. You can also take advantage of our [Transcript Request Service online](#).

Step 2: CSU conducts a comprehensive evaluation of your application and provides you with a detailed evaluation report.

This report outlines courses you need to complete, transfer credit accepted, and complete instructions on enrolling in your selected program of study. You can request priority evaluation service for a \$25 fee to guarantee that your completed application packet be evaluated within 2 business days. Otherwise, applications may take 7-10 business days to evaluate based on the volume of applications received by CSU at that time. Please note that 2 complimentary evaluations are provided; however, documents submitted for evaluation following the complimentary evaluations and prior to enrolling are subject to an additional evaluation fee of \$35.

Step 3: Contact the admissions department or visit our website to enroll.

Our open enrollment allows you to begin your program at any time. The CSU Admissions Department walks you through the process of enrolling and registering for your first course. Even if we are still missing copies of the transcripts we need to complete your evaluation, you can enroll immediately under Temporary Admission Status. As a temporary student, you may complete up to 12 undergraduate semester hours or 6 graduate semester hours. Once all official transcripts are received and evaluated, an Application Evaluation Report is issued and your status is changed. For more information, please refer to the Admission Status information above.

Step 4: Schedule an initial advising session with your academic advisor.

The CSU Admissions Department contacts you to finalize your enrollment and schedule your first advising session with your academic advisor, who serves as your main point of contact

throughout your degree program. If you are unable to speak with the Admissions Department, your advisor will reach out to you directly, or you can call 877-323-4471 to set an appointment. This initial advising session is an opportunity for your academic advisor to learn about you and your individual situation and goals, and to develop your educational pathway that will enable you to attain these goals. During this session, you and your advisor will work together to develop a course of action for degree completion. Your advisor also provides you with important tips for success throughout your journey at CSU. This is an important step, so be looking for the call – your advisor is ready to help!

Understanding Degree Requirements

DEGREE PROGRAM REQUIREMENTS

Upon evaluation, the prospective student sees the Comprehensive Degree Report (CDR) in the myCSU Prospect Portal. This document lists the requirements as outlined in the CSU Catalog for the current enrollment year. The Comprehensive Degree Report is reflective of degree requirements at the time of evaluation and transfer credit, and remaining degree requirements. Upon becoming a student, the CDR also shows completed CSU courses, and courses in progress. It is a live document and is available at all times in the myCSU portal.

Curricula listed in the current catalog and on the University website reflect current program requirements. Students already evaluated and/or enrolled in a degree program should refer to their Comprehensive Degree Report to determine specific degree requirements as established at the time of evaluation. The catalog and website may continue to be referenced for the purposes of finding available courses, course descriptions, and other pertinent academic and specific policy information. (The Student Handbook should also be referenced for additional policy information.)

CHANGE IN DEGREE PROGRAM REQUIREMENTS

In the event that degree program requirements change, students are given the opportunity to either complete their degree as outlined in their Comprehensive Degree Report or request a reevaluation for the newly revised program requirements. If a student has not attended CSU for a period of one year, the student will be required to satisfy the current degree program requirements as outlined in the effective catalog.

When a student elects to change their degree program, the student will be required to satisfy the current degree program requirements as outlined in the effective catalog.

Students are encouraged to contact their academic advisors with questions regarding degree requirements or their Comprehensive Degree Report.

Online Learning Options

An application for admission is required for all students; in addition, all applicable admission requirements apply.

LIFEPACE LEARNING

LifePace Learning (LPL) is an online correspondence learning model and provides a flexible, asynchronous learning format for CSU students. The flexibility of this learning option allows the student to complete courses within a timeframe that aligns with the student's schedule and learning preference.

Students may enroll in LPL courses at any time. Start dates are defined and communicated to the student following enrollment processing. Although the standard length of an LPL course is ten consecutive weeks (the end date is set ten weeks from the course start date), students can progress through a course in as few as four weeks or extend the course to as many as 18 weeks.

Additional time beyond the normal course length of ten weeks requires the purchase of a course extension. The course end date is the only required deadline. Students in LPL courses can submit assignments and complete assessments throughout the duration of the course; however, all course work must be submitted before midnight on the evening of the course end date to receive credit for the completed academic work.

Federal Student Aid is not available to students enrolling in LPL courses. The Doctor of Business Administration (DBA) program is not offered in this learning option.

TERM

The Term learning option has defined start and end dates consisting of nine weeks (56 days) of instruction in eight units of study. Instruction begins on Wednesday and ends on Tuesday. The Term learning option is designed for distance education students to interact with their instructor weekly. Students enrolled in the Term option follow defined submission dates for all academic work. This learning option provides a structured framework that facilitates on-time course completion, allowing students flexibility throughout the week for assignment completion. Designated login times are not required. Students complete and submit course work at a continuous and pre-determined pace throughout the term. In addition to weekly assignment/assessment due dates, students also interact with course faculty and other class members through weekly discussion boards.

All CSU degree programs are eligible for this learning option. Students utilizing Federal Student Aid are required to enroll in the Term option.

VETERANS FLEXIBLE ENROLLMENT

The Veterans Flexible Enrollment learning option is designed for students using educational benefits approved by Department of Veterans Affairs (VA) who also require a

flexible structure for course completion. This option designates set start and end dates that follow the Academic Term Calendar while allowing the flexibility of no weekly deadlines for completing assignments and required coursework. A recommended course schedule is provided as a guide to assist Veterans Flexible Enrollment students with meeting course completion requirements. Attendance verification is required by week four for this learning option. This learning option provides the structure required by the Veterans Administration yet provides additional flexibility to students in scheduling their course activities. Reflective journals, as described above in the LifePace Learning option, are also utilized in the Veterans Flexible Enrollment learning option. This level of participation between faculty and students satisfies the US Department of Veterans Affairs' substantive interaction requirements.

Veterans Flexible Enrollment is only available through utilization of VA educational benefits. Students who do not meet this qualification may consider Term or LifePace Learning options. The Doctor of Business Administration (DBA) program is not offered in this learning option.

Transfer Credit Policy

Columbia Southern University (CSU) evaluates transfer credit upon student submission of the following:

- official post-secondary transcripts
- military and employer courses reviewed by the American Council on Education (ACE)
- credit by examination score sheets
- professional training certificates

Accepted courses are relevant to the program of study and equivalent in both content and degree level. The Office of the Registrar conducts all transfer credit evaluations. The Academic Program Director approves exceptions. The College Dean determines the final decision regarding transfer credit appeals.

SOURCES OF TRANSFER CREDIT Academic Credit

CSU accepts academic credit from accredited institutions whose agencies are recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA).

Transferrable Courses

- Courses with a grade of "D" or above may apply to undergraduate degree requirements unless a minimum grade of "C" is required to satisfy specific program requirements.
- A grade of "D" is not accepted as transfer credit for English composition or any mathematics requirement for any degree program.

- Courses with a grade of "B" or above may apply to master's degree program requirements; in some cases, a grade of "C" may be considered.

Transcripts submitted in languages other than English must be evaluated by an approved third-party and translated into English. Acceptable third-party agencies are those recognized by the National Association of Credential Evaluation Service (NACES). Transcripts may also be evaluated by a transcript evaluator fluent in the language of origin and English and possess expertise in the educational practices of the country of origin. All translated materials must be official and translated to English.

CREDIT BY EXAMINATION

CSU uses ACE guidelines to determine if examinations warrant awarding academic credit. Examinations must meet minimum passing scores. CSU accepts credit by examination from testing centers, to include but not limited to, the following examples:

- [The College Level Examination Program \(CLEP\)](#)
- [DSST](#)
- [Excelsior's UExcel](#)

PROFESSIONAL LICENSES, CERTIFICATES, AND TRAINING PROGRAMS

CSU uses ACE guidelines to determine if training programs, certificates, professional licenses, and/or military training warrant awarding academic credit. The following ACE publications are used:

- [The National Guide to College Credit for Workforce Training](#)
- [Military Guide: Guide to the Evaluation of Educational Experiences in the Armed Services](#)

Professional training certificates without an ACE recommendation may be considered. Approval is determined upon the Academic Program Director's review and acceptance of industry curriculum standards associated with the certificate.

EXPERIENTIAL OR EQUIVALENT LEARNING

CSU takes into consideration that adult learners gain knowledge outside of a traditional academic environment and will consider experiential learning credit through a Prior Learning Assessment (PLA) review. An experienced subject matter expert conducts a PLA review to determine if the prior learning experience meets the standards to award academic credit.

Students should contact their Academic Advisor for more information.

TECHNICAL CREDIT

The Academic Program Director reviews submitted technical credit by assessing the course content and learning outcomes to determine transferability.

**MAXIMUM ALLOWABLE TRANSFER LIMITS
Undergraduate Degrees**

A maximum of 45 semester hours may be awarded as transfer credit for an associate degree program and 90 semester hours for a bachelor's degree program. Transfer credit for experiential learning may not exceed 25% of the degree program.

Master's Degrees

A maximum of 18 semester hours may be awarded as transfer credit for a master's degree. Transfer credit for experiential learning may not exceed 25% of the degree program.

Doctoral Degrees

A maximum of 9 semester hours may be awarded as transfer credit for doctoral programs. No credit for experiential or equivalent credit may be considered.

ADDITIONAL TRANSFER CREDIT LIMITATIONS

- CSU certificates are not eligible to receive transfer credit.
- CSU does not accept developmental and remedial coursework for transfer credit.
- Transfer credit decisions, determined by previous colleges or universities, that involve auditing or waiving of program requirements are not applicable at CSU.
- Transfer credit may be limited in order to satisfy specific and relevant degree program requirements. Some courses may not be transferrable due to age of credit. In these cases, the Academic Program Director will review the course information to determine transferability.
- CSU does not typically accept transfer credit from non-accredited institutions; however, transfer credit decisions are not based solely on accreditation. In some cases, CSU qualified faculty conduct a review to determine that courses meet the requirements for the degree the institution awards and that applicable accreditation standards are met.
- Credit for experiential or equivalent learning is applied only to CSU undergraduate and master's level course offerings, excluding General Education requirements.

TRANSFER CREDIT DECISION APPEAL

Students may appeal transfer credit decisions. The completed Transfer Credit Decision Appeal form must be submitted to Registrarappeals@columbiasouthern.edu. The Office of the

Registrar will escalate the appeal to the appropriate Academic Program Director for consideration.

TRANSFER OF CSU CREDIT

CSU credit transferred to other institutions is evaluated at the sole discretion of said institutions. It is the students' responsibility to seek prior approval of CSU credits for purposes related to transferability of credit, credentialing, tuition reimbursement, or other academic and professional reasons. Students with questions regarding the transfer of CSU credit may send inquiries to:

Registrar@columbiasouthern.edu.

Petition for Graduation

Students within 12 hours of satisfying program requirements are encouraged to file a [Petition for Graduation](#) form. Once submitted, an official audit of the student record is performed which includes, but is not limited to, number of credits earned, financial standing, and official transcript record.

A transcript bearing the University seal and signature of the registrar is the official copy of your permanent academic record. A transcript will be provided to you at the time of graduation. Additional transcripts may be obtained by written request to the university.

Refer to the [Student Handbook](#) for a list of degree conferral dates.

Note: Students enrolled in the DBA program should refer to the DBA Graduation Requirements Policy.

Commencement Ceremony

Each year CSU hosts a commencement ceremony for those graduates who have completed their programs. CSU encourages all graduates to attend the commencement exercise and accompanying activities. There is a fee for the ceremony and an additional fee for regalia (cap, gown, and tassel). Since the ceremony fee varies from year to year, students should visit the CSU website for pricing information. Travel arrangements and accommodations are the responsibility of the student.

Note: Due to the COVID-19 pandemic, the 2020 commencement ceremony will be held virtually in lieu of an in-person event.

Diploma

The diploma is mailed directly to the address provided on the Petition for Graduation Form. This normally takes approximately five to six weeks after the degree is officially conferred. An official transcript is mailed within 3-5 business days after the degree is conferred.

Requesting a Transcript

Once a student has completed the first three-credit hour course, and course tuition has been received, the student may request an official CSU transcript. Only transfer credit submitted to the University via official documents is included on the CSU transcript. Unofficial transfer credit is not notated on the CSU transcript. A CSU transcript may be requested by using the Official Transcript Request form and a transcript fee applies. Financial obligations to CSU must be met before the transcript can be released. Please allow 7-10 business days for processing. The record is mailed as a sealed official transcript to the institution or person indicated on the Transcript Request Form. An unofficial transcript may be emailed or faxed if indicated on the request form. Please note, the transcript processing fee only applies to the official transcript.

Returning Students

Students not in an active status with the University, or those formally withdrawn from the institution, are required to login to their [myCSU Portal](#) account and click “Re-Apply” at the top of the page to submit a Re-Enrollment Application.

Upon submission of the Re-Enrollment Application, submission of official transcripts not previously received by the University is required. Students may opt to use the Transcript Request Service for assistance in obtaining official documents. Students re-admitted to the University are subject to the current University Catalog, including academic policies, tuition rates, and program requirements. Once all documentation is received by the University, an applicant evaluation report is issued to the student. Students who are in receipt of an applicant evaluation report may register for courses. Students should seek academic advisement prior to enrolling.

Returning Graduates

Students returning for a subsequent degree program should submit the Re-Enrollment Application. A graduation audit must be passed for the previous program. Additional official transcripts/documents not previously submitted may be requested through the CSU Transcript Request Service. CSU cannot order copies of CLEP scores or international transcripts. Returning students are required to have an evaluation of credit completed prior to beginning their next degree program with CSU.

IV. TUITION & FEES

Tuition Rates

| Education Level | Cost Per Credit Hour |
|-----------------|----------------------|
| Undergraduate | \$235.00 |
| Masters † | \$325.00 |
| Doctoral | \$420.00 |

Rates are per credit hour. Most courses are three (3) credit hours. Tuition and fees are payable in U.S. funds. For a complete list of payments options, visit the [Payment Options](#) section of the website. Tuition Rates are subject to change. For the most current tuition information, visit the [Tuition and Financing](#) section of the website.

CSU Learning Partners receive a tuition discount that is applied to the full tuition rate. For current Learning Partner tuition rates, please visit the [Tuition and Financing](#) section of the website.

†The tuition rate for masters courses per credit hour is \$250 for all active-duty military members using military tuition assistance (not applicable for CSU learning partners). The lower rate is offered to keep the tuition rate at the Department of Defense cap of \$250.

Student Fees

Fees are charged when services are rendered.

| Fee | Amount |
|---|--------|
| Application - Domestic | \$0 |
| Application - International | \$0 |
| CSU Library Fee ¹ (<i>One-Time Fee</i>) | \$35 |
| <i>Waived for Military using military TA (Tuition Assistance)</i> | |
| CSU Library (<i>DBA Students</i>) | \$50 |
| Petition to Graduate | \$100 |

Additional Fees

| Fee | Amount |
|--------------------------------------|--------|
| Bachelor to Associate Degree Request | \$100 |
| Change of Concentration | \$25 |
| Change of Program | \$35 |
| CSU Official Transcript | \$15 |
| Degree to Certificate Request | \$50 |
| In-Program Re-Evaluation | \$25 |
| Priority Evaluation | \$25 |

| Fee | Amount |
|--|-------------|
| Registration Fee ² (<i>One-Time Fee</i>) | 20% |
| Remote Proctor Now ³ | \$19 |
| Replacement Diploma/Certificate | \$25 |
| Return Check | \$25 |
| Subsequent Evaluations | \$35 |
| Term Late Enrollment | \$50 |
| Commencement Ceremony <i>Includes four (4) guests</i> | \$145 |
| Additional Guests | \$25/person |

- 1 Waived for Military using military Tuition Assistance (TA).
- 2 All students who drop/withdraw from a course after the drop date (7 calendar days) will be charged a one-time Registration fee (maximum of \$200 per degree program.)
- 3 Fee to utilize Remote Proctor Now will be paid to Software Secure.

Proctoring Fees

Additional fees may apply for students utilizing the standard proctoring option. Fees incurred by the use of proctoring services are the responsibility of the student.

Rush/Ancillary Fees

Additional fees apply for rush services and are sometimes subject to carrier rates.

Shipping and Handling Fees

Fees and shipping and handling charges are non-refundable and are subject to change.

Course Extension / Incomplete Fees

| LifePace Learning Extensions | Amount |
|--|--------|
| 15 day | \$25 |
| 30 day | \$50 |
| 60 day | \$100 |
| Term and Veterans Flexible Enrollment Incomplete | |
| 30 day | \$50 |

Automatic Credit Card Payment Plan

Automatic Credit Card Payment Plan information applies to all online learning options: LifePace Learning, Term, and Veterans Flexible Enrollment. CSU offers an automatic credit card payment plan for students paying out-of-pocket. This plan allows students to spread tuition payments out over time by having them automatically charged to a credit card on a pre-

set schedule. Whether students would like to pay weekly, bi-weekly, monthly or a full payment, CSU offers this special payment plan that gives students the power of choice. Using scheduled automatic credit card payment option can help students fit education into their budget. **It is important to note that regardless of the automatic payment schedule selected, the first payment will be charged the day that the enrollment is processed.**

To be eligible for this plan, the student must:

- Have declared an undergraduate or graduate degree as their academic goal
- Use a credit card as payment
- Have an acceptable credit history with CSU (new students automatically qualify if the first tuition payment is approved)

Corporate Billing

Tuition is billed to the corporation responsible for funding an employee's tuition. Approved company or government vouchers or purchase orders must accompany Enrollment Agreements.

Military Educational Benefits

CSU is approved to offer Veterans Affairs (VA) Benefits through DANTES. In most cases, these benefits cover the entire cost of a program. Students approved for these educational benefits are to pursue tuition payment through required official documents. Students using VA benefits must enroll in the Term or Veterans Flexible Enrollment options.

The following links are for informational purposes as students pursue these benefits:

- [Military Tuition Assistance](#)
- [Veterans Affairs Benefits](#)
- [DANTES Tuition Assistance](#)
- [VA Flex Payment Plan](#)

VA students may place a \$99 down-payment for the first and/or second enrollment. Tuition must be paid in full prior to the third enrollment. This VA Flex Payment Plan is not available for Federal Student Aid, Tuition Assistance, Chapter 31, Chapter 33, or if receiving any other form of financial assistance.

Types of Federal Student Aid Available

To be eligible for Federal Student Aid (FSA), students must be admitted to the university. FSA offers federal grant and loan programs administered by the U.S. Department of Education. CSU participates in the following grant and loan programs:

FEDERAL GRANT PROGRAM

- Pell Grants

FEDERAL DIRECT LOAN PROGRAM

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Direct PLUS Loans

For detailed information regarding Federal Student Aid including eligibility, procedures for applying, awarding FSA and loan counseling, students should access the [Office of Financial Aid](#) section of the website.

Enrollment Status Requirements

TERM PROGRAMS

Students must be enrolled at least half-time in order to be eligible to receive federal student aid (FSA). If a student's enrollment status changes during the first week of classes, or a student does not begin attendance in all courses, the amount of federal student aid awarded is recalculated. Please refer to the chart below for enrollment status classifications.

| | Associate & Bachelor | MS & MBA | Doctor of Business Administration |
|-----------|----------------------|-------------|-----------------------------------|
| Full-Time | 6 credits + | 3 credits + | 2 credits +* |
| Half-Time | 3 credits | N/A | 1 credit |

**DBA students may take up to six (6) credits of major coursework simultaneously.*

Tuition Refund Policy

LIFEPACE LEARNING, TERM, AND VETERANS FLEXIBLE ENROLLMENT

Students who wish to drop/withdraw (See [Official Course Drop/Withdrawal Policy](#)) from a course or withdraw from their program are encouraged to complete the [Official Course Drop/Withdrawal Form](#) located in the myCSU Student Portal; however, students may withdraw in any manner by contacting the Office of the Registrar. Any refunds due will be issued within 30 calendar days. All students who drop/withdraw from a course after the drop date (7 calendar days) will be charged a one-time 20 percent Registration Fee (maximum of \$200 per degree program). The remaining tuition will be refunded based on the course start date and the tuition percentage amounts listed below.

Note: Refunds may be reduced by the cost of the textbook (See [Textbook and Course Material Policy](#)).

Table 1 displays the percentage of tuition returned to the student minus the application and/or registration fee AFTER the listed timeframes.

TABLE 1 – PERCENT RETURN

*Percent return is effective after the timeframe.

| Timeframe* | Percentage returned to student |
|------------|--------------------------------|
| 1st week | 80% |
| 2nd week | 60% |
| 3rd week | 40% |
| 4th week | 20% |
| 5th week | 0% |

Sample Refund Calculation: The following tables pertain to the sample refund calculation. **Table 2** denotes the institutional charges. **Table 3** is a sample refund calculation.

TABLE 2 – INSTITUTIONAL CHARGES

| CSU Institutional Charge | Amount |
|---|--------|
| Tuition (3-credit undergraduate course) | \$705 |
| One-time Registration Fee – 20% | \$141 |

TABLE 3 – SAMPLE REFUND CALCULATION

*Student requests to drop course AFTER the first week, i.e. in Week 2, (and after the 7-day cancellation period from the time of enrollment):

| CSU Institutional Charge | Eligible Refund |
|---|------------------------|
| Tuition (3-credit undergraduate course) | \$705 |
| One-time Registration Fee | (\$141) |
| Net Remaining Tuition | \$564 |
| Refund Percentage | 80% |
| Eligible Refund | \$564 * 80% = \$451.20 |

Note: Refunds may be reduced by the cost of the textbook (See [Textbook and Course Material Policy](#)).

State of California, Student Tuition Recovery Fund (STRF)

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education

P.O. Box 980818
West Sacramento, CA 95798-0818
(916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Textbook and Course Material Policy

Columbia Southern University (CSU) provides course material for all courses. The course material may vary from course to course and could be in the form of printed textbooks, electronic textbooks (eTextbooks), or Integrated Learning Resources (ILR). CSU determines the most effective material to ensure a positive learning experience for students.

PRINTED TEXTBOOKS

Book Grant

The Book Grant provides printed textbooks to students at no cost contingent upon the student successfully completing the course. Successful course completion is defined as earning a passing grade in the course.

If a student drops, withdraws from, is institutionally withdrawn from, or fails a course, the student is responsible for the cost of the textbook unless one of the following occurs:

- The student returns the textbook postmarked within 30 days to have the charge reversed.
- The student plans to retake the same course in the next consecutive term or enrollment period and submits an enrollment within 30 days. Students enrolled in the Term or Veterans Flexible Enrollment learning option should return the textbook if the course is not available in the next consecutive term.

Students who do not successfully complete a course should enclose the [Textbook Return Form](#) with the returned textbook. Students who return textbooks without the proper paperwork to identify themselves may not receive credit for the return. Students who do not return textbooks and/or do not pay the textbook charge may be prohibited to enroll in future courses.

Textbook charges are based on the retail textbook price listed on the CSU website or 70% of the listed retail price if the student was issued a used textbook.

Note: Textbooks may be in new or used condition.

Loan-a-Book

The Loan-a-Book program provides printed textbooks for select courses at no cost contingent upon the student

successfully completing the course. Printed textbooks provided in the Loan-a-Book program are required to be returned to CSU within 30 days after course completion.

If a student drops, withdraws from, is institutionally withdrawn from, or fails a course, the student is responsible for the cost of the textbook unless one of the following occurs:

- The student returns the textbook postmarked within 30 days to have the charge reversed.
- The student plans to retake the same course in the next consecutive term or enrollment period and submits an enrollment within 30 days. Students enrolled in the Term or Veterans Flexible Enrollment learning option should return the textbook if the course is not available in the next consecutive term

A return label is provided with the textbook and should be utilized when returning the textbook to CSU. Instructions are emailed to students that outline additional requirements. Students who do not return textbooks and/or do not pay the textbook charge may be prohibited to enroll in future courses.

Textbook charges are based on the retail textbook price listed at the CSU website or 70% of the listed retail price if the student was issued a used textbook.

The Loan-a-Book program may be utilized during natural disasters or other situations where the student's textbook is destroyed or no longer accessible. Textbooks provided during these circumstances are required to be returned following the same procedures as the standard Loan-a-Book program. Textbooks not returned are charged to the student's account.

Note: Textbooks may be in new or used condition.

eTextbooks

An eTextbook is an interactive, electronic version of the course textbook that can be accessed and downloaded on the course start date. eTextbooks are provided at no cost. Digitally stored eTextbooks may contain audio, video, and animations that enhance the student learning experience. A clickable table of contents allows students to quickly navigate to the desired page(s), highlight, and take notes directly within the eTextbook.

Students gain access to the eTextbook in Blackboard, on the course start date. The eTextbook remains active for 180 days from the initial time the text is accessed. The eTextbook can be printed as much as needed, up to ten pages at a time. Students are able to purchase a printed version of the eTextbook once the course begins from a third-party vendor link within the eTextbook. The cost of the printed eTextbook is the responsibility of the student.

eTextbooks can be accessed by utilizing iOS, Android, Kindle Fire, Mac, and PC computers and devices.

Video tutorials are available in Blackboard to assist students on how to utilize eTextbooks. The tutorials outline tips for using the eTextbook on and offline, highlighting, note taking, and all other capabilities.

Students should contact their course professors or CSU Technical Support with any technical issues that may arise.

INTEGRATED LEARNING RESOURCES (ILR)

In an effort to improve and enhance learning, selected CSU courses do not require a printed or electronic textbook. ILR material contains library resources, labs, lectures, faculty-created content, and video presentations. Subsequently, courses may have extended study guides or interactive material that enhances the learning experience and enables students to learn and grow in their disciplines in a practical way.

Students gain access to the ILR material through Blackboard on the course start date. These resources are stored digitally and can be printed.

V. FINANCIAL ASSISTANCE

Types of Federal Student Aid Available

To be eligible for Federal Student Aid, students must be admitted to the university.

Federal Student Aid (FSA) offers federal grant and loan programs administered by the U.S. Department of Education. CSU participates in the following grant and loan programs:

FEDERAL GRANT PROGRAMS

- Pell Grant

FEDERAL DIRECT LOAN PROGRAM

- Direct Subsidized Loans
- Direct Unsubsidized Loan
- Direct PLUS Loans

For detailed information regarding Federal Student Aid including eligibility, procedures for applying, awarding FSA and loan counseling, students should access the [Office of Financial Aid](#) section of the website.

Leave of Absence Policy

Students enrolled in the Term learning option that are unable to enroll in one or more terms, may apply for a temporary Leave of Absence (LOA) from the University. This policy is designed to allow a student the flexibility to take a temporary break from his or her academic program, and upon return, a student is not be required to apply for readmission to the University. A student will not be granted a LOA in the middle of a term; therefore, for purposes of Title IV, a student granted a temporary LOA is considered withdrawn from the University during this time. A student is expected to complete all courses if currently enrolled in a term and apply for a LOA to begin at the start of the next term in the academic program. If a student is having difficulty or unable to complete all courses in the term they may apply for an incomplete, an incomplete for special circumstance or withdraw, in which case a Return of Title IV calculation may be required.

A student may apply for a LOA by submitting the Leave of Absence Request Form located in myCSU Student Portal. All requests must be submitted a minimum of three (3) weeks prior to the start of the term the student will be unable to attend. A temporary LOA from the University is granted only to a student planning to return to his or her academic

program at the end of the LOA. In addition, for both undergraduate and graduate students, the LOA request may not exceed more than two consecutive terms within a 12 month period. A student may request more than one LOA during their academic program not to exceed two terms within a 12 month period.

Important facts concerning a LOA:

- For purposes of Title IV, a student is considered withdrawn from the University while on a LOA; therefore, federal student loans are not eligible for an in-school deferment;
- A student is not eligible to receive federal student aid while on a LOA;
- A student who fails to return from a LOA is required to reapply for admissions to the University after a period of 12 months of inactivity in his or her academic program.

MILITARY/SPECIAL SERVICES LEAVE OF ABSENCE PROVISION

Undergraduate and graduate students requiring a military or special services deployment may request a provisional LOA for the designated deployment period up to 12 consecutive months. A student may apply for a provisional LOA by submitting the Leave of Absence Request Form located in myCSU Student Portal. In addition, a student must provide supporting documentation regarding the nature and period of deployment from his or her commanding officer or supervisor. If the military or special services deployment occurs during a course, the student may be required to withdraw from the course or request an incomplete for special circumstances.

A student should contact his or her Academic Advisor and the Office of Financial Aid to discuss potential academic and financial implications prior to taking a LOA from his or her academic program.

Note: Students enrolled in the DBA program should refer to the DBA Leave of Absence Policy.

Satisfactory Academic Progress Policy (SAP) For Title IV Students

TERM

Federal regulations require CSU to establish and apply reasonable standards of Satisfactory Academic Progress (SAP)

for eligible students to receive financial assistance under the programs authorized by Title IV of the Higher Education Act. CSU students who wish to be considered for financial aid must:

- Be in good standing at the university;
- Maintain satisfactory academic progress in their program of study, as outlined in this policy.

SAP is a financial aid eligibility requirement and is administered by the university in addition to the academic standards of performance required under the CSU Academic Progress Policy.

Students are evaluated for SAP at the end of every payment period. All students are evaluated on three standards: grade point average (qualitative measure), pace of completion (quantitative measure), and maximum timeframe. Students must meet all three standards to maintain eligibility for Title IV funds.

UNDERGRADUATE STUDENTS

Standard 1: Grade Point Average (Qualitative Measure)

Undergraduate students must maintain a minimum qualitative measure of progress defined as a 2.0 cumulative GPA.

Standard 2: Pace of Completion (Quantitative Measure)

Undergraduate students (either full-time or part-time) must achieve a passing rate of at least 66.67 percent of all credit hours attempted. Credit hours attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the pace of completion as attempted and completed credit hours.

Standard 3: Maximum Time frame

Undergraduate students must complete their degree program within 150 percent of the semester hour requirements for the degree as published in the catalog. Students must complete an associate degree within 90 semester hours and a bachelor's degree within 180 semester hours. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation.

GRADUATE STUDENTS

Standard 1: Grade Point Average (Qualitative Measure)

Graduate students must maintain a minimum qualitative measure of progress defined as a 3.0 cumulative GPA for their degree program.

Standard 2: Pace of Completion (Quantitative Measure)

Graduate students must achieve a passing rate of a minimum of 50 percent of 0 to 9 attempted credit hours, a minimum of 60 percent of 10 to 18 attempted credit hours and a minimum of 66.67 percent of 19 or more attempted credit hours towards the degree program. Attempted hours include completed courses, repeated courses, withdrawals, and

incompletes. Transfer credit, if applicable, is also calculated in the pace of completion as attempted and completed credit hours.

Standard 3: Maximum Time frame

Graduate students must complete their degree program within 150 percent of the semester hour requirements for the degree as published in the catalog. Students must complete a master's degree within 54 semester hours and a doctorate degree within 90 semester hours. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation.

SAP POLICY NOTIFICATION

Students are notified of the SAP policy in the CSU catalog, website and during the initial financial aid application process. All periods of enrollment at CSU are calculated in SAP, including periods of enrollment during which a student did not receive financial aid.

COURSE DROP

Students are allowed to drop a course without any negative impact on SAP through the term "drop date" as listed on the academic calendar. A course designated as a "DP" does not count as attempted hours or in the GPA when determining SAP.

OFFICIAL COURSE WITHDRAWAL

A student who withdraws from one or more courses after the drop date will be issued a grade of "W." Course withdrawals will count as attempted credit hours when measuring the maximum time frame and quantitative progress of SAP, but will not be included in the GPA. A student who withdraws from all attempted credit hours during the student's first period of enrollment with CSU will also obtain an undefined GPA. An undefined GPA is equivalent to a 0.00 GPA.

UNOFFICIAL COURSE WITHDRAWAL

A student who unofficially withdraws from one or more courses will be issued a grade of "W/F" or "W/U." "W/F" grades will count as credit hours attempted when measuring the maximum time frame and quantitative SAP. A grade of "W/F" counts as a grade of "F" when measuring qualitative SAP progress. Grades of "W/U" will count as attempted credit hours when measuring the maximum time frame and quantitative progress of SAP, but will not be included in the GPA.

TRANSFER CREDITS

Transfer credits accepted toward the student's degree program will be included as credit hours attempted and earned when calculating the SAP maximum timeframe and quantitative progress.

REPEATED COURSES

Students receiving Title IV Aid may repeat a course, as allowed under CSU academic policy. Repeated courses will be issued a grade of "R" and count as attempted credit hours toward the

quantitative and maximum timeframe SAP standards. A grade of “R” does not count in qualitative determination of SAP. The grade earned upon retake will be used in the cumulative GPA.

INCOMPLETE GRADES

Students receiving federal student aid may receive incomplete grades, as allowed under CSU academic policy. A grade of incomplete will count as credit hours attempted in determining SAP. Students issued a grade of incomplete while on SAP Financial Aid Warning will not be eligible to use federal student aid for subsequent payment periods, pending the resolution of the incomplete grade.

SATISFACTORY/UNSATISFACTORY GRADES

Satisfactory/Unsatisfactory grades will count toward total hours attempted for the Pace of Completion and Maximum Timeframe (calculation of both attempted hours and, if passed, completed credit hours) but will not count in the GPA calculation.

CHANGE OF PROGRAM

All periods of enrollment count when assessing satisfactory academic progress for undergraduate students. All attempted credit hours will be included in making satisfactory academic progress determinations when a student changes degree programs (majors) at the same degree level (e.g., Bachelor to Bachelor). For graduate students, only the credit hours associated with the courses that apply to each specific Graduate degree program will be used in the satisfactory academic progress evaluation.

SAP EVALUATION AND WARNING

SAP is evaluated after every payment period. Students who fail to meet the CGPA and/or pace of completion requirements of SAP will be notified and will be placed on SAP Financial Aid Warning for one term and are encouraged to work with their academic advisor to discuss enrollment options. A student placed on SAP Warning will be eligible to receive federal student aid for one period of enrollment. A student who exceeds the maximum time frame requirement of SAP will be ineligible to continue to receive federal student aid unless an appeal is granted, as described below. A student who fails to meet one or more of the SAP standards at the end of the Financial Aid Warning period will be ineligible to receive federal student aid unless an appeal is granted.

FINANCIAL AID SUSPENSION APPEAL

Students not meeting SAP at the end of the Financial Aid Warning period may appeal that determination and loss of federal student aid eligibility if they have extenuating circumstances, such as injury or illness, the death of a relative, or other special circumstances. The appeal must contain the Financial Aid Suspension appeal form completed by the student and must explain and document why the student was not able to make satisfactory academic progress during the period of substandard academic performance, what has

changed that will allow the student to meet satisfactory academic progress requirements at the next evaluation and a proposed Academic Plan leading to successful program completion prepared by the student’s academic advisor.

MAXIMUM TIME FRAME APPEAL

Students who reach or exceed the maximum time frame allowed while completing their first degree are no longer eligible to receive federal student aid. Students may appeal this decision. The appeal must contain the MTF appeal form completed by the student and the student’s academic advisor, a detailed explanation and supporting documentation of any unusual circumstances such as injury, illness, death of a relative, or other special circumstances that prevented the student from obtaining a degree within the 150% credit hour requirement. The appeal must also include a proposed Academic Plan leading to successful program completion prepared by the student’s academic advisor to include expected graduation date and credit hours remaining in the degree program. If the appeal is approved, aid will be awarded only for the remaining credits required for the completion of the degree.

SUBMISSION OF APPEAL

Students will be sent an email notification from the Office of Financial Aid to include the appeal form once a student becomes ineligible to receive federal student aid due to an adverse SAP determination. Appeals should be submitted in writing to:

Mail

Columbia Southern University
SAP Appeals Committee, Office of Financial Aid
21982 University Lane
Orange Beach, AL 36561

Email

SapAppeals@columbiasouthern.edu
Attention: SAP Appeals Committee

Appeals without supporting documentation will not be considered. The committee will make every effort to consider each appeal carefully and provide a decision within seven to ten business days.

SAP FINANCIAL AID PROBATION

Appeals that are approved will result in a student being placed on SAP Financial Aid Probation. While on SAP Financial Aid Probation, students will be evaluated at the end of each payment period to ensure the student is meeting SAP and/or the conditions of the Academic Plan. Students on SAP Financial Aid Probation are eligible to receive federal student aid.

REINSTATEMENT OF FINANCIAL AID

If a student's appeal is denied or a student does not wish to appeal, a student may regain eligibility for federal student aid by enrolling in and successfully completing courses in his or her degree program without the use of federal student aid. A student may request financial aid reinstatement once he/she successfully completes enough credits to meet the minimum SAP standards. A student should contact the [Office of Financial Aid](#) in writing if the student feels he or she has regained financial aid eligibility and wishes to be reinstated.

Tuition Assistance/DANTES

Tuition assistance is available to active duty, active Guard/Reserve, and military and civilian personnel of the Army National Guard through the Defense Activity for Non-Traditional Education Support (DANTES). Tuition assistance covers the majority of tuition costs for most active duty service members. Each branch of service has established an annual cap for tuition assistance.

Check with your installation education center for more information concerning how to apply for tuition assistance. Reserve component members are also eligible for tuition assistance under this policy. However, each service component has established specific guidelines, limits, and policies for its members that may be different than the typical active duty policy. Before registering for any courses, reserve members should check with their local education services officer for specific information about the limits of their tuition assistance coverage.

If you are in the military and would like to learn more about DANTES, call (850) 452-1111 or visit the website at <http://www.dantes.doded.mil>.

VA Benefits

Students using VA Benefits should enroll through the Veterans Flexible Enrollment Option. Tuition is due at the time of registration unless benefits are paid directly to CSU. In order for CSU to process a registration for students utilizing VA/GI Bill® benefits, all required forms must be submitted to VA and CSU. This helps ensure that benefits are paid in a timely manner. For information on the forms required to be submitted to VA, visit the Veterans Online Application Website (VONAPP) at <https://benefits.va.gov/benefits/vonapp.asp>.

Most Commonly Required Forms

| Form | Use |
|-----------------|---|
| VA Form 22-1990 | Application for Education Benefits |
| VA Form 22-5490 | Application for Survivors and Dependents Educational Assistance |
| VA Form 22-1995 | Application for Change of Program or Place of Training |

| | |
|-----------------|---|
| VA Form 22-5495 | Application for Change of Program or Place of Training, Survivors and Dependents Educational Assistance |
|-----------------|---|

In addition to the above listed forms, students that have been discharged also need to submit DD Form 214. If you have additional questions regarding VA/GI Bill® benefits, please contact the CSU Admissions Department.

DISCLOSURE FOR STUDENTS UTILIZING VA BENEFITS: In accordance with Title 38 US Code 3679 subsection (e), CSU adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill (Chapter 33), or Vocational Rehabilitation and Employment (Chapter 31) benefits, while payment to the institution is pending from the VA.

CSU will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

GoArmyEd

GoArmyEd is the Army's virtual gateway to request tuition assistance online for classroom, distance learning and eArmyEd online college courses. CSU students can continue to receive upfront tuition assistance and enroll in CSU courses through the GoArmyEd portal at www.GoArmyEd.com.

CSU is proud to be a partner with the Army Continuing Education System (ACES) in supporting the educational goals of our soldiers. CSU is also an institutional member of the Service Members Opportunity College (SOC).

Students in the U.S. Army must register for all CSU courses through the GoArmyEd portal and may utilize the "Life Pace Learning" option by selecting a start date on any Wednesday that is at least ten days (30 days if overseas) from the date of enrollment. Students in the US Army who are utilizing Federal Student Aid must also enroll through the GoArmyEd portal

and must select only CSU courses listed with start dates that match the Term Course Schedule. These courses are labeled “8-Week Term”. In addition, such students must make certain to enroll only in the courses offered in the Term Track (A or B) selected on their initial enrollments. In addition, students must remain on the same track throughout their programs.

Air University Associate-to-Baccalaureate Cooperative (AU-ABC)

CSU is proud to participate in the Air University Associate-to-Baccalaureate Cooperative (AU-ABC). This initiative allows an Airman with a specific Community College of the Air Force (CCAF) Associate in Applied Science (AAS) degree to transfer a minimum of 60 semester hours into an approved bachelor’s degree program. This program guarantees that the CCAF graduate would require no more than 60 semester hours to complete the bachelor’s degree with CSU and will be offered in a completely online format.

FINANCIAL ASSISTANCE

To participate in the AU-ABC program, registrants must be active duty Air Force, Air Force Reserve or Air National Guard. However, degree requirements can be completed after a member retires or separates from the service. For more information, including available degree programs, please visit the Air Force Virtual Education Center on the Air Force Portal.

Scholarships

At CSU, we recognize the importance of a quality education and are dedicated to helping you find a way to achieve your higher education goals.

Several scholarships are available such as:

- Robert G. Mayes Memorial Scholarship
- Hero Behind the Hero Scholarship
- Learning Partner Scholarship

Students should complete the online application for the scholarship he or she wishes to be considered for. Applying does not guarantee that a scholarship will be awarded. Scholarships have varying deadlines and application requirements. Actual award criteria are established annually based on the availability of scholarship funds. For detailed information, please visit the [CSU Scholarships](#) section of the website.

CSU PARTNER SCHOLARSHIPS

For detailed information, please visit the [CSU Partner Scholarships](#) section of the website.

We also encourage students to submit a Free Application for Financial Student Aid (FAFSA) to determine additional resources that may be available to help fund their education.

VI. ACADEMIC INFORMATION

Academic Year

The federal student academic year is defined as at least 30 weeks of instructional time. Within the weeks of the academic year, a full-time student is expected to complete at least 24 semester hours. The CSU academic year, for Pell purposes, is 36 weeks, during which a full-time student completes 24 semester hours. CSU uses the following determination to calculate grade level for loan purposes:

| | |
|-------------|---------------------------|
| First Year | 0 to 24 semester hours |
| Second Year | 25 to 48 semester hours |
| Third Year | 49 to 72 semester hours |
| Fourth Year | 73 or more semester hours |

Degree Programs and Certificates

COLLEGE OF ARTS AND SCIENCES

» Associate of Arts in General Studies

Note: AA, General Studies degree is not eligible for Federal Student Aid.

» Bachelor of Science in Psychology

Certificate Options

CSU offers direct enrollment and embedded certificates. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements of the certificate. A student earns an embedded certificate by completing courses that meet the requirements of the embedded certificate within the degree program of record.

Direct enrollment certificates are not eligible for Federal Student Aid.

| Undergraduate Certificate | Direct Enrollment | Embedded Certificate |
|---------------------------|-------------------|----------------------|
| Psychology | | ✓ |

COLLEGE OF BUSINESS

» Associate of Science in Business

» Associate of Science in Health Information Science

Concentrations in

- Track I, Medical Coding
- Track II, General Curriculum

» Bachelor of Science in Business Administration

Concentrations in

- General
- Finance
- Hospitality and Tourism
- Human Resource Management
- Information Technology
- International Management
- Management
- Marketing
- Project Management
- Sport Management

» Bachelor of Science in Health Care Administration

Concentration in

- Emergency Medical Services

» Bachelor of Science in Human Resource Management

» Bachelor of Science in Organizational Leadership

» Master of Business Administration

Concentrations in

- General
- Entrepreneurship
- Finance
- Health Care Management
- Human Resource Management
- Marketing
- Project Management
- Public Administration

» Master of Science in Organizational Leadership

» Master of Public Administration

Concentrations in

- General
- Criminal Justice Administration
- Emergency Services Management

» Master of Public Health

Concentrations in

- General
- Community Health Education

» Doctor of Business Administration

- Dissertation Option 1, Theoretical-Based Study
- Dissertation Option 2, Project-Based Study

Certificate Options

CSU offers direct enrollment and embedded certificates. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements of the certificate. A student earns an embedded certificate by

completing courses that meet the requirements of the embedded certificate within the degree program of record. Direct enrollment certificates are not eligible for Federal Student Aid.

| Undergraduate Certificates | Direct Enrollment | Embedded Certificate |
|----------------------------|-------------------|----------------------|
| Finance | ✓ | ✓ |
| Hospitality and Tourism | ✓ | ✓ |
| Human Resource Management | ✓ | ✓ |
| International Management | ✓ | ✓ |
| Management | ✓ | ✓ |
| Marketing | ✓ | ✓ |
| Project Management | ✓ | ✓ |
| Sport Management | ✓ | ✓ |

| Graduate Certificates | Direct Enrollment | Embedded Certificate |
|---------------------------|-------------------|----------------------|
| Finance | ✓ | ✓ |
| Health Care Management | ✓ | ✓ |
| Human Resource Management | ✓ | ✓ |
| Marketing | ✓ | ✓ |
| Project Management | ✓ | ✓ |
| Public Administration | ✓ | ✓ |

COLLEGE OF SAFETY AND EMERGENCY SERVICES

- » **Associate of Science in Criminal Justice**
- » **Associate of Science in Emergency Medical Services**
Note: Individuals who wish to apply for this program must possess a current paramedic certification.
- » **Associate of Science in Fire Science**
- » **Associate of Science in Occupational Safety and Health**
- » **Bachelor of Science in Criminal Justice Administration**
Concentrations in
Arson Investigation
Forensics
- » **Bachelor of Science in Emergency Medical Services Administration**
- » **Bachelor of Science in Environmental Management**
- » **Bachelor of Science in Fire Administration**
Concentration in
Fire Investigation
- » **Bachelor of Science in Homeland Security**
- » **Bachelor of Science in Information Systems and Cyber Security**
Concentrations in
General – Available in the Accelerated Path option
Homeland Security
- » **Bachelor of Science in Information Technology**
- » **Bachelor of Science in Occupational Safety and Health**
Concentrations in
Construction Safety
Fire Science
Oil and Gas

- » **Master of Science in Criminal Justice Administration**
- » **Master of Science in Emergency Services Management**
- » **Master of Science in Homeland Security**
Concentrations in
Criminal Justice
Emergency Services Management
Management
- » **Master of Science in Occupational Safety and Health**
Concentrations in
General
Environmental Management

Certificate Options

CSU offers direct enrollment and embedded certificates. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements of the certificate. A student earns an embedded certificate by completing courses that meet the requirements of the embedded certificate within the degree program of record. Direct enrollment certificates are not eligible for Federal Student Aid.

| Undergraduate Certificates | Direct Enrollment | Embedded Certificate |
|--------------------------------|-------------------|----------------------|
| Cybersecurity | | ✓ |
| Emergency Management | | ✓ |
| Environmental Management | ✓ | ✓ |
| Fire Science | ✓ | ✓ |
| Information Technology | ✓ | ✓ |
| Military Operations | | ✓ |
| Occupational Safety and Health | ✓ | ✓ |

| Graduate Certificates | Direct Enrollment | Embedded Certificate |
|--------------------------------|-------------------|----------------------|
| Environmental Management | ✓ | ✓ |
| Occupational Safety and Health | ✓ | ✓ |

Completion of a degree program at Columbia Southern University does not guarantee that a graduate will meet all requirements and/or qualifications for employment at the international, national, state, or local level. Employment qualifications may also require that an applicant earn his or her degree from a university with specific programmatic or institutional accreditation. CSU is accredited by the Distance Education Accrediting Commission. We encourage all students to research licensing and job requirements to ensure that he or she will be prepared for their desired career path.

Accelerated Path Option

Some programs at Columbia Southern University are offered in an Accelerated Path to students who are eligible. The Accelerated Path allows students to complete the degree program in an accelerated timeframe by enrolling in a rigorous schedule and sequence outlined by the University.

Anyone with required number of credits completed can be considered for an Accelerated Path option, when offered. All credits must be reviewed by the Office of the Registrar to determine final eligibility for the Accelerated Path. Individuals will be notified of their eligibility.

Eligibility for Accelerated Path Option

- Must have a minimum of credits completed toward a bachelor's degree to satisfy primarily free electives and general education courses. Other credits will be considered.
- Maintain a 3.0 cumulative GPA
- Maintain enrollment schedule as established with academic advisor
- Time to devote to increased and rigorous course load with each enrollment period (typically two to three courses each term or 10-week LifePace Learning enrollment period)
- Regular and effective communication with academic advisor. Due to the small number of courses remaining in the program and prerequisites, it is necessary for students to work with their academic advisors to ensure courses are completed as required.

Individuals who do not meet eligibility requirements or those who enroll and are unsuccessful in the Accelerated Path, may enroll in the standard path for the degree program by working with their admissions representative or academic advisor.

Degrees with available Accelerated Path options are designated in the degree offerings list in this section and in the degree information pages with any specific requirements for each degree.

Academic Integrity

Ethical conduct is foundational to a successful academic career at Columbia Southern University. Students, faculty, and staff must commit themselves to the highest standards of honesty, trust, fairness, respect, and responsibility. Therefore, any deviation of these standards is a breach of the ethics that ensure the quality of CSU's academic programs, and thus, is a violation of CSU's Academic Integrity Policy.

Courses

COURSE ENROLLMENT

The Admissions Department assists the student through the process of enrolling in the first course(s) or term. Each time the student enrolls in a course, he or she is notified by email that the registration has been processed. Another email follows that contains online account information and instructions for accessing online courses. Within each online course, the student finds a detailed course syllabus that provides everything needed to begin course work.

COURSE STRUCTURE

CSU courses are developed by faculty and delivered to students through the Blackboard online learning management system. Students initiate access to their courses by entering assigned individual usernames and passwords. Entrance to the course automatically brings the student to the announcement page that contains important information from the professor. Courses contain a variety of educational components that support the learning outcomes and successful completion of the course material. In addition to the syllabus, typical instruction, and assignments, students are provided with resources and materials pertaining to course and exam expectations.

A navigation panel, which is in a fixed location on the left side of the course, provides direct structured access to all course components, instructional materials, exams, engagement tools, learning resources, and other related resources.

COURSE PROFESSORS

Each course is taught by a qualified faculty member. The student should direct all course and grade related questions to the course professor. From the navigation menu, students can access their professors' names and contact information. The preferred contact method for all CSU faculty is email. All other questions can be directed to the CSU Student Services Department at students@columbiasouthern.edu.

Student Services works with students to identify their needs and collaborate with other departments as needed to provide solutions. This process provides a more convenient method of communication to allow flexibility of individuals' schedules.

COURSE SEQUENCE

Although students are not required to complete general education courses before beginning major requirements, it is strongly recommended that core courses be completed in the sequence as they appear on the Comprehensive Degree Report that is provided to all students or on the Degree Advisement Plan (DAP) provided by your Academic Advisor. Program faculty developed the recommended sequence with student success in mind. Students are required to complete all prerequisite courses. For assistance and questions related to sequencing and prerequisites, students should contact their academic advisors.

Faculty

Columbia Southern University's (CSU's) qualified and experienced faculty members deliver diverse and dynamic online instruction to students throughout each course. Faculty members are dedicated to their professions and incorporate real-world experiences to teach course concepts and theories.

Students are assigned an instructor for each course and will benefit from individual assessment feedback and class discussions. CSU faculty create an environment for learning and a positive student experience.

In addition, faculty members are a trusted source for academic achievement and integrity during a student's program. Faculty are available to answer questions and provide a timely response within 48 hours of student communication.

The CSU website is updated regularly. For a current list of faculty, please visit the [Faculty Directory](#) online.

VII. POLICIES

Academic Course Load Policy

Columbia Southern University (CSU) expects students to progress through their program of study at a pace in which students can be successful. The majority of CSU students take 7 to 10 weeks to complete a course. CSU encourages continuous, full-time enrollment to ensure timely graduation.

Some students may wish to progress through their program of study at a faster pace. These students are encouraged to work closely with their assigned Academic Advisor when accelerating course completion beyond the normal course load described below to develop a plan that will lead to success.

LifePace Learning Course Load Policy

Normal course load in the LifePace Learning option is 6 semester hours (2 courses) in a given 10-week period. This online learning option allows students to complete their course(s) as quickly as 4 weeks or extend beyond the normal 10 weeks for an additional fee, not to exceed 18 weeks. Students may enroll in 9 semester hours (3 courses) concurrently with Academic Advisor approval. Academic Advisors review and approve course load upon submission of the enrollment request, and students requesting to exceed normal course load must meet the following requirements:

- Have completed at least 12 semester hours (undergraduate), or 6 semester hours (graduate) at CSU in current degree program
- Have a minimum established GPA of 3.0
- Maintain reasonable academic progress
- Read and understand the CSU probation, suspension, and dismissal policies

The waiver is granted on an individual enrollment basis and students are expected to meet the above requirements for each waiver approval. The maximum course load allowed is 9 concurrent semester hours.

**A fulltime load in a ten-week period is six semester hours for undergraduate and three semester hours for graduate. Incompletes taken in courses are considered when reviewing and approving student course loads.*

Term and Veterans Flexible Enrollment Course Load Policy

Normal course load in Term or Veterans Flexible Enrollment Learning options is considered 6 semester hours (2 courses) within a term. Students may enroll in 9 semester hours (3 courses) in a term with Academic Advisor approval. Academic Advisors review and approve course load upon submission of the enrollment request, and students requesting to exceed normal course load must meet the following requirements:

- Have completed at least 12 semester hours (undergraduate), or 6 semester hours (graduate) at CSU in current degree program
- Have a minimum established GPA of 3.0
- Maintain reasonable academic progress
- Read and understand the CSU probation, suspension, and dismissal policies

The waiver is granted on a term-by-term basis and students are expected to meet the above requirements for each waiver approval. The maximum course load allowed is 9 semester hours within a term.

**A full-time load in a term is six semester hours for undergraduate and three semester hours for masters. Incompletes taken in courses are considered when reviewing and approving student course loads.*

Note: Students enrolled in the DBA program should refer to the DBA Academic Course Load Policy.

Academic Credit Policy

The purpose of this policy is to provide guidance for the assignment of semester credit hours awarded for all courses at Columbia Southern University (CSU).

Semester credit hours at CSU are equivalent to commonly accepted and traditionally defined units of academic measurement. Each course at CSU is measured by achievement of established course learning outcomes and the amount of time a typical student should spend to accomplish these outcomes. Specifically, a one (1) semester credit hour requires a minimum of 45 hours of student work with one-third of the time (15 hours) focused on academic engagement and two-thirds of the time (30 hours) focused on student preparation. For a three semester credit hour course, a minimum of 135 hours of student work is required divided

between 45 hours of academic engagement and 90 hours of student preparation.

Academic engagement may include, but is not limited to, the following:

- Reviewing a class lecture
- Taking an examination
- An interactive tutorial
- Computer-assisted instruction
- Contributing to an online discussion
- Attending a study group assigned by the institution
- Initiating a course-related contact with a faculty member
- Student preparation may include, but is not limited to, the following:
 - Homework (including reading and study time)
 - Completing an academic assignment
 - Completing an academic project

The CSU Clock/Credit Hour Worksheet is utilized to estimate the amount of time a student should spend to accomplish course learning outcomes in order to substantiate semester credit hours awarded for all courses.

Considering the variety of assignments and assessments that may be used in course development, it is not always possible to develop three semester credit hour courses with exactly 135 hours of student work. Thus, CSU has established a target range of 135 – 150 hours of student work as the requirement for three semester hours of academic credit.

Academic Integrity Policy

Academic Integrity Definition

Ethical conduct is foundational to a successful academic career at Columbia Southern University (CSU). Students, faculty, and staff must commit themselves to the highest standards of honesty, fairness, and responsibility. Therefore, any deviation from these standards is a breach of the ethics that ensures the quality of CSU's academic programs, and thus, is a violation of CSU's Academic Integrity Policy.

Academic integrity demonstrates intellectual honesty by avoiding incidents of cheating, plagiarism, and self-plagiarism (unless otherwise approved). CSU has established the following definitions of plagiarism, cheating, and self-plagiarism:

- **Plagiarism** is representing the words, ideas, or works of an author without giving proper attribution to sources used through the use of in-text citations and references.
- **Cheating** is using or attempting to use unauthorized materials, information, study aids, or other information to fulfill scholastic requirements with the intent to

defraud. Cheating includes, but is not limited to: contract cheating, submission of another student's work, purchasing assignments, collusion, or submitting an assignment with the intent to defraud.

- **Self-plagiarism** is submitting previously submitted course work without prior professor approval.

CSU uses the style of the *Publication Manual of the American Psychological Association* (APA) (current edition) when assignment instructions indicate APA format is required. The APA manual presents explicit style requirements for students in the preparation of written assignments. APA is used to provide a standardized style format for written assignments while ensuring proper attribution is given to sources used in academic work through the use of in-text citations and references. Resources to assist students in complying with APA standards are located in the myCSU Student Portal under the [Resources tab](#).

CSU students agree to an Honor Pledge through the submission of each course enrollment.

I promise that I will not be involved in cheating, plagiarism, fabrication, or misrepresentation of sources while enrolled as a student at Columbia Southern University. I have read the Academic Integrity Policy, which outlines disciplinary procedures that will result from failure to comply with this policy. I understand that violation of the Academic Integrity Policy will result in disciplinary action, outlined within the policy.

Violations of the Academic Integrity Policy include, but are not limited to:

- Using unauthorized materials, or receiving unauthorized assistance in connection with any work completed or submitted
- Presenting the work or ideas of another as one's own without proper acknowledgment of the source, whether that material is paraphrased or copied in the verbatim or near-verbatim form
- Sharing, selling, buying, or uploading work or information related to any graded assignments
- Using another student's graded work to complete an assignment(s)
- Resubmitting, in whole or any portion of, a previously written work by the student without professor consent
- Using sources deemed as inappropriate by the University such as
 - Internet essay/paper generators
 - Homework assistant websites
- Using an alternate, stand-in, or proxy during an examination
- Violations outlined within the Final Examination Proctor Policy

Violations to the Academic Integrity Policy are a very serious matter and are officially documented in the student's record and preclude students from graduating with honors. Students who are found to violate this policy are subject to disciplinary action which are based on the type of violation and are cumulative throughout the student's tenure at CSU. Violations that occur during a final examination are also included in the cumulative number of violations and are subject to the same sanctions outlined herein. Dropping or withdrawing from a course in which there is an Academic Integrity violation does not void the violation.

Sanctions include but are not limited to:

- Point(s) deduction
- Assignment failure
- Course failure
- Probation
- University dismissal
- Degree revocation

The following procedures are followed to address situations wherein students exhibit behavior in violation of academic integrity standards. Matriculation from one offense to the next is based upon formal notification from the university. Please note: CSU reserves the right to amend the procedure as appropriate based upon the severity of the violation.

PLAGIARISM

Students found guilty of plagiarism, as defined within this policy, shall receive sanctions as outlined below:

- **First Offense**
Students will be allowed to resubmit the assignment in question within 14 calendar days with corrections. Faculty have the discretion to penalize up to one letter grade.
- **Second Offense**
Students will receive a zero on the assignment in question without the opportunity for resubmission and will be placed on Academic Integrity Probation for 12 credit hours
- **Third Offense**
Students will receive a course failure for the course in question, be placed on Academic Integrity Probation for 12 credit hours, and will be required to complete a training module with the Office of Student Resolution and Conduct within four weeks of notification. Students failing to complete the required training module will be referred to the academic dean/assistant provost of the student's degree program for additional sanctions
- **Fourth Offense**
Students will be dismissed from the university

CHEATING

Students who choose to participate in cheating, as defined within this policy, shall receive sanctions as outlined below:

- **First Offense**
Students will receive a zero on the assignment in question, be placed on Academic Integrity Probation for 12 credit hours, and be required to complete a training module with the Office of Student Resolution and Conduct within four weeks of notification. Students failing to complete the required training module will be referred to the academic dean/assistant provost of the student's degree program for additional sanctions
- **Second Offense**
Students will be dismissed from the university

ACADEMIC INTEGRITY PROBATION

Students placed on Academic Integrity Probation will remain on Academic Integrity Probation for 12 credit hours (unless otherwise specified) wherein they must exhibit integrity through submission of coursework and complete a required training module through the Office of Student Resolution and Conduct within four weeks. Additionally, students may be limited to enrolling in one course at a time if it is determined necessary.

Students are removed from Academic Integrity Probation after 12 credit hours (unless otherwise specified) provided they have not received any academic integrity-related infractions during their probationary status. Students who fail to complete their probationary status without academic infractions or fail to complete the required training module will be referred to the academic dean/assistant provost of the student's degree program for additional sanctions, up to and including dismissal.

There shall be no statute of limitations that precludes the University from acting on the discovery of alleged violations. This could take place during the time in which the course in question is being offered, after the course has ended, or after the student has graduated. In the event additional academic integrity violations are discovered after degree conferral, the student will be referred to the provost/chief academic officer for review and decision.

Students found in violation of the Academic Integrity policy may contest the infraction by following the process outlined within the Academic Complaint and Grievance Policy.

Academic Program Improvement Policy

Columbia Southern University (CSU) is committed to provide students program options that will prepare them to enter the workforce in a discipline of interest. The University regularly reviews academic programs (courses, concentrations, certificates or full degree programs) and

considers those which will meet the needs of CSU students and the workforce. As a result of this comprehensive review, decisions sometime result in an improvement or discontinuation of the academic program.

Once a new program or improvements to an existing program have been approved, the Operations and Support Committee shall convene to discuss the communication plan. The Operations and Support Committee is responsible for the notification to enrolled and prospective students of any plan to modify its programs. Changes to CSU programs will be relayed using approved University communication mediums.

TEACH-OUT PLAN

The purpose of a teach-out plan is to provide eligible students who are enrolled in CSU programs scheduled for discontinuation the opportunity to complete the program before it is no longer available for enrollment registration.

When a program is discontinued, a teach-out plan is administered to ensure eligible students receive the information and support services needed to complete the program within the established parameters of the teach-out plan. Eligible students are those who are actively enrolled or registered in the program scheduled for discontinuation. The Office of the Registrar will notify students via email who are actively enrolled or registered in the program and include a reasonable registration schedule that will allow students to complete the program requirements before the program is no longer available for enrollment registration. This notification will include active students who may need to repeat program requirements. Students who are readmitted will be required to choose a different program upon readmission. Students who do not respond to the teach-out notification may be required to change programs once the program is discontinued.

Academic Records Privacy Policy

Columbia Southern University (CSU) is responsible and accountable for protecting the privacy of students enrolled in its distance education programs and as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). The purpose of this policy is to provide written procedures CSU takes to effectively provide this protection.

Procedures for Protecting Distance Learning Student Privacy

1. CSU protects the privacy of all its distance learning students through the strict adherence to the rules of FERPA. The official FERPA statement is available for student and public view through the CSU website. All CSU employees and faculty complete required annual training in FERPA rules and acknowledge by signing a Confidentiality Notice.
2. Students may wish to authorize consent to share student record information with another individual. In

this case, a FERPA consent form must be on file and the person authorized consent may only access information by providing an assigned password. Consent only provides authorization to release information, not to take action on a student record. Students may also revoke the release of student record information.

3. CSU students are assigned a secure, individual Student Identification Number (SID) and password upon enrollment. These assigned identifiers are used to access Blackboard, CSU's Learning Management System (LMS), to complete coursework and myCSU Student Portal to access grades and related information. Students who contact the University by phone, chat or email must provide this information and a second source of personally identifiable information in order to discuss matters pertaining to their student record. Students may refer to the Student Identity Verification Policy to learn more.
4. Information contained within the CSU Student Information System (SIS) is also viewed as sensitive, personally identifiable information and the University makes reasonable efforts to ensure all information contained within is secure from modifications or deletion by unauthorized personnel. In addition, employees who do not have a vested interest to perform a relative job function are not granted access to information contained in the SIS. Servers containing the SIS are located in a secure environment.

The Office of the Registrar is responsible for the privacy of all CSU student record information. Students who wish to discuss privacy of student records, FERPA, or wish to express concern may contact the office at Registrar@columbiasouthern.edu or 877.316.0219.

Accommodation for Disabilities

It is the policy of CSU to provide reasonable educational accommodation(s) for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and all other local and state requirements. A request for accommodations will be granted provided that it is based on individual needs, does not compromise the basic requirements of the course or degree program, and does not require a financial burden on CSU beyond what is viewed as customary and reasonable.

It is the student's responsibility to self-disclose a disability to the Office of Disability Services and provide the appropriate documentation if requesting specific educational accommodations. Although students may register for disability services at any time during a degree program, the time required for accommodation provision can vary with the type of request, so a general recommendation is to submit the request and documentation at least six weeks in advance.

For questions regarding the services provided through the Office of Disability Services, please see our [Office of Disability Services Handbook](#) or contact us by phone or email at 1-888-785-3005 or disabilityservices@columbiasouthern.edu.

Assignment Make-Up Policy

Columbia Southern University (CSU) delivers curriculum through a variety of assignment types and methodologies. Assignment types are unique and carry specific submission requirements. Assignment submittal information can be viewed within the assignment instructions in each course. In the event technical difficulty occurs, please refer to the Technology Policies located within the myCSU Student Portal. The CSU Technical Support Department is available to assist students in resolving technical issues.

On occasions in which special consideration is granted by the course professor to make-up or re-submit an assignment, specific instructions or assignment due dates for make-up work should be followed. Requests for special consideration to make-up or re-submit an assignment should be emailed to the course professor prior to the course end date. Requests will be reviewed by the course professor who will render a decision based upon the merits of the case.

Attendance Policy

TERM

CSU will verify your attendance in each registered course at the end of the first week. The discussion board posting or Unit I assessment must be submitted to verify attendance and all Unit I assignments are due by the end of week one to receive credit. Students who choose not to attend the first week will be institutionally dropped from the course.

VETERANS FLEXIBLE ENROLLMENT

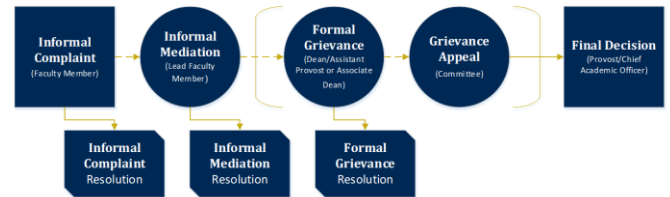
Students enrolled in the Veterans Flexible Enrollment option must show attendance by submission of an assignment for each course enrolled prior to the end of week four (4) in the enrolled term. Students failing to show attendance will be automatically withdrawn from the course and a grade of “W” will be posted. Please refer to the Tuition Refund Policy for any eligible refund due. CSU will file VA Form 22-1999b with the Department of Veterans Affairs indicating course enrollment termination due to unsatisfactory attendance. This action will result in the suspension of benefit payments on courses reported.

Academic Complaint and Grievance Policy

Columbia Southern University (CSU) acknowledges that students have the right to seek a remedy for a dispute or disagreement through a comprehensive complaint procedure. The purpose of the Academic Complaint and Grievance policy is to provide students with a pathway to have a complaint

reviewed and a resolution rendered, within the academic or classroom context. An academic complaint is based on a case or circumstance that the student feels violates a published policy, syllabus, or rubric. Academic complaints include, but are not limited to, academic integrity, grading, feedback, etc.

The process to file an academic complaint is as follows:



INFORMAL COMPLAINT

Within five business days of the specific occurrence, the student may provide the faculty member (whom the complaint is against) with a clearly written complaint that includes the specific policy, syllabus item, and/or rubric information that has been allegedly violated. The faculty member is responsible for reviewing the complaint and providing a response in writing to the student within three business days.

If the complaint is related to the lack of email response of the faculty member, the student should make a final attempt to contact the faculty member and allow 48 hours for response prior to moving to Informal Mediation.

INFORMAL MEDIATION

If the resolution rendered remains unsatisfactory upon receiving the faculty member’s response, the student may contact the lead faculty member* of the course within five business days of the informal complaint response. The student will provide the lead faculty with the faculty member’s response and the specific policy, syllabus item, and/or rubric information that has allegedly been violated. The lead faculty is responsible for reviewing/investigating the complaint and providing a written response to the student within three business days.

*Students may contact the [Office of Student Resolution and Conduct](#) to gain understanding and contact information for the appropriate lead faculty member.

FORMAL GRIEVANCE

If the resolution rendered remains unsatisfactory upon receipt of a response from the lead faculty member, within 10 business days the student may submit a formal letter to Grievance@columbiasouthern.edu outlining their grievance to be formally recorded by the institution. The student will be responsible for providing dates and documentation wherein they attempted an informal resolution for their complaint. The grievance will be provided to the dean/assistant provost or

associate dean responsible for the course in question. The dean/assistant provost or associate dean will notify the faculty member that a formal grievance has been received and may choose to schedule a phone/virtual conference with the student and faculty member in order to gain more details regarding the formal grievance. The dean/assistant provost or associate dean is responsible for reviewing/investigating the formal grievance and providing a written response within 10 business days of receiving the formal grievance.

GRIEVANCE APPEAL

If the resolution rendered remains unsatisfactory upon receipt of a response from the dean/assistant provost, the student may submit a formal letter within 10 business days to Grievance@ColumbiaSouthern.edu outlining the desire to appeal the grievance decision and request a hearing before the Academic Grievance Appeals Committee. The student must submit all evidence to support that informal and formal processes have been completed, in addition to a clearly articulated expected outcome.

The Academic Grievance Appeals Committee shall be comprised of:

- Vice Provost for Student Affairs, Chair
- Vice Provost for Academic Affairs
- Vice Provost for Educational Support and Services
- Vice Provost for Institutional Effectiveness, Planning, and Compliance

In addition to the aforementioned committee, a member of faculty will be brought in as an advisor but will not serve as a member of the committee.

A virtual/in-person hearing shall be scheduled within 15 days of receipt of the grievance appeal. During the hearing, the student will be required to present their perspective to the committee. The Office of Student Resolution and Conduct will be responsible for scheduling the hearing with the committee, student, and faculty member. The faculty member will be present to provide rationale for the decision rendered. Within five business days of its conclusion, the committee will provide a formal recommendation to the provost/chief academic officer. The provost/chief academic officer will make a final decision and a written decision will be provided to the student within five business days of receipt of the Academic Grievance Appeals Committee's recommendation. The decision of the provost/chief academic officer shall be the final action taken by the institution.

Students who wish to file a complaint as a result of discrimination or harassment on the basis of protected class status, and/or allegations of retaliation should review the [Equal Opportunity, Harassment, and Non-discrimination policy](#) and follow the steps outlined therein.

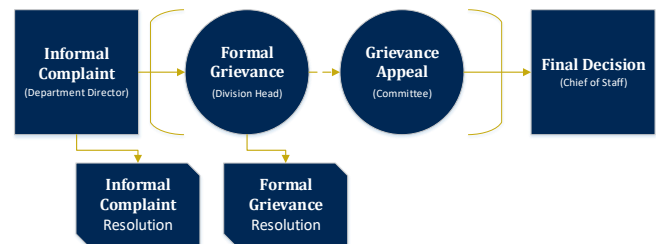
Students who wish to file a complaint with an external agency may review agency contact information on the [CSU Website](#). Students are encouraged to proceed through university processes before filing a complaint with an external agency.

Non-Academic Complaint and Grievance Policy

Columbia Southern University (CSU) acknowledges that students have the right to seek a remedy for a dispute or disagreement through a comprehensive complaint procedure. The purpose of the Non-Academic Complaint and Grievance policy is to provide students with a pathway to have a complaint reviewed and a resolution rendered, for situations that arise outside the context of the classroom. A non-academic complaint is based on a case or circumstance that the student feels violates a published policy, procedure, or agreement made between the student and the institution. Non-academic complaints include, but are not limited to: financial decisions*, refunds, honors status, disparate treatment, etc.

**Satisfactory Academic Progress (SAP) and any other appeal that has a separate policy/procedure is excluded from this policy*

The process to file a non-academic complaint is as follows:



INFORMAL COMPLAINT

Within five business days of the specific occurrence, the student may provide the department director* with a clearly identified complaint. The written complaint should include the specific policy/agreement that has been violated, and their desired resolution. The department director is responsible for reviewing/investigating the complaint and providing a written decision to the student within three business days.

*Students may contact the [Office of Student Resolution and Conduct](#) to gain understanding and contact information for a specific department director.

FORMAL GRIEVANCE

If the resolution rendered remains unsatisfactory upon receipt of a response from the department director, within 10 business days the student may submit a formal letter to Grievance@columbiasouthern.edu outlining their grievance to be formally recorded by the institution. The student will be

responsible for providing dates and documentation wherein they attempted informal resolution for their complaint. The grievance will be provided to the division head for review and investigation. The division head will notify the department director that a formal grievance has been received. The division head may choose to schedule a phone/virtual conference with the student and department director in order to gain additional details regarding the formal grievance. The division head is responsible for reviewing and investigating the formal grievance and providing a response to the student within 10 business days of receipt of the formal grievance.

GRIEVANCE APPEAL

If the resolution rendered remains unsatisfactory upon receipt of a response from the division head, the student may submit a formal letter, within 10 business days, to Grievance@ColumbiaSouthern.edu outlining the desire to appeal the grievance decision and request a hearing before the Non-Academic Grievance Appeals Committee. The student must submit all evidence to support that informal and formal processes have been completed, in addition to a clearly articulated expected outcome.

The Non-Academic Grievance Appeals Committee shall be comprised of:

- Director of Student Resolution and Conduct, chair
- Vice Provost for Academic and Student Affairs
- Assistant Provost of Institutional Effectiveness and Accreditation
- Associate Vice President of Finance

A virtual/in-person hearing shall be scheduled within 15 days of receipt of the grievance appeal wherein the student will be required to present their perspective to the committee. The Office of Student Resolution and Conduct will be responsible for scheduling the hearing with the committee, student, and department director. The department director will be present to provide rationale for the decision rendered. The committee will conduct the hearing and at the conclusion of the hearing and review of evidence shall provide a formal recommendation to the chief of staff within five business days of the hearing. The chief of staff shall provide a written decision to the student within five business days of receipt of the Non-Academic Grievance Appeals Committee's recommendation. The decision of the chief of staff shall be the final action taken by the institution.

Students who wish to file a complaint as a result of discrimination or harassment on the basis of protected class status, and/or allegations of retaliation should review the [Equal Opportunity, Harassment, and Non-discrimination policy](#) and follow the steps outlined therein.

Students who wish to file a complaint with an external agency may review agency contact information on the [CSU Website](#).

Students are encouraged to proceed through the university processes before filing a complaint with an external agency.

Course Access Policy

Students enrolled at Columbia Southern University are subject to time-sensitive course access as stated in the Course Access Policy.

At the conclusion of a completed course, students will retain course access for a period of 21 days. Any course which is unfinished, further defined as a course with outstanding assignments, will be closed for access at the conclusion of the enrollment period. Students who have been granted an Incomplete (I) will retain course access until the conclusion of the incomplete period; in addition, the student will retain course access for an additional 21 days in excess of the incomplete period for all completed courses. The final course grade will be calculated utilizing the weighted score assigned to each course assignment, as indicated in the course syllabus. Once the course access period has elapsed, all coursework submitted therein is archived and future access to the course through Columbia Southern University's Learning Management System is restricted. Students are encouraged to save their work through use of technology. Please review the Technology Policies for suggested methods of saving coursework. Course access will not be granted to archived courses unless approval is granted by the Assistant Provost for the college in which the course in question is located.

Course Completion Policy

Students are encouraged to complete all assignments within a course; each assignment holds a weighted score that comprises the final course grade. Course assignments not completed by the original or adjusted course end date will be assigned a grade of zero (0). Final course grades are calculated utilizing the weighted score assigned to each course assignment. For example, failing to complete an assignment weighted at 25% of the course grade would earn a final grade no higher than 75%. Students who are unable to complete all course assignments prior to their original course end date are offered the option of requesting an Incomplete (I), or withdrawing from the course. Academic and financial consequences should be noted for students who withdraw after week one of the course. Students planning to withdraw from any course should review the Official Course Drop/Withdrawal Policy. In addition, academic advisement should be sought to address all consequential actions prior to submitting the withdrawal request. Students requesting additional time in a course must submit the online Incomplete Course Request Form located in the Student Portal under Online Forms. Students are required to maintain a minimum cumulative GPA of 2.0 in undergraduate programs and 3.0 in

graduate programs. Academic standards of performance are established to ensure satisfactory academic progress toward an earned degree.

Course Extension Policy

Students enrolled in LifePace Learning courses may request additional time to successfully complete coursework in excess of the allotted enrollment period. Requests for a course extension should be the exception during a student's tenure, as academic progress throughout the course promotes student success.

If the student has an extenuating circumstance or a hardship, and needs additional time, the student should refer to the Incomplete for Special Circumstances section of the Incomplete Grading Policy for more information. Students enrolled in Term and Veterans Flexible Enrollment courses should refer to the Incomplete Grading Policy for Term and Veterans Flexible Enrollment Courses in the Student Handbook.

COURSE EXTENSIONS

Any student who needs time in excess of 10 weeks to complete a course may request an extension from the University. Students are encouraged to submit the Course Extension Request Form on or before the course end date; however, requests must be submitted no later than three (3) calendar days after the course end date, unless approved by the Lead Faculty. Three extension options are available to students, each with associated, non-refundable processing fees: 15 days for \$25, 30 days for \$50, and 60 days for \$100. The total length of the course extension is not to exceed 60 days. Additional time applied to a course will begin at the previous course end date. The student should allow up to three (3) business days to process an extension prior to the first assignment due date.

Students provided an extension will see a grade of "I" until the course is complete. A grade will replace this placeholder upon completion of the extension period. At that time, unsubmitted course assignments will be assigned a grade of zero. The student's grade will be calculated on the weighted scores earned on all course assignments. The final course grade will replace the placeholder of "I".

Other Considerations

- A course extension request should **not** be submitted for a course in which assignments need to be resubmitted or if all assignments have been submitted and/or graded.
- Students approved for an extension forfeit the option to withdraw from the course after the original course end date, pursuant to the Official Course

Drop/Withdrawal Policy. Students should refer to the Withdrawal for Special Circumstances Policy if extenuating circumstances prevent course completion.

- A service member utilizing Tuition Assistance should contact his or her education officer to report an extension in order to avoid inaccurate recoupment of funds. It is the responsibility of the student to notify the education office of his or her final course grade at the conclusion of the extension period.

Course Retake Policy

Undergraduate students must earn a cumulative GPA of 2.0 or higher on a 4.0 scale. Students earning a "D" or below may need to repeat the course to satisfy program requirements.

Graduate students must earn a cumulative GPA of 3.0 or higher on a 4.0 scale. The course in which a grade below C is received must be repeated at CSU. Students may need to repeat a grade of "C" to satisfy graduation requirements.

In cases where a student repeats a course, the original course will be issued a grade of "R" upon completion of the retake. If a course must be repeated to satisfy GPA requirements for graduation and the previously earned grade is normally considered passing, the course retake is eligible for Federal Student Aid one time, provided the student is eligible.

DBA Academic Course Load Policy

Columbia Southern University (CSU) expects DBA students to maintain continuous enrollment and progress through the program at a pace which promotes success. Students at this academic level should be familiar with academic rigor and expectations and should understand the impact of other personal and/or professional responsibilities.

Students enrolled in the Doctor of Business Administration program are considered full-time when enrolled in a minimum of two (2) credit hours. The didactic courses are three (3) credit hours, meeting full time status with one course per enrollment. Dissertation research courses are one (1) credit hour; therefore, students must enroll in a minimum of two dissertation research courses to establish a full time status.

Normal course load in the DBA program is 3 semester hours (1 course) per enrollment period. This course load is recommended to promote the best opportunity for success in this program. Students who maintain an academic status of Good Standing (3.0 GPA) do have the option to enroll in 6 semester hours (2 courses) of major requirements per enrollment period, without prior approval. Students enrolled in dissertation research courses may take no more than 3 semester hours (3 courses) simultaneously.

Note: If a student's academic status moves to Academic Probation (GPA falls below 3.0), the student is immediately

ineligible to enroll in 6 semester hours per enrollment period. However, if the student is able to improve his or her academic status from Academic Probation to Good Standing, the student is once again eligible to enroll in 6 semester hours per enrollment period.

DBA Admission Requirements Policy

Students wishing to apply for admission into the DBA program should refer to the Admission Requirements Policy, located on the CSU website, for specific admission requirements.

DBA Candidacy Status Policy

Students earn DBA Candidacy Status following the successful completion of DBA 9101, Comprehensive Examination. Enrollment in DBA 9101, Comprehensive Examination is dependent upon successful completion of all DBA major requirements, which the Office of the Registrar verifies.

DBA Graduation Requirements Policy

Students must successfully complete all degree requirements with passing grades, meet the minimum GPA requirements, successfully defend the dissertation, meet all financial obligations to the institution and have all official transcripts on file. Students enrolled in the DBA program are eligible to apply for graduation by submitting a [Petition for Graduation](#) upon receiving approval of a successful dissertation defense.

DBA students must complete a minimum of 61 semester hours with a minimum of 15 hours of dissertation/research courses. At least 85 percent of the courses that comprise the program must be completed with CSU, which is a minimum of 52 semester hours in the DBA program.

Honors designation is not awarded for DBA programs. Though a grade of “C” is considered passing, students may be required to repeat a course in which a “C” is earned if this grade results in a substandard cumulative GPA. Grades below a “C” are not considered passing.

DBA Institutional Academic Progress Policy

University policy requires students to maintain a minimum cumulative grade point average (GPA) of 3.0 in the DBA program and maintain successful academic progress in dissertation research courses. These performance standards form a basis for the following academic classifications:

- Good Standing
- Academic Probation
- Academic Dismissal

Guidelines and procedures for placing students in the above classifications include:

GOOD STANDING (ACTIVE)

A student in good standing must maintain a minimum cumulative GPA of 3.0. In addition, a student performing research in support of their dissertation must make successful progress.

ACADEMIC PROBATION

The University may place a student on academic probation for several reasons:

- Cumulative GPA falls below 3.0
- Unsatisfactory Progress (“U”) in the dissertation research course
- Withdrawal from the same course twice
- Repeat pattern of consecutive withdrawals from courses impeding academic progress

The Office of the Registrar specifies the conditions of academic probation to students in writing.

A student placed on academic probation due to their cumulative GPA falling below 3.00 is given 6 credit hours to raise the GPA to 3.0 or higher. A student placed on probation due to receiving a “U” in a dissertation research course must receive an “S” in the next dissertation research course. A student placed on probation for repeated withdrawals from the same course must complete the course on the third attempt. Students must demonstrate academic progress and avoid repeated patterns of withdrawing from courses to avoid academic dismissal.

ACADEMIC DISMISSAL

Students enrolled in the DBA program are expected to progress through the program timely and successfully; therefore, academic dismissal due to substandard academic performance is final. The University will dismiss a student from the program under the following circumstances:

- Not achieving a GPA of 3.0 or higher at the conclusion of the probationary period
- Withdrawing from the same course three times
- Earning two consecutive grades of “U” in dissertation research courses

However, a student may appeal a dismissal due to two consecutive grades of unsatisfactory in dissertation research courses.

APPEAL PROCESS

A student dismissed from the DBA Program for earning consecutive “U” grades in dissertation research courses may submit a written appeal via email, within ten business days of the date the decision was sent, to the DBA Appeals Board through the DBA Program Coordinator. The written appeal by the student to the Board must clearly state the reasons for the

appeal and remedy sought. The DBA Academic Program Director will appoint three academic faculty to evaluate the appeal. The Board composition will consist of the Lead Faculty of the DBA Program, acting as chair, and two faculty members from the DBA Program unrelated to the student's committee.

The DBA Appeals Board will review all submissions, obtain additional information and opinions if desired, and provide the student with a written response within ten business days of receipt. The DBA Program Director will receive a copy of the Board's response. The findings and recommendation of the DBA Appeals Board are final.

DBA Leave of Absence Policy

The University's Leave of Absence (LOA) policy allows students the flexibility to take a temporary break from the program. Students enrolled in the DBA Program, who are unable to maintain continuous enrollment, may apply for a temporary LOA. The policy does not require students to apply for re-admission to the University upon return from an LOA. For purposes of Title IV, however, students are considered withdrawn from the University while on a LOA; therefore, federal student loans are not eligible for an in-school deferment. The University expects all students to complete all courses and does not grant students LOAs in the middle of a term. Students currently enrolled in a term should complete all courses and apply for an LOA to begin at the start of the next term. Should circumstances prevent regular, on-time, course completion within the enrollment period, students have the option to request an Incomplete or withdraw from the course.

Note: If the student wishes to withdraw, the University may require a Return of Title IV calculation.

A student may apply for a LOA by communicating the intent to their academic advisor. University policy requires students to complete the Leave of Absence Request Form and obtain approval by the appropriate administrative staff. Administrative staff will notify students of the decision within 10 business days of the request.

DBA students are eligible for one (1) LOA per 12-month period. After this LOA, the DBA student is once again subject to the DBA Continuous Enrollment Policy.

MILITARY/SPECIAL SERVICES LEAVE OF ABSENCE PROVISION

DBA students requiring a military or special services deployment may request a provisional LOA for the designated deployment period for up to 12 consecutive months. A student may apply for a provisional LOA by submitting the Leave of Absence Request Form located in myCSU Student Portal. In addition, a student must provide supporting documentation about the nature and period of deployment from his or her commanding officer or supervisor. If the

military or special services deployment occurs during a course, policy requires a student to withdraw from the course or request an Incomplete for Special Circumstances.

Note: Students enrolled in Dissertation/Research courses are not eligible for the Incomplete for Special Circumstances (ISC) and should work with their dissertation chairs about any special circumstances that arise during this period of his or her programs.

DBA Time Limits

Students enrolled in the DBA program are expected to complete the program in no fewer than three (3) years and no more than seven years from the date of initial enrollment in the Doctoral Orientation course. In addition, students must meet the following program milestones:

- Complete all coursework within four years of completing the Doctoral Orientation course
- Successfully defend dissertation within three years of passing the comprehensive exam course

In some cases, due to extenuating circumstances, students can appeal the 4-year coursework and/or 3-year research limit to the DBA Appeals Board, not to exceed ten years from the start of enrollment in the program. The DBA Appeals Board will be appointed by the DBA Program Director and consists of:

- Lead Faculty of the DBA Program, Chair
- Two DBA program faculty member (unrelated to student's committee)

Students who wish to appeal shall submit a formal letter to the DBA Program Coordinator clearly stating the reason(s) for the appeal and remedy sought. The DBA Program Coordinator will provide the appeal to the DBA Appeals Board. The DBA Appeals Board will review the appeal, all submissions, obtain additional information if necessary, and provide the student with a written response within ten business days of receipt. The DBA Program Director will receive a copy of the Board's response. The findings and recommendation of the DBA Appeals Board are final.

Drug & Alcohol Prevention Program

The Drug-Free Schools and Communities Act of 1989 requires that all institutions of higher education (IHE) adopt and implement an alcohol and drug prevention program to prevent the abuse of alcohol and use of illicit drugs by students and employees on institutional premises or as part of any of its activities. The regulations require an IHE to do the following:

1. Prepare a written policy on alcohol and other drugs.
2. Distribute the policy to every student and staff member each year.

3. Prepare a biennial review report on the effectiveness of its alcohol and other drug (AOD) programs and the consistency of policy enforcement.
4. As part of the biennial review, the institution must determine the following:
 - a. The number of drug and alcohol related violations and fatalities that occur on the campus, or as part of any of the institution's activities and are reported to campus officials, and
 - b. The number and type of sanctions that are imposed by the institution as a result of drug and alcohol-related violations and fatalities on the institution's campus or as part of any of the institution's activities.

Drug and Alcohol Policy

I. STANDARDS OF CONDUCT

Columbia Southern University (CSU) is committed to providing a drug-free campus and workplace. CSU prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students, employees, and guests on its premises, or at any activity it sponsors.

Students, employees, and guests must comply with the federal, state, and local laws concerning underage drinking and illegal drug usage. Violations of federal, state, or local laws will be reported to the appropriate law enforcement officials.

Students and employees will be subject to university disciplinary action, up to and including expulsion or separation, pursuant to CSU policies and procedures.

II. LEGAL SANCTIONS REGARDING UNLAWFUL USE, POSSESSION, OR DISTRIBUTION OF ALCOHOLIC BEVERAGES AND ILLICIT DRUGS

A. State Laws and Sanctions

The legal drinking age in the United States is 21 in all 50 states and the District of Columbia. Legal drinking age is 18 in the U.S. Virgin Islands, Puerto Rico, and Guam.

Alabama laws related to the illicit possession, use, and distribution of alcoholic beverages or drugs, and the possible legal penalties for violation of these laws can be found at the following web pages:

<http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm> — Alcohol

- Sections 28-1-1, 28-1-5, 28-4-20, and 28-3A-25

<http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm> — Drug Offenses

- Sections 13A-12-211 to 215, 13A-12-250, 13A-12-260

<http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm> — Public Intoxication

- Section 13A-11-10

<http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm> — Driving while under the influence

- Section 32-5A-191

B. Federal Laws and Sanctions

United States Code Title 21, Chapter 13, Section 812 establishes classifications of controlled substances and is located at

<http://uscode.house.gov/view.xhtml?path=/prelim@title21/chapter13&edition=prelim>.

Section 841 makes it unlawful to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance or a counterfeit substance. Federal penalties for controlled substances can be found at <https://www.dea.gov/drug-information>.

C. Local Ordinances

Local authorities abide by state and federal laws concerning unlawful possession, use, and distribution of alcoholic beverages and drugs.

Penalties for subsequent violations and convictions of the above are progressively more severe than for initial convictions.

Drug and Alcohol Prevention Program

Columbia Southern University provides the eCHECKUP TO GO software for all students, faculty, and employees. eCHECKUP TO GO is an alcohol and drug prevention program that educates students and other members of the CSU community on drinking patterns and the risks associated with alcohol and marijuana use. Students, faculty, and employees can access the software at

http://interwork.sdsu.edu/echeckup/usa/alc/coll/columbia_southern.

HEALTH RISKS

Alcohol and other drug abuse is a significant public health problem and has a detrimental effect on the community in terms of increased medical and workers compensation claims, medical disability costs, decreased productivity, injuries, theft, and absenteeism. To learn more about the health risks of alcohol and drug use, please visit the National Institute on Drug Abuse at <http://www.drugabuse.gov/drugs-abuse>.

OTHER RESOURCES

Because CSU's virtual campus does not enable the provision of on-site counseling or treatment, the following information is provided as a resource for those who need assistance with avoiding or recovering from alcohol or drug abuse. Students or employees who need information related to alcohol or drug abuse are encouraged to use directory information, online searches, the telephone book, or referrals from friends and/or professionals.

Below is a list of local and national organizations dedicated to providing information and suggestions.

Addiction Center

<https://www.addictioncenter.com/>

Alabama Department of Public Health

www.adph.org

National Institute on Drug Abuse

General Link/Address: www.nida.nih.gov

Specific Link/Address on Club Drugs:

<https://www.drugabuse.gov/drugs-abuse/club-drugs>

310.443.1124

National Institute on Alcohol Abuse and Alcoholism

www.niaaa.nih.gov

Substance Abuse and Mental Health Services Administration (SAMHSA)

An agency of the US Department of Health & Human Services providing information online regarding alcohol, drugs, and treatment programs.

General Address: <https://www.samhsa.gov/> Specific Address for Treatment Programs:

findtreatment.samhsa.gov 800.729.6686

Alcoholics Anonymous

<http://www.aa.org/>

Narcotics Anonymous

www.na.org

Drug Convictions Policy

Under federal law, a student who has been convicted of the sale or possession of illegal drugs under any federal or state law during a period of enrollment for which the student was receiving financial aid (grant, loans, and/or work-study) is not eligible for federal student aid. To view the policy, please visit the [Drug Convictions Policy](#) online.

Grading Policies

Columbia Southern University (CSU) students can view course grades at any time through Blackboard or by visiting the [myCSU Student Portal](#). The myCSU Student Portal provides students the option to print course grade reports, review all assignment grades for courses completed at CSU, and print an unofficial transcript.

Course specific grading information is available within each Course Syllabus, to include assignment weights.

GRADING SYSTEM

The following scale is used to determine final course grades and are recorded on the CSU transcript unless noted:

| Grading | Quality Points per Credit Hour | |
|---------|--------------------------------|------|
| A | 90-100 | 4.00 |
| B | 80-89 | 3.00 |
| C | 70-79 | 2.00 |
| D | 60-69 | 1.00 |
| F | 59-0 | 0.00 |
| W | Withdrawn | 0.00 |
| W/F | Withdraw/Fail | 0.00 |
| I | Incomplete/Extension | 0.00 |
| IP | In Progress | 0.00 |
| R | Retake | 0.00 |
| *DN | Dropped for Non-Attendance | 0.00 |
| DP | Dropped from Course | 0.00 |
| *DC | Institutional Drop | 0.00 |
| S | Satisfactory Progress | 0.00 |
| U | Unsatisfactory Progress | 0.00 |
| W/U | Withdrawal/Unsatisfactory | 0.00 |

*Not recorded on the CSU transcript.

GRADE DESCRIPTIONS

Final course grades of A, B, C, and D generate quality points as described in the grading system table, are included in the cumulative grade point average (GPA), and are counted towards hours attempted to determine Satisfactory Academic Progress (SAP).

Course grades of W, I, IP, R, DN, DP, DC, S, U, and W/U do not generate quality points and are not normally included in the cumulative GPA. However, grades of W, I, R, S, U, and W/U are calculated as attempted hours to determine SAP.

While final grades of F and W/F do not generate quality points, they are included in the GPA and counted towards hours attempted to determine SAP.

A grade of IP is assigned as a placeholder when a student is in the process of completing a course during original course start and end dates. In cases where a student has been granted additional time to complete course assignments (Incomplete or Extension), a grade of "I" will be assigned as a placeholder until an earned grade is determined.

GRADE POINT AVERAGE

The grade point average (GPA) is computed by dividing the total number of quality points by the total number of hours completed.

GRADING RUBRIC

Columbia Southern University has established functional scoring rubrics for all assignment types (e.g., research paper,

case study, article critique). The rubrics are located in Blackboard units with the assignments and are available for student review. Faculty apply the rubrics to evaluate the assignments and enter the scores and feedback directly into the rubric located with the assignment. There are also non-functional scoring rubrics for written response assessment items and discussion forums. The written response rubric is found in the unit assessment directions, and the discussion forum rubric is found in the Unit I Discussion Board. Faculty apply these rubrics in scoring the items and provide summative feedback in the “Feedback to Learner”, which is found in the gradebook.

GRADING TIMEFRAMES

CSU requires all assignments to be graded in a timely manner.

- Unit Assessments and Final Examinations are required to be graded within three days of submission.
- Papers, Projects, Article Critiques, and Case Studies are required to be graded within five days of submission.
- Assignments in the DBA program may allow a seven, ten, or fourteen day grading time period.

Note: There may be times in which a grading delay could occur due to extenuating circumstances. These delays will be communicated appropriately.

Assignment Submission Timeframes

The following list defines information regarding assignment submissions for students enrolled in the Term learning option:

- Weekly course assignments must be turned in during the week they are assigned. Students have the option to submit assignments one week in advance, unless otherwise indicated by the university.
- Students are required to respond to the Discussion Board assignment by Saturday, 11:59 PM CT and comment on another student's response by Tuesday, 11:59 PM CT.
- Assignments not turned in by the deadline may be penalized as follows:
 - One day late – 10 points deduction
 - Two days late – 20 points deduction
 - Three days late – 30 points deduction
 - Assignments will not be accepted after the third day. The student will earn a zero on assignments not turned in by the third day after the deadline unless otherwise approved by the course professor, per the Assignment Make-Up Policy.
 - Students earn zero points if Discussion Board assignments are submitted late.

CONTESTING GRADES

Students who feel that a grade awarded is inconsistent with published policy, course syllabi, rubric item, or assignment

requirements should address the grade with their faculty member during the course. At the conclusion of the course, should the student remain dissatisfied with the rendered grade, the student may contest the grade by following the steps outlined within the Academic Complaint and Grievance Policy.

RELATED POLICIES

Students enrolled in CSU courses, including the DBA dissertation courses, are expected to meet attendance and participation requirements. Please refer to the Attendance Policy and Unofficial Withdrawal Policy to learn more details.

To learn more about SAP, which may impact federal student aid eligibility, please refer to the Satisfactory Academic Progress Policy.

To learn more about incomplete grades and course extensions, students may wish to refer to the Incomplete Grading Policy and Course Extension Policy.

Graduation Requirements Policy

Students are required to complete all degree requirements, obtain the minimum cumulative GPA, meet all financial obligations to the institution, have all official transcripts on file, and apply for graduation by submitting a Petition for Graduation. Students who use Federal Student Aid to cover any portion of tuition are also required to complete Direct Loan Exit Counseling.

UNDERGRADUATE REQUIREMENTS

Students enrolled in undergraduate programs must:

- complete a minimum of 60 credit hours in an associate program.
- complete a minimum of 120 credit hours in a bachelor's program.
- complete at least 25 percent of the courses within an undergraduate program at CSU.
- maintain a 2.0 cumulative GPA to be eligible for graduation.

Although a grade of “D” is considered passing, students may be required to repeat a course in which a “D” is earned if the grade results in a substandard cumulative GPA.

GRADUATE REQUIREMENTS

Students enrolled in a master's program must:

- complete a minimum of 36 credit hours.
- complete at least 50 percent of the courses within a graduate program at CSU.
- maintain a 3.0 cumulative GPA to be eligible for graduation.

Although a grade of “C” is considered passing, students may be required to repeat a course in which a “C” is earned if the grade results in a substandard cumulative GPA.

GRADUATION WITH HONORS

Students enrolled in bachelor’s degree programs who accomplish a high level of academic achievement may qualify for honors if certain criteria are met. Honors are noted both on the students’ diplomas and transcripts.

A cumulative “honors GPA” is calculated by combining all coursework attempted at CSU. Students must have no grade lower than a “C”, must not have been found in violation of the Academic Integrity Policy, and must not have repeated any course taken at CSU due to non-satisfactory grades. Honors recognition is only awarded for bachelor’s degree programs.

| Latin Honors | GPA |
|------------------------|----------------------------|
| <i>Cum Laude</i> | 3.50 – 3.79 cumulative GPA |
| <i>Magna Cum Laude</i> | 3.80 – 3.99 cumulative GPA |
| <i>Summa Cum Laude</i> | 4.0 cumulative GPA |

POSTHUMOUS DEGREE RECOGNITION

Family members or relatives of a deceased student may qualify for posthumous degree recognition if the student was in good standing and successfully completed at least ninety percent of the degree program. Once the University is notified and has confirmed that the student is deceased, a formal degree audit will be conducted. Upon verification of the degree, the deceased student’s diploma and official transcript will be presented to family member or relative at no charge. Next-of-kin who would like more information about possible award of a posthumous degree should contact the Office of the Registrar.

Note: Students enrolled in the DBA program should refer to the DBA Graduation Requirements Policy.

Inactive Status

Students who do not submit any coursework within a 12-month period are considered inactive and any tuition being held by the University will be forfeited. Students desiring to return to their studies must be re-evaluated and are subject to any changed academic requirements, tuition increases, and policy changes in force at the time of re-enrollment. The student is assessed a \$25 re-evaluation fee.

Note: This policy does not apply to students enrolled in the DBA program. DBA students are required to maintain continuous enrollment, as outlined in the DBA Continuous Enrollment Policy

Incomplete Grading Policy

Students enrolled in Term and Veterans Flexible enrollment options may request additional time to successfully complete coursework in excess of the allotted enrollment period.

Requests for an Incomplete grade should be the exception during a student’s tenure, as academic progress throughout the course promotes student success. If approved, an Incomplete grade provides an additional 30 calendar days for course completion.

Students enrolled in LifePace Learning (LPL) courses should refer to the Course Extension Policy for LifePace Learning Courses in the Student Handbook. For information about an Incomplete for Special Circumstances for LPL courses, continue reading this policy.

ELIGIBILITY REQUIREMENTS

To be eligible for an Incomplete, the student must demonstrate satisfactory progress in the course through the following minimum requirements:

- The student is in units six, seven, or eight of the course.
- The grade average of graded coursework must be at least
 - 60% for undergraduate students.
 - 70% for graduate students.
 - 80% for doctoral students in the coursework phase of the program.

Course instructors may approve exceptions to the above requirements if the student provides a reasonable plan and commits to complete coursework.

TERM AND VETERANS FLEXIBLE ENROLLMENT INCOMPLETE GRADING

Approval of an Incomplete is at the discretion of the course instructor or as prescribed herein, and a maximum of 30

calendar days will be granted to complete remaining assignments. If the student believes a denial violates this policy, the student may follow the process outlined in the *Academic Complaint and Grievance Policy*.

Once the student submits the request form, the course instructor will review the request and render a decision to the student via email within five (5) business days. The Lead Faculty will render a decision when a student elects to submit a request after the course has ended.

If approved, a course grade of “I” will be assigned and the student will be granted an additional 30 calendar days to complete the remaining coursework. Approval may affect future course enrollments. Please review the *Academic Course Load Policy* for more information. Assignments not completed at the conclusion of the approved Incomplete period will be assigned a grade of zero (0) and the final course grade will be calculated. The final course grade will replace the grade of “I.”

The student will be responsible for meeting the assignment due dates provided on the request form. If the assignments

are not submitted by the adjusted due dates, the course instructor has the discretion to post an assignment grade of zero (0). A student who is unable to meet the assignment due dates must contact his or her course instructor for late submission approval.

** There is no charge to request an incomplete. If the incomplete request is approved, the student is charged a \$50 processing fee. CSU may not directly apply any Title IV or VA funds toward the payment of the processing fee.*

Incomplete for Special Circumstances

At times, a student may encounter an unexpected situation during a course (Term, Veterans Flexible Enrollment, or LifePace Learning), which inhibits his or her ability to complete the course. Examples of such circumstances may include, but are not limited to forward deployment, medical circumstances or surgery, natural disaster, family emergency, death in the immediate family, or job relocation. Under these circumstances, the student may request one (1) Incomplete for Special Circumstances (ISC) per course. A maximum of two (2) ISCs will be granted, upon approval, per calendar year.

An ISC adds a maximum of 60 calendar days to the course. If a student is approved for an Incomplete or extension and it is later determined an ISC is needed, the student will follow the ISC approval process; however, the maximum time allowed remains at 60 calendar days from the original course end date for students enrolled in Term and Veterans Flexible Enrollment courses. Students in LPL courses may have a maximum of 120 calendar days added to the original course end date.

Approval of an ISC is at the discretion of the course instructor. The student must provide supporting documentation, which substantiates the stated circumstance. Documentation must be dated and correlate with the hardship and time parameter in which the student is/was unable to complete coursework. Additional or alternate documentation may be requested for verification purposes. If the student believes a denial violates this policy, the student may follow the process outlined in the *Academic Complaint and Grievance Policy*.

Students are encouraged to submit the Incomplete for Special Circumstances Request Form on or before the course end date; however, requests must be submitted no later than three calendar days after the course end date. The student should allow seven (7)-to-ten (10) business days for review and will be notified of the decision via email. Requests made after the course has ended will be escalated to the Lead Faculty for decision.

The request form requires supporting documentation and assignment due dates. If an assignment is not submitted by the due date, the course instructor may post an assignment

grade of zero (0). A student who is unable to meet the assignment due dates must contact his or her course instructor for late submission approval. The final course grade will be calculated and will replace the grade of "I."

Approval may affect future course enrollments; the Academic Course Load Policy should be reviewed for more information. The grade of "I" may affect Satisfactory Academic Progress and Federal Student Aid eligibility. The student should contact his or her academic advisor for additional information.

* An ISC does not require a processing fee.

Other Considerations

- An Incomplete request should not be submitted for a course in which assignments need to be resubmitted or if all assignments have been submitted and/or graded.
- Students approved for an Incomplete forfeit the option to withdraw from the course after the original course end date, pursuant to the Official Course Drop/Withdrawal Policy.
- A service member utilizing Tuition Assistance should contact his or her education officer to report an Incomplete in order to avoid inaccurate recoupment of funds. It is the responsibility of the student to notify the education office of his or her final course grade at the conclusion of the Incomplete period.
- Students enrolled in Term and Veterans Flexible Enrollment courses approved for an Incomplete are expected to meet attendance requirements in the course as outlined in the Student Handbook.
- When determining the amount of Federal Student Aid a student has earned, the original term start and end dates are used for withdrawal calculations. The time period of an Incomplete is not taken into consideration. Therefore, it is important that students continue to participate in the course within the original timeframe even when an Incomplete has been granted. Failure to participate within the original start and end dates could result in a return of Federal Student Aid funds. Eligibility for Federal Student Aid could also be affected if the student does not make up the Incomplete or if the Incomplete converts to a failing grade.
- When calculating a student's pace of completion for Satisfactory Academic Progress, a course grade of "I" will be considered as an attempted credit, but not earned credit. A course grade of "I" will not be calculated in the student's cumulative grade point average.
- The student should allow five (5) business days for processing an Incomplete and ten (10) business days to process an ISC prior to the first assignment due date. When approved, the time is added from the course end date instead of the date processed. If more than one assignment remains at the time of the request, each

assignment due date should be spaced apart to ensure successful completion.

- A student is not eligible for an Incomplete if a course from a previous term has a grade of "I."

Note: The Incomplete Grading Policy does not apply to students enrolled in dissertation courses in the DBA program.

Iowa Military Deployment Policy

Columbia Southern University will offer the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

- Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees. CSU's Registrar's Office processes all withdrawal requests and notifies Student Accounts to calculate the refund.
- Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. This option is available to the student under CSU's Incomplete for Special Circumstances policy. Requests may be sent directly to the instructor for approval. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Supporting documentation must be submitted to CSU describing the order to state military service, federal service, or duty.

Institutional Academic Progress Policy

Students are required to have a minimum cumulative GPA of 2.0 in undergraduate programs and a 3.0 in graduate programs. Academic standards of performance have been established to ensure satisfactory progress toward a degree. These performance standards form a basis for the following academic classifications:

- Good Standing
- Academic Probation
- Academic Suspension

Guidelines and procedures for placing students in the above classifications include the following:

GOOD STANDING (ACTIVE)

A minimum cumulative GPA (2.0 for undergraduates and 3.0 for graduates) must be maintained to be in good standing.

ACADEMIC PROBATION

Upon the completion of a minimum of 12 semester hours, a student is placed on academic probation at any time that his or her cumulative GPA drops below the required minimum.* A student remains on academic probation for 12 semester hours (four courses). While on academic probation, a student must demonstrate sustained satisfactory progress and develop an action plan for academic improvement, approved by their academic advisor, which may include referral to the Success Center. Students may be limited to enrolling in one course at a time until a cumulative GPA of 2.0 undergraduate/3.0 graduate is achieved. In addition, a student may be delayed from enrolling in the next course pending evaluation of academic progress.

Satisfactory progress requires that a student either raise the cumulative GPA to an acceptable level, or make progress toward earning the acceptable GPA during the probationary period, as detailed below.

The student is removed from probation and placed in good standing if the cumulative GPA threshold (2.0 or higher undergraduate/3.0 or higher graduate) is achieved after completing the required 12 semester hours required during the probationary period. If the student does not raise the cumulative GPA to good standing, the student is placed on suspension. Please refer to the Academic Suspension section of this policy for details.

If the GPA for the probationary period is 2.5 or higher for undergraduates or 3.5 or higher for graduates, but the student does not raise the cumulative GPA to the minimum 2.0 or higher for undergraduates or 3.0 or higher for graduates, a secondary probation period may begin.

**Note: A student who shows substandard academic progress in their first 12 semester hours may be academically dismissed without a probationary period. See the Academic Dismissal section of this policy for details.*

ACADEMIC SUSPENSION

Should the probationary student fail to demonstrate satisfactory progress, he or she will be academically suspended for a period no less than 10 weeks (LifePace Learning) or one term (Term and Veterans Flexible Enrollment). A student may request reinstatement after the suspension period has expired. If a second suspension occurs, the student is suspended for a period of at least six months before they are eligible to request re-instatement. If a third

suspension occurs, the student must wait a minimum of one calendar year before requesting reinstatement.

Requests for reinstatement are made to the Registrar no later than one month prior to the desired enrollment period. Reinstatement following academic suspension is determined by the Reinstatement Committee and is not automatic. Students who enroll in other colleges or universities while on academic suspension from CSU are not eligible for reinstatement to CSU until the cumulative grade point average from these other colleges and universities is 2.0 or higher for undergraduate or 3.0 or higher for graduate.

Once reinstated, the student returns to probational status for a period of 12 semester hours. The student is expected to demonstrate academic progress while on probation.

ACADEMIC DISMISSAL

Columbia Southern University reserves the right to dismiss students whose academic progress is substandard. Factors considered will include, but are not limited to, the number of failing grades, past academic performance, the number of withdrawn courses, and the probability of achieving satisfactory academic standing within a reasonable time frame. Students are subject to academic dismissal (without a probationary period) from the program for a full calendar year if their GPA falls below 1.0 or if they withdraw from the majority of courses within the last 12 semester hours.

Appeal or reinstatement from academic dismissal shall be made to the Appeals Board through the Office of the Registrar.

Note: Students enrolled in the DBA program should refer to the DBA Institutional Academic Progress Policy.

Official Course Drop/ Withdrawal Policy

A student's notification to drop or withdraw may be conveyed to the institution in any manner by contacting the Office of the Registrar. Students requesting to drop or withdraw from a course or program should submit the Course Drop / Withdrawal form located in the Online Forms section of the Student Portal. Details regarding tuition refunds as a result of a drop or withdrawal are described in the Tuition Refund Policy.

COURSE DROP

Students are allowed to drop a course through the term "drop date" as listed on the academic calendar (normally the first week of the course) without financial penalty. A grade of "DP" will be recorded for the course. Dropped courses will appear on the student's official transcript but do not count as hours attempted in the Satisfactory Academic Progress (SAP) calculation. The course drop date is determined by the date the request is received.

COURSE WITHDRAWAL

A course drop/withdrawal request submitted after the term drop date and before or on the original term/course end date will be considered a course withdrawal. A grade of "W" will be issued. The grade of "W" will appear on the student's transcript but will have no effect on the student's cumulative GPA. However, the course will count toward hours attempted (completion ratio and maximum timeframe) and may affect Federal Student Aid (FSA) eligibility. Students using military Tuition Assistance (TA) must contact their Education Services Officer (ESO) when withdrawing from courses. Students who demonstrate a pattern of withdrawals are at risk for academic dismissal per the Institutional Academic Progress Policy.

Privacy Policy

Columbia Southern University (CSU) is committed to protecting your privacy. The University has established this privacy policy to communicate the manner in which it collects and uses your personal information as well as methods and efforts we use to safeguard it.

1. Personally Identifiable Information – Personally identifiable information (PII) is only collected with your approval, which is affirmed via actions, such as submitting online forms or phone calls. By PII, we are referring to information that can be used to identify or contact an individual. For example, you may choose to provide your name, address or telephone number when submitting an information request. PII is used by the University to assist individual visitors as necessary. This assistance may involve redirecting an inquiry or comment to another University individual or department better suited to provide requested service.
2. Non-Personally Identifiable Information – CSU collects a variety of information from website visitors. Some of this data is not personally identifiable and is collected automatically via the use of cookies and other standard web technologies. Automatically collected information might include operating system and web browser version, internet IP address, as well as date and time web pages were visited. Non-personally identifiable information is stored in security and traffic logs on our servers, and in cookies.
3. Use of Information – Directory Information may be disseminated to specific parties pursuant to FERPA. CSU does not sell or share user information to outside parties without prior written consent of the user; however, the University may share any user information with its employees, affiliates and partners, or independent contractors with a vested interest. In some cases, cookies provided by third-party services, including Google Analytics, may be used to review website performance and to identify enhancements that may benefit visitors based on current navigation patterns and search trends.

4. Security of Information –CSU takes security of information seriously and as such, takes all reasonable precautionary measures to protect sensitive user information. CSU utilizes encryption wherever possible for sensitive information requested for submission the World Wide Web. The university may contract with third-party vendors to show our advertisements on non-CSU websites and other digital delivery mechanisms.
5. FERPA - Personally identifiable information PII for enrolled students is protected by the Family Educational Rights and Privacy Act ("FERPA") administered by the U.S. Department of Education. Please visit our FERPA page for more information. "Directory information" disclosures include verifying enrollment for employment or credit application purposes.
6. GDPR – Columbia Southern University observes the applicable principles of the EU General Data Protection Regulation.

For further information please refer to our Technology Policies or please contact us at

DataSecurityOfficer@columbiasouthern.edu.

Proctor Policy

Columbia Southern University (CSU) degree programs contain a variety of assignment types and methodologies. Numerous courses within a program of study may require an assessment or exam that requires a proctor. An approved proctor is a credentialed organization, center, or individual who verifies student identity and supervises assessment or exam integrity. CSU approves two flexible proctoring options: a standard proctor, who is chosen by the student and approved by the University, or Remote Proctor Now (RP Now), an on-demand, third-party, virtual proctor. Students may choose to use the proctor that is best suited for their situation.

STANDARD PROCTORING

A standard proctor is an unbiased, qualified individual, selected by the student and approved by the University, who agrees to supervise an assessment or examination by verifying student identity and ensuring assessment or examination integrity. Upon approval, the proctor will remain active with the University unless proctoring qualifications change, the student or proctor requests discontinuation, or the proctor is disqualified due to a violation of any applicable academic policies including Proctor Policy and/or Academic Integrity Policy. CSU reserves the right to verify proctor qualifications, require additional evidence of eligibility, or require an alternative proctor be selected. Falsification of proctor information is a violation and could result in proctor revocation and/or other sanctions identified in the Academic Integrity Policy. Please note additional fees may apply for students utilizing the standard proctoring option

The following are examples of qualified and unqualified standard proctors:

| Qualified Proctor | Unqualified Proctor |
|--|---|
| <ul style="list-style-type: none"> • College or University Professor, Dean, Director, or university official • School Principal or Vice-Principal • University/College Testing Center • Private Testing Center • Personnel Officer, Human Resources Manager, training officer or training facilitator • Commissioned Officer or Senior Non-Commissioned Officer in the Armed Forces or Civil Service equivalent • Police or fire service sergeant or higher • Educational Services Officer (ESO) • Educational Services Specialist (ESS) • Military Base Testing Offices • Library / Librarian • Teacher or School / Guidance Counselor • Minister, Priest, Rabbi or other Religious Leader | <ul style="list-style-type: none"> • Any individual that poses a conflict of interest • Co-worker • Tutor • Friend • Neighbor • Relative • CSU Student • Individuals paid for a personal service (doctor, attorney, consultant, etc.) • Individuals deemed unqualified by university personnel |

REMOTE PROCTOR NOW (RP NOW)

RP Now is an on-demand, third-party, virtual proctor which allows students to sit for an assessment or examination anytime, anywhere through use of video technology. Students choosing RP Now must have access to a computer, high-speed internet connection, a microphone, a webcam, and appropriate system rights required to download and install software for assessment or examination administration; the university *does not* provide this equipment. During assessment or examination administration, RP Now will access the student's webcam, microphone, and desktop in order to record the session for academic integrity review. Students utilizing YouCam software must adjust webcam settings in order to appropriately take an exam with RP Now. [Technical Support FAQs](#) are available regarding how to manually adjust webcam settings. Please note a \$19 fee is required upon each assessment or examination taken with RP Now. If a student fails to submit payment, they will not be able to proceed with the assessment or examination.

ASSESSMENT/EXAM VIOLATIONS

Upon completion of assessment or examination administration through RP Now, the recorded video will be reviewed by CSU for student identity verification and academic integrity purposes. Students will be notified of any violations that occur, whether through use of RP Now or the Standard Proctoring option, and are provided the opportunity to appeal any findings by following the student appeals process outlined in the Academic Complaint Policy. Further

restrictions or allowances may be disclosed in the syllabus and Blackboard for the specific course and assessment/exam. The following violations in a proctored assessment or proctored examination are subject to sanctions pursuant to the Academic Integrity and Code of Conduct Policies:

- Failure to present a valid, government-issued photo identification card.
- Failure to scan the testing area when utilizing RP Now.
- Having access to the final examination password in a standard proctor setting.
- Use of unapproved materials or software/technology.
- Use of the Internet to access any site other than the Blackboard Learning Management System, RP Now Proctoring System, or links provided in an integrated learning resource course.
- Speaking with another individual or receiving unauthorized assistance regarding the final examination.
- Use of a mobile device (Kindle, iPad, cellphone, etc) or other technology during examination administration. Students encountering technical difficulty may access a phone to call technical support.
- Materials exiting or re-entering the testing area.
- Exceeding the four (4) hour assessment/examination time limit.
- Not remaining in front of the webcam during examination administration, with the exception of approved breaks noted in policy.
- Actions deemed disorderly, lewd, lascivious, indecent or otherwise inappropriate in nature. Students must adhere to professional and academic behavioral standards, abide by the CSU Student Code of Conduct, and adhere to any local, state, and federal laws while in a traditional or remote proctor setting.
- Any other violation that is outlined within the Academic Integrity Policy and the Student Code of Conduct Policy.

Should any circumstances develop before or during a proctored assessment or examination, including natural disasters, emergencies, power or internet outages, etc., the student and/or proctor should contact the Academic Advising and Student Support Center immediately at 877-323-4471. In the event of technical difficulty during an assessment or exam, the student and/or proctor should contact Technical Support at 877-399-1063. Should the call be placed after standard operating hours, please leave a message or e-mail students@columbiasouthern.edu.

Student Code of Conduct Policy

Ethical behavior and conduct is foundational to a successful academic career at Columbia Southern University (CSU). Students, faculty, and staff must commit themselves to the highest standards of honesty, trust, fairness, respect, and responsibility. Therefore, any deviation from these standards

is a breach of ethics identified in CSU's Student Code of Conduct. Furthermore, violation of ethical standards can lead to disciplinary actions.

Students are responsible to know and comply with the Student Code of Conduct and other academic and student affairs policies contained within the student handbook. In addition, students are expected to demonstrate honesty and integrity with faculty, staff and other students throughout all interactions online and/or at university-sanctioned events.

Students are prohibited from engaging in conduct that includes, but is not limited to:

- Disrespect of university personnel.
- Inappropriate communication including but not limited to harassment, prejudice, stalking, offensive language, threats, abuse, insults, or humiliation made within the university environment. The university environment consists of email correspondence, phone conversations, text messages, or other university communication mediums.
- Demeaning comments including, but not limited to those regarding an individual's religion, race, age, sexual orientation, or making unwanted sexual advances or intimidations.
- Breaches of privacy, hacking passwords or systems, distribution or replication of copyrighted material(s), unauthorized distribution of instructional materials, use of illegal or unlicensed software.
- Intentional breach of university policy or procedures.
- Reproduction of university materials to include course content, assessments, or other materials deemed to be the property of the university.
- Using and/or purchasing work that is not his/her own.
- Disruptive behavior that hinders or interferes with the educational process.
- Harassment or intimidation that has the effect of creating an offensive educational environment for any student, faculty, or staff member.
- Conduct that is disorderly, lewd, lascivious, indecent or otherwise inappropriate.
- Violation of any local, state, or federal law.
- Displaying harmful or threatening behavior towards students, faculty, or other university personnel.

INVESTIGATION

The director of student resolution and conduct or designated university official shall conduct investigations of the Student Code of Conduct in a prompt and reasonable manner. The purpose of the investigation is to determine if adequate evidence exists to support a formal review. While an alleged violation is being investigated, interim action may be initiated. These actions include but are not limited to, removal from a course(s), prohibited attendance to university-sanctioned events and other functions, and/or a no contact order.

In those instances where CSU determines the conduct does not warrant a specific charge, CSU may choose to issue a warning.

Note: Warnings are not appealable.

In the event of a threat or imminent harm, the university reserves the right to take immediate action prior to the investigation in accordance with sanctions outlined therein.

NOTIFICATION AND RESPONSE

A student charged with a violation of the Student Code of Conduct will be notified of the specific violation in writing. Students shall be given 10 business days to submit a written response to the designated university official indicating responsibility for the charged offense or denying the charges. Failure of a student to respond to the official letter constitutes a violation of the Student Code of Conduct and may result in additional sanctions by the university up to and including dismissal from the university. A student denying the charge(s) will follow the below process.

Review of Response

Reviews shall be conducted according to the following guidelines:

- The director of student resolution and conduct will assemble a committee of three university members to review the response.
- Additional documentation to substantiate a denial of the charge should be submitted to the director of student resolution and conduct.
- The determination of the misconduct shall be made on the basis of whether it is more likely than not that the student violated the Student Code of Conduct.
- The evidence in support of the charges shall be presented, considered, and a recommendation will be made by the committee to the director of student resolution and conduct or a designated university official.

Decision

- The decision shall be communicated to the student in writing from the director of student resolution and conduct or a designated university official.
- In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, CSU will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary review conducted by the institution against the student who is the alleged perpetrator of the crime or offense.
- In accordance with the requirements under HEOA, in cases of an alleged sex offense, both the accuser and the accused will be informed of the determination

involving an alleged sex offense, including any imposed sanction(s).

- A summary report containing findings of fact, decision, and sanctions, will be placed in the student's file.

SANCTIONS

Disciplinary sanctions shall be based upon the seriousness of the charge(s) and may include, but are not limited to: warning, probation, loss of academic credit, suspension, and conduct dismissal.

Student Identity Verification Policy

SCOPE OF POLICY

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance education, Columbia Southern University has established processes to verify that a student registered in a distance education course or program is the same student who participates in and completes the program and receives the academic credit. The Student Identity Verification Policy is applicable to all Columbia Southern University (CSU) students beginning with the application for admission and continuing through graduation, transfer, or withdrawal from the University.

IDENTITY VERIFICATION METHODS

Students enrolled in courses or programs offered through distance education are subject to one or more of the following student identity verification methods:

A. Government-Issued Photo Identification

Students making entrance application to CSU are required to submit a color image of a government issued photo identification, such as a state driver's license, state identification card, or U.S. passport during the admissions process. CSU reserves the right to require additional sources of identity verification as described in the [Admission Requirements Policy](#). Students sitting for a proctored final examination are required to provide government-issued photo identification (i.e. Driver's License, or other governmental agency issued photo identification.)

B. Secure, Individual Login and Passcode

Students are assigned a secure, individual Student Identification Number (SID) and Password upon enrollment to Columbia Southern University. These assigned identifiers are used to access Blackboard, CSUs Learning Management System (LMS), to complete coursework and myCSU Student Portal to access course grades and related information.

C. Proctored Examinations

Use of a CSU approved proctor or Remote Proctor Now, a virtual, third-party proctoring service, is required for all final examinations, pursuant to the Final Examination Proctor Policy.

D. Administrative or Academic Practices

Students are subject to identity verification, at the institution's discretion, through use of personally identifiable information provided by the student upon application to the University. Students must provide their assigned Student Identification Number, along with a secondary source of personally identifiable information when contacting the University. In addition, faculty may commence verification of student identity following review of student work. Changes in academic performance or writing style may be monitored and prompt a request for identity verification.

PROTECTION OF STUDENT INFORMATION

CSU practices methods of student identity verification that protects the privacy of student information. Additional facts pertaining to security of information can be found within the Technology Policies, Security of Information Policy.

NOTIFICATION OF STUDENT FEES

Students will be notified at the time of registration of any fees associated with verification of student identity. Proctoring services and associated costs are the responsibility of the student. CSU approves two, flexible proctoring options: a standard proctor, who is chosen by the student and approved by the University, or Remote Proctor Now (RP Now), an on-demand, third-party, virtual proctor. Students who elect to use the services of RP Now will incur a fee of \$19 per final examination.

STUDENT RESPONSIBILITIES

Appropriate use of technology is the student's responsibility. Unauthorized use of University Systems, further defined as myCSU Student Portal, Columbia Southern University's Websites, university networks, Internet, Online classroom, or other hardware or software utilized in association with the University is prohibited as identified in CSU Technology Policies, Acceptable Use Policy. This includes unauthorized access to other user accounts or transfer of user passwords to others. Misuse of any University System is subject to the Student Code of Conduct Policy and sanctions contained therein.

Student Rights and Responsibilities Policy

Statement of Policy

Columbia Southern University (CSU) provides students and the University community with an online environment that fosters academic success and achievement. The mission of CSU is to provide exceptional service that fully supports student learning with integrity, flexibility, fairness, and respect. Students at CSU are members of a university community committed to basic and broadly shared ethical principles and concepts of integrity, justice, autonomy, commitment to excellence, code of honor, respect and responsibility.

Students who choose to attend CSU accept student rights and responsibilities as members of the university community and agree to abide by policies set forth in the CSU Catalog and CSU Student Handbook. Each student holds the right and ability to make individual decisions about their personal conduct and is responsible for their behavior. Furthermore, each student also holds the responsibility to live with the consequences of their personal decision making.

CODE OF HONOR

CSU entrusts each student to maintain academic honesty, personal integrity, and responsible citizenship. We find these ideals are essential to the performance of all academic work and other student activities as members of the university community. The Code of Honor is embodied by these ideals with the support of students, faculty, and staff. Student enrollment into a program of study presupposes a commitment to the principles embodied in the Code of Honor. Each student should hold oneself and fellow students accountable to their commitment to the Code of Honor.

STUDENT RIGHTS AND RESPONSIBILITIES

The following student rights and responsibilities are governed by the Student Rights and Responsibilities Policy.

Student rights include, but are not limited to:

- Right to freely express his/her own thoughts, concerns, or suggestions in a manner that does not violate the Student Code of Conduct Policy
- Right to privacy
- Right to freedom from discrimination on the basis of race, national origin, sex, marital status, religion, age, or disability
- Right to freedom from harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local laws
- Right to appeal any academic or non-academic decision in conjunction with the process outlined in the Academic or Non-Academic Complaint and Grievance Policy
- Right to file a complaint with the institution pursuant to the Academic or Non-Academic Complaint and Grievance Policy
- Right to review his/her own educational record in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA)
- Right to request a reasonable accommodation with the Office of Disability Services under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990
- Right to receive prompt responses from university staff and faculty that promotes support and encouragement

Student responsibilities include, but are not limited to:

- Exhibit and maintain integrity when providing student contact, financial, or any other requested information or documentation to the university
- Ensure all contact and email account information is current and on file with the university
- Ensure all official transcripts are received and on file with the university
- Read, understand, and adhere to the terms and conditions, including tuition and fee requirements, upon submitting an enrollment
- Remain in good academic standing throughout his/her tenure at CSU, to include upholding standards of integrity while completing course assignments
- Review emails sent from CSU on a regular basis, as email is considered the official form of communication between the student and university
- Maintain communication with his/her assigned academic advisor concerning enrollments, course load, and degree program completion requirements
- Communicate with his/her faculty member concerning course requirements, missing assignments, grades, feedback, etc.
- Reference instructions listed in course syllabi, course schedules, and other pertinent tabs within courses in Blackboard
- Stay abreast of important dates, such as course registration deadlines, assignment due dates, and course end dates
- Review the myCSU Student Portal on a consistent basis, as it is the gateway to the university and is resourceful for students
- Submit online requests within the timeframes outlined by the university; online requests are located within the myCSU Student Portal
- Save course work as it is completed within each course; refer to the Course Access Policy
- Adhere to course withdrawal, refund, and textbook return policies
- Read, understand, and adhere to all Academic and Student Affairs policies and procedures outlined within the Student Handbook.

Technology Policies

Columbia Southern University (CSU) is dedicated to the success of its students through the use of a variety of technologies and technology support within the University. Collectively, the Technology Policies communicate institutional expectations for its users and constituents by providing instructional principles for use of all university systems including the myCSU Student Portal, CSU website, university networks, Internet, online classroom, and other hardware or software utilized in association with the user's

interaction with Columbia Southern University or its partners and affiliates.

TECHNOLOGY REQUIREMENTS

Proficient use of e-mail, the Internet, and standard desktop software is recommended to successfully complete online, distance learning courses. CSU utilizes an online curriculum delivery method through the Blackboard Learning Management System (LMS.)

To view a detailed list, please visit the [CSU Technical Requirements](#) area of the website.

Additional Technology Requirements

Additional technology requirements may be necessary in some programs of study. Specific requirements are notated in the Course Description of courses requiring additional technology. In addition, use of the voluntary Remote Proctor (RP Now) to administer final examinations will require use of a webcam with audio capability.

CSU reserves the right to update technology requirements, including both hardware and software, throughout the duration of the program. CSU strives to be innovative in its curriculum delivery to support student engagement in coursework.

TECHNICAL SUPPORT

Technical Support services are available and offer a variety of support services including desktop support, diagnostics, and Blackboard support. Students encountering technical difficulty are encouraged to contact the CSU Helpdesk through the following methods:

- Phone: (877) 399-1063
- E-mail: techsupport@columbiasouthern.edu
- Live Chat

For Helpdesk availability, please visit the [Technical Support page](#) in the myCSU Student Portal.

FAQs, Software Downloads, and Tutorials are available within the myCSU Student Portal under the Technical Support Navigation Tab.

MYCSU STUDENT PORTAL

The myCSU Student Portal is the gateway to the University. A few of the features available through the portal include the ability to view grades, submit course enrollments and access an individual student account. Upgraded applications, features, or functionality may be installed within the myCSU Student Portal and are subject to change. Occasionally, technology requirements will be revised accordingly to meet new university standards and initiatives.

E-MAIL POLICY

Columbia Southern University considers e-mail the official form of communication. Important student information and announcements are communicated through this method. An appropriate, individual (non-shared) e-mail address is required for all CSU students. Students are expected to maintain a current e-mail address on file with the University. In the event a student's e-mail address is no longer valid, access to the myCSU Student Portal may be restricted until such time the address is updated. E-mail communications are subject to all applicable university policies, including the Student Rights and Responsibilities and Student Code of Conduct policy.

STUDENT TECHNOLOGY RESPONSIBILITIES

Online, distance learning utilizes technology as a platform for curriculum delivery and student engagement. Although most technologies can be viewed as stable, there may be occasions when technology fails. In our efforts to support students during technology failure, it is recommended students maintain an alternate technology plan. A student's ability to request a grade change, late assignment submission, or similar request will be reviewed on a limited basis by the course professor and may be verified by CSU Helpdesk Support.

The following recommendations are made to maintain an alternate technology plan:

- Periodically save written work as progression is made on assignments.
- Hard Disks or Memory sticks are recommended to back-up data storage. Computer or hard disk failures do occur and can be detrimental to student course progress.
- In the event the technology failure is severe enough to disrupt course completion, the student should contact the course professor for alternate arrangements.
- Regular use of the back-up device is recommended for effective retrieval.
- A plan of action is recommended when the user's primary computer fails. Examples of other alternatives include work computers, libraries, Internet Cafés, or a friend or family member.

The following student requirements are maintained in the event of technology failure:

- Continued course participation and assignment completion is expected unless the student makes alternate arrangements with the course professor or campus, within the limitations of CSU Institutional Policy.
- Accidental assignment submission is not a basis for an opportunity to re-submit an assignment. Students encountering this circumstance should contact their course professor for a decision.

USER INFORMATION COMPILATION AND USE

Columbia Southern University (CSU) is the sole owner of user information, further defined as applicant and/or student information, collected within the constraints of user interaction with the University. Directory information may be disseminated to specific parties pursuant to FERPA (Family Educational Rights and Privacy Act). CSU does not sell or share user information to outside parties without prior written consent of the user; however, the University may share any user information with its employees, affiliates and partners, or independent contractors with a vested interest. In addition, CSU may share user information with parties who provide educational, operational, or technical services or products on behalf of or directly to the University.

STUDENT PORTAL AND BLACKBOARD ACCESS

Blackboard user access will terminate in the event that a student's status is changed to Inactive; further defined as inactivity in any 365 day period.

Individual course access is outlined in the Course Access Policy and is separate from the Student Portal and Blackboard Access Policy. CSU alumni will receive the official university newsletter, the CSU Communicator.

ELECTRONICALLY TRANSMITTED MESSAGES

Columbia Southern University (CSU) may retain electronically transmitted messages, defined as e-mail or other data, for an indefinite amount of time. Electronically submitted information, defined by this policy, is distinct and does not pertain to information collected and contained in the official student record. CSU does not retain electronically transmitted messages for any specified period other than time periods dictated by law. Users should not have an expectation any electronically transmitted messages will be retained for a specified time period.

SECURITY OF INFORMATION

Columbia Southern University (CSU) takes security of information seriously and as such, takes all reasonable precautionary measures to protect sensitive user information. CSU uses encryption and Secure Sockets Layer Web Server Certificates (SSL) for sensitive information requested for submission through the World Wide Web.

Information contained within the CSU Student Information System (SIS) is also viewed as sensitive, personally identifiable information and the University makes reasonable efforts to ensure all information contained within is secure from modification or deletion by unauthorized personnel. In addition, employees who do not have a vested interest to perform a relative job function are not granted access to information contained in the SIS. Servers containing the SIS are located in a secure environment.

Users of technology systems should acknowledge security of the aforementioned information cannot be guaranteed as systems can be compromised by unauthorized third-parties. All users further acknowledge there is no expectation user information is confidential or private when transmitted through or stored upon equipment or systems owned by the University.

ACCEPTABLE USE POLICY

The Acceptable Use Policy governs all university systems used in association with the user's interaction with Columbia Southern University or its partners and affiliates. Such systems include but are not limited to the following:

- myCSU Student Portal
- Columbia Southern University's Website
- University networks
- Internet
- Online classroom
- Other hardware or software utilized in association with the University

All content transmitted to and from systems or networks are subject to the Student Code of Conduct Policy and sanctions contained therein.

Permitted Uses:

Columbia Southern University technology systems are to have beneficial uses for all users for the sole purpose of instructional delivery in connection with academic, administrative, and operational activities of the University.

Prohibited Uses:

Harassment

- Sending other users threatening, inappropriate, or unwelcome messages
- Sending unsolicited, bulk spam to other users
- Any other form of harassment

Privacy Breach

- Accessing, reading, copying, altering, or deleting another users work without authorization or permission
- Unauthorized access to other users' accounts
- Transfer of user passwords to others
- Accessing unauthorized electronic communications
- Invasion of personal privacy

Willful Damage

- Purposefully damaging or corrupting hardware, software, or data systems
- Malicious uses of network and university systems
- Committing malicious attacks on university networks or systems
- Hacking passwords or systems

Copying

- Distribution or copying copyrighted material
- Copying other's work as your own; plagiarism

- Unauthorized distribution of instructional material to other users
- Use of illegal or unlicensed software in conjunction with university systems

Abstract

- Engagement in illegal activities
- Unjustified accusations or slander of any person associated with the university

INDEMNIFICATION OF THE UNIVERSITY

Users granted access to Columbia Southern University Systems agree, by authorization of access and use, to exempt the university and hold it harmless from damages to include lawsuits, losses, and expenses. Damages also include but are not limited to attorney fees and litigation costs which could arise from breaches of transmitted content, violation of sensitive information and privacy, user violation of the Acceptable Use Policy or any other of the Technology Policies associated with use of university systems.

Unofficial Withdrawal Policy

This policy affects any student enrolled in the Term learning option who does not officially notify the institution that they have ceased or will cease attending the school and does not complete the course(s) by the term end date resulting in an unofficially withdrawn status. Students should submit an official Course Drop/Withdrawal request or contact the Office of the Registrar to notify the school of his or her withdrawal. CSU will determine if a student is unofficially withdrawn by reviewing student records to verify the following:

- If no assignments are submitted in Units 6, 7, or 8, the student will be withdrawn from the course and a grade of "WF" will be assigned. Grades of "WF" count in the calculation of the student's GPA as a grade of "F." The grade of "WF" is counted as attempted hours and will affect SAP. A charge will be posted to the student's account if the textbook was supplied through the CSU Book Grant. The student will be notified of the course drop/textbook return process.
- If an assignment has been submitted in Units 6, 7, or 8, the student will not be withdrawn and no action will be taken. All non-submitted assignments will be recorded with a score of "0" and the final grade will be calculated.
- Students who are on an Incomplete are still expected to submit assignments in Units 6, 7, or 8.
- When determining last day of attendance for financial aid purposes, the course mid-point or last assignment date, whichever is later, will be used.

Withdrawal for Special Circumstances Policy

Purpose

The purpose of the Withdrawal for Special Circumstances Policy is to provide students who encounter special circumstances the opportunity to withdraw from a course when such withdrawal would normally not be considered. Eligible students fall under the following categories:

- The student has a course on Incomplete.
- The student has a course that has ended with a final grade.

Policy

Columbia Southern University (CSU) recognizes students may encounter life situations that impede successful course completion. Students experiencing an extenuating circumstance, such as a prolonged illness, death in the immediate family, military deployment, or similar incident, have the option to request a Withdrawal for Special Circumstances (WSC). Requests for a WSC are limited to students who have a course(s) on Incomplete or have a course that has ended with a sub-standard, final course grade directly related to the incident.

Students are eligible to request one WSC per calendar year and the request must be within one calendar year from original course end date. Each withdrawal request may include all courses in which the student is enrolled during the period of special circumstance. Requests for a WSC are not automatically granted and are reviewed independently through the Student Appeals process. Students who wish to withdraw under special circumstances must submit documentation which supports the extenuating circumstance. Acceptable documentation should include applicable dates to justify the request and may include:

- Medical documentation by a licensed practitioner
- Deployment notice documentation
- Officially signed letter from a Unit/Battalion Commander or Employer
- Death certificate
- Any other documentation deemed acceptable to CSU

Students approved for a WSC will receive a grade of “W” for the course, which will be recorded in the student record. The grade of “W” will have no effect on the cumulative CSU GPA, but will count toward hours attempted when determining Satisfactory Academic Progress (SAP) and may affect Federal Student Aid (FSA) eligibility. Students using FSA should contact their academic advisor to discuss SAP standing and the Office of Financial Aid to discuss FSA eligibility. An approved WSC is subject to the Tuition Refund Policy, Official Course/Drop Withdrawal Policy, and requirements outlined within the Textbook and Course Material Policy.

Students applying for a Withdrawal for Special Circumstances should submit a formal letter to Registrarappeals@columbiasouthern.edu and include necessary documentation to support the request. Students will be notified of a decision within 7 calendar days.

Note: DBA students enrolled in Dissertation/Research courses are not eligible for the Withdrawal for Special Circumstances and should be working with their dissertation chair regarding any special circumstances that arise during this period of their program.

VIII. COLLEGE OF ARTS AND SCIENCES



Sonya Rogers, Ed.D.
Dean and Assistant Provost

College Leadership

Freda Braddock, Ed.D.
Academic Program Director, Behavioral Sciences

Megan Bunnell, M.S.
Academic Discipline Director, Mathematics and Natural Sciences

Jennifer Gordon, Ed.S.
Academic Discipline Director, Humanities

Prebble Ramswell, Ph.D.
Academic Discipline Director, Social Sciences

Renee H. Reynolds, Ph.D.
Academic Program Director, General Studies

General Education and Degree Programs

General Education Competencies
General Education Curriculum

Associate of Arts in General Studies

Bachelor of Science in Psychology

Faculty

Full Time Faculty

Jennifer Appelt, M.A.
English
University of Kentucky
Adult and Continuing Education
Morehead State University

Mark Balto, Ph.D.
Philosophy
The New School

Christopher Blackburn, Ph.D.
History
Auburn University

Stephanie Brazzle, M.A.
Psychology
American Public University
System

Kenneth Bridges, Ph.D.
United States History
University of North Texas

Elizabeth Brown, Ph.D.
Chemistry
University of Missouri- St. Louis

Angela Bush, M.A.
Philosophy
Georgia State University

Jesse Chupp, Ph.D.
Political Science
Texas A&M University

Thomas Cochran, M.A.
Ecology
University of North Texas

Brian Collier, Ph.D.
History
Arizona State University

Renee Courey, Ph.D.
History
University of California – Berkeley

Catherine Croston, M.A.
English - Creative Writing
University of South Alabama

Jenny Diamond, M.A.
English/Literature
University of West Florida

Nathalie Dodson, M.S.
Mathematical Sciences
University of West Florida

Rick Fenwick, Ph.D.
Industrial & Organizational
Psychology
Capella University

Heather Ferragut, M.A., M.N.M.

Sociology
Sam Houston State University
Non Profit Management
Regis University

Robert Finger, M.A.T., M.L.A.

Secondary Education: Social
Sciences
Liberal Arts
Spring Hill College

Benita Fox, M.A.

History
University of West Florida

Jerri Gerlach, M.A., M.Ed.

History/Government
Texas Woman's University
Curriculum and Instruction
Tennessee State University

Anthony Gole, M.A.

History
University of Washington- Seattle

Nichole Gotschall, Ed.D.

Higher Education Leadership
Walden University

Amy Hakim, Ph.D.

Psychology
Florida International University

Jan Hinnen, M.D.

Medicine
University of Alabama at
Birmingham

Vanessa Holtgrave, Psy.D.

Clinical Forensic Psychology,
Chicago School of Professional
Psychology

Todd Hughes, Ph.D.

Philosophy
University of Wisconsin-Madison

Kent Kelso, Ph.D.

Education Administration
Indiana State University

Amanda Laroche, Ph.D.

English
University of Louisiana – Lafayette

Sonya Lavett, M.A.

Psychology
Northcentral University

Namhyung Lee, Ph.D.

Physics
Tufts University

Elizabeth Legault, M.Ed.

Elementary Education
Salem State University

Carl Libis, D.A., Ph.D.

Mathematics
Idaho State University
University of Alabama

Marcus McArthur, Ph.D.

History
St. Louis University

Lisa McLeod-Simmons, Ph.D.

Political Science
University of South Carolina

James Meyers, Psy.D.

Clinical Psychology
Florida Institute of Technology

Sheana Mullen, M.S.

Education/Math Education
Troy University

Sanita Nelson (Jetton), M.F.A.

Art/Painting
Fontbonne University

Christine Pavesic, Ph.D.

English
Northern Illinois University

Matthew Pearcy, Ph.D.

United States History
University of North Texas

Donna Purcell, Psy.D.

Clinical Psychology
Florida Institute of Technology

John Radez, Ph.D.

Near Eastern Language & Culture
Indiana University Bloomington

Charles Ross, M.S.

Psychology
Walden University

Ann Schwalboski, M.A., M.F.A.

Mass Communication
Bowling Green State University
Creative Writing
Emerson College

Mitzie Sowell, Ph.D.

Biology Education
Auburn University

Lavinia Sparkman, Ph.D.

Counselor Education
Mississippi State University

Kevin Sweers, Psy.D.

Human Services
Capella University

Sarah Syrjanen, Ph.D.

Literature
Florida State University

Peter Trzop, Ed.D.

Organizational Leadership
Argosy University- Phoenix
Campus

Brandon Wiese, Ed.D M.Div., Th.M.

Higher & Postsecondary
Education
Argosy University- Phoenix
Campus
Biblical Languages, Philosophy of
Religion
Southwestern Baptist Theological
Seminary

Charles Williams, Ph.D.

Ecology
Virginia Polytechnic Institute and
State University

Part Time Faculty**Lane Andrew, Ph.D.**

Educational Mathematics
University of Northern Colorado

Steven Aranyosi, M.S.

Human Anatomy and Physiology
New York Chiropractic College
Teaching and Earth Science
Wright State U.

Robert Asaadi, Ph.D.

Political Science
University of Minnesota- Twin
Cities

David Auchter, Ph.D.

English
University of Houston

Miguel Balboa, M.A.

Philosophy
San Francisco State University

Amal Bassa, M.S.

Chemistry
George Washington University

Rachel Beecham, Ph.D.

Biological Science
University of Mississippi

Laura Bozovic, PhD

Political Science
The University of Alabama

Damon Bullock, Ph.D.

Sociology
Texas Woman's University

Rose Bunch, Ph.D.

Philosophy in English Language
and Literature
Florida State University

Anna Byrnes, EdS

English Composition
University of West Georgia

Kenneth Capps, Ph.D

Philosophy in Chemistry
University of Miami

Shelli Carter, Ph.D.

Biology
The University of Alabama

Michael Cato, Ph.D.

Chemistry
Jackson State University

Lauren Cortese, M.A.

Education, Adult Education and
Training
University of Phoenix
Business Administration
University of Phoenix

Stephanie Davis, Ph.D.

Adult Education
Auburn University

Deanna Deaton, PhD.

Psychology/Forensic Psychology
Walden University

Sherry DelCastillo, M.A.

Counseling and Guidance
Louisiana Tech University

Rebecca Dunlap, M.S.

Biology
University of North Texas

Scott Duryea, Ph.D.

International Studies
Old Dominion University

Louis Ephraim, M.A.

Mathematics
University of Miami

Mark Ferguson, Ph.D.

Political Science
University of Alabama

Jason Ford-Green, Ph.D.

Chemistry
Jackson State University

Joseph Fournier, MA

Political I Science
University of Oklahoma

Nathaniel Gaefcke, M.F.A.

Fine Arts
Fontbonne University
Drawing
New York Academy of Art

- Michelle Gardner, M.S.**
Sociology and Anthropology
Valdosta State University
- Carl Garrigus, Ph.D.**
History
Georgia State University
- Amber George, Ph.D.**
Interpretation
SUNY at Binghamton
- Chelsea Hansen, Ph.D.**
Gender Diversity
Northcentral University
- Justin Harrison, Ph.D.**
Philosophy
Loyola University at Chicago
- Katrina Haynes, Ph.D.**
Psychology
Walden University
- Julie Hirschboeck, M.A.**
English
Minnesota State University
- Carol Hoban, Ph.D.**
Biological Science/Cell Molecular
Biology & Physiology
Georgia State University
- Noah Horwitz, Ph.D.**
Philosophy
Loyola University of Chicago
- Pamela Huckins, Ph.D.**
History of Art and Archaeology
New York University
- Timothy Jacobs, MDiv., ThM**
Christian Ministry
The Southern Baptist Theological
Seminary
Research: Philosophy, Worldview
& Apologet
The Southern Baptist Theological
Seminary
- Henry Johnson, Ed.D, M.A.**
Educational Leadership
Florida Atlantic University
Educational Administration &
Supervision
Florida Atlantic University
- Rachel Jolley, Ph.D.**
Forestry
Auburn University
- Frances Jones, M.A., M.F.A.**
Art
Fontbonne University
- Bokkyoo Jun, Ph.D.**
Physics
Tufts University
- Rebekah Kennedy, M.A.**
History
University of Alabama
- Peter Kunze, PhD**
English Language and Literature
Florida State University
Radio, Television, Film
University of Texas at Austin
- Brett Legault, M.Ed.**
Mathematics
Lesley University
- Jason Locke, M.A.**
History
University of North Carolina at
Charlotte
- Christy Lowery-Carter, Ed.D.**
Teaching and Learning
Liberty University
- Pamela Loyd, Ph.D.**
Education
Capella University
- Bridget Mallette, M.A.**
Philosophy
University of Southern Mississippi
- Elaine Martin, Ed.D.**
Curriculum & Instruction Science
& Social Sciences
University of West Florida
- Katherine Mazeika, M.S.**
Mathematical Sciences
University of West Florida
- Julie McManis, M.A.**
English
University of Texas at Arlington
- Douglas Mock, Ph.D.**
Political Science
Boston University
- Megan Moore, M.F.A.**
Art
California State University
- Jimmy Morris, MS**
Mathematical Sciences
Tennessee State University
- Patricia Morriss, M.A.**
Philosophy
Catholic University of America
- Elizabeth Moseley, Ph.D.**
Psychology
University of Miami
- Aaron Norton, Ph.D.**
Psychology
University of California – Davis
- Chimere Parker, M.A.**
English
Marygrove College
- Sanjay Paul, M.A.**
Sociology
New Mexico State University
- Alina Perez, Ph.D.**
Clinical Psychology
Fielding Graduate University
- Jeffrey Pilz, Ph.D.**
History
University of Minnesota, Twin
Cities
- Lise Price, M.S.**
Post Secondary Education –
Mathematics
Troy University
- Victor Reppert, M.A., M.Div.**
Philosophy
Arizona State University
Theology
Emory University
- Clarice Richard, M.A.**
Mathematics
Boston College
- Kathleen Robinson, Ph.D.**
English Composition/ Literature
University of South Florida
- Stephanie Robinson, M.S.**
Chemistry
University of Auckland
- Tara Ross, Ph.D.**
Educational Leadership
Keiser University
- Darlene Sabio, M.A., M.S.**
Mass Communications
University of South Florida
Biology
Virginia Commonwealth
University
- Melvin Sanchez, Ph.D.**
Philosophy
University of California- Irvine
- Derek Schweigert, M.A.**
Philosophy
Oklahoma State University
- Crystal Sears, Ph.D.**
Communication
Wayne State University
- Donald Shaver, M.A.**
Political Science/ Public
Administration
Bowling Green State University
- Alec Sithole, Ph.D.**
Applied Physics
Portland State University
- Matthew Smart, M.A.T.**
Language Arts
University of West Alabama
- Melanie Smith, Ed.D.**
Curriculum and Instruction,
Science and Social Science
University of West Florida
- Patti Smith, Ph.D.**
Education/Curriculum &
Instruction, Reading
University of Southern Mississippi
- Hattie Spencer, Ph.D.**
Environmental Science
Jackson State University
- Sharon Thomas, Ph.D.**
Philosophy
University of Hawaii at Manoa
- Charles Tibedo, M.A., M.Ed.**
Social Sciences
Union Institute & University
Educational Leadership
Saint Leo University
- Mark Tolf, M.A.**
Philosophy
DePaul University
- Paige Tracy, M.A.**
Communication Studies
Baylor University
- Vatsala Vadapalli, Ph.D.**
Environmental Science
University of North Texas
Counseling & Human
Development
Troy University
Clinical Psychology
Fielding Graduate University
- Philip Van Vleck, Ph.D.**
History
Duke University
- Beverly Vchulek, M.A., M.S.**
Psychology/ Clinical Psychology
Fielding Graduate University
Counseling & Human
Development
Troy University

James Watkins, Ph.D.
English
University of Texas at Austin

Donovan Weight, Ph.D.
Historical Studies
Southern Illinois University

Raymond Wood, Ph.D.
Higher Education Administration
University of Southern Mississippi

Elizabeth Yaros, M.F.A.
Fine Arts
School of the Art Institute of
Chicago

GENERAL EDUCATION

The General Education Curriculum ensures that all students acquire the intellectual skills and knowledge that not only enable them to succeed in their academic endeavors, but also prepare them for the challenges and opportunities in a knowledge, information-based global society.

GENERAL EDUCATION COMPETENCIES

Communication

Uses oral and written communication skills effectively, resulting in the use of standard English to present original thought; utilizes verbal and non-verbal responses; organizes and presents material to specific audiences; and persuades in one-to-one and one-to-many idea exchanges.

Students competent in communication skills demonstrate the ability to respond in a clear and concise manner; use a variety of communication methods to inform and persuade different audiences; and exhibit proficient and effective use of the English language.

Critical Thinking

Applies higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions; synthesizes and applies knowledge within and across courses and disciplines; and develops creative solutions.

Students competent in critical thinking demonstrate the ability to process ideas and thoughts; develop evidence-based arguments; and explore problems through specific and aligned procedures in order to reach sound conclusions expressed in a concise and organized format.

Information Literacy and Technology

Recognizes an information need that prompts the identification, organization, evaluation, and synthesis of data for the purpose of decision-making and problem-solving in academic, professional, and personal settings; understands ethical considerations and legal issues related to the use of information; and incorporates relevant technologies to address the need and usage of information.

Students competent in information literacy and technology demonstrate the ability to collect and analyze data; interpret results to create solutions for problems; evaluate the reliability of information, and make sound decisions through the use of technology.

Quantitative Reasoning

Applies mathematical methods to problem-solving; analyzes quantitative information to support conclusions; identifies differences among scientific ideas related to the history and nature of science; and identifies relationships between science and technology.

Students competent in quantitative reasoning demonstrate the application of mathematical and scientific process skills in the context of various disciplines; the ability to interpret and apply mathematical and scientific theory and equations to appropriate problems; and the ability to utilize graphs, charts, and data to make evidence-based decisions.

Social and Cultural Awareness

Discerns social and cultural responsibility as represented by ethical engagement within academic, local, regional, state, and international communities.

Students competent in social and cultural awareness exhibit ethical awareness in various disciplines; demonstrate appreciation for diverse cultures and competing perspectives; and evaluate differences and commonalities among social and cultural practices.

GENERAL EDUCATION CURRICULUM

General Education courses may be taken simultaneously with the program courses. These required General Education courses can be completed either through the University or via the CLEP examination if available.

For the most current list of available courses, visit the [General Education](#) section of the website.

Humanities and Fine Arts

Students must choose at least one course from Group A (3 semester hours). The remainder of the Humanities and Fine Arts requirement for the chosen degree can be satisfied from Group A or Group B

Group A

| Course | Title | Semester Hours |
|----------|---------------------------------|----------------|
| ART 1301 | Art Appreciation I | 3 |
| ART 1302 | Art Appreciation II | 3 |
| HUM 2301 | Historic Tour of Italy | 3 |
| PHL 2350 | Philosophies of World Religions | 3 |

Group B

Any course from Group A or one of the following:

| | | |
|----------|--------------------------------------|---|
| COM 1301 | Introduction to Communication | 3 |
| COM 2301 | Professional Communication | 3 |
| EH 3341 | Technical Writing | 3 |
| PHL 1010 | Critical Thinking | 3 |
| SP 1010 | Fundamentals of Speech Communication | 3 |

Social and Behavioral Sciences

| | | |
|----------|-----------------------------------|---|
| BBA 2401 | Principles of Macroeconomics | 3 |
| BBA 2501 | Principles of Microeconomics | 3 |
| POL 2301 | United States Government | 3 |
| PS 2000 | Introduction to Political Science | 3 |
| PS 2010 | American State and Local Politics | 3 |
| PSY 1010 | General Psychology | 3 |
| PSY 2010 | Abnormal Psychology | 3 |
| SOC 1010 | Introduction to Sociology | 3 |
| SOC 2010 | Cultural Geography | 3 |

Natural Sciences

| | | |
|----------|---------------------------------------|---|
| BIO 1030 | General Biology I | 3 |
| BIO 1040 | General Biology II | 3 |
| BIO 1100 | Non-Majors Biology | 3 |
| BIO 1302 | Ecology and the Environment | 3 |
| CHM 1030 | General Chemistry I | 3 |
| CHM 1040 | General Chemistry II | 3 |
| PHS 1120 | Principles of Modern Physical Science | 3 |
| PHY 1301 | Physics I | 3 |

Mathematics

| | | |
|----------|-----------------------|---|
| MAT 1301 | Liberal Arts Math | 3 |
| MAT 1302 | Algebra I | 3 |
| MAT 1303 | Algebra II | 3 |
| MAT 1304 | Finite Math | 3 |
| MAT 2301 | Elementary Statistics | 3 |
| MAT 2302 | Pre-Calculus | 3 |
| MAT 2303 | Calculus | 3 |

History

| | | |
|----------|-----------------------------------|---|
| HIS 1303 | United States Military History I | 3 |
| HIS 1304 | United States Military History II | 3 |
| HIS 1305 | Western Civilization I | 3 |
| HIS 1306 | Western Civilization II | 3 |
| HY 1110 | American History I | 3 |
| HY 1120 | American History II | 3 |

English Composition

| | | |
|---------|------------------------|---|
| EH 1010 | English Composition I | 3 |
| EH 1020 | English Composition II | 3 |

ASSOCIATE OF ARTS IN GENERAL STUDIES

Note: This program is not eligible for Federal Student Aid.

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 36 |
| Open Electives | 24 |

The Associate of Arts in General Studies degree program provides students with a foundation in the arts and sciences. Students explore various subjects and acquire general knowledge with application to the professions or baccalaureate study.

Upon completion of the program, students should be able to do the following:

1. Apply the methods of specific quantitative and qualitative disciplines to the analysis of problems, information, and interpretation.
2. Analyze the individual’s role in different communities, including local, national, and global communities.
3. Communicate in genre appropriate to purpose and audience.
4. Evaluate evidence to construct creative and well-reasoned arguments or problem-solving strategies.

GENERAL EDUCATION REQUIREMENTS 36

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 9 |
| Social and Behavioral Sciences | 6 |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| History..... | 6 |
| English Composition | 6 |

OPEN ELECTIVES 24

Students may select electives from courses not used to meet other requirements.

BACHELOR OF SCIENCE IN PSYCHOLOGY

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 36 |
| Major Requirements | 36 |
| Program Electives | 12 |
| Open Electives | 36 |

The Bachelor of Science in Psychology degree program provides theoretical coverage in the science of psychology while introducing critical skills necessary to function proficiently in applied service provision settings. The degree program provides a general survey of psychology and builds upon an integrated foundation of general and applied science, research methods, technical writing, and human relations and development.

Upon completion of the program, students should be able to do the following:

1. Integrate individual perspective with psychological concepts and theories in written work.
2. Apply psychological concepts, theories, and appropriate tests and measures to real-world cases and situations.
3. Critique scholarly articles from peer-reviewed Psychology journals with regard to strengths and weaknesses of research design, content, and generalizability.
4. Analyze aspects of ethics and multicultural diversity as they relate to practice in the psychological profession.

GENERAL EDUCATION REQUIREMENTS 36

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| PSY 1010 is required. | |
| Natural Sciences | 6 |
| Mathematics..... | 6 |
| MAT 1302 and MAT 2301 are required. | |
| History..... | 6 |
| English Composition | 6 |

MAJOR REQUIREMENTS 36

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| PSY 2010 | Abnormal Psychology | 3 |
| EH 3341 | Technical Writing | 3 |
| PSY 3019 | History and Systems of Psychology | 3 |
| PSY 3140 | Social Psychology | 3 |
| PSY 3150 | Developmental Psychology | 3 |
| PSY 3350 | Theories of Personality | 3 |
| PSY 3380 | Psychology of Learning | 3 |
| PSY 3505 | Psychology of Adjustment | 3 |
| PSY 4501 | Research Methods in Psychology | 3 |
| PSY 4560 | Psychological Assessment | 3 |
| PSY 4680 | Industrial Organizational Psychology | 3 |
| PSY 4320 | Psychology Capstone | 3 |

PROGRAM ELECTIVES..... 12

Select 4 courses from the following.

| | | |
|----------|--------------------------|---|
| PSY 3307 | Forensic Psychology | 3 |
| PSY 4021 | Physiological Psychology | 3 |

| | | |
|----------|---|---|
| PSY 4460 | Cognitive Psychology | 3 |
| PSY 4620 | Health Psychology | 3 |
| PSY 2060 | Organizational Communication | 3 |
| BBA 3651 | Leadership | 3 |
| BCJ 2001 | Theory and Practices of Law Enforcement | 3 |
| BCJ 2000 | Introduction to Criminal Justice | 3 |
| BCJ 4201 | Race and Ethnic Relations | 3 |

OPEN ELECTIVES 36
 Students may select electives from courses not used to meet other requirements.

Students Seeking Entrance into a Future Master’s Program

Many students enroll in an undergraduate degree in psychology with the intent of pursuing a career as a licensed counselor or social worker. Licensure is required for these careers and an advanced degree usually necessary to become licensure-eligible. In these cases, the undergraduate degree in psychology serves as a preparatory step toward earning an advanced degree in a psychology-related field of study. CSU does not offer an advanced degree in psychology. Therefore, students considering this educational path must continue their studies at another institution upon completion of the undergraduate degree at CSU.

In order to ensure that the CSU degree program will qualify for entrance into the desired graduate program, CSU recommends consultation with any institutions in which a student may desire to transfer as well as a review of its state requirements. To determine the best option, each student is encouraged to speak with his or her Academic Advisor.

Students interested in continuing into a master’s program in psychology are encouraged to take the following recommended elective:

| Course | Title | Semester Hours |
|----------|--------------|----------------|
| MAT 2302 | Pre-Calculus | 3 |

of the certificate. A student earns an embedded certificate by completing courses that meet the requirements of the embedded certificate within the degree program of record. Certificates require a minimum of 12 semester hours and are recorded on the student’s transcript.

Note: Direct enrollment certificates are not eligible for Federal Student Aid.

UNDERGRADUATE CERTIFICATE OPTIONS

Students select and complete four undergraduate courses (12 semester hours) to earn an undergraduate certificate.

| Undergraduate Certificates | Direct Enrollment | Embedded Certificate |
|----------------------------|-------------------|----------------------|
| Psychology | | ✓ |

Psychology Certificate..... 12

Provides theoretical coverage in the science of Psychology, while introducing the critical thinking skills necessary to function proficiently in a variety of career and personal settings.

Upon completion of the certificate, students should be able to do the following:

1. Apply psychological theories to various interpersonal settings.
2. Develop training initiatives that implement best practices involved in working with groups during social or organizational events.

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| PSY 3140 | Social Psychology | 3 |
| PSY 3307 | Forensic Psychology | 3 |
| PSY 3350 | Theories of Personality | 3 |
| PSY 4680 | Industrial Organizational Psychology | 3 |

COLLEGE OF ARTS AND SCIENCES CERTIFICATES

A certificate is an educational program of study in a specific discipline created for those interested in expanding skills and knowledge for personal and/or professional development. Certificates are credit-based and taught by qualified faculty members. Certificates align with existing curricula and are offered at the undergraduate and graduate level.

CSU offers direct enrollment and embedded certificates. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements

IX. COLLEGE OF BUSINESS



Elwin Jones, Ph.D.
Dean and Assistant Provost

College Leadership

Joyvina Evans, Ph.D.

Academic Program Director, Health Care

John Hargadon, Ph.D.

Academic Program Director, Business Leadership

Tanesha Morgan, Ph.D.

Academic Program Director, Public Business

Darlene Jaffke, D.B.A.

Academic Program Director, Professional Business

Scott Rounds, D.M.

Academic Program Director, General Business

Degree Programs and Certificates

AS, Business

AS, Health Information Science

Concentrations in

Track I, Medical Coding

Track II, General Curriculum

BS, Business Administration

Concentrations in

General, Finance, Hospitality and Tourism, Human Resource Management, Information Technology, International Management, Management, Marketing, Project Management, Sport Management

BS, Health Care Administration

Concentration in

Emergency Medical Services Management

BS, Human Resource Management

BS, Organizational Leadership

Master of Business Administration

Concentrations in

General, Entrepreneurship, Finance, Health Care Management, Human Resource Management, Marketing, Project Management, Public Administration

MS, Organizational Leadership

Master of Public Administration

Concentrations in

General, Criminal Justice Administration, Emergency Services Management

Master of Public Health

Concentrations in

General, Community Health Education

Doctor of Business Administration

Dissertation Option 1, Theoretical-Based Study, Dissertation Option 2, Project-Based Study

Certificate Options

Certificates are not eligible for Federal Student Aid.

Undergraduate

Finance, Hospitality and Tourism, Human Resource Management, International Management, Management, Marketing Project Management, Sport Management

Graduate

Finance, Health Care Management, Human Resource Management, Marketing, Project Management, Public Administration

Faculty

Full Time Faculty

George Ackerman, Ph.D.

Public Safety
Capella University

Matthew Ademola, D.B.A.

Business
Administration/International
Management Argosy University

Chukwuemeka Agada, Ph.D.

Philosophy in Organization &
Management, HR Management
Capella University

Alisher Akhmedjonov, Ph.D.

Policy Analysis Pardee Rand
Graduate School

David Alegre, D.M.

Organizational Leadership
University of Phoenix

Robert Allen, M.B.A., L.L.M.

Business Administration Florida
State University Taxation
University of Alabama

John Anderson, D.M.

Organizational Leadership
University of Phoenix

Angela AU, D.B.A.

Business
Administration/Marketing
Walden University

Michael Aubry, D.B.A.

Marketing
Alliant International University

Danielle Babb, Ph.D.

Organization and Management
Capella University

Kimberly Baker, J.D.

Law
George Mason University

Shelly Baker, Ph.D.

Business Administration
Management Northcentral
University

Yvonne Balbin, J.D.

Law
Samford University

Arthur Baldonado, Ph.D.

Business Administration,

Management Northcentral
University

Caira Boggs, D.H.Ed.

Health Education A.T. Still
University of Health Sciences

Tim Born, M.S.

Technology Management
Mercer University

Stacey Bottone, M.B.A., M.H.I.M.

Business
Administration/Management
Salve Regina University Health
Information Management Kaplan
University

Christopher Brandmeir, D.B.A.

Business Administration
University of Phoenix

Felicia Bridgewater, Ed.D.

Organizational Leadership
Nova Southeastern University

J. David Brock, Ph.D.

Organization and Management
Capella University

Robert Brown, M.B.A.

Business Administration
Colorado Technical University

Judie Bucholz, Ph.D.

Human & Organizational
Systems Fielding Graduate
University

Jodine Burchell, Ph.D.

Management
Walden University

John Burchfield, M.A., M.B.A.

Adult Education
Trident University International
Business Administration
University of Phoenix

Landrus Burress, Dr.PH.

Public Health/Health Services
Organization
University of Texas Health Science
Center - Houston Dietetic
Internship

Diane Casey, M.S.

Accounting
University of South Alabama

David Castle, Ph.D.

Business
Administration/Marketing
Northcentral University

Susan Cathcart, Ph.D.

Philosophy in Organization &
Management, HR Management
Capella University

Alicia Chatman, D.H.A.

Health Care Leadership
Capella University

Fernando Chavez, M.A.

Management
Webster University

Meena Clowes, Ph.D.

Public Administration
Florida Atlantic University

Jon Crispin, D.B.A.

Marketing
Nova Southeastern University

Lenice Crum, Ph.D.

Organization and Management
Capella University

Russell Davis, D.B.A.

Business Administration Columbia
Southern University

Waree Dorsey-Waits, Ph.D.

Public Policy Southern University
and A & M College

David Duren, D.B.A.

Business Administration
University of Phoenix

Christopher Earle, M.S.

Health Sciences, Emergency &
Disaster Management Health
Sciences, Health Care
Management Trident University
International

Jovita Esehchie, Ph.D.

Urban Planning and
Environmental Policy Texas
Southern University

Michael Eskey, Ph.D.

Public Administration Valdosta
State University

Michael Essary, D.B.A.

Financial Management
Northcentral University

Gregory Evans, Ph.D.

Business Economics University of
Georgia

Katrina Everhart, M.Ed.

Elementary Education University
of Missouri

**Abimbola Farinde, Pharm.D.,
Ph.D.**

Pharmacy Texas Southern
University Clinical Psychology
Walden University

Brandon Foor, D.B.A. Business
Administration Argosy University
– Phoenix Campus

Ted Framer, M.B.A.

Business Administration
University of Texas at Austin

Karen Francisco, M.A. Hospitality
Administration University of
Nevada – Las Vegas

Robert Freeland, M.B.A.

Business Administration Auburn
University

Mark Friske, Ph.D.

Organization and Management
Capella University

Erica Gamble, D.M.

Organizational Leadership
University of Phoenix

Audra Gardner, Ph.D.

Organization and Management
Capella University

Angela Golden, M.B.A. Business

Administration Columbia
Southern University

Robert Goldwasser, D.B.A.

Business Administration Grenoble
Graduate School of Business

Jonathan Green, Ph.D.

Organization and Management
Capella University

Dean Gualco, Ed.D.

Educational Administration
University of the Pacific

Deryl Gulliford, Ph.D.

Health Services Administration
Greenwich University

- Mari Hadley, Ph.D.**
Education/ Higher Education
Walden University
- John Halstead, Ph.D.**
Finance University of Connecticut
- Brenda Harper, Ed.D.**
Organizational Leadership Nova
Southeastern University
- Brittney Harris, M.H.A.**
Health Administration/Finance
Pfeifer University
- Joseph Harris, D.B.A.**
Business Administration
University of Phoenix
- Michael Heard, M.S.**
Human Resource Management
Troy University
- Craig Hovey, Ph.D.**
Economics
Union Institute and University
- Al Infande, Ed.D.**
Adult Education/Human
Resources Development Nova
Southeastern University
- Darlene Jaffke, D.B.A.**
Business Administration Argosy
University - Schaumburg
- Donald Jernigan, M.B.A.**
Business Administration
University of West Florida
- Tonina Johnson, D.B.A.**
Business Administration
Argosy University
- Michelle Kelly, D.M.**
Organizational Leadership
University of Phoenix
- Colleen Kenniston, M.A.**
Organizational Management
University of Phoenix
- Kouassi Kouacou, D.B.A.**
Management
Argosy University
- Amber Krasny, M.B.A.**
Leadership
Walden University
- Jodi Krausman, M.S.**
Information Systems Professional
Accountancy Walsh College of
Accountancy and Business
Administration
- Kim Langham, Ph.D.**
Curriculum and Instruction
Capella University
- Michael Laverty, Ed.D.**
Education/Organizational
Leadership
Nova Southeastern University
- Terry Lees, Ph.D.**
Education: Organizational
Leadership
Northcentral University
- Dara Legacy, M.S.H.A., RRT, RCP**
Health Care Administration
Grand Canyon University
- Henry Lehne, M.S.**
Industrial Administration Carnegie
Institute of Technology
- Dana Leland, Ph.D.**
Business Administration
Northcentral University
- Carol Locker, Ph.D.**
Organization and Management
Capella University
- Chizoba Madueke, Ph.D.**
Management
Walden University
- Bethany Marshall, M.A., M.B.A.**
Organizational Leadership
Waldorf University
Business Administration/Public
Administration
Columbia Southern University
- Gillian Martin, D.B.A.**
Business Administration
Argosy University
- Addie Mattes, Ed.D.**
Human Resources Development
Vanderbilt University
- Gregory McClendon, M.B.A.**
Health Care Management
University of North Alabama
- Pamela McLaughlin, M.A.**
Human Resources Management
Webster University
- Kenneth McLeod, Ph.D.**
Education
University of Southern Mississippi
- Deanna Melton-Riddle, D.H.A.**
Health Administration Central
Michigan University
- David Moody, Ph.D.**
Business Administration/Human
Resources Management
Northcentral University
- Bakali Mukasa, Ph.D.**
Health Services Walden University
- Anthony Muscia, D.B.A.**
Management
Nova Southeastern University
- Elisabeth Musil, D.M.**
Organizational Leadership
University of Phoenix
- Michelle Nekuda, M.A.**
Management
Bellevue University
- Ahone Ngujede, Ph.D.**
Public Health/Community Health
Walden University
- Renee Norris-Jones, D.B.A.**
Marketing
Walden University
- Obinna Olowu, D.B.A.** Business
Administration Argosy University
- Stephen Onu, D.B.A.**
Business Administration
University of Phoenix
- Rosa Osuoha, Ph.D.** Organization
and Management Capella
University
- Steven Owens, Ed.D.** Child and
Youth Services Nova Southeastern
University
- Mark Pantaleo, Ph.D.**
Public Policy and Administration
Walden University
- Megan Patton, M.Ed.**
Instructional Technology
American InterContinental
University
- Karli Paterson, Ph.D.**
Organization & Management,
Leadership Capella University
- Marilyn Pike, M.B. A., SPHR,
SHRM-SCP**
Business Administration
University of Phoenix
- Merle Point-Johnson, D.H.A.**
Health Administration University
of Phoenix
- Colleen Poitinger, M.B.A.**
Health Services Management
Keiser University
- Leana Polston-Murdoch, Ph.D.**
Organizational Leadership/HR
Development
Regent University
- David Qiu, D.B.A.**
Marketing
Argosy University
- Steve Raimo, D.S.L.**
Strategic Leadership
Regent University
- Patricia Ray, M.P.A., RN, CCS-P,
CCA** Public Administration &
Public Management
Troy University
- Robert Robertson, Ph.D.**
Management
University of Stirling
- Daphne Roby, M.B.A.**
Business Administration
University of Phoenix
- Betty Ross, D.B.A.** Finance Nova
Southeastern University
- Carolanne Rowe, JD., M.B.A., CPC**
Innovation & Strategic
Management
Salve Regina University
- Thanasak Ruankaew, Ph.D.**
Business
Administration/Advanced
Accounting
Northcentral University
- Stephanie Rynes, JD.**
Law
Samford University
- Monica Sainz, D.S.M.**
Sports Management
United States Sports Academy
- Mustafa Sayim, D.B.A.**
International Business/Finance
Alliant International University
- James Schinlder, D.B.A.**
Business Administration
Walden University
- Peggy Schmidt, Ph.D.**
Business Administration
Northcentral University
- Todd Senft, Ph.D.**
Organization & Management
Capella University
- Robin Shah, Ph.D.**
Business
Administration/Organizational
Leadership

Northcentral University

Ron Signore, M.Ed., M.S.
Secondary Education Marymount
University Human Resource
Management Troy University

Michael Spurlock, Ph.D.
Business Administration, Public
Administration
Northcentral University

Sheila Strider, D.B.A.
Leadership
Walden University

Abdulhamid Sukar, Ph.D.
Economics
Texas Tech University

Melinda Swigart, Ph.D.
Organization and
Management/Management
Education
Capella University

Pamela Tarmy, Ph.D.
Organization and Management
Capella University

Shelly Taylor, Ph.D.
Public Policy and Administration
Jackson State University

Felicia Trembath, Ph.D.
Comparative
Pathobiology/Comparative
Epidemiology
Purdue University

Jan Tucker, Ph.D.
Business Administration
Northcentral University

Ike Udechukwu, D.B.A.
Business Administration
Nova Southeastern University

Keith Wade, D.B.A.
Business Administration
Northcentral University

Gabriel Warren, D.B.A.
Marketing
Walden University

Christine Whitaker, Ed.D.
Educational Administration
University of the Pacific

Ramona Whitfield, D.M.
Organizational Leadership
University of Phoenix

Donald Wicker, Ph.D.
Organization and Management/
Leadership

Capella University

Christopher Wike, Ph.D. Applied
Technology & Performance
Improvement University of North
Texas

Charlie Williams, Ph.D.
Organization and Management
Capella University

**Kelly Williams, M.B.A., HRIT, RMA,
CPC, CPCI**
Business Administration in Health
Services Idaho State University

Tanoa Williams, D.H.Ed.
Health Education A.T. Still
University of Health Science

Patricia Wolf, Ph.D.
Organization and Management
Capella University

Part Time Faculty

Kent Acheson, D.B.A.
Business Administration
University of Phoenix

Kimberly Adelman, Ph.D.
Organization and Management
Capella University

Octavia Altheimer, DHA
Health Administration Central
Michigan University

Eva Ananiewicz, D.B.A.
Management
Argosy University

Kay Anderson, Ph.D.
Health Education
University of Maryland -
Baltimore

Victoria Ashiru, D.M.
International Operations
Management University of
Maryland – University College

David Auberry, Ph.D.
Management
Sullivan University

William Bass, M.B.A.
Business Administration
American Intercontinental
University

Richard Bell, Ed.D.
Sports Management United
States Sports Academy

Blake Bennett, Ph.D.
Agricultural and Applied

Economics
Texas Tech University

Andrew Borg, D.B.A.
Finance
Walden University

Beatrice Bourne, D.M.
Organizational Leadership
University of Phoenix

Jesse Boyd, D.B.A.
Leadership
Walden University

Charles Brewton, Ph.D.
Public Administration
Tennessee State University

Chester Brown, D.M.
Organizational Leadership
University of Phoenix

John Bryan, D.B.A.
Business Administration
University of Phoenix

David Bull, Ph.D. Human Services
Capella University

Donald Burton, J.D.
Law
Faulkner University

Leland Butcher, Ph.D.
Public Policy and Admin/Public
Mgmt. and Leadership
Walden University

Sue Butts, M.S., SHRM
Human Resource Management
Bellevue University

Craig Blythewood, Ph.D.
Business Administration/Finance
University of Florida

David Calland, Ph.D.
Organization and
Management/Human Resource
Management
Capella University

Janice Carter-Steward, Ph.D.
Organization and Management
Capella University

Janet Chappell, M.S.
Human Resource Management
Troy University

Agaptus Chikwe, D.B.A.
Management
Argosy University

Edward Chiyaka, Ph.D.

Public Health
Walden University

Paul Christy, M.A.
Organizational Management
Ashford University

Andrea Clarke, D.B.A.
Healthcare Management and
Leadership California
Intercontinental University
Kevin Cojanu, Ph.D.
Organizational Management
Capella University

Katherine Corbin, M.S.
Professional Studies Pennsylvania
State University Organizational
Leadership Columbia Southern
University

Bari Courts, Ph.D.
Organization and Management/E-
Business Capella University

Judith Curry, M.P.A.
Public Administration Long Island
University

Mary Dereshiwsky, Ph.D.
Management University of
Massachusetts Amherst

Barry Dickinson, Ph.D.
Business Administration Drexel
University

Yolanda Draine, D.H.A.
Health Administration Central
Michigan University

Paula Elliston, Ph.D.
Public Health
University of Kentucky

Robert Freeborough, Ph.D.
Management
Capella University

James Fones, JD, M.L.
National University
Northwest California University-
School of Law

Paul Frankenhauser, Ph.D.
Organization and Management
Capella University

Robert Garrison, M.A.
Human Resource Development
Clemson University

Debra Glass, D.B.A
Business Administration Argosy
University

Arlene Goodman, D.B.A
Accounting & International
Business

Argosy University

Jacob Gordon, M.M.

Finance, Management/Policy
Northwest University

Kay Green, D.B.A.

Marketing Argosy University

James Halloran, M.B.A.

Business Management Rollins
College

Corey Hamilton, Ph.D.

Public Policy
Walden University

Jovan Harris, Ph.D.

Public Health
Walden University

Dayna Harris, Ed.D.

Organizational Leadership Argosy
University

Tempest Hill, PhD

Public Health
Georgia Southern University

Michael Hitson, D.M.

Organizational Leadership
University of Phoenix

Aaron Hochanadel, M.B.A.

Business Administration
University of Phoenix

Christopher Hunt, D.H.A.

Central Michigan University

Lanise Hutchins, Ph.D.

Public Health/Community Health
Walden University

Kristen Irely, J.D.

Law
Widener University

Muhammed Islam, Ph.D.

Economics
Northeastern University

Carol Jensen, Ph.D.

Higher Education Leadership
University of Nebraska

Matthew Keogh, Ph.D.

Organization and Management
Capella University

John Kirk, Ed.D., Ph.D.

Higher Education
Regent University
Psychology
California Coast University

Donald Knight, Ph.D.

Business Administration
California Coast University

Dennis Kripp, Ph.D.

Organization Development
Benedictine University

Anthony Longo, Ed.D.

Human Resource and Workforce
Development Education
University of Arkansas,
Fayetteville

Melissa Madden, M.B.A., M.S.

Business Administration
Organizational Leadership
Columbia Southern University

Jayaram Madireddy, D.M.

Organizational Leadership
University of Phoenix

James Marion, Ph.D.

Organization and Management
Capella University

Clarence Mitchell, Ph.D.

Education- Organizational
Leadership Northcentral
University

Wendy Morton, Ph.D.

Public Policy
Administration/Nonprofit
Management and Leadership
Walden University

Nancy Mount, M.S.

Management
Faulkner University

Joanne Muniz, D.B.A.

Advanced Accounting
Northcentral University

Toya Murph, Ph.D.

Public Health
Walden University

Fred Newell, D.M.

Homeland Security
Colorado Technical University

Kenneth Nwoke, Ph.D.

Organization and Management
Capella University

Appolloh Omolloh, Ph.D.

Leadership and Organizational
Change
Walden University

Susan Pandy, Ph.D.

Public Administration & Policy
Virginia Polytechnic Institute

Kunsoon Park, Ph.D.

Hospitality and Tourism
Management
Virginia Polytechnic Institute and
State University

Susan Pettine, Ph.D.

Organizational and Management
Capella University

Michael Powers, D.M.

Organizational Leadership
University of Phoenix

Michael Ricco, D.B.A.

Management
University of Phoenix

Eric Roberts, Ph.D.

Educational Leadership
Keiser University

Sheila Roe-Boston, M.B.A., MHRM

Business Administration, Human
Resource Management DeVry
University

Marcia Rose, M.S.

Accounting Nova Southeastern
University

Kevin Rubin, Ph.D.

Public Policy
Walden University

Jose Santos, M.A.

Health Services Management
Webster University

Earnell Seay, D.B.A.

Business Administration
Argosy University

Shahid Sheikh, Ed.D.

Organization Change
Pepperdine University

Renee Sinclair, D.B.A.

Accounting
University of Phoenix

Elsie Smalls, Ph.D.

Public Policy
and Administration
Walden University

Martha Stanislas, D.M.

Organizational Leadership
University of Phoenix

Samantha Starke, D.H.Sc.

Health Science A. T. Still
University of Health Sciences

Shekeita Stephens, Ph.D.

Health Services/Health Care
Administration
Walden University

Kevin Thomas, M.B.A., M.P.H.

Health Care Management
Columbia Southern University

Emadene Travers, J.D., Ph.D.

Louisiana State University and
A&M College - Louisiana State
University Health Sciences Center
Human Ecology
The University of Tennessee -
Knoxville - Nashville Campus

Shana Trotman, Ph.D.

Applied Management and
Decision Sciences
Walden University

Cathy Vann, Ed.D.

Organizational Leadership
Nova Southeastern University

Monica Vargas, M.B.A., M.S.

Health Care Management
University of Phoenix Public
Health Walden University

Twanda Wadlington, D.P.H.

Community Health
East Tennessee State University

Mary Weber, Ph.D.

Business Administration
University of Grenoble

Valencia Westray, Ph.D.

Organization and Management
Capella University

Michael Wilkerson, M.H.A.

Walden University

Beverly Williams, M.S., M.B.A.

Acquisition and Contract
Management Florida Institute of
Technology Human Resource
Administration Central Michigan
University Business
Administration Capella University

Freenae Williams, M.B.A.

Health Care Management
University of Phoenix

Shandra Wilson, M.B.A., M.S.

Health Services Administration
Strayer University
Counselor Education
Mississippi State University

James Yoo, Ph.D.

Agricultural, Environmental, and
Regional Economics
Pennsylvania State University

Seifu Zerihun, Ph.D.

Economics Southern Illinois
University

ASSOCIATE OF SCIENCE IN BUSINESS

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 21 |
| Major Requirements | 21 |
| Open Electives | 18 |

The Associate of Science in Business degree program provides students the general education, business, and workplace skills necessary for success. This program prepares graduates for entry-level business management positions and promotes expansion of the skills and knowledge of individuals currently employed. Students learn and apply foundational managerial concepts and theories in a practical fashion, which prepare graduates for advanced business studies.

Upon completion of the program, students should be able to do the following:

1. Demonstrate interpersonal skills through effective written communications such as business reports and virtual connections.
2. Evaluate different leadership styles.
3. Analyze ethical issues in business practices.
4. Prepare financial cost analysis of business processes.

GENERAL EDUCATION REQUIREMENTS 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences / History | 3 |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| English Composition | 3 |

MAJOR REQUIREMENTS..... 21

| Course Title | Semester Hours |
|---|-----------------------|
| BBA 2010 Introduction to Business | 3 |
| BBA 2026 Organizational Communication | 3 |
| BBA 2201 Principles of Accounting I | 3 |
| BBA 2301 Principles of Accounting II | 3 |
| BBA 2401 Principles of Macroeconomics | 3 |
| BBA 2501 Principles of Microeconomics | 3 |
| BUS 2303 Professionalism in the Workplace | 3 |

OPEN ELECTIVES 18

Students may select electives from courses not used to meet other requirements.

ASSOCIATE OF SCIENCE IN HEALTH INFORMATION SCIENCE

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 18 |
| Major Requirements | 27 |
| Track I or Track II | 15 |

The Associate of Science in Health Information Science degree program is an entry-level program designed to provide students foundational knowledge in the field of health information science. The program offers a medical coding track that prepares students to become proficient medical billers and coders by providing the latest information related to medical coding, medical chart auditing, and insurance reimbursement. The program also offers a general curriculum track that prepares students to become skilled healthcare paraprofessionals who work with sensitive healthcare information in an increasingly complex digital environment.

GENERAL EDUCATION REQUIREMENTS 18

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|---|---|
| Humanities and Fine Arts..... | 6 |
| Social and Behavioral Sciences / History..... | 3 |
| Natural Sciences..... | 3 |
| Mathematics..... | 3 |
| English Composition..... | 3 |

MAJOR REQUIREMENTS..... 27

| Course | Title | Semester Hours |
|---------------|---|-----------------------|
| HCA 1301 | Basic Medical Terminology | 3 |
| HTH 1301 | Medical Law & Ethics | 3 |
| CS 1010 | Computer Essentials | 3 |
| HTH 1304 | Health Information Technology and Systems | 3 |
| HTH 2305 | Health Information Documentation Management | 3 |
| HTH 1306 | Introduction to Health Care Statistics | 3 |
| HTH 2306 | Medical Linguistics & Anatomy | 3 |
| HTH 2304 | Introduction to Health Information Management | 3 |
| HTH 2309 | Reimbursement Methodologies | 3 |

TRACK 15

Students must select one of the following tracks.

Track I – Medical Coding

Designed to prepare students to become proficient medical billers and coders by providing the latest information related to medical coding, medical chart auditing, and insurance reimbursement.

Upon completion of the program in Track I, students should be able to do the following:

1. Perform insurance reimbursement tasks.
2. Code diagnoses and medical procedures using coding standards and guidelines.
3. Manage health information and medical claims.
4. Apply ethical standards used to safeguard protected health information.

Track I Requirements

| Course | Title | Semester Hours |
|----------|--|----------------|
| HTH 1305 | Pharmacology | 3 |
| HTH 2303 | Pathophysiology | 3 |
| HTH 2310 | Introduction to Current Procedural Terminology | 3 |
| HTH 2307 | ICD-10-CM | 3 |
| HTH 2308 | Introduction to ICD-10-PCS | 3 |

Track II – General Curriculum

Designed for students to meet their specific educational goals and enhance their career opportunities by preparing students to become skilled healthcare paraprofessionals who work with sensitive healthcare information in an increasingly complex digital environment.

Upon completion of the program in Track II, students should be able to do the following:

1. Apply ethical standards to working with health information.
2. Apply health information management technology best practices to the collection, maintenance, and transfer of medical records.
3. Conduct an information technology needs assessment of a healthcare organizational unit.
4. Execute the appropriate compliance and administrative standards in health information systems management.

Track II Requirements

To satisfy the general curriculum track requirements, students may select any courses not used to meet other program requirements. Each student is encouraged to speak with his or her Academic Advisor for more information.

The University makes no representation, promise, or guarantee that completion of this program assures passage of any certification examination, acceptance by any state board, or that this program is designed to prepare graduates for employment in any state. Prospective and current students, as well as graduates, are responsible for researching and understanding all examination, registration, or licensure requirements in any state in which they seek to become registered, licensed, or employed.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Lower Level Major Requirements | 21 |
| Upper Level Major Requirements | 30 |
| Open Electives | 27-39 |
| Concentration | 12 |

The Bachelor of Science in Business Administration (BSBA) degree equips graduates with a knowledge of business theories, policies, and procedures that prepares them to assume a responsible position within the world of business. In addition to fundamental business and management procedures, graduates also acquire skills in decision-making, problem solving, and leadership.

The BSBA degree program offers several concentrations that enable students to tailor the program to meet their educational needs.

Upon completion of the program, students should be able to do the following:

1. Apply managerial decision-making through utilizing best practices in business.
2. Interpret business concepts, principles, and financial strategies.
3. Examine the effects of globalization on their work environment.
4. Analyze financial statements.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition..... | 6 |

MAJOR REQUIREMENTS..... 51

Lower Level Major Requirements 21

| Course | Title | Semester Hours |
|----------|------------------------------|----------------|
| BBA 2010 | Introduction to Business | 3 |
| BBA 2026 | Organizational Communication | 3 |
| BBA 2201 | Principles of Accounting I | 3 |
| BBA 2301 | Principles of Accounting II | 3 |
| BBA 2501 | Principles of Microeconomics | 3 |

| | | |
|----------|----------------------------------|---|
| BBA 2401 | Principles of Macroeconomics | 3 |
| BUS 2303 | Professionalism in the Workplace | 3 |

Upper Level Major Requirements 30

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| BBA 3201 | Principles of Marketing | 3 |
| BBA 3602 | Principles of Management | 3 |
| BBA 3651 | Leadership | 3 |
| BHR 3352 | Human Resource Management | 3 |
| BBA 3551 | Information Systems Management | 3 |
| BBA 3210 | Business Law | 3 |
| BBA 3620 | Managerial Accounting | 3 |
| BBA 3301 | Financial Management | 3 |
| BBA 4751 | Business Ethics | 3 |
| BBA 4951 | Business Policy and Strategy | 3 |

OPEN ELECTIVES27-39

Students may select electives from courses not used to meet other requirements.

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

The following concentrations are available for this degree.

General Concentration..... 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

To satisfy the General concentration requirements, students may select any four undergraduate courses not used to meet other program requirements.

Finance Concentration 12

Prepares students to make managerial decisions to assist organizations in obtaining, administering, and managing funds.

Upon completion of the concentration, students should be able to do the following:

1. Analyze financial information essential to sound business decision-making.

| Course | Title | Semester Hours |
|--------------------------------------|--------------------------------|----------------|
| Select 4 courses from the following. | | |
| BBA 4201 | Financial Institutions | 3 |
| BBA 4301 | International Finance | 3 |
| BBA 4351 | International Economics | 3 |
| BBA 4446 | International Legal Operations | 3 |
| BBA 4653 | International Trade | 3 |

Hospitality and Tourism Concentration..... 12

Prepares students for professions within the wide array of hospitality and tourism, including lodging, food service, tourism, and recreation related industries. This concentration is designed for both individuals seeking entry into the hospitality and tourism industry and professionals currently in the hospitality and tourism industry who are seeking to enhance their skills and ability to advance into supervisory or management positions.

Upon completion of the concentration, students should be able to do the following:

1. Examine best practices to hospitality management functions.
2. Examine best practices to tourism management functions.

| Course | Title | Semester Hours |
|----------|---|----------------|
| BHM 3010 | Introduction to Hospitality | 3 |
| BHM 3020 | Introduction to Tourism | 3 |
| BHM 4100 | Facilities Management and Design in Hospitality and Tourism | 3 |
| BHM 4300 | Legal Aspects of Hospitality & Tourism | 3 |

Human Resource Management Concentration..... 12

Equips students with the skills, knowledge, and competencies required to perform sound human resource management practices effectively.

Upon completion of the concentration, students should be able to do the following:

1. Utilize human resource management best practices to develop solutions within an organization.

| Course | Title | Semester Hours |
|--------------------------------------|---|----------------|
| Select 4 courses from the following. | | |
| BHR 4680 | Training and Development | 3 |
| BHR 3301 | Compensation and Benefits | 3 |
| BHR 3551 | Human Relations and Development | 3 |
| BHR 4350 | Collective Bargaining | 3 |
| BHR 4501 | International Human Resource Management | 3 |
| BHR 4601 | Staffing Organizations | 3 |
| BHR 3565 | Employment Law | 3 |

Information Technology Concentration 12

Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge and application in information technology.

Upon completion of the concentration, students should be able to do the following:

1. Apply basic functions of software applications.

| Course | Title | Semester Hours |
|--------------------------------------|--|----------------|
| Select 4 courses from the following. | | |
| ITC 2301 | Personal Computer Fundamentals | 3 |
| ITC 2302 | Introduction to Data Communications | 3 |
| ITC 4010 | System Analysis and Design | 3 |
| ITC 4150 | Database Design and Implementation | 3 |
| ITC 4210 | Programming Concepts and Problem Solving I | 3 |
| ITC 4310 | Web Design and Development | 3 |
| ITC 4553 | IT Infrastructure Management | 3 |

International Management Concentration 12

Provides students with the knowledge and skills necessary to address global management issues.

Upon completion of the concentration, students should be able to do the following:

1. Analyze global management-related issues in the context of PEST (Political, Ethical/Economics, Social, and Technological) responsibility.

| Course | Title | Semester Hours |
|--------------------------------------|---|----------------|
| Select 4 courses from the following. | | |
| BBA 4301 | International Finance | 3 |
| BBA 4351 | International Economics | 3 |
| BBA 4426 | International Management | 3 |
| BBA 4446 | International Legal Operations | 3 |
| BBA 4653 | International Trade | 3 |
| BHR 4501 | International Human Resource Management | 3 |

Management Concentration 12

Provides students with the knowledge and skills necessary to function effectively in management positions. Emphasizes the development of leadership, decision-making skills, and key aspects of management. Students are exposed to a broad foundation of business communications in the field of management studies.

Upon completion of the concentration, students should be able to do the following:

1. Apply foundational management principles to decision-making.

| Course | Title | Semester Hours |
|--------------------------------------|----------------------------|----------------|
| Select 4 courses from the following. | | |
| BBA 3826 | Managerial Decision Making | 3 |
| BBA 4126 | Project Planning | 3 |
| BBA 4226 | Risk Management | 3 |

| | | |
|----------|--------------------------|---|
| BBA 4426 | International Management | 3 |
| BBA 4851 | Production Management | 3 |

Marketing Concentration 12

Develops the knowledge, analytical/research abilities, and strategic marketing skill set to excel in the marketing industry.

Upon completion of the concentration, students should be able to do the following:

1. Develop marketing campaigns based upon organizational needs.

| Course | Title | Semester Hours |
|----------|-------------------------------|----------------|
| MKT 3302 | Internet Marketing Principles | 3 |
| MAR 3211 | Consumer Behavior | 3 |
| MAR 3231 | Marketing Research | 3 |
| MAR 3271 | Advertising | 3 |

Project Management Concentration 12

Designed for professionals who seek to enhance their ability to motivate people, lead complex projects, and achieve cost-effective results.

Upon completion of the concentration, students should be able to do the following:

1. Apply appropriate project management methods to the project environment.

| Course | Title | Semester Hours |
|--------------------------------------|-------------------------------------|----------------|
| Select 4 courses from the following. | | |
| MGT 3302 | Introduction to Project Management | 3 |
| BBA 3626 | Project Management Overview | 3 |
| BBA 3826 | Managerial Decision Making | 3 |
| BBA 4126 | Project Planning | 3 |
| BBA 4226 | Risk Management | 3 |
| BBA 4326 | Procurement and Contract Management | 3 |

Sport Management Concentration 12

Provides students with the skills and knowledge necessary to succeed in sport management. Career opportunities include sport facilities managers, sport information directors, sport front office administrators, and sport communication relations directors.

Upon completion of the concentration, students should be able to do the following:

1. Evaluate sport management theory and best practices related to the sport industry.

| Course | Title | Semester Hours |
|----------|--------------------|----------------|
| SOC 3301 | Sociology of Sport | 3 |
| BSM 3801 | Sport Marketing | 3 |

| | | |
|----------|----------------------|---|
| BSM 4001 | Sport Facilities | 3 |
| BSM 4101 | Sport Administration | 3 |

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 48 |
| Open Electives | 24-42 |
| Concentration (Optional) | 18 |

The Bachelor of Science in Health Care Administration degree program prepares students for entry-level leadership roles in health care. Emphasis is placed on building strong communication skills and organizational competence in managing and developing professional standards, procedures, and policies for various institutional healthcare activities. The degree program offers a broad administrative, educational foundation for individuals who are just entering the field as well as those who are currently working in the field.

This program of study offers an Emergency Medical Services (EMS) Management concentration.

Upon completion of the program, students should be able to do the following:

1. Analyze the ethics of professional standards in healthcare organizations.
2. Evaluate the management of a healthcare organization’s strategic goals.
3. Assess the impact of leadership styles within the healthcare system.
4. Apply business principles to the healthcare environment.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|-------------------------------------|---|
| Humanities and Fine Arts..... | 6 |
| Social and Behavioral Sciences..... | 6 |
| Natural Sciences..... | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition..... | 6 |

MAJOR REQUIREMENTS..... 48

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| BBA 3651 | Leadership | 3 |
| BHA 3002 | Health Care Management | 3 |
| BHA 3801 | Critical Issues in Health Care | 3 |

| | | |
|----------|---|---|
| BHA 3202 | Standards for Health Care Staff | 3 |
| BHR 3352 | Human Resource Management | 3 |
| HCA 3310 | Health Care Marketing | 3 |
| BHA 3401 | Health Unit Coordination | 3 |
| BHA 3501 | Community Health | 3 |
| BHA 4001 | Budgeting in Health Care | 3 |
| HCA 4320 | Development and Strategic Planning in Health Care | 3 |
| BHA 4053 | Financial Management in Health Care Organizations | 3 |
| BHA 4201 | Health Care Law | 3 |
| HCA 4307 | Health Care Quality Management | 3 |
| HCA 4303 | Comparative Health Systems | 3 |
| HCA 3308 | Health Information Principles and Practice | 3 |
| HCA 4308 | Research Methods | 3 |

OPEN ELECTIVES24-42

Students may select electives from courses not used to meet other requirements. If a concentration is completed, only 30 semester hours of electives are required.

CONCENTRATION 18

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation.

Emergency Medical Services (EMS) Concentration..... 18

Prepares students for the growing field of emergency medical services through academics, research, and leadership. Designed for EMTs, firefighters, first responders, or any other emergency personnel who wish to expand their knowledge and skills related to the field of emergency medical services. Students who complete this concentration will be able to pursue leadership roles in professions aligned to health care. The curricula and coursework are clearly defined and challenging, focusing on principles of management, emergency response operations, and the planning and preparedness of emergency situations. Courses in this program encompass emergency management and preparedness, public health, public safety, injury prevention, legal, political and regulatory issues, and public health emergencies.

Upon completion of the concentration, students should be able to do the following:

1. Examine current issues impacting EMS systems within communities.
2. Evaluate legal issues relative to EMS providers and organizations.

| Course | Title | Semester Hours |
|----------|---|----------------|
| EMS 2301 | Anatomy and Physiology for EMS I | 3 |
| EMS 2302 | Anatomy and Physiology for EMS II | 3 |
| EMS 3301 | EMS Management | 3 |
| EMS 3302 | EMS Planning and Development | 3 |
| EMS 3306 | Emergency Medical Communications | 3 |
| EMS 4303 | Legal, Political, and Regulatory Environment in Emergency Medical Service Systems | 3 |

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 45 |
| Open Electives | 45 |

The Bachelor of Science in Human Resource Management degree program prepares graduates to become influential business leaders, equipped with the ability to identify, analyze, and solve complex human resource and management issues.

This program of study includes instruction on the development and implementation of organizational policies and guidelines that create a transformational work environment.

CSU undergraduate degrees in HRM align with SHRM’s HR Curriculum Guidebook and Templates.

Upon completion of the program, students should be able to do the following:

1. Demonstrate best practices in human resources disciplines and functions.
2. Evaluate leadership and organizational performance.
3. Evaluate workplace behavior according to human resources industry standards.
4. Demonstrate the ability to apply governmental and organizational policies in the human resources role.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|-------------------------------------|---|
| Humanities and Fine Arts..... | 6 |
| Social and Behavioral Sciences..... | 6 |
| Natural Sciences..... | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition..... | 6 |

MAJOR REQUIREMENTS 45

| Course | Title | Semester Hours |
|----------|---|----------------|
| BBA 3602 | Principles of Management | 3 |
| BBA 3651 | Leadership | 3 |
| BHR 3352 | Human Resource Management | 3 |
| BHR 3551 | Human Relations and Development | 3 |
| BUS 2303 | Professionalism in the Workplace | 3 |
| BBA 3551 | Information Systems Management | 3 |
| BHR 3301 | Compensation and Benefits | 3 |
| BHR 3565 | Employment Law | 3 |
| BHR 4680 | Training and Development | 3 |
| BSL 4040 | Communication Skills for Leaders | 3 |
| BSL 4000 | Managing Diversity in Organizations | 3 |
| BHR 4601 | Staffing Organizations | 3 |
| BHR 4160 | Negotiation/Conflict Resolution | 3 |
| BHR 4501 | International Human Resource Management | 3 |
| BHR 4350 | Collective Bargaining | 3 |

OPEN ELECTIVES 45

Students may select electives from courses not used to meet other requirements.

Each student is encouraged to speak with his or her Academic Advisor for more information.

BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 48 |
| Open Electives | 42 |

The Bachelor of Science in Organizational Leadership degree program provides students the methods and skills necessary to maximize human capital in organizations, to develop individual and interpersonal skills for achieving successful organizational goals, to enhance positive organizational change, and to foster lifelong learning and continuous growth.

The program of study includes organizational behavior, business ethics, team building, creative thinking, organizational psychology, negotiation/conflict resolution, and business policy and strategy. Students completing this program will acquire the fundamental leadership concepts applicable in both profit and not-for-profit organizations.

Upon completion of the program, students should be able to do the following:

1. Explain the significance of workforce training and programs relating to job assessment and evaluation.
2. Analyze organizational relationships to improve performance.

3. Evaluate the application of organizational culture to the different theories of employee motivation within the workforce.
4. Analyze the role of leadership in effective practices for leading people and business processes.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|-------------------------------------|---|
| Humanities and Fine Arts..... | 6 |
| Social and Behavioral Sciences..... | 6 |
| PSY 1010 is required. | |
| Natural Sciences..... | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition..... | 6 |

MAJOR REQUIREMENTS..... 48

| Course | Title | Semester Hours |
|---------------|---------------------------------------|-----------------------|
| BBA 3451 | Organizational Theory and Behavior | 3 |
| BBA 3651 | Leadership | 3 |
| PSY 3140 | Social Psychology | 3 |
| BUS 2303 | Professionalism in the Workplace | 3 |
| BBA 3210 | Business Law | 3 |
| BSL 4000 | Managing Diversity in Organizations | 3 |
| BHR 3551 | Human Relations and Development | 3 |
| BSL 4040 | Communication Skills for Leaders | 3 |
| BSL 4060 | Team Building and Leadership | 3 |
| BSL 4080 | Creative Thinking and Problem Solving | 3 |
| BBA 3826 | Managerial Decision Making | 3 |
| BSL 4160 | Negotiation/Conflict Resolution | 3 |
| PSY 4680 | Industrial Organizational Psychology | 3 |
| BHR 4680 | Training and Development | 3 |
| BBA 4751 | Business Ethics | 3 |
| BBA 4951 | Business Policy and Strategy | 3 |

OPEN ELECTIVES 42

Students may select electives from courses not used to meet other requirements.

Each student is encouraged to speak with his or her Academic Advisor for more information.

MASTER OF BUSINESS ADMINISTRATION

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 36 |
| Major Requirements | 24 |
| Concentration | 12 |

The Master of Business Administration (MBA) degree program focuses on skills necessary to effectively lead departments,

divisions, or entire companies within the context of today’s global business environment.

The MBA program at Columbia Southern University is designed to develop applicable business skills by providing core and concentration courses in topics such as finance, strategic marketing, accounting, human resources, project management, and data analytics. Through this program, students also develop the ability to think strategically and make data-driven business decisions.

Upon completion of the program, students should be able to do the following:

1. Incorporate global and international considerations into business strategy.
2. Apply financial principles of leading an organization.
3. Develop processes that influence the control and management of organizations.
4. Apply data-driven decision-making within an organization.

MAJOR REQUIREMENTS..... 24

| Course | Title | Semester Hours |
|---------------|---|-----------------------|
| MBA 6053 | Economics for Managers | 3 |
| MBA 5501 | Advanced Marketing | 3 |
| MBA 5652 | Research Methods | 3 |
| ACC 5301 | Accounting for Managerial Decision Making | 3 |
| MBA 6081 | Corporate Finance | 3 |
| MHR 6451 | Human Resource Management Methods | 3 |
| MBA 5401 | Management Information Systems | 3 |
| BUS 6320 | Global Strategic Management | 3 |

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

The following concentrations are available for this degree.

General Concentration..... 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

To satisfy the general concentration requirements, students may select any four graduate level courses not used to meet other program requirements.

Entrepreneurship Concentration..... 12

Enables students to develop an entrepreneurial/intrepreneurial mindset with a focus on innovative practices within corporate business environments or in starting a new business venture.

Upon completion of the concentration, students should be able to do the following:

1. Develop innovative opportunities for integration within an existing organization.
2. Apply entrepreneurial business ideas towards the development of a new business.

| Course | Title | Semester Hours |
|----------|---|----------------|
| BUS 5301 | Strategic Entrepreneurship and Innovation | 3 |
| MKT 5306 | Entrepreneurial Marketing | 3 |
| FIN 5301 | Financial Management for Innovations and Business Development | 3 |
| BUS 6304 | Entrepreneurial Small Business Ventures | 3 |

Finance Concentration 12

Designed to help students gain fundamental knowledge of finance theories and applications critical for solving business challenges.

Upon completion of the concentration, students should be able to do the following:

1. Evaluate the financial performance of a business.

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| FIN 6302 | Advanced Financial Management | 3 |
| MBA 6641 | International Economics | 3 |
| MBA 6651 | International Finance | 3 |
| PUA 5305 | Public Financing and Budgeting | 3 |

Health Care Management Concentration..... 12

Designed to prepare students for varying levels of responsibility in the field of health care. Emphasis is placed on strengthening leadership and managerial skills in the daily healthcare operations.

Upon completion of the concentration, students should be able to do the following:

1. Evaluate the operational components of healthcare delivery.

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| MHA 5001 | Health Care Financial Management | 3 |
| MHA 5101 | Legal Foundations of Health Care | 3 |
| MHA 5201 | Health Resources and Policy Analysis | 3 |
| MHA 6501 | Advanced Health Care Management | 3 |

Human Resource Management Concentration..... 12

Equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively.

Upon completion of the concentration, students should be able to do the following:

1. Analyze trends in human resource training and development.

| Course | Title | Semester Hours |
|----------|---|----------------|
| MHR 6401 | Employment Law | 3 |
| MHR 6551 | Training and Development | 3 |
| MHR 6751 | Labor Relations and Collective Bargaining | 3 |
| MHR 6901 | Compensation Management | 3 |

Marketing Concentration..... 12

Prepares students for management-level positions in the field of marketing where practitioners anticipate consumer needs, translate those needs into products and services, and create campaigns to sell their products for a profit.

Upon completion of the concentration, students should be able to do the following:

1. Develop marketing strategies that align with organizational goals.

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| MBA 5841 | Strategic Marketing | 3 |
| MBA 5851 | Marketing Research | 3 |
| MBA 5861 | New Product Marketing | 3 |
| MBA 5871 | Business-to-Business Marketing | 3 |

Project Management Concentration..... 12

Equips students with the tools needed to develop strategies to manage complex projects and achieve cost-effective results.

Upon completion of the concentration, students should be able to do the following:

1. Model effective leadership using project management tools and techniques.

| Course | Title | Semester Hours |
|----------|---|----------------|
| MBA 6931 | Project Management Strategy and Tactics | 3 |
| MBA 6941 | Managing Project Teams | 3 |
| MBA 6951 | Managing Complex Projects | 3 |
| MBA 6961 | Project Management | 3 |

Public Administration Concentration 12

Prepares students with the leadership, policy, research, marketing, finance, and budgeting knowledge they need to succeed in today’s competitive business environment.

Upon completion of the concentration, students should be able to do the following:

1. Apply public theory to solving public issues.

| Course | Title | Semester Hours |
|----------|---------------------------------------|----------------|
| PUA 5301 | Administration of Public Institutions | 3 |
| PUA 5305 | Public Finance and Budgeting | 3 |
| PUA 5306 | Public Policy | 3 |
| PUA 5307 | Strategic Planning | 3 |

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

| Total Program Requirements | 36 |
|----------------------------|----|
| Major Requirements | 30 |
| Open Electives | 6 |

The Master of Science in Organizational Leadership degree program focuses on current and emerging leadership theories, best practices, skills, knowledge of global events and diverse cultures, and tools used to enable organizational innovation, creativity, and change in complex work environments.

The program of study includes an exploration of critical issues and emerging theories, employee motivation and morale, organizational change, communication strategies, training and development, strategic decision-making, business ethics, project teams, and business policy and operations.

Upon completion of the program, students should be able to do the following:

1. Analyze the impact of critical issues and emerging theories in leadership on the role of leadership in organizational performance.
2. Examine methods that foster employee motivation and morale in an environment affected by organizational change.
3. Analyze processes utilized to control and manage organizations.
4. Evaluate legal aspects and communication strategies associated with leading a diverse workplace.

MAJOR REQUIREMENTS..... 30

| Course | Title | Semester Hours |
|----------|---|----------------|
| RCH 5302 | Foundations of Research | 3 |
| MBA 6301 | Business Ethics | 3 |
| MBA 6631 | Intercultural Management | 3 |
| MBA 6941 | Managing Project Teams | 3 |
| MHR 6551 | Training and Development | 3 |
| MSL 5080 | Methods of Analysis for Business Operations | 3 |
| MBA 5101 | Strategic Management and Business Policy | 3 |
| MSL 5200 | Crisis Communication Management | 3 |
| MSL 6000 | Psychological Foundations of Leadership | 3 |
| MSL 6040 | Current Issues in Leadership | 3 |

OPEN ELECTIVES 6
 Students may select electives from courses not used to meet other requirements. Each student is encouraged to speak with his or her Academic Advisor for more information.

MASTER OF PUBLIC ADMINISTRATION (MPA)

| Total Program Requirements | 36 |
|----------------------------|----|
| Major Requirements | 24 |
| Concentration | 12 |

The Master of Public Administration (MPA) degree program is designed to provide students with the knowledge and skills needed to resolve societal problems. The MPA program prepares graduates for careers in public, non-profit, and private organizations in which they can develop, implement, and manage public programs and public policies.

Upon completion of the program, students should be able to do the following:

1. Analyze problem-solving strategies for implementation in public/non-profit agencies.
2. Apply ethical principles related to multiculturalism and gender equity to resolve ethical dilemmas in the workplace.
3. Evaluate public sector budgets.
4. Manage the public policy process to improve organizations.

MAJOR REQUIREMENTS..... 24

| Course | Title | Semester Hours |
|----------|---------------------------------------|----------------|
| PUA 5301 | Administration of Public Institutions | 3 |
| PUA 5302 | Public Administration Ethics | 3 |
| PUA 5303 | Organizational Theory | 3 |
| PUA 5304 | Quantitative Research Methods | 3 |
| PUA 5305 | Public Finance and Budgeting | 3 |
| PUA 5306 | Public Policy | 3 |
| PUA 5307 | Strategic Planning | 3 |
| PUA 5308 | MPA Seminar | 3 |

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

The following concentrations are available for this degree.

General Concentration..... 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

| Course | Title | Semester Hours |
|----------|-----------------------------------|----------------|
| MHR 6451 | Human Resource Management Methods | 3 |
| MBA 6941 | Managing Project Teams | 3 |
| MBA 6951 | Managing Complex Projects | 3 |
| MSL 6040 | Current Issues in Leadership | 3 |

Criminal Justice Administration Concentration..... 12

Created for public managers interested in working in law enforcement and seeking to improve analytical and problem-solving skills through advanced theory-to-practice training in the field. Prepares public managers for career advancements in agencies such as Homeland Security, Federal Bureau of Investigation, Marshals, and state and local law enforcement agencies.

Upon completion of the concentration, students should be able to do the following:

1. Explain how criminal justice theories and technologies impact the commission and solution of crime.
2. Evaluate criminal justice strategies, policies, and procedures to determine best practices.

| Course | Title | Semester Hours |
|----------|--|----------------|
| MCJ 5135 | Theory of Crime and Criminology | 3 |
| MCJ 5390 | Critical Analysis of Criminal Justice Administration | 3 |
| MCJ 6230 | Constitutional Law for Criminal Justice | 3 |
| CMJ 5302 | Adult and Juvenile Correctional Systems | 3 |

Emergency Services Management Concentration..... 12

Created for public managers interested in working as emergency disaster planners or emergency public managers. Students gain skills for effective and ethical management-level decision-making. Prepares managers to respond to problems inherent in public organizations in order to address and minimize risk to both responders and the public.

Upon completion of the concentration, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.

| Course | Title | Semester Hours |
|----------|--|----------------|
| EMG 6305 | Emergency Management, Leadership and Decision Making | 3 |
| MSE 5301 | Interagency Disaster Management | 3 |
| MSE 6301 | Risk Management | 3 |
| MSE 5101 | Legal Aspects of Emergency Management | 3 |

MASTER OF PUBLIC HEALTH (MPH)

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 36 |
| Major Requirements | 24 |
| Concentration | 12 |

The Master of Public Health (MPH) degree program provides a comprehensive foundation of the core competencies of public health, enabling students to apply the principles in both research and practical contexts. The acquired skills equip students for positions in public, private, and international settings.

Upon completion of the program, students should be able to do the following:

1. Analyze the etiology of major health problems in populations that affect the development and implementation public health programs.
2. Analyze factors that influence lifestyle choices and impact public health.
3. Interpret the statistical significance of epidemiological reports in public health studies.
4. Evaluate the impact of external affairs on health policy.

MAJOR REQUIREMENTS..... 24

| Course | Title | Semester Hours |
|----------|----------------------------------|----------------|
| PUH 5301 | Public Health Concepts | 3 |
| PUH 5302 | Applied Biostatistics | 3 |
| PUH 5303 | Concepts of Epidemiology | 3 |
| PUH 5304 | Health Behaviors | 3 |
| PUH 5305 | Concepts of Environmental Health | 3 |
| PUH 6301 | Public Health Research | 3 |
| PUH 6302 | Law and Ethics in Public Health | 3 |
| PUH 6303 | Public Health Administration | 3 |

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student's transcript. In addition, the concentration is listed on the graduation diploma.

General Concentration..... 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

To satisfy the general concentration requirements, students may select any four graduate courses with prefixes PUH and CHE not used to meet other program requirements. The following courses are recommended for the general concentration.

| Course | Title | Semester Hours |
|----------|-------------------------------------|----------------|
| CHE 6303 | Strategies of Health Promotion | 3 |
| PUH 6304 | Public Health Policy and Management | 3 |
| PUH 6305 | Problem Solving in Public Health | 3 |
| PUH 5307 | Grant Writing in Public Health | 3 |

Community Health Education Concentration..... 12

Designed to equip students to practice effectively as community health educators in a wide range of public health settings.

Upon completion of the concentration, students should be able to do the following:

1. Apply community health frameworks and policies to educate communities on behavioral changes that support health and wellness.
2. Create community health interventions that improve community health and reduce health disparities.

| Course | Title | Semester Hours |
|----------|--|----------------|
| CHE 6301 | Foundations and Methods in Community Health | 3 |
| CHE 6303 | Strategies of Health Promotion | 3 |
| CHE 6304 | Health Program Planning, Implementation and Assessment | 3 |
| CHE 6305 | Issues and Trends in Community Health | 3 |

DOCTOR OF BUSINESS ADMINISTRATION

The Doctor of Business Administration (DBA) advances decision-making and leadership skills, provides an in-depth application of theory and research, and facilitates methods to solve industry problems. Program components offer opportunities for students to explore investigative skills and perform data analysis. Graduates are prepared to contribute new knowledge to a specific segment of industry.

Upon completion of the program, students should be able to do the following:

1. Apply theoretical frameworks to contemporary issues in leadership and business.
2. Analyze research results to support business decision-making processes.
3. Design ethical and original research that contributes to the professional body of knowledge.
4. Construct recommendations to resolve business problems.

DOCTORAL DISSERTATION

Doctoral students are required to complete a dissertation and defend their research before a committee and University

representatives, which may take place at a distance through audio/visual means. No degree shall be awarded without majority of committee approval. Information regarding this capstone doctoral requirement is published in the Dissertation Handbook.

Graduates will successfully complete a minimum of 61 semester hours and dissertation research courses as outlined below.

MAJOR REQUIREMENTS

| Course | Title | Semester Hours |
|----------|--|----------------|
| DBA 7000 | Doctoral Student Orientation | 1 |
| RCH 7301 | Critical Thinking for Doctoral Learners | 3 |
| RCH 7302 | Doctoral Writing and Inquiry into Research | 3 |
| DBA 7035 | Business, Government and Society | 3 |
| RCH 8301 | Quantitative Research Methods | 3 |
| RCH 8303 | Statistics for Business Decisions and Research | 3 |
| RCH 8302 | Qualitative Research Methods | 3 |
| RCH 8304 | Qualitative Data Analysis | 3 |
| DBA 7420 | Organizational Behavior and Comparative Management | 3 |
| DBA 7553 | Human Resource Management | 3 |
| DBA 7632 | Business Ethics and Corporate Responsibility | 3 |
| DBA 8230 | Marketing Research and Competitive Strategy | 3 |
| DBA 8671 | Technology and Innovation Management | 3 |
| DBA 8710 | International Business and Global Strategy | 3 |
| DBA 8758 | Negotiations and Business Strategy | 3 |
| DBA 9101 | Comprehensive Examination | 3 |

Option 1: Theoretical-Based Study

| | | |
|----------|-----------------------|---|
| DST 9101 | Dissertation Research | 1 |
| DST 9102 | Dissertation Research | 1 |
| DST 9103 | Dissertation Research | 1 |
| DST 9104 | Dissertation Research | 1 |
| DST 9105 | Dissertation Research | 1 |
| DST 9106 | Dissertation Research | 1 |
| DST 9107 | Dissertation Research | 1 |
| DST 9108 | Dissertation Research | 1 |
| DST 9109 | Dissertation Research | 1 |
| DST 9110 | Dissertation Research | 1 |
| DST 9111 | Dissertation Research | 1 |
| DST 9112 | Dissertation Research | 1 |
| DST 9113 | Dissertation Research | 1 |
| DST 9114 | Dissertation Research | 1 |
| DST 9115 | Dissertation Research | 1 |

Option 2: Research Project-Based Study

| | | |
|----------|-----------------------|---|
| DST 9101 | Dissertation Research | 1 |
| DST 9102 | Dissertation Research | 1 |
| DST 9103 | Dissertation Research | 1 |
| DST 9104 | Dissertation Research | 1 |
| DST 9105 | Dissertation Research | 1 |

| | | |
|----------|-----------------------|---|
| DST 9106 | Dissertation Research | 1 |
| DST 9107 | Dissertation Research | 1 |
| DST 9108 | Dissertation Research | 1 |
| DST 9109 | Dissertation Research | 1 |
| DST 9110 | Dissertation Research | 1 |
| DST 9111 | Dissertation Research | 1 |
| DST 9112 | Dissertation Research | 1 |
| DST 9113 | Dissertation Research | 1 |
| DST 9114 | Dissertation Research | 1 |
| DST 9115 | Dissertation Research | 1 |

1. Analyze financial information essential to sound business decision-making.

| Course | Title | Semester Hours |
|--------------------------------------|--------------------------------|----------------|
| Select 4 courses from the following. | | |
| BBA 4201 | Financial Institutions | 3 |
| BBA 4301 | International Finance | 3 |
| BBA 4351 | International Economics | 3 |
| BBA 4446 | International Legal Operations | 3 |
| BBA 4653 | International Trade | 3 |

COLLEGE OF BUSINESS CERTIFICATES

A certificate is an educational program of study in a specific discipline created for those interested in expanding skills and knowledge for personal and/or professional development. Certificates are credit-based and taught by qualified faculty members. Certificates align with existing curricula and are offered at the undergraduate and graduate level.

CSU offers direct enrollment and embedded certificates. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements of the certificate. A student earns an embedded certificate by completing courses that meet the requirements of the embedded certificate within the degree program of record. Certificates require a minimum of 12 semester hours and are recorded on the student’s transcript.

Note: Direct enrollment certificates are not eligible for Federal Student Aid.

UNDERGRADUATE CERTIFICATE OPTIONS

Students select and complete four undergraduate courses (12 semester hours) to earn an undergraduate certificate.

| Undergraduate Certificates | Direct Enrollment | Embedded Certificate |
|----------------------------|-------------------|----------------------|
| Finance | ✓ | ✓ |
| Hospitality and Tourism | ✓ | ✓ |
| Human Resource Management | ✓ | ✓ |
| International Management | ✓ | ✓ |
| Management | ✓ | ✓ |
| Marketing | ✓ | ✓ |
| Project Management | ✓ | ✓ |
| Sport Management | ✓ | ✓ |

Finance Certificate..... 12

Prepares students to make managerial decisions to assist organizations in obtaining, administering, and managing funds.

Upon completion of the certificate, students should be able to do the following:

Hospitality and Tourism Certificate 12

Prepares students for professions within the wide array of hospitality and tourism, including lodging, food service, tourism, and recreation related industries. This certificate is designed for both individuals seeking entry into the hospitality and tourism industry and professionals currently in the hospitality and tourism industry who are seeking to enhance their skills and ability to advance into supervisory or management positions.

Upon completion of the certificate, students should be able to do the following:

1. Examine best practices for hospitality management functions
2. Examine best practices for tourism management functions.

| Course | Title | Semester Hours |
|----------|---|----------------|
| BHM 3010 | Introduction to Hospitality | 3 |
| BHM 3020 | Introduction to Tourism | 3 |
| BHM 4100 | Facilities Management and Design in Hospitality and Tourism 3 | |
| BHM 4300 | Legal Aspects of Hospitality and Tourism | 3 |

Human Resource Management Certificate..... 12

Equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively.

Upon completion of the certificate, students should be able to do the following:

1. Utilize human resource best practices to develop solutions within an organization.

| Course | Title | Semester Hours |
|--------------------------------------|---|----------------|
| Select 4 courses from the following. | | |
| BHR 3301 | Compensation and Benefits | 3 |
| BHR 3352 | Human Resource Management | 3 |
| BHR 3551 | Human Relations and Development | 3 |
| BHR 3565 | Employment Law | 3 |
| BHR 4350 | Collective Bargaining | 3 |
| BHR 4501 | International Human Resource Management | 3 |

| | | |
|----------|--------------------------|---|
| BHR 4601 | Staffing Organizations | 3 |
| BHR 4680 | Training and Development | 3 |

International Management Certificate 12

Provides students with the knowledge and skills necessary to address global management issues.

Upon completion of the certificate, students should be able to do the following:

1. Analyze global management-related issues in the context of PEST (Political, Ethical/Economics, Social, and Technological) responsibility.

| Course | Title | Semester Hours |
|--------------------------------------|---|----------------|
| Select 4 courses from the following. | | |
| BBA 4301 | International Finance | 3 |
| BBA 4351 | International Economics | 3 |
| BBA 4426 | International Management | 3 |
| BBA 4446 | International Legal Operations | 3 |
| BBA 4653 | International Trade | 3 |
| BHR 4501 | International Human Resource Management | 3 |

Management Certificate 12

Provides students with the knowledge and skills necessary to function effectively in management positions. Emphasizes the development of leadership, decision-making skills, and key aspects of management. Students are exposed to a broad foundation of business communications in the field of management studies.

Upon completion of the certificate, students should be able to do the following:

1. Apply foundational management principles to decision-making.

| Course | Title | Semester Hours |
|--------------------------------------|----------------------------|----------------|
| Select 4 courses from the following. | | |
| BBA 3826 | Managerial Decision Making | 3 |
| BBA 4126 | Project Planning | 3 |
| BBA 4226 | Risk Management | 3 |
| BBA 4426 | International Management | 3 |
| BBA 4851 | Production Management | 3 |

Marketing Certificate 12

Develops the knowledge, analytical/research abilities, and strategic marketing skill set to excel in the marketing industry.

Upon completion of the certificate, students should be able to do the following:

1. Develop marketing campaigns based upon organizational needs.

| Course | Title | Semester Hours |
|----------|-------------------------------|----------------|
| MKT 3302 | Internet Marketing Principles | 3 |
| MAR 3211 | Consumer Behavior | 3 |
| MAR 3231 | Marketing Research | 3 |
| MAR 3271 | Advertising | 3 |

Project Management Certificate 12

Designed for professionals who seek to enhance their ability to motivate people, lead complex projects, and achieve cost-effective results.

Upon completion of the certificate, students should be able to do the following:

1. Apply appropriate project management methods to the project environment.

| Course | Title | Semester Hours |
|--------------------------------------|-------------------------------------|----------------|
| Select 4 courses from the following. | | |
| MGT 3302 | Introduction to Project Management | 3 |
| BBA 3626 | Project Management Overview | 3 |
| BBA 3826 | Managerial Decision Making | 3 |
| BBA 4126 | Project Planning | 3 |
| BBA 4226 | Risk Management | 3 |
| BBA 4326 | Procurement and Contract Management | 3 |

Sport Management Certificate 12

Provides students with the skills and knowledge necessary to succeed in sport management. Career opportunities include sport facilities managers, sport information directors, sport front office administrators, and sport communication relations directors.

Upon completion of the certificate, students should be able to do the following:

1. Evaluate sport management theory and best practices related to the sport industry.

| Course | Title | Semester Hours |
|----------|----------------------|----------------|
| SOC 3301 | Sociology of Sport | 3 |
| BSM 3801 | Sport Marketing | 3 |
| BSM 4001 | Sport Facilities | 3 |
| BSM 4101 | Sport Administration | 3 |

GRADUATE CERTIFICATE OPTIONS

Students complete four graduate courses (12 semester hours) to earn a graduate level certificate.

| Graduate Certificates | Direct Enrollment | Embedded Certificate |
|---------------------------|-------------------|----------------------|
| Finance | ✓ | ✓ |
| Health Care Management | ✓ | ✓ |
| Human Resource Management | ✓ | ✓ |
| Marketing | ✓ | ✓ |

| | | |
|-----------------------|---|---|
| Project Management | ✓ | ✓ |
| Public Administration | ✓ | ✓ |

Finance Certificate 12

Designed to help students gain fundamental knowledge of finance theories and applications critical for solving business challenges.

Upon completion of the certificate, students should be able to do the following:

1. Evaluate the financial performance of a business.

| Course | Title | Semester Hours |
|----------|-------------------------------|----------------|
| FIN 6302 | Advanced Financial Management | 3 |
| MBA 6641 | International Economics | 3 |
| MBA 6651 | International Finance | 3 |
| PUA 5305 | Public Finance and Budgeting | 3 |

Health Care Management Certificate 12

Designed to prepare students for varying levels of responsibility in the health care field. Emphasis is placed on strengthening leadership and managerial skills needed in daily health care operations.

Upon completion of the certificate, students should be able to do the following:

1. Evaluate the operational components of healthcare delivery.

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| MHA 5001 | Health Care Financial Management | 3 |
| MHA 5101 | Legal Foundations of Health Care | 3 |
| MHA 5201 | Health Resources and Policy Analysis | 3 |
| MHA 6501 | Advanced Health Care Management | 3 |

Human Resource Management Certificate 12

Equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively.

Upon completion of the certificate, students should be able to do the following:

1. Analyze trends in human resource training and development.

| Course | Title | Semester Hours |
|----------|---|----------------|
| MHR 6401 | Employment Law | 3 |
| MHR 6551 | Training and Development | 3 |
| MHR 6751 | Labor Relations and Collective Bargaining | 3 |
| MHR 6901 | Compensation Management | 3 |

Marketing Certificate 12

Prepares students for management-level positions in the field of marketing where practitioners anticipate consumer needs, translate those needs into products and services, and create campaigns to sell their products for a profit.

Upon completion of the certificate, students should be able to do the following:

1. Develop marketing strategies that align with organizational goals.

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| MBA 5841 | Strategic Marketing | 3 |
| MBA 5851 | Marketing Research | 3 |
| MBA 5861 | New Product Marketing | 3 |
| MBA 5871 | Business-to-Business Marketing | 3 |

Project Management Certificate 12

Equips students with the tools needed to develop strategies to manage complex projects and achieve cost-effective results.

Upon completion of the certificate, students should be able to do the following:

1. Model effective leadership using project management tools and techniques.

| Course | Title | Semester Hours |
|----------|---|----------------|
| MBA 6931 | Project Management Strategy and Tactics | 3 |
| MBA 6941 | Managing Project Teams | 3 |
| MBA 6951 | Managing Complex Projects | 3 |
| MBA 6961 | Project Management | 3 |

Public Administration Certificate 12

Designed to prepare students with the leadership, policy, research, marketing, finance, and budgeting knowledge needed to succeed in today’s competitive public administration environment.

Upon completion of the certificate, students should be able to do the following:

1. Apply public theory to solving public issues.

| Course | Title | Semester Hours |
|----------|---------------------------------------|----------------|
| PUA 5301 | Administration of Public Institutions | 3 |
| PUA 5305 | Public Finance and Budgeting | 3 |
| PUA 5306 | Public Policy | 3 |
| PUA 5307 | Strategic Planning | 3 |

X. COLLEGE OF SAFETY AND EMERGENCY SERVICES



Misti Kill, Ph.D.
Dean and Assistant Provost

College Leadership

Daniel Corcoran, Ph.D.

Academic Program Director, Occupational Safety and Health;
Environmental Management

Sancho Manzano, Ph.D.

Academic Program Director, Emergency Management;
Technology

Tamara Mouras, Ph.D.

Academic Program Director, Criminal Justice;
Homeland Security

Keith Padgett, M.S., EFO, CFO

Academic Program Director, Fire; Emergency Medical
Services Administration

Degree Programs and Certificates

AS, Criminal Justice

AS, Emergency Medical Services

AS, Fire Science

AS, Occupational Safety and Health

BS, Criminal Justice Administration
Concentrations in
Arson Investigation, Forensics

BS, Emergency Medical Services
Administration

BS, Environmental Management

BS, Fire Administration
Concentration in
Fire Investigation

BS, Homeland Security

BS, Information Systems and
Cyber Security
Concentrations in
*General – Accelerated Path Available
Homeland Security*

BS, Information Technology

BS, Occupational Safety and Health
Concentrations in
*Construction Safety, Fire Science,
Oil and Gas*

MS, Criminal Justice Administration

MS, Emergency Services Management

MS, Homeland Security
Concentrations in
*Criminal Justice, Emergency Services
Management, Management*

MS, Occupational Safety and Health
Concentrations in
General, Environmental Management

Certificate Options

Certificates are not eligible for Federal
Student Aid.

Undergraduate

Cybersecurity, Emergency Management, Environmental Management, Fire Science, Information Technology, Military Operations, Occupational Safety and Health

Graduate

Environmental Management, Occupational Safety and Health

Faculty**Full Time Faculty****Don Adams, Ed.D.**

Organizational Leadership
Argosy University

Steve Agenbroad, M.P.A., EFO

Public Administration University
of Dayton

Michael Allora, M.A.S.

Fairleigh Dickinson University

Todd Alt, Ed.D.

Organizational Leadership
Nova Southeastern University

Travis Anderson, M.P.A., CFO, Paramedic, EFO

Public Administration
Grand Canyon University

Scott Avery, M.P.A.

Public Administration
Southern Illinois University

Barry Badners, M.S.

Occupational Safety and Health
Columbia Southern University

Sherah Basham, M.S.

Criminal Justice
University of West Florida

Paul Baumgardner Ph.D.

Applied Management and
Decision Science Walden
University

David Becker, M.A

Health Services Management
Webster University

Michael Beyerstedt, M.A.

Organizational Management
Spring Arbor University

William Billings, M.Ed.

Health Promotion and Behavior
University of Georgia

Ralph Blessing, M.S.

Occupational Safety & Health
Columbia Southern University

Gregory Boothe, Ph.D.

Public Health Epidemiology
Walden University

Denis Bourcier, Ph.D.

Toxicology
Utah State University

Noel Broman, M.S.

Management Information
Systems
Nova Southeastern University

Lisa Bruno, J.D., M.A.

Law
Massachusetts School of Law
Criminal Justice
Anna Maria College

Jeffrey Buckau, M.D., ASP

Osteopathic Medicine
Midwestern University

Robert Burdwell, Ph.D.

Organizational Management
Capella University

Chad Carey, M.B.A., EFO, CFO

Public Administration Columbia
Southern University

Julie Carter, M.S.

Occupational Safety and Health
Columbia Southern University

Kim Clay, M.P.A.

Public Administration
University of South Alabama

Ronald Craig, Ph.D.

Social Science Michigan State
University

Carl DeCarlo, Ed.D., EFO

Higher Education &
Organizational Change
Benedictine University

Daniel Coss, D.Sc., CPP, CHSP, CHEP

National Security Studies: Civil
Security Leadership, Management
& Policy
New Jersey City University

Robert David, M.S.

Computer Science/Software
Engineering
University of West Florida

Stephen Demeter, M.S.

Fire Science
Grand Canyon University

Ron Dennis, M.S.

Organizational Leadership
Columbia Southern University

Kenneth Edwards, Ph.D.

Civil, Construction Engineer
Iowa State University

Christopher Elg, M.P.A., M.S.

Public Administration
John Jay College of Criminal
Justice
Administrative Science
Fairleigh Dickinson University

Bart Eitz, Ph.D.

Emergency Management
Capella University

Constance Erickson, Ph.D.

Information Technology, Info
Tech Education
Capella University

Ronald Fitzgerald, D.P.A.

Nova Southeastern University

Jimmie Flores, D.M., Ph.D.

Organizational Leadership/
Information Systems &
Technology
University of Phoenix
Human and Organizational
Systems
Fielding Graduate University

Ashley French, Ph. D.

Criminal Justice
University of Louisville

Heather Frost, Ph.D.

Civil Engineering and Geological
Sciences
University of Notre Dame

Barbara Fuller, M.S.E.

Advanced Safety Engineering &
Management
University of Alabama at
Birmingham

Daniel Gaumont, M.P.A.

Public Administration
Western Michigan University

Jamie Gauthier, M.S., M.B.A.

Criminal Justice Leadership
Northeastern University
Public Administration
Columbia Southern University

Steven Gillespie, Ed.D.

Organizational Leadership Grand
Canyon

Barry Goodson, M.S.

Administration of Justice &
Security
University of Phoenix

Dolores Gough, M.S.

Environmental Engineering
University of Southern California

George Gough, M.S.

Environmental Engineering
University of Southern California

Bae Han, Ph.D.

Industrial
Engineering West Virginia
University

Jerel Harris, Ph.D.

Health Policy
and Management Georgia
Southern University

Paul Hasenmeier, M.P.A.

Public Administration
Capella University

Justin Heim, Ph.D.

Public Administration
Northcentral University

Allyson Heisey, Ph.D.

Information Technology
Capella University

Joseph Jackens, M.S.

Civil Engineering
University of Pittsburg
Safety Sciences
Indiana University of Pennsylvania

- Charles Kelly, Ph.D.**
Administration of Justice
University of Southern Mississippi
- Patrick Kelly, M.B.A.**
Business Administration
Loyola College of Maryland
- Cliff Krahenbill, M.S.**
Information Technology
Capella University
Cybersecurity
University of Maryland University
College
- Muthu Kuchanur, Ph.D.**
Environmental Engineering
Texas A&M University
- Alex Lazo, Ph.D.**
Organization and Management
Capella University
- Nick Lees, M.S.**
Nuclear Engineering
Georgia Institute of Technology
- Shannon Lindey, M.S.**
Safety/Security/Emergency
Management
Eastern Kentucky University
- Carolyn Littell, J.D.**
Law
Samford University
- Ming Luong, D.C.S.**
Enterprise Information Systems
Colorado Technical University
- Thomas Maloney, M.B.A.**
Public Administration
University of Phoenix
- Debbie Manzano, Ph.D.**
Information Technology
Capella University
- Linda Martin, M.B.A., M.S.**
General Management
Plymouth State University
Health and Safety
Indiana State University
- Ceceile Mason, Ph.D.**
Pharmacology
Florida A&M University
- George McCord, M.S.**
Critical Incident Management
Saint Leo University
- David Milen, Ph.D.**
Public Health
Walden University
- Jafar Momani, Ph.D.**
Evaluation Measurement &
Research
Western Michigan University
- Joseph Moore, Ph.D.**
Public Policy Administration
Walden University
- William Mulherin, J.D.**
Law
Creighton University
- David Munro, Ph.D.**
Public Policy Administration
Walden University
- Stacy Murphy, M.S.**
Environmental Pollution Control
Pennsylvania State University
- John Nord, M.S.M.**
Information System Security
Colorado Technical University
- Tanyi Obenson, Ph.D.**
Public Health
Walden University
- James Olds, M.S.**
Engineering Technology
Murray State University
- William Pate, D. P. H.**
Public Health
University of Texas Health Science
Center
- Dennis Phalen, M.A.**
Homeland Security
American Military University
- Gary Pierce, M.S.**
Computer Information Systems
Georgia State University
- Lisa Quibodeaux, Ph.D.**
Criminal Justice
Walden University
- David Reed, M.S.**
Allied Health
University of Connecticut
- Danielle Reid, Ph.D.**
Public Health & Trop.Med/Global
Environmental Health Science
Tulane University
- Patricia Riley, D.B.A.**
Business Administration
Argosy University
- John Rhoades, M.S.**
Executive Fire Service Leader
Grand Canyon University
- Jeannie Riner, M.H.S., M.H.A.**
Health Science Health Services
Administration
- Armstrong Atlantic State
University
- Edmond Rodriguez, M.S.**
Executive Fire Service Leadership
Grand Canyon University
- William Rogerson, Ph.D.**
Human Ecology/Community
Health
University of Tennessee
- Neal Rose, M.S.**
Occupational Safety & Health
Columbia Southern University
- James Roughton, M.S.**
Safety Science
Indiana University of Pennsylvania
- Ryan Rucker, Ed.D.**
Curriculum and Instruction
Valdosta State University
- Charles Russo, Ph.D.**
Public Safety
Capella University
- Thomas Rzymek, Ed. D.**
Higher Education Leadership
Northcentral University
- David Sanchez, J.D., M.S.**
Law Loyola Law School
Criminal Justice Administration
Columbia Southern University
- James Shaw, M.S.**
Emergency Services Management
Columbia Southern University
- Tamarila Shelton, M.S., M.B.A.**
Information Systems
Strayer University
Project Management
Columbia Southern University
- Leonard Simon, M.S.**
Management Information
Systems, in Information Security
Nova Southeastern University
- Travis Smith, Ph.D.**
Business Administration/Criminal
Justice
Northcentral University
- Christina Spoons, Ph.D.**
Public Policy and Administration
Walden University
- Sheryl Starkey Bulloch, M.S.**
Management Information
Systems
Auburn University
- Edem Tetteh, Ph.D.**
Technology
Purdue University
- Tracy Thompson, MCJ**
Criminal Justice
University of South Carolina
- Heather Tolle, Ph.D.**
Criminal Justice
University of Louisville
- Antonio Tovar, D.M.**
Organizational Leadership/
Information Systems and
Technology University of Phoenix
- Sabahudin Tricic, M.S.**
Computer Science
California State University -
Fresno
- William Turnbull, M.S.**
Public Health/Community Health
Walden University
- Douglas Wehmeyer, M.P.A.**
Emergency Management
Anna Maria College
- Todd Weidman, M.B.A., M.P.A.**
Human Resource Management
Columbia Southern University
Fire Science Management
Anna Maria College
- Timothy Whitham, M.S.**
Leadership
Grand Canyon University
- Dennis Whitson, Ph.D.**
Public Safety/Emergency
Management
Capella University
- Chipper Wilkerson, M.S.**
Fire and Emergency Management
Administration
Oklahoma State University
- Sabrina Williams, Ph.D.**
Industrial Engineering
Mississippi State University
- Heather Winter, M.B.A., M.S.**
Business Administration
University of Phoenix
Emergency Services Management
Columbia Southern University
- Barbara Wise, Ed.D.**
Sports Management/Human
Resource Management
United States Sports University
- Timothy Witherspoon, Ph.D.**
Environmental Sciences
Oklahoma State University

Christopher Wright, M.C.J.
Boston University

Tamara Wright, D.P.H.
Georgia Southern University

William Yates, Ph.D.
Environmental Science Jackson
State University

Part Time Faculty

Felix Acevedo, Ph.D.
Public Safety/Emergency
Management
Capella University

Patience Adagba, Ph.D.
Public Safety/Emergency
Management
Capella University

Rosiji Ajayi, D.C.S.
Colorado Technical University-
Ground campus

Danielle Arroyo, O.T.D.
Occupational Therapy
Creighton University

Laura Bane, M.S.
Environmental Policy and
Management
American Public University
System
Occupational Safety and
Health/Environmental
Management
Columbia Southern University

Steven Bardwell, M.S.
Fire Science
Grand Canyon University

Melissa Black, M.S.
Occupational Safety and Health
Columbia Southern University

Marion Blackwell, Ph.D.
Fire & Emergency Management
Administration
Oklahoma State University

Kevin Brock, M.S.
Criminal Justice
Troy State University

Erika Brooke, Ph.D.
Public Affairs
University of Central Florida

William Bullock, D.H.Sc.
Health Science
Nova Southeastern University

Anita Brunsting, Ed.D., M.S.
Educational Leadership
Texas A & M University
Community Health
Science/Environmental Science
University of Texas

Shawntozi Campbell, Ph.D.
Criminal Justice/Organizational
Leadership
Nova Southeastern University

Todd Canale, M.S.
Management Troy University
Technology
Arizona State University

Aubry Clinch, M.S.
Information Systems Engineering
Western International University

Robert Collins, M.S., M.P.H.
Occupational Safety & Health
Columbia Southern University
Public Health
University of Texas

Rodney Copenhaver, Ph.D.
Criminal Justice
University of Louisville

Rebecca Cornish, M.S.
Criminal Justice
Purdue University

Naeem Craft, M.A.
Homeland Security/Intelligence
Studies
American Public University
System

Jennifer Creel, Ph.D.
Public Policy
Southern University and A & M
College

Jeevan Dsouza, Ph.D.
Computer Science
Nova Southeastern University

Derek Dunn, Ph.D.
Electrical Engineering
Virginia Polytechnic Institute and
State University

Kelley Edmier, M.S.
Industrial Management
Northern Illinois University

Niles Elias, Ph.D.
Information Technology
Capella University

Mark Erpelding, M.S
Industrial Technology
Texas a & M University-
Commerce

Aviation & Aerospace Safety
Systems
Embry-Riddle Aeronautical
University

Jeffrey Faucet, M.S.
Management and Leadership
Western Governors University

Sonya Foster, M.S.
Forensic Sciences & Investigation
National University

Robert George, M.S.
Occupational Safety & Health
Columbia Southern University
Environmental Science
University of Denver

Mark Gillard, M.S.
Technology/Fire Service
Administration
Arizona State University

Matthew Gaines, M.S.
Aviation Safety/Industrial Safety
Management
University of Central Missouri

Harlan Giles, M.S.
Occupational Safety & Health
Southeastern Oklahoma State
University

James Golden, M.S. Emergency
Management Jacksonville State
University

Karen Grabenstein, M.A.
Education/Adult Education and
Training University of Phoenix

Keith Hargis, M.P.S.
Leadership and Administration
Arizona State University

Sheila Harry, M.S.
Management Info Systems/IT
Management
University of Alabama at
Birmingham

Marcus Heard, M.S., M.B.A.
Safety/Security/Emergency
Management Eastern Kentucky
University Management
University of West Georgia

Carl Heinlein, M.S.
Safety Studies
West Virginia University

Terrance Hinton, Ph.D.
Public Policy and
Admin/Terrorism Mediation &
Peace
Walden University

Kris Jamsa, Ph.D.
Computer Science
Arizona State University
Instructional Design for Online
Learning
Capella University

Jennifer Johnson, M.P.A.
Disaster & Emergency Mgt
Park University

Worley Johnson, Ed.D.
Organizational Leadership
Gardner-Webb University

Alan Joos, M.S.
Executive Fire Service Leadership
Grand Canyon University

Dennis Kehm, J.D.
Law
University of Missouri - Kansas
City

Thomas Kelley, Ph.D.
Criminology
Florida State University

David Kerr, Ph.D.
Organization and Management
Capella University

Kenneth Klamar, M.S.
Education, Criminal Justice, &
Human Services
University of Cincinnati

Luke Konrath, M.A.
Computer Science/Info Systems -
IT Security
College of Saint Scholastica

Dan Lessley, M.S.
Public Health
University of Alabama at
Birmingham

Jessie Lee, Ph.D.
Public Policy & Administration
Walden University

Allen Lewis, M.P.A.
Columbia Southern University

Carlton Lewis, Ph.D.
Business Administration/Criminal
Justice
Northcentral University

Mark Logan, Ph.D.
Public Safety/Criminal Justice
Capella University

William Lucas, M.S.
Technology Systems/Computer
Networking Management
East Carolina University

Natasha Magee-Woods, Ph.D.

Environmental Science
Jackson State University

Troy Marberry, M.S.

Emergency Services Management
Columbia Southern University

Rynele Mardis, Ph.D.

Public Safety, Emergency
Management
Capella University

Eduardo Martinez, J.D., M.A., M.S.S.

Law
Mississippi College
Legal Studies
Antioch University
Strategic Studies
U.S. Army War College

Jacob McAfee, M.S.

Occupational Safety and Health
and Emergency Services
Management
Columbia Southern University

Matthew McCormick, M.B.A, M.S.

General Management
Lake Forest Graduate School of
Management
Telecommunication Systems
DePaul University

Guy McFarland, M.A.

Emergency and Disaster
Management
American Military University

Leona Mcgowan, M.S.

Criminal Justice
Saint Leo University

Brooks McPhail, Ph.D.

Toxicology
University of Georgia

Alice Mccallister, D.I.T.

Capella University

Wilmont Meadows, M.P.A.

Public Administration/Criminal
Justice
Columbus State University

Landry Merikson, M.B.A.

Public Administration
Columbia Southern University

Alan Michaels, M.S.

Industrial Sciences
Colorado State University

Ryan Miller, M.S.

Occupational Safety & Health
Murray State University

Hilda Moses, Ph.D.

Public Safety/Emergency
Management/Forensics
Capella University

Jeannie Neeley, M.S.

Computer Information Systems
University of Phoenix

John Nixon, M.S.

Environmental Management
Samford University

Jarred O'dell, M.S.

Safety Sciences
Indiana University of Pennsylvania

Jerome Olorumaiye, Ph.D.

Computer Science
Colorado Technical University

Luther Oxendine, M.B.A., M.S.

Human Resource Management
Occupational Safety and Health/
Environmental Management
Columbia Southern University

Charles Pak, Ph.D.

Information Systems/Information
Security
Nova Southeastern University

Michael Parker, M.S.

Occupational Safety & Health/
Environmental Management
Columbia Southern University

Christopher Peacock, Ph.D.

Information Technology
Capella University

Benjamin Perez, M.S.

Information Technology
National University

Rustin Reed, Ph.D.

Environmental Health Sciences
University of Arizona

Aaron Rhone, M.P.A., M.S.

Emergency Services Management
Columbia Southern University
Emergency Services Management
Columbia Southern University

Zara Roach, M.A., J.D.

Professional Studies/Labor
Management Studies State
University of New York at Stony

Brook

Juris Doctor
Quinnipiac University

Daniel T. Rousseau, M.A.

Education
Central Michigan University

Joseph Santiago, M.B.A., M.S.

Health Care Management
General Business Management
Excelsior College

Nicholas Schaal, Ph.D.

Safety Sciences
Indiana University of Pennsylvania

Charles Sessions, Sc.D.

Colorado Technical University-
Ground campus

Michael Simmons, M.A.

Homeland Security
American Military University

Todd Simmons, M.B.A., M.S.

Criminal Justice Administration
Touro College
Health Sciences/Emergency and
Disaster Management
Trident University International

Amy Stutzenberger, M.S.

Criminal Justice
University of Cincinnati

Daniel Sullivan, Ph.D.

Environmental & Water Resource
Engineering
Vanderbilt University

Suzanne Swab, M.A.

Emergency and Disaster
Management
American Military University

Keyomie Townsend, M.S.

Information Technology Mgmt
Trident University International

Robert Twaddle, M.S.

Public Administration
Pennsylvania State University

Robert Uda, Ph.D.

Homeland Security
Northcentral University

Arisa Ude, Ph.D.

Information Systems
Nova Southern University

Amy Vanderford, Ed.D.

Professional Studies
Delta State University

Ethell Vereen, Ph.D.

Ecology
University of Georgia

Jelena Vucetic, D.Sc. Tech.

Technical Sciences
University of Belgrade

Samuel Walters, Ph.D.

Public Policy & Administration
Walden University

Rachel Webster, M.S.

Environmental Health and Safety
Management
Northeastern State University

Durward Weeks, M.S.

Public Health
Tulane University

Mitchel Weiss, J.D., M.E.

Law
Florida Coastal School of Law
Environmental Engineering
University of Florida

Donnie West, M.S., EFO, CFO

Occupational Safety & Health
Columbia Southern University
Leadership
Grand Canyon University

Phillip White, M.P.A.

Public Policy and
Administration/Emergency
Management
John Jay College of Criminal
Justice

Ruthie Williams, Ph.D.

Human Services
Capella University

James Withers, Ph.D.

Agricultural and Biosystem
Engineering
Iowa State University

ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 21 |
| Major Requirements | 18 |
| Program Electives | 9 |
| Open Electives | 12 |

The Associate of Science in Criminal Justice degree program prepares entry-level professionals from diverse backgrounds in the theoretical foundations, knowledge, skills, and practices of criminal justice operations. This program of study enables students to develop rational decisions and informed responses to the daily challenges one faces in law enforcement, corrections, and court operations. Additionally, this study provides students with a working comprehension of constitutional and criminal law in contrast to judicial process.

Students completing this program are prepared for entry-level positions in local, state, and federal criminal justice programs, including law enforcement, corrections, probation and parole, court operations, and related fields in security. This program promotes a commitment to continued scholarship and service among graduates as future members of the criminal justice profession in a manner that remains conducive to enhancing professionalism in a diverse community.

Upon completion of the program, students should be able to do the following:

1. Evaluate the three main components of a criminal justice system.
2. Evaluate the roles and challenges of juvenile justice agencies.
3. Examine the psychology of crime including the development of the criminal lifestyle.
4. Explain the interdependence between applicable judicial processes.

GENERAL EDUCATION REQUIREMENTS 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences / History | 3 |
| PSY 1010 is required. | |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| English Composition | 3 |

MAJOR REQUIREMENTS..... 18

| Course | Title | Semester Hours |
|----------|---------------------------------------|----------------|
| BCJ 2000 | Introduction to Criminal Justice | 3 |
| BCJ 2001 | Theory & Practices of Law Enforcement | 3 |

| | | |
|----------|-----------------------------------|---|
| BCJ 2002 | Theory & Practices of Corrections | 3 |
| HLS 2301 | Introduction to Terrorism | 3 |
| BCJ 2201 | Juvenile Delinquency | 3 |
| BCJ 2501 | Criminology | 3 |

PROGRAM ELECTIVES 9

Select 3 courses from the following.

| Course | Title | Semester Hours |
|----------|---|----------------|
| CMJ 3307 | Victimology | 3 |
| BCJ 3450 | Introduction to Court Security | 3 |
| BCJ 3301 | Judicial Process | 3 |
| BCJ 4201 | Race and Ethnic Relations | 3 |
| BCJ 3150 | Probation and Parole | 3 |
| BCJ 3601 | Criminal Law | 3 |
| BCJ 3950 | Constitutional Law for Criminal Justice | 3 |

OPEN ELECTIVES 12

Students may select electives from courses not used to meet other requirements.

Completion of Columbia Southern University's Associate of Science in Criminal Justice degree program does not guarantee that a graduate will meet all requirements and/or qualifications to become a peace officer, law enforcement professional, or corrections officer at the international, national, state, or local level. Students are encouraged to research licensing and job requirements to ensure that he or she will be prepared for their desired career path.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

ASSOCIATE OF SCIENCE IN EMERGENCY MEDICAL SERVICES

| | |
|---|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 15 |
| Major Requirements | 15 |
| Paramedic Core (paramedic certification transfer credit) | 30 |

Note: Individuals who wish to apply for this program must possess a current paramedic certification.

The Associate of Science in Emergency Medical Services degree program builds a foundation of the essential skills needed to work in the Emergency Medical Services (EMS) industry. By incorporating the National Education Standards Paramedic curriculum, the program of study takes a multi-professional approach to integration and academic preparation in Paramedicine. This degree meets the educational needs of those currently employed in the field who are looking to advance their knowledge base.

Upon completion of the program, students should be able to do the following:

1. Explain the evolution of the Emergency Medical Services (EMS) field.
2. Assess effective clinical skills utilized in Emergency Medical Services (EMS) organizations.
3. Evaluate effective Emergency Medical Services (EMS) operational practices.
4. Analyze legal issues surrounding the Emergency Medical Services (EMS) industry.

GENERAL EDUCATION REQUIREMENTS 15

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--|---|
| Humanities and Fine Arts | 3 |
| Social and Behavioral Sciences / History | 3 |
| Natural Sciences | 3 |
| Mathematics..... | 3 |
| English Composition | 3 |

MAJOR REQUIREMENTS..... 15

| Course | Title | Semester Hours |
|----------|----------------------------------|----------------|
| EMS 2301 | Anatomy & Physiology for EMS I | 3 |
| EMS 2302 | Anatomy & Physiology for EMS II | 3 |
| EMS 3301 | EMS Management | 3 |
| EMS 3302 | EMS Planning and Development | 3 |
| EMS 3306 | Emergency Medical Communications | 3 |

PARAMEDIC CORE..... 30

Students who have already completed their paramedic certification and who have maintained their license in good standing may apply to the AS Emergency Medical Services program. This program offers the opportunity to reach educational goals without repetition of courses or clinical experiences already taken. The student will receive up to 30 hours of credit for their previously earned paramedic certificate. These credits may be applied only toward the Paramedic Core.

ASSOCIATE OF SCIENCE IN FIRE SCIENCE

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 21 |
| Major Requirements | 21 |
| Program Electives | 6 |
| Open Electives | 12 |

The Associate of Science in Fire Science degree program builds a foundation of the essential skills needed to work in the fire industry. By incorporating a comprehensive curriculum of fire

prevention and fire protection, the program of study takes a multi-professional approach to policy integration and academic preparation in specialized fire service equipment and apparatus applications. This degree meets the educational needs of both those who desire to become firefighters and those currently employed in the field who are looking to advance their knowledge base.

This program of study is recognized by the Fire and Emergency Services Higher Education (FESHE) through the U. S. Fire Administration’s National Fire Academy (NFA).

Upon completion of the program, students should be able to do the following:

1. Examine the impact of the history of fire service as it relates to current industry trends.
2. Analyze effective fire prevention methods utilized in fire science organizations and the community.
3. Apply effective fire protection practices and strategies to various scenarios.
4. Evaluate the principles of fire chemistry, fire behavior, and safety practices in the fire service industry.

GENERAL EDUCATION REQUIREMENTS 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|---|---|
| Humanities and Fine Arts..... | 6 |
| Social and Behavioral Sciences / History..... | 3 |
| Natural Sciences..... | 6 |
| Mathematics..... | 3 |
| English Composition..... | 3 |

MAJOR REQUIREMENTS..... 21

| Course | Title | Semester Hours |
|----------|---|----------------|
| FIR 2301 | Principles of Fire and Emergency Services | 3 |
| FIR 2302 | Principles of Fire and Emergency Services Safety and Survival | 3 |
| FIR 2303 | Fire Behavior and Combustion | 3 |
| FIR 2304 | Building Construction for Fire Protection | 3 |
| FIR 2305 | Introduction to Fire Prevention | 3 |
| FIR 3305 | Fire Protection Structure and Systems | 3 |
| FIR 3311 | Legal Aspects of Fire Protection | 3 |

PROGRAM ELECTIVES 6

Select 2 courses from the following.

| Course | Title | Semester Hours |
|----------|---|----------------|
| FIR 3304 | Fire Protection Hydraulics and Water Supply | 3 |
| FIR 3312 | Fire Ground Tactics I | 3 |
| FIR 3306 | Fire Prevention Organization and Management | 3 |

FIR 3307 Community Risk Reduction for the Fire and Emergency Services 3

OPEN ELECTIVES 12
 Students may select electives from courses not used to meet other requirements.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

ASSOCIATE OF SCIENCE IN OCCUPATIONAL SAFETY AND HEALTH

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 60 |
| General Education Requirements | 21 |
| Major Requirements | 18 |
| Program Electives | 9 |
| Open Electives | 12 |

The Associate of Science in Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in safety and health theory and technology necessary to function at the safety and health technician level in industry.

Upon completion of the program, students should be able to do the following:

1. Apply safety and health related theory and technology to real world situations.
2. Explain basic workplace hazard analysis and control technologies and processes.
3. Identify laws, regulations, and standards that apply to the field of occupational safety and health.
4. Examine the role of the safety and health technician within the organization and industry.

GENERAL EDUCATION REQUIREMENTS 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

Humanities and Fine Arts 6
 Social and Behavioral Sciences / History 3
 Natural Sciences 6
 BIO 1100 and PHY 1301 are required.
 Mathematics..... 3
 MAT 1302 or higher is required.
 English Composition 3

MAJOR REQUIREMENTS 18

| Course | Title | Semester Hours |
|----------|--|----------------|
| OSH 2301 | Introduction to Workplace Safety | 3 |
| OSH 2302 | Introduction to Regulatory Compliance | 3 |
| OSH 2303 | Hazardous Materials Safety | 3 |
| OSH 2304 | Introduction to Contractor Safety | 3 |
| OSH 2305 | Fleet and Driver Safety | 3 |
| FIR 2302 | Principles of Fire and Emergency Service Safety and Survival | 3 |

PROGRAM ELECTIVES..... 9

Choose 3 courses from the following.

| Course | Title | Semester Hours |
|----------|--|----------------|
| BOS 3001 | Fundamentals of Occupational Safety and Health | 3 |
| BEM 3101 | Assessing Environmental Science | 3 |
| BEM 3201 | Environmental Assessment | 3 |
| BOS 3551 | Environmental Issues | 3 |
| BOS 3651 | Total Environmental Health and Safety Management | 3 |
| BOS 3701 | Industrial Ergonomics | 3 |
| BOS 3751 | Training and Development | 3 |
| BEM 3701 | Hazardous Waste Management | 3 |

OPEN ELECTIVES 12

Students may select electives from courses not used to meet other requirements.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Lower Level Major Requirements | 30 |
| Upper Level Major Requirements | 6 |
| Program Electives | 12 |
| Open Electives | 30-42 |
| Concentration | 12 |

The Bachelor of Science Degree in Criminal Justice Administration degree program prepares both entry-level and seasoned professionals from diverse backgrounds in the theoretical foundations, knowledge, skills, and practices of criminal justice administration inclusive of law enforcement, courts, and corrections. This program of study enables students to develop rational decisions and informed responses to the daily challenges one faces in law enforcement, courts, and corrections operations. Additionally, the program prepares students for entrance into concentrated areas of criminal justice in master degree programs or related disciplines. This program promotes a commitment to continued scholarship and service among graduates as future and continuing members of law enforcement, courts, and

corrections initiatives in a manner that remains conducive to enhancing professionalism in a diverse community.

Upon completion of the program, students should be able to do the following:

1. Evaluate the impact of criminal justice theories in society.
2. Assess the interrelationship among courts, corrections, and law enforcement.
3. Analyze the influences of laws on the criminal justice system.
4. Assess the impact of the U.S. Constitution and Bill of Rights on laws.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| PSY 1010 is required. | |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition | 6 |

MAJOR REQUIREMENTS..... 36

| Course | Title | Semester Hours |
|--------|-------|----------------|
|--------|-------|----------------|

Lower Level Major Requirements

| | | |
|----------|----------------------------------|---|
| BCJ 2000 | Introduction to Criminal Justice | 3 |
| BCJ 2501 | Criminology | 3 |

Upper Level Major Requirements

| | | |
|----------|--|---|
| BCJ 3450 | Introduction to Court Security | 3 |
| CMJ 3307 | Victimology | 3 |
| BCJ 3301 | Judicial Process | 3 |
| BCJ 3601 | Criminal Law | 3 |
| BCJ 3701 | Criminal Investigation | 3 |
| BCJ 3801 | Criminal Evidence and Legal Issues | 3 |
| BCJ 3950 | Constitutional Law for Criminal Justice | 3 |
| BCJ 4101 | Police and Community Relations | 3 |
| BCJ 4301 | Management and Supervision in Criminal Justice | 3 |
| BCJ 4701 | Criminal Justice Organization and Administration | 3 |

PROGRAM ELECTIVES 12

Select 4 courses from the following.

| Course | Title | Semester Hours |
|----------|---------------------------------------|----------------|
| BCJ 2001 | Theory & Practices of Law Enforcement | 3 |
| BCJ 2002 | Theory & Practices of Corrections | 3 |
| BCJ 2201 | Juvenile Delinquency | 3 |
| BCJ 4201 | Race and Ethnic Relations | 3 |
| HLS 2301 | Introduction to Terrorism | 3 |

| | | |
|----------|---------------------------------------|---|
| HLS 4302 | Cybersecurity Management | 3 |
| HLS 4303 | Critical Infrastructure of Protection | 3 |
| HLS 3307 | Typology of Terrorism | 3 |
| BCJ 3150 | Probation and Parole | 3 |

OPEN ELECTIVES30-42

Students may select electives from courses not used to meet other requirements. If a concentration is completed, only 30 semester hours of electives are required.

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

Arson Investigation Concentration 12

Provides the academic foundation for technical and scientific skills required of highly-qualified investigators. Students acquire knowledge and experience from expert field practitioners on a variety of topics and skills in forensics, evidence collection, analysis, and fire behavior. Students who complete this concentration should be equipped to meet the requirements and demands of the fire investigation field. Upon completion of the concentration, students should be able to do the following:

1. Examine the chemistry of combustion and physical properties of fuel.
2. Analyze arson as a crime.

| Course | Title | Semester Hours |
|--------|-------|----------------|
|--------|-------|----------------|

| | | |
|----------|---|---|
| FIR 2303 | Fire Behavior and Combustion | 3 |
| FIR 4305 | Fire Investigation and Analysis | 3 |
| FIR 4314 | Crime Scene, Forensics, and Evidence Collection | 3 |
| FIR 4315 | Fire Investigation Technician | 3 |

Forensics Concentration..... 12

Designed to equip students to be successful in the ever-evolving forensics field. Students will apply the foundational concepts of forensics investigation to gain skillsets that will prepare them for advancement within their current and/or future criminal justice and public safety field.

Upon completion of the concentration, students should be able to do the following:

1. Analyze forensic psychology as it relates to criminality.
2. Evaluate crime scene investigative procedures and reconstruction of criminal activity.

| Course | Title | Semester Hours |
|--------|-------|----------------|
|--------|-------|----------------|

| | | |
|----------|---|---|
| FRN 2301 | Introduction to Forensics Investigation | 3 |
|----------|---|---|

| | | |
|----------|------------------------------------|---|
| FRN 2302 | Digital Forensics in the Courtroom | 3 |
| PSY 3307 | Forensic Psychology | 3 |
| FRN 4303 | Pathology of Death | 3 |

Completion of Columbia Southern University's Bachelor of Science in Criminal Justice degree program does not guarantee that a graduate will meet all requirements and/or qualifications to become a peace officer, law enforcement professional, or corrections officer at the international, national, state, or local level. Students are encouraged to research licensing and job requirements to ensure that he or she will be prepared for their desired career path.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

BACHELOR OF SCIENCE IN EMERGENCY MEDICAL SERVICES ADMINISTRATION

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 51 |
| Open Electives | 39 |

The Bachelor of Science in Emergency Medical Services (EMS) Administration degree program presents the academic foundations for leadership and administration of EMS organizations. With a curriculum of leadership in EMS systems, EMS planning and development, and risk management practices in EMS, the program of study takes a multi-professional approach to administration of EMS organizations. The program also incorporates legal, political, and regulatory frameworks in EMS settings as well as a study of employee safety and healthy work environments.

Upon completion of the program, students should be able to do the following:

1. Analyze systems development and operations principles in Emergency Medical Services.
2. Evaluate personnel management and staffing models in Emergency Medical Services systems.
3. Implement operating budgets for emergency and non-emergency transport Emergency Medical Services systems.
4. Summarize legal and regulatory guidelines in Emergency Medical Services systems.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition | 6 |

MAJOR REQUIREMENTS..... 51

| Course | Title | Semester Hours |
|----------|--|----------------|
| EMS 3301 | EMS Management | 3 |
| EMS 3302 | EMS Planning and Development | 3 |
| EMS 2301 | Anatomy and Physiology for EMS I | 3 |
| EMS 3303 | EMS Operations and Personnel Management | 3 |
| EMS 3304 | Foundations in EMS Education | 3 |
| EMS 2302 | Anatomy and Physiology for EMS II | 3 |
| EMS 3305 | Risk Management Practices in EMS | 3 |
| EMS 3306 | Emergency Medical Communications | 3 |
| EMS 4301 | Finance of EMS Systems | 3 |
| EMS 4302 | Leadership in EMS Systems | 3 |
| EMS 4303 | Legal, Political and Regulatory Environment of EMS | 3 |
| EMS 4304 | Community Risk Reduction in EMS | 3 |
| EMS 4305 | EMS Public Information and Community Relations | 3 |
| EMS 4306 | EMS Roles During Emergencies and Disasters | 3 |
| EMS 4307 | Research for the EMS Professional | 3 |
| EMS 4308 | Mobile Integrated Healthcare | 3 |
| EMS 4320 | EMS System Design | 3 |

OPEN ELECTIVES 39

Students may select electives from courses not used to meet other requirements.

BACHELOR OF SCIENCE IN ENVIRONMENTAL MANAGEMENT

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 36 |
| Program Electives | 12 |
| Open Electives | 42 |

The Bachelor of Science in Environmental Management degree program provides students with a flexible, relevant and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in environmental theory and technology necessary to function at the environmental professional level in industry. Upon completion of the program, students should be able to do the following:

1. Apply theory and technology in dealing with and addressing environmental issues.

2. Investigate mitigation or remediation strategies for environmental hazards.
3. Evaluate environmentally-based, best management practices.
4. Develop team-based approaches for dealing with environmental issues.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| Natural Sciences | 6 |
| BIO 1100 and CHM 1030 are required. | |
| Mathematics..... | 3 |
| MAT 1302 or higher is required. | |
| History..... | 3 |
| English Composition..... | 6 |

MAJOR REQUIREMENTS 36

| Course | Title | Semester Hours |
|---------------|--|-----------------------|
| BEM 3101 | Assessing Environmental Science | 3 |
| BOS 3551 | Environmental Issues | 3 |
| BEM 3001 | Environmental Law | 3 |
| OSH 2301 | Introduction to Workplace Safety | 3 |
| BOS 3001 | Fundamentals of Occupational Safety and Health | 3 |
| BEM 3701 | Hazardous Waste Management | 3 |
| BEM 3201 | Environmental Assessment | 3 |
| BEM 3501 | Air Quality | 3 |
| BEM 3601 | Waste Management | 3 |
| BEM 4001 | Pollution Prevention | 3 |
| BOS 3640 | Interactions of Hazardous Materials | 3 |
| BOS 4201 | Toxicology | 3 |

PROGRAM ELECTIVES 12

Select 4 courses from the following.

| Course | Title | Semester Hours |
|---------------|--|-----------------------|
| BOS 3525 | Legal Aspects of Safety and Health | 3 |
| BEM 4301 | Environmental Strategies | 3 |
| BOS 3751 | Training and Development | 3 |
| BOS 3651 | Total Environmental Health and Safety Management | 3 |
| BOS 4520 | Risk Management | 3 |
| BOS 4601 | Accident Investigation | 3 |
| BEM 4351 | Environmental Technology | 3 |

OPEN ELECTIVES 42

Students may select electives from courses not used to meet other requirements.

BACHELOR OF SCIENCE IN FIRE ADMINISTRATION

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 36 |
| Program Electives | 12 |
| Open Electives | 30-42 |
| Concentration | 12 |

The Bachelor of Science in Fire Administration degree program presents the academic foundations for leadership and administration of fire service organizations. The curriculum follows the FESHE-modeled, multi-disciplinary approach, incorporating fire administration, community risk reduction and tactical fireground considerations. The program also encompasses legal frameworks to applied fire service settings as well as a study of employee safety and healthy work environments.

This program of study is recognized by the Fire and Emergency Services Higher Education (FESHE) through the U. S. Fire Administration’s National Fire Academy (NFA).

Upon completion of the program, students should be able to do the following:

1. Evaluate industry standard administrative techniques as they relate to organizational management in fire service settings.
2. Synthesize community risk reduction methods related to the fire service.
3. Analyze cultural human behavior that can affect fire science organizations.
4. Analyze various principles of fire chemistry and fire dynamics and their impacts on emergency situations.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition | 6 |

MAJOR REQUIREMENTS 36

| Course | Title | Semester Hours |
|---------------|---|-----------------------|
| FIR 2301 | Principles of Fire and Emergency Services | 3 |
| FIR 2302 | Principles of Fire and Emergency Services Safety and Survival | 3 |
| FIR 2303 | Fire Behavior and Combustion | 3 |

| | | |
|----------|--|---|
| FIR 2304 | Building Construction for Fire Protection | 3 |
| FIR 2305 | Introduction to Fire Prevention | 3 |
| FIR 3305 | Fire Protection Structures and Systems | 3 |
| FIR 3306 | Fire Prevention Organization and Management | 3 |
| FIR 3307 | Community Risk Reduction for the Fire and Emergency Services | 3 |
| FIR 4301 | Political and Legal Foundations of Fire Protection | 3 |
| FIR 4302 | Fire Service Personnel Management | 3 |
| FIR 4303 | Fire and Emergency Services | 3 |
| FIR 4308 | Applications in Fire Research | 3 |

PROGRAM ELECTIVES 12

Select 4 courses from the following

| Course | Title | Semester Hours |
|----------|--|----------------|
| FIR 3304 | Fire Protection Hydraulics and Water Supply | 3 |
| FIR 3312 | Fire Ground Tactics | 3 |
| FIR 4311 | Fire Prevention and Code Enforcement | 3 |
| FIR 4306 | Human Behavior in Fire | 3 |
| FIR 4304 | Fire Dynamics | 3 |
| FIR 4307 | Analytical Approaches to Public Fire Protection | 3 |
| FIR 3311 | Legal Aspects of Fire Protection | 3 |
| FIR 4312 | Management of Fire Incident Command Systems | 3 |
| FIR 4313 | Terrorism Incident Management and Emergency Procedures | 3 |

OPEN ELECTIVES30-42

Students may select electives from courses not used to meet other requirements. If a concentration is completed, only 30 semester hours of electives are required.

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

Fire Investigation Concentration 12

Provides the academic foundation for technical and scientific skills required of highly-qualified investigators. Students acquire knowledge and experience from expert field practitioners on a variety of topics and skills in forensics, evidence collection, analysis, and judicial process. Students who complete this concentration will be equipped to meet the requirements and demands of the fire investigation field.

Upon completion of the program, students should be able to do the following:

1. Examine the chemistry of combustion and physical properties of fuel.

2. Analyze arson as a crime.

| Course | Title | Semester Hours |
|----------|---|----------------|
| BCJ 3601 | Criminal Law | 3 |
| FIR 4305 | Fire Investigation and Analysis | 3 |
| FIR 4314 | Crime Scene, Forensics, and Evidence Collection | 3 |
| FIR 4315 | Fire Investigation Technician | 3 |

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

BACHELOR OF SCIENCE IN HOMELAND SECURITY

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 36 |
| Program Electives | 12 |
| Open Electives | 42 |

The Bachelor of Science in Homeland Security degree program presents an academic foundation that prepares graduates to lead efforts to achieve a safe, secure, and resilient homeland through a program of study that includes counter terrorism, border management, immigration, cyber networks, critical infrastructure, and disaster resilience.

Students who earn this degree may pursue careers in homeland security, law enforcement, emergency management, information security, business continuity, crisis management, and other public or private security roles.

Upon completion of the program, students should be able to do the following:

1. Analyze the historical impact of terrorism.
2. Assess Weapons of Mass Destruction (WMD) counterterrorism strategies.
3. Develop homeland security methodologies.
4. Prescribe tactical response options that align with available resources to determine jurisdictional procedures.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

Humanities and Fine Arts 6
 Social and Behavioral Sciences 6
 PSY 1010 is required.
 Natural Sciences 6
 Mathematics..... 3
 History..... 3
 English Composition..... 6

MAJOR REQUIREMENTS 36

| Course | Title | Semester Hours |
|----------|------------------------------------|----------------|
| HLS 2301 | Introduction to Terrorism | 3 |
| HLS 3301 | Weapons of Mass Destruction | 3 |
| HLS 3302 | American Homeland Security | 3 |
| HLS 3303 | Terrorism Response Operations | 3 |
| HLS 3304 | Ethical and Legal Issues in HLS | 3 |
| HLS 3307 | Typology of Terrorism | 3 |
| HLS 3305 | Disaster Planning and Management | 3 |
| HLS 3306 | Homeland Security Technology | 3 |
| HLS 4301 | Preparedness and Response Partners | 3 |
| HLS 4302 | Cybersecurity Management | 3 |
| HLS 4303 | Critical Infrastructure Protection | 3 |
| HLS 4320 | Homeland Security Capstone | 3 |

PROGRAM ELECTIVES 12

Select 4 courses from the following.

| Course | Title | Semester Hours |
|----------|-------------------------------------|----------------|
| BCJ 2000 | Introduction to Criminal Justice | 3 |
| HLS 2302 | Introduction to Physical Security | 3 |
| HLS 3308 | Special Topics in Homeland Security | 3 |
| BCJ 4201 | Race and Ethnic Relations | 3 |
| HLS 4304 | Intelligence Process | 3 |
| PSY 3140 | Social Psychology | 3 |

OPEN ELECTIVES 42

Students may select electives from courses not used to meet other requirements.

BACHELOR OF SCIENCE IN INFORMATION SYSTEMS AND CYBER SECURITY

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 48 |
| Open Electives | 30-42 |
| Concentration | 12 |

The Bachelor of Science in Information Systems and Cyber Security degree program is designed for individuals to gain experience in systems analysis, programming, web development, networking, databases, and IT infrastructures. This online degree plan prepares individuals to develop applications, implement databases, maintain networks, and create websites with security as the focal point.

The security core focuses on application security, intrusion detection, systems, IS auditing, and IS disaster recovery. The program also offers a concentration in homeland security.

Upon completion of the program, students should be able to do the following:

1. Classify potential threats, risks, and weaknesses in the information technology infrastructure.
2. Interpret business and management theory and practices that help mitigate information systems security problems.
3. Recognize the application of security practices.
4. Analyze current legal requirements for information systems security.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

Humanities and Fine Arts 6
 Social and Behavioral Sciences 6
 Natural Sciences 6
 Mathematics..... 3
 History..... 3
 English Composition 6

MAJOR REQUIREMENTS 48

| Course | Title | Semester Hours |
|----------|---|----------------|
| CS 1010 | Computer Essentials | 3 |
| ITC 2301 | Personal Computer Fundamentals | 3 |
| ITC 4390 | Internet and Network Security | 3 |
| ITC 4313 | IT Ethics and Professionalism | 3 |
| SEC 3301 | Security Application Development | 3 |
| SEC 3302 | Advanced IS Security | 3 |
| CYB 4301 | Cybersecurity and Crime | 3 |
| CYB 4302 | Cyber Warfare and Application | 3 |
| CYB 4303 | Critical Infrastructure Protection in Cybersecurity | 3 |
| FRN 4301 | Principles of Digital Forensics | 3 |
| FRN 4302 | Digital Forensics Application | 3 |
| SEC 4301 | IS Disaster Recovery | 3 |
| CYB 4304 | Cybersecurity Law and Policy | 3 |
| SEC 4302 | Planning and Audits | 3 |
| SEC 4303 | IS Security Policy Analysis | 3 |
| SEC 4320 | IS Security Capstone | 3 |

OPEN ELECTIVES 30-42

Students may select electives from courses not used to meet other requirements.

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript.

In addition, the concentration is listed on the graduation diploma.

The following concentrations are available for this degree.

General Concentration..... 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

To satisfy the general concentration requirements, students may select any four undergraduate courses not used to meet other program requirements.

Accelerated Path Option

The BS, Information Systems and Cyber Security – General Concentration is available with the Accelerated Path option. After meeting eligibility requirements, students who enroll in the Accelerated Path have the opportunity to complete the BS, ISCS in one year, following a rigorous enrollment schedule established by the University. [Accelerated Path details and eligibility requirements](#) are located in the Academic Information section of this catalog.

Homeland Security Concentration 12

Focuses on the application of technical competencies associated with the homeland security role within the information systems security field. Students acquire knowledge and experience from expert field practitioners by focusing on topics related to terrorism, tactical response operations, weapons of mass destruction, and American homeland security.

Upon completion of the concentration, students should be able to do the following:

1. Analyze the historical impact of terrorism on current and future terrorism incidents.
2. Evaluate best practices that minimize potential vulnerabilities to critical infrastructure.

| Course | Title | Semester Hours |
|----------|-------------------------------|----------------|
| HLS 3301 | Weapons of Mass Destruction | 3 |
| HLS 3302 | American Homeland Security | 3 |
| HLS 3303 | Terrorism Response Operations | 3 |
| HLS 3306 | Homeland Security Technology | 3 |

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 48 |
| Open Electives | 42 |

The Bachelor of Science in Information Technology degree program is designed for individuals who wish to integrate the discipline of information technology within a business applications context. The program of study analyzes the development, maintenance, and management of computer-based information technology systems in organizations.

This online degree program includes extensive training in the application of recordable information and knowledge along with the services and technologies to facilitate their management and use. Courses cover the key concepts of information technology, information systems management, and interpersonal and organizational communications. Graduates of this program will be able to create, maintain, and provide information technology and business-related solutions in banking, government, academia, legal and judicial systems, the military, or any entry-level management position.

Upon completion of the program, students should be able to do the following:

1. Identify components of computer-based information technology systems.
2. Explain the implementation process of design and development of information technology.
3. Apply decision-making skills concerning information technology issues using theory and practice.
4. Deliver information technology solutions to potential information technology-related problems.

GENERAL EDUCATION REQUIREMENTS 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

| | |
|--------------------------------------|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 6 |
| Natural Sciences | 6 |
| Mathematics..... | 3 |
| History..... | 3 |
| English Composition | 6 |

MAJOR REQUIREMENTS..... 48

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| CS 1010 | Computer Essentials | 3 |
| ITC 2301 | Personal Computer Fundamentals | 3 |
| BBA 3331 | Introduction to E-Commerce | 3 |
| ITC 3306 | Operating Systems | 3 |
| BBA 3391 | Information Technology Cost Analysis | 3 |
| BBA 3551 | Information Systems Management | 3 |
| ITC 2302 | Introduction to Data Communication | 3 |
| ITC 3840 | Maintaining Microcomputer Systems I | 3 |
| ITC 4010 | System Analysis and Design | 3 |
| ITC 4150 | Database Design and Implementation | 3 |

| | | |
|----------|---|---|
| ITC 4210 | Programming Concepts and Problem Solving | 3 |
| ITC 4310 | Web Design and Development | 3 |
| ITC 4390 | Internet and Network Security | 3 |
| ITC 4313 | IT Ethics and Professionalism | 3 |
| ITC 4760 | Information Technology Evaluation and Implementation I | 3 |
| ITC 4780 | Information Technology Evaluation and Implementation II | 3 |

| | |
|--|---|
| Humanities and Fine Arts | 6 |
| Social and Behavioral Sciences | 3 |
| Natural Sciences | 9 |
| BIO 1100, CHM 1030, and PHY 1301 are required. | |
| Mathematics..... | 3 |
| MAT 1302 or higher is required. | |
| History..... | 3 |
| English Composition | 6 |

OPEN ELECTIVES 42
 Students may select electives from courses not used to meet other requirements.

BACHELOR OF SCIENCE IN OCCUPATIONAL SAFETY AND HEALTH

| | |
|-----------------------------------|------------|
| Total Program Requirements | 120 |
| General Education Requirements | 30 |
| Major Requirements | 39 |
| Program Electives | 18 |
| Open Electives | 21-33 |
| Concentration | 12 |

The Bachelor of Science in Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in safety and health theory and technology necessary to function at the safety and health professional level in industry.

This degree program has been identified as Qualified Academic Program (QAP) by the Board of Certified Safety Professionals (BCSP). Individuals who graduate with a BS in the current program may apply to the BCSP for their Graduate Safety Practitioner (GSP) designation. This designation will allow graduates to obtain a waiver for the Associate Safety Professional (ASP) examination requirement in pursuit of their Certified Safety Professional (CSP) designation.

Upon completion of the program, students should be able to do the following:

1. Apply safety and health related theory and technology.
2. Analyze workplaces to identify occupational hazards.
3. Formulate solutions to control occupational hazards.
4. Develop team-based approaches to minimize occupational hazards.

GENERAL EDUCATION REQUIREMENTS 30
 Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements in each area below.

MAJOR REQUIREMENTS..... 39

| Course | Title | Semester Hours |
|---------------|--|-----------------------|
| OSH 2301 | Introduction to Workplace Safety | 3 |
| BOS 3001 | Fundamentals of OSH | 3 |
| BOS 3401 | Construction Safety | 3 |
| BOS 3525 | Legal Aspects of Safety and Health | 3 |
| BOS 3640 | Interactions of Hazardous Materials | 3 |
| BOS 3651 | Total Environmental, Health, and Safety Management | 3 |
| BOS 3701 | Industrial Ergonomics | 3 |
| BOS 4025 | OSHA Standards | 3 |
| BOS 4201 | Toxicology | 3 |
| BOS 4301 | Industrial Hygiene | 3 |
| FIR 4311 | Fire Prevention and Code Enforcement | 3 |
| OSH 4308 | Advanced Concepts in OSH | 3 |
| BEM 4351 | Environmental Technology | 3 |

PROGRAM ELECTIVES..... 18

Choose 6 courses from the following.

| Course | Title | Semester Hours |
|---------------|--|-----------------------|
| OSH 2302 | Introduction to Regulatory Compliance | 3 |
| OSH 2303 | Hazardous Materials Safety | 3 |
| OSH 2304 | Introduction to Contractor Safety | 3 |
| OSH 2305 | Fleet and Driver Safety | 3 |
| FIR 2302 | Principles of Fire and Emergency Service Safety and Survival | 3 |
| BEM 3101 | Assessing Environmental Science | 3 |
| BOS 3751 | Training and Development | 3 |
| BOS 4520 | Risk Management | 3 |
| BOS 4601 | Accident Investigation | 3 |
| BOS 4725 | Process Safety Management | 3 |

OPEN ELECTIVES21-33

Students may select electives from courses not used to meet other requirements. If a concentration is completed, only 21 semester hours of electives are required.

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

Construction Safety Concentration 12

Provides students with an opportunity to combine a solid general safety curriculum with an in-depth focus on construction safety and health. The concentration prepares students to navigate the unique hazards found at construction sites and constantly changing work environments.

Upon completion of the program, students should be able to do the following:

1. Evaluate hazards commonly present at construction sites.
2. Formulate strategies to control construction hazards.

| Course | Title | Semester Hours |
|----------|---|----------------|
| OSH 2304 | Introduction to Contractor Safety | 3 |
| OSH 3311 | Construction and Safety Health Management | 3 |
| OHS 4310 | Special Topics in Construction Safety | 3 |
| BOS 4520 | Risk Management | 3 |

Fire Science Concentration 12

Provides students with specialized curriculum focused on fire-related theory and technology applicable for individuals who work or plan to work in fields or industries requiring specialized knowledge in fire-related hazards and prevention methods.

Upon completion of the program, students should be able to do the following:

1. Interpret fire safety codes.
2. Examine fire prevention and protection technologies as they relate to industrial facilities.

| Course | Title | Semester Hours |
|----------|--|----------------|
| FIR 2301 | Principles of Fire and Emergency Services | 3 |
| FIR 3311 | Legal Aspects of Fire Protection | 3 |
| FIR 4305 | Fire Investigation and Analysis | 3 |
| FIR 4313 | Terrorism Incident Management and Emergency Procedures | 3 |

Oil and Gas Concentration 12

Provides students with an opportunity to combine a general safety curriculum with an in-depth focus on safety and health in the oil and gas industry. This program of study prepares students to deal with the unique hazards commonly found in the oil and gas industry. The concentration is also beneficial for safety careers in the petro-chemical industry.

Upon completion of the program, students should be able to do the following:

1. Evaluate hazards commonly present at oil and gas sites and facilities.

2. Examine strategies to control hazards common to the oil and gas industry.

| Course | Title | Semester Hours |
|----------|---|----------------|
| OSH 3312 | Safety and Health in the Oil and Gas Industry | 3 |
| BOS 4520 | Risk Management | 3 |
| BOS 4601 | Accident Investigation | 3 |
| BOS 4725 | Process Safety Management | 3 |

MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 36 |
| Major Requirements | 36 |

The Master of Science in Criminal Justice Administration degree program provides a post-baccalaureate education to criminal justice professionals. The program of study develops the student’s ability to analyze, comprehend, and resolve the complex problems confronting the criminal justice system.

Upon completion of the program, students should be able to do the following:

1. Explain how criminal justice theories and technologies impact the commission and solution of crime.
2. Evaluate criminal justice strategies, policies, and procedures to determine best practices.
3. Analyze research methodologies, training, and development techniques that result in effective management of criminal justice programs.
4. Examine causes, methods, and criminal justice agency counteractions to terrorism.

MAJOR REQUIREMENTS 36

| Course | Title | Semester Hours |
|----------|--|----------------|
| MCJ 5135 | Theory of Crime and Criminology | 3 |
| CMJ 5302 | Adult and Juvenile Correctional Systems | 3 |
| CMJ 5303 | Multiculturalism, Diversity and Ethics | 3 |
| CMJ 5304 | Comparative Criminal Justice | 3 |
| MCJ 5390 | Critical Analysis of Criminal Justice Administration | 3 |
| MCJ 5532 | Research Methods in Criminal Justice Administration | 3 |
| PUA 5305 | Public Finance and Budgeting | 3 |
| MCJ 6230 | Constitutional Law for Criminal Justice | 3 |
| CMJ 6302 | Seminar in Crime | 3 |
| CMJ 6303 | Forensics Intelligence Analysis | 3 |
| MCJ 6453 | Global Terrorism | 3 |
| MCJ 6374 | Special Topics in Criminology and Criminal Justice | 3 |

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts

Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

MASTER OF SCIENCE IN EMERGENCY SERVICES MANAGEMENT

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 36 |
| Major Requirements | 36 |

The Master of Science in Emergency Services Management degree program emphasizes the development of managerial and communication skills which students will need when operating within the field. The curriculum presents a comprehensive foundation of the disaster cycle, as well as establishes a broad basis for the background, components, stakeholders, and systems involved in the management of disasters and other man-made or natural emergencies.

Upon completion of the program, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.
2. Apply best practices to real-world situations involving management in emergency services management.
3. Analyze the inter-organizational roles required within emergency management legal constructs.
4. Demonstrate effective emergency management communications using a variety of media.

MAJOR REQUIREMENTS..... 36

| Course | Title | Semester Hours |
|----------|---|----------------|
| MOS 6801 | Emergency Management | 3 |
| EMG 6305 | Emergency Management Leadership and Decision Making | 3 |
| MSE 6201 | Homeland Security | 3 |
| MSE 5301 | Interagency Disaster Management | 3 |
| MCJ 5135 | Theory of Crime and Criminology | 3 |
| MSE 6301 | Risk Management | 3 |
| MHS 5201 | Weapons of Mass Destruction | 3 |
| MCJ 6453 | Global Terrorism | 3 |
| MSE 5101 | Legal Aspects of Emergency Services Management | 3 |
| MSE 5201 | Advanced Fire Administration | 3 |
| MOS 5640 | Advanced Interactions of Hazardous Materials | 3 |
| MSE 6701 | Case Studies in Natural Catastrophes and Man-Made Disasters | 3 |

MASTER OF SCIENCE IN HOMELAND SECURITY

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 36 |
| Major Requirements | 24 |
| Concentration | 12 |

The Master of Science Homeland Security covers a wide range of advanced homeland security topics, including global terrorism, advanced theory and research, intelligence analysis, and weapons of mass destruction. Students complete a capstone course that draws upon knowledge gained throughout the program of study. Students who earn a MSHLS from Columbia Southern University will be prepared to be leaders within the fields of homeland security, public safety, law enforcement, emergency management, and various military occupations.

Upon completion of the program, students should be able to do the following:

1. Evaluate homeland security measures and strategies.
2. Develop advanced homeland security counterterrorism approaches.
3. Evaluate 21st Century homeland security challenges.
4. Apply theory and research methods to homeland security policies.

MAJOR REQUIREMENTS..... 24

| Course | Title | Semester Hours |
|----------|--|----------------|
| MCJ 5135 | Theory of Crime and Criminology | 3 |
| MHS 5201 | Weapons of Mass Destruction | 3 |
| MBA 5652 | Research Methods | 3 |
| MSE 6201 | Homeland Security | 3 |
| HLS 6301 | Advanced Special Topics in Homeland Security | 3 |
| CMJ 6303 | Forensics Intelligence Analysis | 3 |
| MCJ 6453 | Global Terrorism | 3 |
| HLS 6320 | Graduate Capstone in Homeland Security | 3 |

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

Students enrolled in MS Homeland Security must complete a concentration from the options below.

Criminal Justice Concentration 12

Created for professionals working in law enforcement and seeking to improve analytical and problem-solving skills. Prepares students for career advancements in agencies within the federal, state and local law enforcement sectors.

Upon completion of the program, students should be able to do the following:

1. Analyze U.S. Constitutional Law as it relates to practitioners in the criminal justice field.
2. Evaluate current trends in the field of criminal justice.

| Course | Title | Semester Hours |
|----------|---|----------------|
| CMJ 5302 | Adult and Juvenile Correctional Systems | 3 |
| MCJ 5390 | Critical Analysis of Criminal Justice | 3 |
| MCJ 6230 | Constitutional Law for Criminal Justice | 3 |
| CMJ 6302 | Seminar in Crime | 3 |

Emergency Services Management Concentration..... 12

Created for professionals interested in working and/or advancing within the emergency services management field. Students gain skills for effective and ethical management-level decision-making. Prepares students to respond to problems inherent in public, private or governmental organizations in order to address and minimize risk to both responders and the public.

Upon completion of the program, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.

| Course | Title | Semester Hours |
|----------|---|----------------|
| EMG 6305 | Emergency Management Leadership and Decision Making | 3 |
| MSE 5101 | Legal Aspects of Emergency Services Management | 3 |
| MSE 5301 | Interagency Disaster Management | 3 |
| MSE 6301 | Risk Management | 3 |

Management Concentration 12

The Management concentration is designed to prepare students to efficiently manage an organization, department or division within an organization. The courses will develop skills including managerial level data-driven decision-making, critical thinking and effective organizational communications.

Upon completion of the program, students should be able to do the following:

1. Develop processes that influence the control and management of organizations.
2. Apply data-driven decision-making within an organization.

| Course | Title | Semester Hours |
|----------|--|----------------|
| MBA 5101 | Strategic Management and Business Policy | 3 |
| MSL 5200 | Crisis Communication Management | 3 |
| MBA 5401 | Management Information Systems | 3 |
| MBA 6951 | Managing Complex Projects | 3 |

MASTER OF SCIENCE IN OCCUPATIONAL SAFETY AND HEALTH

| | |
|-----------------------------------|-----------|
| Total Program Requirements | 36 |
| Major Requirements | 24 |
| Concentration | 12 |

The Master of Science in Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in safety and health theory and technology necessary to lead and oversee the occupational safety and health efforts of a medium to large organization.

This degree program has been identified as Qualified Academic Program (QAP) by the Board of Certified Safety Professionals (BCSP). Individuals who graduate with a MS in the current program may apply to the BCSP for their Graduate Safety Practitioner (GSP) designation. This designation will allow graduates to obtain a waiver for the Associate Safety Professional (ASP) examination requirement in pursuit of their Certified Safety Professional (CSP) designation.

Upon completion of the program, students should be able to do the following:

1. Recommend sound management solutions for occupational safety and health related issues.
2. Formulate expert input for addressing safety and health related matters.
3. Develop effective strategies for workplace analysis and hazard prevention and control processes.
4. Develop team-based implementation approaches for occupational safety and health related endeavors.

MAJOR REQUIREMENTS..... 24

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| MOS 5101 | Safety and Accident Prevention | 3 |
| MOS 5301 | Fire Protection Technology | 3 |
| MHR 6551 | Training and Development | 3 |
| MOS 6301 | Advanced Industrial Hygiene | 3 |
| MOS 5425 | Advanced Toxicology | 3 |
| MOS 6701 | Advanced Ergonomics | 3 |
| MBA 5652 | Research Methods | 3 |

MOS 5201 Safety Engineering 3

CONCENTRATION 12

A concentration is a defined program of study that enables students to specialize in a related area in addition to a major area of study. Concentrations require a minimum of 12 semester hours and are recorded on the student’s transcript. In addition, the concentration is listed on the graduation diploma.

The following concentrations are available for this degree.

General Concentration..... 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| MOS 6801 | Emergency Management | 3 |
| MOS 5525 | Integrated Safety Management Systems | 3 |
| MBA 6301 | Business Ethics | 3 |
| MOS 6625 | System Safety Engineering | 3 |

Environmental Management Concentration 12

Provides students with relevant and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in environmental safety and health theory and technology, as well as advanced coursework in environmental management necessary to lead and oversee occupational safety and health and environmental compliance efforts.

Upon completion of the program, students should be able to do the following:

1. Apply appropriate technologies in addressing complex environmental problems.

| Course | Title | Semester Hours |
|----------|---|----------------|
| MEE 5801 | Industrial and Hazardous Waste Management | 3 |
| MEE 5901 | Advanced Solid Waste Management | 3 |
| MEE 6501 | Advanced Air Quality Control | 3 |
| MEE 6201 | Advanced Pollution Prevention | 3 |

COLLEGE OF SAFETY AND EMERGENCY SERVICES CERTIFICATES

A certificate is an educational program of study in a specific discipline created for those interested in expanding skills and knowledge for personal and/or professional development. Certificates are credit-based and taught by qualified faculty members. Certificates align with existing curricula and are offered at the undergraduate and graduate level.

CSU offers direct enrollment and embedded certificates. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements of the certificate. A student earns an embedded certificate by completing courses that meet the requirements of the embedded certificate within the degree program of record.

Certificates require a minimum of 12 semester hours and are recorded on the student’s transcript.

Note: Direct enrollment certificates are not eligible for Federal Student Aid.

UNDERGRADUATE CERTIFICATE OPTIONS

Students select and complete four undergraduate courses (12 semester hours) to earn an undergraduate certificate.

| Undergraduate Certificates | Direct Enrollment | Embedded Certificate |
|--------------------------------|-------------------|----------------------|
| Cybersecurity | | ✓ |
| Emergency Management | | ✓ |
| Environmental Management | ✓ | ✓ |
| Fire Science | ✓ | ✓ |
| Information Technology | ✓ | ✓ |
| Military Operations | | ✓ |
| Occupational Safety and Health | ✓ | ✓ |

Cybersecurity Certificate 12

Provides students the opportunity to explore the intricacies of cybersecurity through identification of security vulnerabilities, policy development, forensics, and cybercrime. The study of cybersecurity provides the foundational skills to identify and develop security documentation, and plan for security disaster recovery management.

Upon completion of the certificate, students should be able to do the following:

1. Explain the common types of security threats that plague an organization.
2. Develop security documentation and processes as a proactive measure against a cyberattack.

| Course | Title | Semester Hours |
|----------|----------------------------------|----------------|
| FRN 4301 | Digital Forensics Applications | 3 |
| SEC 3301 | Security Application Development | 3 |
| CYB 4301 | Cybersecurity and Crime | 3 |
| SEC 4301 | IS Disaster Recovery | 3 |

Emergency Management Certificate..... 12

Encompasses the foundational knowledge necessary for the student to address successfully the threats or hazards facing organizations today. Students within the certificate examine issues that arise prior to, during, and after a disaster or emergency and develop disaster relief plans for local, municipal, and government agencies.

Upon completion of the certificate, students should be able to do the following:

1. Analyze the phases of the disaster cycle used within the emergency services management field.
2. Explain the need for interagency collaboration during a disaster or emergency event.

| Course | Title | Semester Hours |
|----------|--------------------------------------|----------------|
| EMG 3000 | Introduction to Emergency Management | 3 |
| EMG 3001 | Disaster Mitigation and Preparedness | 3 |
| EMG 3003 | Disaster Response and Recovery | 3 |
| EMG 4001 | Interagency Disaster Management | 3 |

Environmental Management Certificate 12

Provides students with a choice of environmental management courses to align with their educational needs.

Upon completion of the certificate, students should be able to do the following:

1. Apply key environmental concepts from the selected courses to their professional roles in industry.

| Course | Title | Semester Hours |
|--------------------------------------|---------------------------------|----------------|
| Select 4 courses from the following. | | |
| BEM 3101 | Assessing Environmental Science | 3 |
| BEM 3001 | Environmental Law | 3 |
| BEM 3201 | Environmental Assessment | 3 |
| BEM 3501 | Air Quality | 3 |
| BEM 3601 | Waste Management | 3 |
| BEM 3701 | Hazardous Waste Management | 3 |
| BEM 4001 | Pollution Prevention | 3 |
| BEM 4351 | Environmental Technology | 3 |

Fire Science Certificate 12

Provides students with a specialized curriculum focused on fire-related theory and technology applicable for individuals who work or plan to work in fields or industries requiring specialized knowledge in fire-related hazards, safety, and prevention methods.

Upon completion of the certificate, students should be able to do the following:

1. Interpret fire safety codes.
2. Examine fire prevention and protection technologies as they relate to industrial facilities.

| Course | Title | Semester Hours |
|----------|---|----------------|
| FIR 2301 | Principles of Fire and Emergency Services | 3 |
| FIR 3311 | Legal Aspects of Fire Protection | 3 |
| FIR 4311 | Fire Prevention and Code Enforcement | 3 |

| | | |
|----------|---|---|
| FIR 4312 | Management of Fire Incident Command Systems | 3 |
|----------|---|---|

Information Technology Certificate 12

Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge and application in information technology.

Upon completion of the certificate, students should be able to do the following:

1. Apply basic functions of software applications.

| Course | Title | Semester Hours |
|--------------------------------------|--|----------------|
| Select 4 courses from the following. | | |
| ITC 2301 | Personal Computer Fundamentals | 3 |
| ITC 2302 | Introduction to Data Communications | 3 |
| ITC 4010 | System Analysis and Design | 3 |
| ITC 4150 | Database Design and Implementation | 3 |
| ITC 4210 | Programming Concepts and Problem Solving | 3 |
| ITC 4310 | Web Design and Development | 3 |
| ITC 4453 | IT Infrastructure Management | 3 |

Military Operations Certificate 12

Propels military students to understand the foundational military skillsets that will equip them for their current and/or future military leadership role. The Military Operations certificate enhances military students’ critical-thinking skills, creative-thinking skills, and decision-making skills in a complex world. The Military Operations certificate will also introduce team performance, logistical, and tactical approaches for military environments.

Upon completion of the certificate, students should be able to do the following:

1. Analyze effective team leadership approaches that would be necessary in successful military operational environments.
2. Apply military logistics to complex world situations.

| Course | Title | Semester Hours |
|----------|---|----------------|
| OPS 2301 | Military Problem Solving and Leadership | 3 |
| OPS 2302 | Military Logistics | 3 |
| OPS 2303 | Military Fitness | 3 |
| OPS 3301 | Seminar in Military Operations | 3 |

Occupational Safety and Health Certificate..... 12

Provides students with a choice of occupational safety and health courses to align with their educational needs.

Upon completion of the certificate, students should be able to do the following:

1. Apply key occupational safety and health concepts from the selected courses to their professional roles in industry.

| Course | Title | Semester Hours |
|--------------------------------------|---|----------------|
| Select 4 courses from the following. | | |
| OSH 2301 | Introduction to Workplace Safety | 3 |
| OSH 2304 | Introduction to Contractor Safety | 3 |
| BOS 3001 | Fundamentals of Occupational Safety and Health | 3 |
| BOS 3401 | Construction Safety | 3 |
| BOS 3525 | Legal Aspects of Safety and Health | 3 |
| BOS 3651 | Total Environmental, Health and Safety Management | 3 |
| BOS 3751 | Training and Development | 3 |
| BOS 4025 | OSHA Standards | 3 |
| BOS 4520 | Risk Management | 3 |
| BOS 4601 | Accident Investigation | 3 |
| BEM 4351 | Environmental Technology | 3 |

GRADUATE CERTIFICATE OPTIONS

Students select and complete four graduate courses (12 semester hours) to earn a graduate level certificate.

| Graduate Certificates | Direct Enrollment | Embedded Certificate |
|--------------------------------|-------------------|----------------------|
| Environmental Management | ✓ | ✓ |
| Occupational Safety and Health | ✓ | ✓ |

Environmental Management Certificate..... 12

Provides students with relevant and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in environmental safety and health theory and technology, as well as advanced coursework in environmental management necessary to lead and oversee occupational safety and health and environmental compliance efforts.

Upon completion of the certificate, students should be able to do the following:

1. Apply appropriate technologies in addressing complex environmental problems.

| Course | Title | Semester Hours |
|----------|--------------------------------|----------------|
| MEE 5801 | Industrial and Hazardous Waste | |

| | | |
|----------|---------------------------------|---|
| | Management | 3 |
| MEE 6201 | Advanced Pollution Prevention | 3 |
| MEE 5901 | Advanced Solid Waste Management | 3 |
| MEE 6501 | Advanced Air Quality Control | 3 |

Occupational Safety and Health Certificate..... 12

Provides flexible, specialized training to supplement planning, analysis, and decision-making skills for occupational safety and health managers. Upon completion of the certificate, students should be able to do the following:

1. Apply advanced occupational safety and health concepts in the workplace related to accident prevention and control.

| Course | Title | Semester Hours |
|--------------------------------------|--------------------------------------|----------------|
| Select 4 courses from the following. | | |
| MOS 5101 | Safety and Accident Prevention | 3 |
| MOS 5301 | Fire Protection Technology | 3 |
| MOS 6301 | Advanced Industrial Hygiene | 3 |
| MOS 5525 | Integrated Safety Management Systems | 3 |
| MOS 6701 | Advanced Ergonomics | 3 |
| MOS 6625 | System Safety Engineering | 3 |

XI. COURSE DESCRIPTIONS

ACC 5301 Accounting

Focuses on how accounting information is used to make current and future strategic business decisions with an emphasis on ethical behavior that meets compliance and regulatory requirements. This course also focuses on applications of accounting-related concepts and reporting requirements in a global business environment.

ART 1301 Art Appreciation I

Presents a diverse array of art works to help students distinguish artistic form, content, and importance in society. Original art works are analyzed through their historic style, elements of design process, and impact on cultural heritage.

ART 1302 Art Appreciation II

Provides a firm foundation and exploration of art through past and present art concepts, conventions, and functions in the expression of cultural, political, and personal views of the world around us.

BBA 2010 Introduction to Business

Presents the fundamentals of business principles and practices. Business strategies emphasized are decision-making and planning, teamwork, technology, and communication. Topics include analysis of the business environment, starting a new business, managing business and employees, marketing, accounting, and finance.

BBA 2026 Organizational Communication

Examines the communication process as it pertains to modern organizations from the perspectives of various organizational members. Topics include elements of the communication process, responsibilities of communicators at various levels, methods of verbal and nonverbal communication in organizations, factors that affect intercultural communication, role of organizational culture, and strategies to manage conflict.

BBA 2150 Business Mathematics

Presents mathematics utilized in modern business. Students demonstrate basic mathematical operations, equations and percentages, then progress to business-related math where they examine mathematics as it is applied to such varied areas as business and retail operations and financial management. Students also demonstrate procedures to calculate and distribute profit and loss, calculate retail markup and markdown, compute simple and compound interest, compute the maturity value of a bank loan, and calculate the value of annuity funds.

BBA 2201 Principles of Accounting I

Provides an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships. Students demonstrate knowledge and comprehension of the foundational theories and methodological tools utilized in accounting. Theoretical constructs are applied to solve real-world accounting applications.

BBA 2301 Principles of Accounting II

Examines topics of corporate accounting and financial statements, long-term liabilities, cash flow and financial statement analysis, managerial accounting, budgeting, and using financial data to make business decisions. Students acquire and demonstrate knowledge and comprehension of the advanced foundational theories and methodological tools utilized in accounting. The usefulness of theoretical constructs are applied to solve real-world accounting applications.

Prerequisite—BBA 2201 or equivalent

BBA 2401 Principles of Macroeconomics

Surveys important macroeconomic concepts such as Gross Domestic Product (GDP), unemployment, and inflation. Students learn how to determine the overall levels of output, unemployment and prices. Students examine the concepts of scarcity and opportunity cost, explore the framework of supply and demand,

and review factors that impact the overall economic activity and macroeconomic stability. Finally, students are introduced to selected topics related to international trade and finance and investigate government fiscal and monetary policy and their influence on the level of economic activity.

BBA 2501 Principles of Microeconomics

Introduces economic theory and practice, specifically the economic system of supply and demand. Includes the effect this system has on business and individuals, especially in the making of decisions. Analyzes the foundations of economic reasoning and central key terms, laws, and concepts of economic analysis and understanding.

BBA 2551 Intercultural Management

Presents an overview of the impact of culture on international business. Review of intercultural skills needed to develop successful management strategies across cultures. Emphasis is placed on assessing the environment, ethics and social responsibility, communication skills, and formulating business strategies.

BBA 3201 Principles of Marketing

Provides an introduction to the functions of marketing. Discusses the influence of social, economic, ethical, legal, and technological forces on marketing activities, and marketing around the globe in a socially responsible way. Features real-world examples that show concepts in action and how marketers address today's marketing challenges.

BBA 3210 Business Law

Provides an introduction to three major disciplines: law, ethics, and business legal organizations. Students gain knowledge of contracts, the Uniform Commercial Code, administrative regulations, dispute resolutions modalities, and international business law. Ethical business behaviors are stressed throughout the course as well. Students are provided suggested guidelines for being both successful and ethical. Business legal

organizations are also explored, providing students a broad overview of shareholder protections, tax implications, and management styles.

BBA 3221 Sales Management

Presents a contemporary, practical approach to managing sales. Emphasis is placed on the sales manager as a strategic partner to the business, including an evaluation of leadership, technology, motivation techniques, and ethical concerns that assist in the creation of effective, personal selling processes.

BBA 3301 Financial Management

Bridges financial management with corporate finance. Students apply financial data for use in decision-making by applying financial theory to problems faced by commercial enterprises. Introduces students to basic financial theory, financial forecasting, time value of money techniques, and risk analysis. Other areas covered involve analyzing financial statements with ratios, valuing securities, capital budgeting, and calculating weighted average cost of capital.

Prerequisite—BBA 2301 or equivalent

BBA 3331 Introduction to E-Commerce

Provides an overview of how firms compete in today's environment with a focus on strategic choices and the infrastructures affecting e-commerce including technology, capital, media, and public policy. The strategy formulation process is covered by focusing on its six interrelated decision areas: market opportunity analysis, business models, customer interface, market communications, implementation, and metrics. In addition, the course investigates the four infrastructures affecting the strategy process: technology, media, capital, and public policy.

BBA 3391 Information Technology Cost Analysis

Provides an in-depth study of the economic issues facing technology-driven companies. Analyzes properties of the Internet that impact traditional and online businesses. Competitive and macro environments affecting Internet firms and the role of the general manager in creating and maintaining a competitive advantage are presented.

BBA 3451 Organizational Theory and Behavior

Presents basic knowledge of organizational theory, human motivation, emotional intelligence, and workplace behaviors in order to analyze and determine the best methods

for improving organizational behavior and related skill sets. This course focuses on the development of organizational theory and behavior and includes the study of a wide range of personality, workplace behavior, and related theories. Knowledge gained is intended for professional and personal application.

BBA 3551 Information Systems Management

Provides a comprehensive overview of the management of information systems and the combination of hardware, software, and people vital to the successful business operation. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases.

BBA 3602 Principles of Management

Presents the dynamics involved in managing organizations within the construct of today's global environment. The course provides students with an opportunity to study and discuss the functions and elements of management. Topics include the principles of management as they pertain to leadership, strategic decision-making, motivation, goal-framing effects, organizational design and change, perceptions, high-performance teams, and group behavior.

BBA 3620 Managerial Accounting

Introduces concepts and methods to assist management in the evaluation of the business enterprise and to aid in its planning, organizing, and controlling functions.

Prerequisite— BBA 2301 or equivalent

BBA 3626 Project Management Overview

Presents an introduction to modern project management practices and techniques. Examines current terminology, definitions, and conventions along with the different objectives, roles, and responsibilities of individual project team members.

BBA 3651 Leadership

Presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management,

human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

BBA 3826 Managerial Decision-Making

Investigates the theory of decision-making, including the process of rational decision-making and the various problems associated with making rational decisions. Ethics and fairness in decision-making are highlighted as well as the various ways to improve decision-making, both as an individual and as a member of a group.

BBA 4126 Project Planning

Provides the tools to understand, design, and apply systematic project management organization and administration. In addition to learning how to satisfy customer needs, this course will assist students in applying budgeting concepts, managing production time, investing resources, and creating performance specifications designed within defined requirements.

BBA 4201 Financial Institutions

Presents the importance of financial markets and institutions in a global society. Illustrates how financial institutions work for both businesses and the consumer. Broad coverage of different financial institutions within the context of a global society is presented. Includes the role of financial markets in society, financial transactions in a global society, and the commercial banking system.

BBA 4226 Risk Management

Provides a study of problem solving from managerial, consumer, and societal perspectives. Emphasizes the business managerial aspects of risk management and insurance, as well as the numerous consumer applications of the concept of risk management and insurance transaction.

BBA 4301 International Finance

Investigates financial management from a globalized world perspective through trends and integration of new approaches in international finance. The scope and content establishes the theoretical foundations of international financial decision-making and the extensive applications of theory to financial practice. The main objective is to develop critical-thinking skills regarding the theory and practice of international financial management.

BBA 4326 Procurement and Contract Management

Investigates contracts as a means for individuals and businesses to sell and otherwise transfer property, services, and other rights. Students examine the actions companies utilize to build successful partnerships, to manage expectations, and to build trust between organizations. Topics also covered are the contract management process, roles and responsibilities of team members, contracts and legal issues, e-procurement, and contracting methods.

BBA 4351 International Economics

Analyzes contemporary topics in international economics involving international trade, international finance, open market macroeconomics, international trade blocks, labor migration, and capital flows, including those resulting from operations of multinational firms.

Prerequisite — BBA 2401

BBA 4426 International Management

Presents a study of the challenges that confront managers of organizations and individuals in global settings. Special focus is placed on benefits of diversity derived from interactions between different cultures. The course also covers an overview of markets, governments, and organizations as well as a general overview of the concepts of internationalization in contemporary business.

BBA 4446 International Legal Operations

Examines the role of international and comparative law, including the laws governing multinational enterprises; foreign investment; money and banking; and sales of goods, services, labor, intellectual property, transportation, financing, taxation; and dispute settlement. Reviews the most important international organizations, from the Bank of International Settlements to the World Trade Organization.

BBA 4653 International Trade

Provides a solid background of the key factors that influence international trade and the manner in which economic policy affects both trade flow and the nature of economic activity. Relationships between trade and growth, effects of labor and capital movements between countries, and the key factors that influence relative costs between countries are also examined.

BBA 4751 Business Ethics

Provides an introduction to business ethics that sets forth and applies various philosophical ethical doctrines, including relativism, virtue ethics, and utilitarianism to contemporary business practices. Corporate social responsibility, corporate culture, and their impact are analyzed. Philosophical ethical concepts are reviewed with reference to the applicable legal landscape in which businesses operate, including employment, workplace monitoring, accounting and financial reporting, and product liability.

BBA 4851 Production Management

Examines the production of goods and services in an efficient and effective business operation. The course also addresses the management of resources, the distribution of goods and services to customers, and the analysis of queue systems.

BBA 4951 Business Policy and Strategy

Examines strategic management activities and benefits, including a practical, integrative model of the strategic-management process and the important relationship between business ethics and strategic management.

BCJ 2000 Introduction to Criminal Justice

Examines the past, present, and future of the American criminal justice system with emphasis on the changing philosophies in the American system.

BCJ 2001 Theory and Practices of Law Enforcement

Presents students with the historical development of law enforcement organization, administration, and systems of local, state, and federal policing with an emphasis on theories as they relate to practices.

Prerequisite—BCJ 2000 or equivalent

BCJ 2002 Theory and Practice of Corrections

Provides a historical overview of theory and practices of convicted offenders with an emphasis on U.S. corrections, including institutional procedures, relevant technological innovations in security, and future innovation impact.

Prerequisite—BCJ 2000 or equivalent

BCJ 2201 Juvenile Delinquency

Provides a historical overview of the juvenile justice system that includes a comparison between the juvenile and adult courts, options for juvenile diversion, criminological theories

and their explanation of juvenile delinquency, juvenile justice in international communities, and intervention strategies to deter and prevent juvenile delinquency in America.

Prerequisite—BCJ 2000 or equivalent

BCJ 2501 Criminology

Explores crime and crime causation theories, including traditional and modern approaches, emerging technological innovations, and social policy.

Prerequisite—BCJ 2000 or equivalent

BCJ 3150 Probation and Parole

Examines American probation and parole operations in the state and federal systems. Students study jurisdiction issues, history, the relationship between theory and practice, and contemporary issues confronting probation and parole in America.

Prerequisite—BCJ 3450 or equivalent

BCJ 3301 Judicial Process

Provides students with an overview of the criminal justice system and its processes. It examines the courtroom work group, the trial process, and challenges to the process. It also provides an overview of the juvenile court system.

Prerequisite—BCJ 3450 or equivalent

BCJ 3450 Introduction to Court Security

Examines court security in and around our nation's court facilities. Explores how present court security methods involve more than physical structures and high-tech security equipment designed to protect the court. Evaluates the motivations and tactics used by perpetrators of courthouse violence and the best means by which these actions might be prevented.

Prerequisite—BCJ 2000 or equivalent

BCJ 3601 Criminal Law

Provides a study of the nature and foundations of U.S. criminal law. Students focus on evolution of statutory crimes in the United States, analysis of contemporary federal and statutory offenses, criminal conduct, criminal responsibility, criminal defenses, criminal liability, and elements of the crime.

BCJ 3701 Criminal Investigation

Presents a study of the development of the investigative procedures and techniques from early practices to modern-day forensic science capabilities with an emphasis on leadership, investigation, and case preparations.

Prerequisite—BCJ 3450 or equivalent

BCJ 3801 Criminal Evidence and Legal Issues

Presents an examination of the laws governing proof of facts evidence presentation in trials and common law. Students study practical application of the rules of criminal procedure in respect to evidence, burden of proof, presumptions, judicial notice, and the basic functions of courts as the third facet of the criminal justice system.

Prerequisite—BCJ 3450 and BCJ 3701 or equivalent

BCJ 3950 Constitutional Law for Criminal Justice

Presents an overview of the principles and practical analysis of significant case law applicable to the U.S. Constitution, emphasizing search and seizure, arrest, civil rights, related amendments, due process, and the judicial system.

Prerequisite—BCJ 3450 or equivalent

BCJ 4101 Police and Community Relations

Examines the history of community policing, problem-oriented policing, community responsibilities, media relations, and evolving strategies. Students analyze criminal justice organizations including human resources management, research studies, environmental factors, centralized authority, and other issues.

Prerequisite—BCJ 2501 and BCJ 3450 or equivalent

BCJ 4201 Race and Ethnic Relations

Provides insight for the direction and improvement of criminal justice programs by creating a mutually beneficial atmosphere between all races and ethnicities and the criminal justice system. Students address solutions to historical issues such as racial profiling, ethnic prejudices, and other areas of concern.

BCJ 4301 Management and Supervision in Criminal Justice

Presents an overview of supervisor and middle management roles in criminal justice agencies with an emphasis on the importance of interpersonal skills and co-worker relations as well as the positive and negative aspects of various leadership styles.

Prerequisite—BCJ 3450 or equivalent

BCJ 4701 Criminal Justice Organization and Administration

Defines and analyzes criminal justice system organizations, including human resources planning and management, research studies,

environmental factors, centralized authority, and other issues.

Prerequisite—CMJ 3307, BCJ 3301, BCJ 3701, BCJ 3950, BCJ 4101 and BCJ 4301 or equivalent

BEM 3001 Environmental Law

Studies environmental law related to pollutants and governmental regulations that examines the American legal system, Environmental Protection Agency, and other agencies that regulate environmental policy.

Prerequisite—BEM 3101 or equivalent

BEM 3101 Assessing Environmental Science

Examines major environmental issues using balanced scientific and social perspectives. Features an interdisciplinary approach with case studies to illustrate existing and potential management, economic, technical, and policy solutions in regional, cultural, and historic contexts.

BEM 3201 Environmental Assessment

Surveys environmental assessment in America that reviews the historical context, the regulatory framework, and the environmental site assessment process.

Prerequisite—BEM 3101 or equivalent

BEM 3501 Air Quality

Considers the science and management practices associated with modern air quality control systems. Emphasis is placed on the regulatory and technological management practices employed in achieving air quality goals and health protection concerns.

Prerequisite—BEM 3101 or equivalent

BEM 3601 Waste Management

Examines the technical and regulatory complexities of municipal, hazardous, and industrial waste management. Includes special emphasis on basic environmental science and related technical fields.

Prerequisite—BEM 3101 or equivalent

BEM 3701 Hazardous Waste Management

Introduces hazardous waste management issues, programs, regulations, hazards, identification, characterization, storage, disposal, and treatment options in the corporate, industrial, and municipal settings.

Prerequisite—BEM 3101 or equivalent

BEM 4001 Pollution Prevention

Reviews the foundation in pollution prevention concepts and methods. Specific topics covered are improved manufacturing operations, life-

cycle assessment, design considerations, economics, sustainability issues, fugitive emissions, and material and resource conservation.

Prerequisite—BEM 3101, BEM 3601 and BEM 3501 or equivalent

BEM 4301 Environmental Strategies

Analyzes fundamental concepts and strategies related to resource management, environmental stewardship, and sustainable development. Includes the introduction of economic and social decision-making, and development that does not sacrifice the environment.

Prerequisite—BEM 3201, BEM 3501, BEM 3701 and BOS 4201 or equivalent

BEM 4351 Environmental Technology

Examines the basic principles of environmental technology with emphasis given to the application of these basic principles in alleviating environmental problems related to water supply, waste management, and pollution control.

BHA 3002 Health Care Management

Introduces the field of modern healthcare management through a systematic analysis of the important areas of concern to the healthcare manager. Topics covered include the planning process and how planning is used in healthcare administration; the organizing process and job design; supporting and implementing decisions; building the quality of clinical service; and providing human resources and plant services.

BHA 3202 Standards for Health Care Staff

Equips students with the knowledge of the traits and professional standards that are required to be a successful member of the healthcare industry. Topics discussed include work ethic, professional traits, teamwork, cultural competence, communication, morals, and career development.

Prerequisite—BHA 3002 or equivalent

BHA 3401 Health Unit Coordination

Prepares students for future healthcare management roles across a variety of disciplines. Emphasizes the practical aspects of key theoretical concepts through case studies, examples, and exercises based on real-world healthcare scenarios.

BHA 3501 Community Health

Provides practical guidance in the areas of community health, health education, and

health promotion. This course also covers information about the design, development, and evaluation of programs in the community. Consideration is given to racial, ethnic, socio-economic, political, and residential patterns of health and the impact that each has on community health.

BHA 3801 Critical Issues in Health Care

Provides an overview of the nature of the healthcare system, factors influencing the distribution of health care, and the social distribution and meaning of illness in the United States. Topics including bioethical issues and contemporary issues such as bioterrorism, human genome project, rising prescription drug costs, urbanization, social stress, and mental illness are covered.

Prerequisite— BHA 3002 or equivalent

BHA 4001 Budgeting in Health Care

Provides an overview of financial management principles commonly encountered in healthcare organizations. This course introduces the basic concepts of managerial financial functions, processes, financial reports, and factors affecting the financial aspects of providing healthcare services in today's dynamic and competitive environment.

BHA 4053 Financial Management in Health Care Organizations

Introduces key aspects of financial management for today's healthcare organizations, addressing diverse factors that impact the provision of medical services in our dynamic and competitive environment. Students will gain knowledge and skills in the various types of healthcare budgeting and financial reporting, applying these skills through practical case scenarios and problem-solving activities.

Prerequisite— BHA 4001 or equivalent

BHA 4101 Quantitative Methods of Health Care

Explores the need for and use of quantitative methods in the healthcare environment. Quantitative analysis provides a proven mathematical format for healthcare leaders to make the practical decisions necessary to provide care for the burgeoning number of patients while balancing financing options and restraints.

BHA 4201 Health Care Law

Provides background and legal principles for problems concerning our healthcare delivery system. Focus is placed on professional

regulation and the managed care and hospital certification programs that impact professional practice. The course is designed to prepare clinical and administrative healthcare personnel for the challenges of understanding today's important issues, from handling patient records and avoiding malpractice, to addressing topics of abortion, AIDS, and the right to die.

BHM 3010 Introduction to Hospitality

Introduces the hospitality industry and various industry segments such as restaurants, hotels, attractions, and other businesses and organizations that serve individuals as they meet, visit, or celebrate. Includes the study of basic management skills and concepts, leadership, marketing, planning, and fundamentals of operation in the hospitality and tourism context.

BHM 3020 Introduction to Tourism

Explores hospitality and tourism from a business context. Focus is on the forces and trends shaping the tourism industry, including the role of travel agents, important transportation modes, use of technology and communication systems, accommodation types, destinations and attractions management, food and beverage operations, and the diversity of this international industry.

BHM 4100 Facilities Management and Design in Hospitality and Tourism

Examines hospitality property management and design. Includes all of the primary facility systems such as water and wastewater, electrical, HVAC, lighting, laundry, solid waste management, telecommunications, food service, energy management, and safety and security.

BHM 4300 Legal Aspects of Hospitality and Tourism

Provides an overview of federal, state, and local laws that are applicable to the hospitality industry. The primary focus of this course is the effect of federal laws and regulations on hiring, firing, employment conditions, and the day-to-day business operations in a hospitality environment.

BHR 3301 Compensation and Benefits

Presents the dynamics involved in compensating employees for services rendered in a modern organization. This course focuses on the critical tools and techniques of job analysis, job descriptions, job evaluation, pay surveys, pay administration, and required benefits.

BHR 3352 Human Resource Management

Provides a management-oriented exploration of human resource management, structure, functional applications, and labor management relations. Focus is placed on managers and leaders within organizations and their responsibility to optimize performance and make decisions based on ethical criteria.

BHR 3551 Human Relations and Development

Examines interpersonal relations within organizations and provides methods for improvement of interpersonal skills. Methods to enhance teamwork are explored along with experimental activities and case studies.

BHR 3565 Employment Law

Provides a working knowledge of federal legislation and regulations affecting employers. Introduces a simple approach to employment law with a foundation of legal principles explained in the layperson's language. A consistent theme of the course is employer awareness of protected classes. Prerequisite—BHR 3351 and BHR 3352 or equivalent

BHR 4350 Collective Bargaining

Examines the historical and legal basis for labor relations and collective bargaining in the United States. Changes in the application of labor laws due to court decisions, National Labor Relations Board (NLRB) rulings, and changes in the environment of union and management relations are covered throughout the course. The course also covers the latest decisions and rulings, as well as analysis of what these changes mean in the workplace. Prerequisite—BHR 3351 and BHR 3352 or equivalent

BHR 4501 International Human Resources Management

Examines three broad areas of international human resource management by examining human behavior within organizations from an international perspective, by comparing and analyzing HRM systems in various countries and regions of the world, and by focusing on key aspects of HRM systems in multinational firms.

Prerequisite—BHR 3351 and BHR 3352 or equivalent

BHR 4601 Staffing Organizations

Prepares all current and future managers with the tools needed to identify, attract, select, and retain talent. Provides a study of external

influences, support activities, staffing-specific activities, and the staffing systems management process. Real-world examples are utilized with special emphasis on staffing models, the labor market and unions, employment law, job analysis and planning, recruitment tools, and strategic staffing decisions.

Prerequisite—BHR 3351 and BHR 3352 or equivalent

BHR 4680 Training and Development

Provides an organizational development model in human resource management to prepare professionals to train and develop people throughout the career continuum in the international arena. Presents an overview of mentoring and coaching, the role of team leaders and managers in performance appraisals, and orientation programs.

Prerequisite— BHR 3351 or equivalent

BIO 1030 General Biology I

Introduces all major areas of general biology. The relevance and contribution of this discipline to business, health care, policy creation, and other sciences are highlighted in this course.

BIO 1040 General Biology II

Highlights the relevance and contribution of this discipline to business, health care, policy creation, and other sciences.

Prerequisite—BIO 1030 or equivalent

BIO 1100 Non-Majors Biology

Explores the principles of biology, including the scientific method, cell theory, cellular process, theories of heredity, evolutionary theory, ecology, human physiology, and a survey of the diversity of organisms.

BIO 1302 Ecology and the Environment

Introduces basic ecological concepts and their relevance to human impacts on natural systems. Students explore ecosystem structure and function, population ecology, and current environmental issues related to sustainability and the use of natural resources.

BOS 3001 Fundamentals of Occupational Safety and Health

Provides an overview of key issues and practices related to the occupational safety and health (OSH) profession. Examines the legal aspects of OSH in the United States, the origin and application of OSH-related consensus standards, hazard identification and

control, and tools necessary for successful management of OSH-related efforts.

Prerequisite—OSH 2301 or equivalent

BOS 3401 Construction Safety

Explores regulations and safety practices related to the construction industry. Particular consideration is given to the prevention of fatalities and serious injury common to this industry sector.

Prerequisite—OSH 2301 and OSH 2304 or equivalent

BOS 3525 Legal Aspects of Safety and Health

Examines the Occupational Safety and Health (OSH) Act and the authority of the Occupational Safety and Health Administration (OSHA). This course includes a review of employers' legal responsibilities and proactive measures to ensure compliance with the OSH legal and regulatory framework in America.

Prerequisite—OSH 2301 or equivalent

BOS 3551 Environmental Issues

Examines environmental topics from opposing philosophical and practical sides. Topics include the global environment, current and future energy issues, sustainability development, and the viability of green initiatives.

BOS 3640 Interactions of Hazardous Materials

Analyzes how hazardous materials escalate an incident or emergency event. Examination of the basic fundamental concepts common to hazardous chemicals with an emphasis on how some key elements, compounds, and mixtures are inherently dangerous.

Prerequisite—CHM 1030 and OSH 2301 or equivalent

BOS 3651 Total Environmental, Health and Safety Management

Provides a comprehensive study of the essential components needed in developing an effective safety management system. Examines the cultural aspects of integrating total safety management into all levels of an operation.

Prerequisite—OSH 2301 or equivalent

BOS 3701 Industrial Ergonomics

Reviews the principles and practices of ergonomics as it applies to the industrial environment. Demonstrates how to collect

data on users and operators and how to convert the data to good workplace design.

Prerequisite—OSH2301, BIO 1100, and PHY 1301 or equivalent

BOS 3751 Training and Development

Explores various training requirements specified by safety and health standard-setting organizations. This course also includes consideration of training theory and training management techniques to include an evaluation of best practices.

BOS 4025 OSHA Standards

Examines Federal OSHA standards found in 29 CFR 1902, 1903, 1904, and 1910 regulations. Emphasizes the application of OSHA standards and the basic principles involved in federal regulatory compliance.

Prerequisite— OSH 2301 or equivalent

BOS 4201 Toxicology

Explores the basic principles associated with the toxic effects of chemicals on the living organism while examining the regulatory aspects and applications of toxicology in the workplace. Among the topics covered are the potential adverse effects of drugs, pesticides, food additives, and industrial chemicals.

Prerequisite—BIO 1100, CHM 1030 and OSH 2301 or equivalent

BOS 4301 Industrial Hygiene

Introduces the basic concepts of industrial hygiene from a technical level. Focuses on the areas typically encompassed by industrial hygiene and highlights the importance of the industrial hygienist in protecting employee safety and health.

Prerequisite—MAT 1302, BIO 1100, CHM 1030 and OSH 2301 or equivalent

BOS 4520 Risk Management

Examines risk management principles in the context of safety and health management. Strategies and tactics for reducing workplace hazards are presented through a review of best practices and principles balanced by an organization's use of opportunistic and speculative risks.

Prerequisite— OSH 2301 or equivalent

BOS 4601 Accident Investigation

Provides a study of integrating accident or near-miss investigations as an effective, practical, and a profitable management tool. This course incorporates systematic, procedural, determinative, and corrective applications for investigative accident management.

Prerequisite— OSH 2301 or equivalent
BOS 4725 Process Safety Management

Examines process safety management regulations and best practices. Topics include methods for conducting process hazard analysis, accident investigation, regulatory compliance, and establishing and maintaining a safety culture.

Prerequisite— OSH 2301 or equivalent

BSL 4000 Managing Diversity in Organizations

Presents the personal and organizational implications of increasing workforce diversity. Explores the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. Examines the managerial implications of increasing cultural diversity in organizations and the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organizational change.

Prerequisite— BBA 3651 or equivalent

BSL 4040 Communication Skills for Leaders

Provides a study of approaches and skills needed for communication and leadership in the workplace. Explores communication methods for working with teams, cultures, social media, genders, and generations. Reviews communication and presentations skills with an emphasis on speaking and writing professionally.

BSL 4060 Team Building and Leadership

Examines high performance skills, innovation, management, and effective development of cross-cultural teams in relation to leadership. Analysis of leadership styles in both social and professional situations, the importance of making wise business decisions within a team-based environment, and overcoming unhealthy agreements are covered. This course examines of leaders' communication styles, leadership power, situational leadership, creativity and leadership, resolving conflict, teamwork, motivation, coaching skills, emotional intelligence, and the impact of leaders on organizational decision-making.

Prerequisite— BBA 3651 or equivalent

BSL 4080 Creative Thinking and Problem Solving

Presents an in-depth study of creative thinking and problem-solving techniques that are essential for organizational leaders. Causal, deductive, and inductive arguments are

described as well as the use of persuasion. Moral, legal, and aesthetic reasoning are also covered.

BSL 4160 Negotiation/Conflict Resolution

Presents the development of communication and management skills essential for successfully resolving conflict situations involving labor and management practices. The structural dysfunction of organizations is also explored.

Prerequisite—BHR 3551 or equivalent

BSM 3801 Sport Marketing

Examines the theoretical and practical implications of marketing in the sports industry by presenting a framework to help explain and organize the strategic marketing process. Offers a growing appreciation on the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sports marketing decisions.

BSM 4001 Sport Facilities

Provides students with an understanding of the complexity involved in the planning and design of recreation and sport facilities. Sport facility management also includes staff management, facility marketing, revenue stream development, development of ancillary areas, and facility scheduling and operating.

BSM 4101 Sport Administration

Studies the principles of efficient management and leadership concepts as applicable to the sport industry. Focuses on principles and techniques of management relating to programs, facilities, special events, and personnel. Topics include key personnel issues in sport management situations; ethics, law, and governance in sport management; the role of the marketing process in sport administration; and economics, accounting, and budgeting.

BUS 2303 Professionalism in the Workplace

Presents an overview of the challenges associated with workplace expectations regarding business etiquette and appropriate use of technology. The course is designed to assist students in gaining knowledge of how to appropriately communicate with others and how to effectively deal with conflict, teamwork, and accountability in a fair and ethical manner. The basic skills necessary for career planning and achieving success in today's competitive work environment are enhanced through this course.

BUS 5301 Strategic Innovation and Entrepreneurship

Introduces entrepreneurship concepts for business creation, development, and intrapreneurship within a corporation. Students examine innovative thinking through the entrepreneurial business development process of conceptualizing the formation, planning, and implementing of new business opportunities.

BUS 6304 Entrepreneurial Small Business Ventures

Analyzes how innovative product/service ideas develop into business opportunities that are competitively advantaged on a global scale. Students compile a business plan for a new and innovative product or service as a start-up company. Key elements of the business plan include innovative idea generation, industry analysis, marketing plan compilation, operational management, financial planning, and performance measurement.

BUS 6320 Global Strategic Management

Examines global strategic business planning holistically with emphasis on determining effective strategic direction and business policy. Through the comparison of global strategic business models, processes for compiling innovative, sustainable business strategies are revealed. Serves as the capstone for the Master of Business Administration curriculum and includes significant understanding of relevant topics including the role of leadership, risk management, internal/external analysis, implementation, control/measurement, and ethical parameters of strategic business management.

Prerequisite— MBA 6053, MBA 5501, MBA 5652, ACC 5301, MBA 6081, MHR 6451, and MBA 5401 or equivalent

CHE 6301 Foundations and Methods in Community Health

Presents an introduction to community health within the public health environment. Students develop an understanding of historical and theoretical foundations of community health and major societal health concerns, explore community health models and programs used to address these concerns, and examine racial/ethnic, cultural, socioeconomic, and related determinants of community health.

CHE 6303 Strategies of Health Promotion

Covers the principles and practices of public health promotion and education, including historical origins; professional responsibilities;

ethics; health behavior and learning theories; models for planning, implementing, and evaluating programs; health literacy; public health advocacy; and the development, selection, and implementation of effective instructional materials, methods, and interventions.

CHE 6304 Health Program Planning, Implementation, and Assessment

Examines and discusses models and processes to plan and evaluate public health interventions. Students develop practical skills in applying health education development and evaluation issues in the areas of needs assessment, program planning, and evaluation by reading and discussing literature in the field.

CHE 6305 Issues and Trends in Community Health

Synthesizes health promotion theory content and practice to provide the foundation for exploration of community health and education topics. Students complete a written project that demonstrates students' mastery and integration of all their previous learning in public health courses. The project provides opportunities for the student to engage in critical analysis and exploration of multiple issues, including social and environmental factors related to the professional role, function, and trends in public health.

CHM 1030 General Chemistry I

Introduces core chemical concepts to help the student acquire a long-term, meaningful understanding of the basic principles and relevant connections to those principles operating in everyday life.

Prerequisite—MAT 1302 or equivalent

CHM 1040 General Chemistry II

Explores topics such as the mole concept and stoichiometry, gaseous state and chemical bonding, acids and bases, and chemical equilibrium.

Prerequisite—CHM 1030 or equivalent

COM 1301 Introduction to Communications

Presents practical principles of human interpersonal communication present in daily life. Emphasis is placed on the various elements of daily person-to-person interaction, such as perception, listening, verbal/nonverbal messages, conflict and working in groups. Students are introduced to examples of effective public speaking skills.

COM 2301 Professional Communication

Teaches a variety of contemporary communication skills necessary for professional communication, to include fundamental writing, messaging, and reporting skills with a focus on information literacy techniques and technology.

CMJ 3307 Victimology

Examines various practical applications and policies that have resulted from society's increasing concern about victims. The myths of victim precipitation and various efforts to blame victims for their own victimization, as well as other factors that influence victimization (e.g., drugs and alcohol and the mass media) are included. Specific types of victims (e.g., sexual assault, domestic violence, and homicide) and their treatment in the criminal justice system are discussed. The aim is to identify and apply appropriate preventative measures and responses to victimization.

Prerequisite—BCJ 2000 or equivalent

CMJ 3308 Mental Illness and Crime

Emphasizes the dynamics behind the correlation of crime and mental illness. With the growing population of those with mental illness within the system, this course is relevant to law enforcement, corrections, and courts personnel as well as all other aspects of the criminal justice system. Students explore the myths and realities regarding specific disorders encountered within the field.

CMJ 5302 Adult and Juvenile Correctional Systems

Explores the American adult and juvenile correctional system focusing on critical issues, correctional practices, and correctional reform.

Prerequisite—MCJ 5135 or equivalent

CMJ 5303 Multiculturalism, Diversity, and Ethics

Explores the importance of diversity, multiculturalism, and ethical behavior within the field of criminal justice. Course will examine the future trends involving diversity and the roles of criminal justice practitioners regarding diversity within the community. Learners will focus their classroom experience on scenarios and situations in the criminal justice field in order to gain insight into the potential ethical issues they may face upon working in the criminal justice field.

Prerequisite—MCJ 5135 or equivalent

CMJ 5304 Comparative Criminal Justice

Explores the criminal justice system in the United States. Students also examine and compare other nations' criminal justice systems to that of the United States. Additionally, concepts including sentencing, recidivism rate, probation, and rehabilitation are explored.

Prerequisite—MCJ 5135 or equivalent

CMJ 5306 Research Methods in Criminal Justice Administration

Examines research and methodology specifically designed for criminal justice applications as tools to develop and implement basic research.

Prerequisite—MCJ 5135 or equivalent

CMJ 6302 Seminar in Crime

Presents an examination of current trends within the criminal justice system as it relates to crime, criminal justice theories, and sentencing. Students study practical application of the criminal process and review various types of crime that affect individuals as well as the criminal justice system.

Prerequisite—MCJ 5135 or equivalent

CMJ 6303 Forensics and Critical Intel Analysis

Examines the historical timeline of forensic science in the field of criminal justice. Forensics, as it relates to current laws and legislation, is also presented. Students also describe current trends and issues within the field of forensics as well as create professional career strategies within the forensics criminal justice agencies.

Prerequisite—MCJ 5135 or equivalent

CS 1010 Computer Essentials

Explores computer literacy topics in a very basic, hands-on environment. Presents the fundamentals of computer hardware and software, the Internet, operating systems, and current application software within Microsoft Office Suite.

CYB 4301 Cybersecurity and Crime

Introduces the types of security crime, breaches, fraud, and network penetrations. Students learn procedures for preventing intrusions, fraud, and computer crime. Legal impacts for cybersecurity crimes are discussed and evaluated.

Prerequisite—ITC 4390 or equivalent

CYB 4302 Cyber Warfare and Application

Provides knowledge of intrusion detection applications, security tasks, networks activity,

and prevention and social engineering techniques. Students are provided with hands on exercises for intrusion detection systems, scanning applications, and social engineering practices.

Prerequisite— ITC 4390 or equivalent

CYB 4303 Critical Infrastructure Protection in Cybersecurity

Provides an opportunity to assess current programs and their adequacy to protect information systems and technology. This assessment includes industry standards, governmental efforts, and interrelationships of information systems and technology to other types of critical infrastructure. By utilizing current best practices, students determine these programs' effectiveness and propose possible future measures for development. Students also gain hands-on exercises with implementing network policies, access protection, virtualization, and network protocols.

Prerequisite— ITC 4390 or equivalent

CYB 4304 Cybersecurity Law and Policy

Provides a framework for the regulations and policies intended to protect assets from cyberattacks. Students practice security information gathering and create security plans to reduce potential attacks. Students also develop security procedures and processes for responding to security breaches and assessing risk for information assets.

Prerequisite— ITC 4390 or equivalent

DBA 7000 Doctoral Student Orientation

Provides an orientation to doctoral-level study in business. The orientation provides an overview of areas related to doctoral studies, including time and organizational management skills, writing skills, and research skills. Successful completion of this course is a prerequisite for coursework in the doctoral program.

DBA 7035 Business, Government and Society

Examines the complex interface between public and private business sectors and explores the role of business administration in contemporary society through examination of theoretical foundations, ethical dilemmas, and political environments within historical and global comparative contexts. Learners engage in intensive readings of scholarly works within the discipline foundation and collateral contemporary works that span the public, private, and independent sectors. Learners explore advanced analytical and strategic business skills related to government

regulation, politics, ethics, and corporate social responsibility. Specific subject areas include conceptual analysis and critique of bureaucracy; the development of management theory and subsequent application to the public and private sectors; organizational design, behavior and change; decision-making models and group dynamics; administrative leadership; and the legal foundation of business administration.

Prerequisite—DBA 7000

DBA 7420 Organizational Behavior and Comparative Management

Provides a comparative study of organizational theory and behavior with attention to both historical and contemporary contexts. Combines a critical review and analysis of current theory and research on complex organizational structures, processes, and performance applications. Topics include classical management theory, human relations perspectives, institutional theory, comparative organizational designs, change processes, and organizational-environmental interaction.

Prerequisite—DBA 7000

DBA 7553 Human Resource Management

Provides an introduction to theoretical, applied, and professional issues associated with the management of human resources within organizations. The course seeks to familiarize students with facets of the human resource management function and to explore a range of theoretical and applied perspectives on how human resource management impacts performance at both the organizational and individual levels.

Prerequisite—DBA 7000

DBA 7632 Business Ethics and Corporate Responsibility

Explores the growing academic literature in business ethics and provides students an opportunity to investigate ethical issues using their field of specialty as context. Different theories and frameworks for investigating issues are discussed and applied to a range of issues, both domestic and international. An evaluation of the institutions that structure the interaction of corporations and individuals in the conduct of business is explored. Issues include corruption in host countries, management of values in modern corporations, ethical status of the corporation, financial transactions, and gender discrimination in the context of cultural differences. Exposes business practices and economic assumptions and brings contemporary challenges to the level of

professional standards. The course also examines corporate decision-making structures and the interface between ethical theory and business practice.

Prerequisite—DBA 7000

DBA 8230 Marketing Research and Competitive Strategy

Presents a comprehensive analysis of the principles and practices of marketing research with balanced coverage of qualitative and quantitative materials. Emphasizes emerging trends in marketing research, ethical and global implications, and the continuing integration of new technologies. Integrates ethics in marketing research and features case analyses and company profiles. Incorporates case studies, SPSS, and other statistical packages to provide students with experience navigating statistical software tools and interpreting marketing research data and output.

Prerequisite—DBA 7000

DBA 8552 Management Accounting and Control Systems

Addresses the complex and multi-dimensional subject of management control systems. Extending from management accounting, this course creates a framework for considering management control issues. Presents the needed technical subject content and summaries of relevant research literature. Case studies that reflect the complexity of managerial challenges when using management control systems are utilized. The use and effects of financial controls, including a discussion of effective and counterproductive controls, are covered as well.

Prerequisite—DBA 7000

DBA 8671 Technology and Innovation Management

Provides an integrated, strategic view of management of technology. Focusing on theory and practice, the course addresses the contemporary challenges of globalization, time compression, and technology integration that general managers face today. Explores several strategic approaches for dealing with these challenges, from both managerial and economic perspectives. Concepts presented are valuable for chief technology officers, directors of technology, chief information officers, and management personnel in R&D, product development, and operations.

Prerequisite—DBA 7000

DBA 8710 International Business and Global Strategy

Examines the theory and practice of developing and implementing strategies for gaining competitive advantage in the global business environment. Students review the theoretical body of knowledge in the fields of strategic management and international business. Learners consider a variety of empirical approaches used to research the international competitive strategy process to include exploration of the accelerating globalization of industries, regionalization of competition, and the institutional contexts that both facilitate and impede the formation and implementation of global strategies. In addition, students consider such emerging topics as organizational change, competitive dynamics, development of firm resources and capabilities, sustainable competitive advantage, regional approaches to competitive strategy, and the formation of new organizational forms such as strategic alliances and inter-firm networks.

Prerequisite—DBA 7000

DBA 8758 Negotiations and Business Strategy

Provides a theoretical approach to negotiations and business strategy by examining persuasion, communication, power, game, and trust theories. Examines the increasingly complex nature of business negotiations. Market forces have shifted business strategies from a personal relationship model to a process-oriented and analytical one, resulting in a new approach to negotiating. Focuses on understanding and applying a strategic negotiation process essential to success in the business environment. Learners differentiate between individual and organization-wide negotiation strategies and achieve consensus regarding how negotiations are to be conducted and what results are expected.

Prerequisite—DBA 7000

DBA 9101 Comprehensive Examination

Establishes that a doctoral candidate has acquired the essential knowledge and skills covered in each of the courses, not including dissertation courses, leading to the Doctor of Business Administration degree. Proficiency is demonstrated through an essay response to questions that cover the essential content of each course in the doctoral program.

Prerequisite— DBA 7000, 7035, 7420, 7553, 7632, 8230, 8671, 8710, 8758, RCH 7301, 7302, 8301, 8302, 8303, and 8304

DST 9101 – DST 9115 Dissertation Research Courses

Presents the milestones necessary to complete the dissertation or research project. The milestones begin with the concept paper and culminate with the defense of the dissertation or research project.

Prerequisite—DBA 9101

Note: Doctoral students must enroll in 15 semester hours of Dissertation Research. Fifteen (15) semester hours of Dissertation Research are required to satisfy the DBA requirements.

EH 1010 English Composition I

Introduces the basic concepts and requirements of college-level writing. This course provides students with the opportunity to implement effective communication skills via the written word.

EH 1020 English Composition II

Provides an advanced introduction to the basic concepts and requirements of college-level writing. The course includes additional skills, methods, and techniques to improve and polish the student's completed written documents.

Prerequisite— EH 1010 or equivalent

EH 3341 Technical Writing

Provides a study of the process of technical writing and written communication. Students review various formats and writing purposes as well as produce technical and business-related documents.

Prerequisite— EH 1020 or equivalent

EMG 3000 Introduction to Emergency Management

Provides an overview of the history of current emergency management both in the United States and other countries. The material covered describes local, state, and federal roles and responsibilities for responding to disasters and emergencies. Students investigate unique challenges with preparing for and responding to man-made, natural, and technological disasters. Additionally, the course outlines concepts, issues, and programs associated with the development of an emergency management program. Finally, at the conclusion of this course, students review professionalism within emergency management and how the field as a whole is transitioning into a true profession.

EMG 3001 Disaster Mitigation and Preparedness

Provides students with an in-depth understanding of two of the phases in the disaster cycle: mitigation and preparedness. Students analyze the concepts of vulnerability and risk and develop an understanding of how to mitigate and prepare an area for future disaster events.

Prerequisite— EMG 3000 or equivalent

EMG 3003 Disaster Response and Recovery

Provides students with an in-depth understanding of the last two phases in the disaster cycle: response and recovery. Crucial in this course is student understanding of planned efficiency and effectiveness in true disaster situations. Topics covered include a comprehensive overview of the emergency management principles, unified and collaborative management of disasters, restoration of community functions after a disaster, and systematic planning for communitywide recovery.

Prerequisite— EMG 3000 or equivalent

EMG 4001 Interagency Disaster Management

Analyzes the interagency aspect to emergency management. Crucial to this course is an understanding of the intergovernmental, inter-organizational, and interagency collaboration that continuously occurs when working in the field. Students also develop an understanding of the political, legal, and economic impact on emergency management.

Prerequisite— EMG 3000 or equivalent

EMG 6305 Emergency Management Leadership and Decision Making

Reviews the history, evolution and theoretical concepts, and technologies used in emergency planning and management. Students differentiate disasters and hazards and apply knowledge of the four-stage response to disaster preparedness, emergency planning, mitigation response, and recovery. Students demonstrate comprehension of theory and practice in the public sector by writing up a final emergency management policy.

EMS 2301 Anatomy and Physiology I

Studies the human anatomy and body's functions, which include the chemistry, cells, tissues, integumentary system, skeletal system, muscular system, and nervous system. This course will assist students in applying the function of the covered systems in clinical

utilization. The content of the course may be integrated or specialized.

EMS 2302 Anatomy and Physiology II

Studies the human anatomy and body's function, which include the circulatory system, respiratory system, cardiovascular system, immune system, renal system, lymphatic system, reproductive system, and developmental anatomy. This course will assist students in applying the function of the covered systems in clinical utilization. The content of the course may be integrated or specialized.

Prerequisite— EMS 2301 or equivalent

EMS 3301 EMS Management

Investigates the core functions of the emergency medical services (EMS) administrator and the concepts associated with EMS management and processes that contribute to the effectiveness of day-to-day operations within an EMS organization. Areas of study include strategic planning, customer service, quality management, human resources management, and data collection.

EMS 3302 EMS Planning and Development

Presents an overview of emergency medical services (EMS) system design and development. A history of EMS in the areas of public and private services is examined, along with a comparison of service delivery, strategic planning, and model system development and implementation, as well as their impact on emergency healthcare delivery.

Prerequisite— EMS 3301 or equivalent

EMS 3303 EMS Operations and Personnel Management

Explores relationships of culture in recruitment, management, and retention of emergency medical services (EMS) personnel. Also examines the influence of effective personnel management on staffing and operational success for the EMS agency. Key areas of investigation include researching applicable human resources or personnel laws and regulations as well as ensuring that processes are in place for educating supervisory staff and employees, including how to monitor for compliance. Primary administrative functions include conducting employee performance reviews, developing personnel schedules, and investigating complaints.

Prerequisite— EMS 3302 or equivalent

EMS 3304 Foundations in EMS Education

Provides a foundational understanding of emergency medical services (EMS) education for the EMS manager. General concepts such as learning styles and barriers to learning are discussed. Other course components include developing instructional goals and outcomes, curriculum and lesson plans, and various forms of learning aids, including how technology enhances the learning process. Finally, this course also reviews education evaluation tool development, concepts of program administration, and legal aspects of instruction.

Prerequisite— EMS 3302 or equivalent

EMS 3305 Risk Management Practices in EMS

Examines issues related to reduction or prevention of risk associated with the administration of an emergency medical services (EMS). Areas of concern are related to human resource management, workplace safety, personnel safety, vehicle operations, and clinical proficiency. Current practices support a culture of safety with an emphasis on provider health and wellness, and system accountability as evidenced by strategic implementation of programs aimed at improving awareness of risk related issues, including promoting ownership for achieving organizational goals related to risk management.

Prerequisite— EMS 3302 or equivalent

EMS 3306 Emergency Medical Communications

Provides an analysis of fundamental concepts and methodologies related to emergency medical services (EMS) communication. Topics discussed are communication responsibilities, components of public safety communication, communication centers in EMS organizations, mobile communication, and the role of the communications center in system status management.

Prerequisite— EMS 3302 or equivalent

EMS 4301 Finance of EMS Systems

Explores the practice and principles pertaining to the financial management of emergency medical services (EMS) systems. The curriculum will emphasize the importance of finance, budgeting and alternative funding sources, and the processes that contribute to assets and liabilities of an EMS system. It will also explore various financial issues often encountered by EMS professionals and models used for efficiently providing EMS.

Prerequisite— EMS 3302 or equivalent

EMS 4302 Leadership in EMS Systems

Provides students with knowledge, tools, and skills that will be needed to assume a leadership role in emergency medical services (EMS). Career advancement from field staff or lower-level supervisor requires transitioning from simple supervisory techniques to developing leadership qualities that will enable the individual to manage from a leadership position. Techniques that encourage motivation and teamwork are essential for organizational growth. Students learn how to apply basic leadership principles in organizational settings, assess leadership styles, and develop strategies to become leaders in EMS.

Prerequisite— EMS 3302 or equivalent

EMS 4303 Legal, Political and Regulatory Environment of EMS

Identifies the key points of the legal, political, and regulatory environment associated with the administration and workings of a modern emergency medical service (EMS). The importance of the collective body of laws and regulations are examined as it relates to EMS. This course focuses on the mechanics of the legal system, specific laws directly related to the provision and management of EMS, due process and disciplinary procedures for EMS personnel issues, the importance of quality documentation, and the study of specific acts of federal legislation such as the Emergency Medical Treatment and Labor Act (EMTALA), Health Insurance Portability and Accountability Act (HIPAA), and Consolidated Omnibus Budget Reconciliation Act (COBRA).

Prerequisite— EMS 3302 or equivalent

EMS 4304 Community Risk Reduction in EMS

Focuses on strategies capable of being incorporated into the emergency medical service (EMS) system as part of community relations efforts and education of the community through events and home-based instruction. Managers should work diligently to engage staff in prevention and wellness initiatives as opposed to limiting activities to emergency response. In addition, the EMS system should be part of the community and work as a partner to improve the community's overall health and safety. Explores methods used to reduce community-based risk of mortality related to preventable injuries, to reduce inappropriate use of emergency health resources, and to promote community health strategies.

Prerequisite— EMS 3302 or equivalent

EMS 4305 EMS Public Information and Community Relations

Introduces issues related to addressing events with the media. As media attempt to obtain varying types of information, the emergency medical services (EMS) manager must ensure that the department has a media relations policy, identify who in the organization may disclose or discuss information to the media, and ensure ethical, legal, and organizational standards are maintained when doing so. Addresses routine interactions and major incidents that may attract media attention. Highlights ethical as well as legal issues that may arise as a result of communicating with the media.

Prerequisite— EMS 3302 or equivalent

EMS 4306 EMS Roles During Emergencies and Disasters

Highlights proper planning and response of emergency medical services (EMS) to public emergencies and crisis situations. Reviews some of the primary types of emergencies the EMS leader should be aware of in order to meet legal, political, or regulatory guidelines relevant to the role of the organization in the community. Focus is placed on participation in community-wide planning, the development of effective systems and operational plans, and a multi-professional approach to emergency and disaster response.

Prerequisite— EMS 3302 or equivalent

EMS 4307 Research for the EMS Professional

Introduces the EMS administrator to the fundamentals and importance of research for the EMS professional. As the EMS profession takes on new directions under healthcare reform, at no other time has the need for research specific to this profession been more critical. Accordingly, the goals of the course include understanding not only the research process, but also how to critically review findings and apply solutions to real problems. Students discuss the relevance of research for the EMS profession, both in the clinical and administrative setting, review current research, and develop a research proposal on an issue of his or her choice.

Prerequisite— EMS 3302 or equivalent

EMS 4308 Mobile Integrated Health Care

Explores adaptations to the existing model of care that will be more suitable for emergency medical services (EMS) organizations under healthcare reform. Provides an overview of how mobile integrated health systems can contribute improved patient outcomes,

patient satisfaction, and integrate more seamlessly in the healthcare continuum. Additional topics include conducting community needs assessments, engaging stakeholders, and performance measurements for programs.

Prerequisite— EMS 3302 or equivalent

EMS 4320 EMS System Design

Incorporates key elements of system design for emergency medical services (EMS) to facilitate preparation of a program proposal. Students discuss how various components of program development contribute to an eventual success of their proposals. Students incorporate academic and professional research into a final proposal that synthesizes program outcomes and may be used for future contributions or implementation in EMS.

Prerequisite— EMS 3303, EMS 3305, EMS 3306, EMS 4301, EMS 4302, EMS 4303, EMS 4305, and EMS 4306 or equivalent

FIN 5301 Financial Management for Innovations and Business Development

Examines financial leadership as related to budgets, fundraising, and strategic decision-making within an organization. Financial reporting and fiduciary responsibility through ethical responsibilities to stakeholders and society are also examined.

FIN 6302 Advanced Financial Management

Provides a deep look at financial decision-making from the perspective of the organizational manager. The material explores financial statement analysis, advanced capital budgeting, cost of capital, dividend policy, international topics, working capital management, and ethical considerations.

FIR 2301 Principles of Fire and Emergency Services

Provides an overview to fire protection and emergency services. Topics of interest are career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; and Life Safety Initiatives.

FIR 2302 Principles of Fire and Emergency Services Safety and Survival

Introduces the basic principles and history related to the national firefighter Life Safety Initiatives, focusing on the need for cultural and behavioral change throughout the emergency services.

FIR 2303 Fire Behavior and Combustion

Provides an understanding of the basic principles of fire chemistry, the process of fire combustion, fire behavior and examination of the effects of fire behavior on the safety of individual firefighters. The course also categorizes the components of fire and explains the physical and chemical properties of fire.

FIR 2304 Building Construction for Fire Protection

Provides an overview of building construction, building types, designs of structures, and building construction in relation to firefighting.

Prerequisite—FIR 2301 or equivalent

FIR 2305 Introduction to Fire Prevention

Provides fundamental knowledge relating to the field of fire prevention. Topics include the history and philosophy of fire prevention, organization and operations of a fire prevention bureau, use and application of codes and standards, plans review, fire inspections, fire and life safety education, and fire investigation.

FIR 3304 Fire Protection Hydraulics and Water Supply

Supports a foundation of theoretical knowledge in order to understand the use of water in fire protection. Students learn how to apply hydraulic principles to analyze and solve water supply problems.

FIR 3305 Fire Protection Structure and Systems

Provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, water supply for fire protection, and portable fire extinguishers.

Prerequisite—FIR 2303, FIR 2304, and FIR 2305 or equivalent

FIR 3306 Fire Prevention Organization and Management

Examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation,

research, master planning, various types of influences, and strategies.

Prerequisite—FIR 2302 or equivalent

FIR 3307 Community Risk Reduction for Fire and Emergency Services

Provides an overview of the comprehensive approach to fire prevention within the community. Covers strategic planning and community programs as they relate to fire safety prevention and terrorist incidents. Explores the plan review process, code development, code enforcement, fire investigation, and evaluating prevention programs.

Prerequisite—FIR 2302 or equivalent

FIR 3311 Legal Aspects of Emergency Services

Addresses the federal, state, and local laws that regulate emergency services and includes a review of national standards, regulations, and consensus standards.

FIR 3312 Fire Ground Tactics I

Examines strategies and tactics from the incident commander's viewpoint. Students are challenged with decision-making through a variety of occupancies as they utilize basic firefighting procedures and considerations from today's fire service. In addition, scenarios and other assessments utilize simulation software to connect scenarios and decision-making to the students' communities and departments.

Prerequisite—FIR 2302 or equivalent

FIR 4301 Political and Legal Foundations of Fire Protection

Examines the legal aspects of fire service and the political and social impacts of legal issues. Includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters.

Prerequisite—FIR 2301 or equivalent

FIR 4302 Fire Service Personnel Management

Examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.

Prerequisite—FIR 2301 or equivalent

FIR 4303 Fire and Emergency Services Administration

Provides a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges, the need for change, and using specific management tools for analyzing and solving problems.

Prerequisite—FIR 3306 or equivalent

FIR 4304 Fire Dynamics

Examines the underlying principles involved in structural fire protection systems, building furnishings, and fire protection systems, including water-based fire suppression systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems.

Prerequisite—FIR 2302 or equivalent

FIR 4305 Fire Analysis and Investigation

Examines the dynamics of ignition, flame spread, and room fire growth. Explores all phases of fire and explosion investigation, financial management, and other fire department functions related to incendiary fire analysis and investigation.

FIR 4306 Human Behavior in Fire

Explores human behavior as it relates to fire and mass casualties, while also addressing a historical review of human behavior in fire, building design, fire department operations, and evacuation procedures involving specific groups, such as large populations and persons with disabilities. Students also examine current and past research on human behavior, life safety education, and building design to determine interaction of these areas in emergency situations.

Prerequisite—FIR 2302 or equivalent

FIR 4307 Analytical Approaches to Public Fire Protection

Examines tools and techniques of rational decision-making in fire and emergency services agencies, including data collection, statistics, probability, decision analysis, utility modeling, resource allocation, and cost-benefit analysis.

Prerequisite—FIR 2302 or equivalent

FIR 4308 Applications in Fire Research

Examines the basic principles of research and methodology for analyzing fire-related research and provides a framework for

conducting and evaluating independent research in the fire service.

Prerequisite—FIR 3305, 3307, 4301, 4302, and 4303 or equivalent

FIR 4311 Fire Prevention and Code Enforcement

Focuses on fire prevention through inspection, code enforcement, and the use of model building and fire prevention codes, including detailed information on the legal, economic, and political aspects of the fire inspection process.

FIR 4312 Management of Fire Incident Command Systems

Provides a comprehensive look at the skills necessary to successfully manage an emergency incident. Using nationally accepted standards, students analyze and apply the strategic considerations necessary to be successful on the fire ground. In addition, students gain valuable knowledge of the National Incident Management System (NIMS) as well as how to employ the Incident Command System (ICS) on the fire ground.

FIR 4313 Terrorism Incident Management and Emergency Procedures

Examines the philosophies and tactics of terrorist groups, and discusses emerging terrorism trends. Also covers the study of terrorism methodology, terrorist incident response, and managing the consequences of terrorist events.

FIR 4314 Crime Scene, Forensics, and Evidence Collection

Explores the analytical and systematic approach relating to fire scene investigations involving crime scenes, accidental causes, and the collection of evidence. The role of evolving technologies used for fire scene investigations is studied with emphasis on the use of forensic science in reconstructing an incident. The modern fire investigator must be able to justify the validity and reliability of his or her findings against peer review. This course prepares students for contemporary methods of fire investigations

Prerequisite—FIR 4305 or equivalent

FIR 4315 Fire Investigation Technician

Develops and enhances the student's ability to conduct reliable fire investigations with advanced technical knowledge of the relationship between the National Fire Protection Association (NFPA) 921 and NFPA 1033, fire behavior, fire patterns, the methods

of evidence collection, documenting the fire scene, and utilizing the scientific method of fire investigation.

Prerequisite—FIR 4305 and FIR 4314 or equivalent

FRN 2301 Introduction to Forensic Investigation

Provides an overview of the rapidly growing field of forensic investigations. Course topics include a survey of criminalistics; evidence collection; crime scene documentation and photography; impression and pattern interpretation, collection, and development; and ethics and legal aspects of crime scene processing. This course familiarizes learners with conducting proper investigations and determining the intrinsic value of forensic evidence and its use in preparation for trial.

FRN 2302 Digital Forensics and the Courtroom

Describes the fundamental importance of digital forensics, effective management practices, and legal challenges associated with conducting investigations. Learners identify how technology, software, and equipment can be used to enhance procedures and techniques for collection, analysis, preservation, storage, and disposal of artifacts that reside in hard disks/physical storage and random access memory. Learners also identify the legal issues associated with admission of evidence into the courtroom and investigate certifications in various disciplines and subfields of the forensic sciences.

FRN 4301 Principles of Digital Forensics

Investigates digital forensics procedures and legal aspects. Students learn how to perform digital information gathering and understand legal sanctions for electronic crimes.

Prerequisite—ITC 4390 or equivalent

FRN 4302 Digital Forensics Applications

Focuses on using applications and analysis to examine digital data from networks, computers, media, databases, websites, and mobile devices. Students provide recommendations based on analysis findings.

Prerequisite—FRN 4301 or equivalent

FRN 4303 Pathology of Death

Explores the role that science plays in the medicolegal investigation of death. The course explores both the historical and current death investigation and administrative legal issues relating to death investigation. A practical focus is placed on time of death estimation, blunt and sharp force trauma, gunfire injuries,

thermal death, asphyxia and drowning deaths, electrical and lightning deaths, and vehicular accident injuries.

HCA 1301 Basic Medical Terminology

Provides students with fundamental skills in understanding how to use prefixes, suffixes, and root words to develop medical terms. Students become familiar with the spelling and definition of common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities.

HCA 3308 Health Information Principles and Practice

Provides an overview of health information management (HIM) and HIM principles, policies and procedures including health data content, collection, quality, registries, access, and retention. Examines the use of technology in warehousing and mining, communicating, and safeguarding healthcare data as well as EHR and PHR. The benefits and challenges of healthcare information systems and the future of health information management systems are discussed.

HCA 3310 Health Care Marketing

Provides a background in the principles and concepts of marketing and instructs students on the importance of marketing in the healthcare sector. Topics discussed include healthcare marketing trends, consumer decision-making, ethical and legal considerations in healthcare marketing, and strategies for marketing in health care. Discusses how marketing in the healthcare sector contrasts with marketing in other sectors.

HCA 4303 Comparative Health Systems

Examines the structure of the major healthcare systems in the United States in a comparative analysis with other countries, focusing on financing, reimbursement, delivery systems, and adoption of new technologies. Students study the relative roles of private sector and public sector insurance and providers; the effect of system design on cost, quality, efficiency, access to primary and specialty care; and equity of medical services.

HCA 4305 Long-Term Care Management

Reviews the wide variety of healthcare facilities and services outside the hospital environment along with the management of organizations that deliver healthcare services such as nursing homes, assisted living facilities, adult daycare, home health, housing, and wellness. Introduces ethical and quality of care

issues in long-term care, the role of technology in long-term care, and marketing and leadership responsibilities. Examines current and future trends of long-term care management.

HCA 4307 Health Care Quality Management

Examines the history and scope of healthcare quality movement efforts in the United States. Methods of assessing quality and techniques for process improvement are addressed as well as opportunities for preventing adverse events. Quality improvement tools such as Lean Six Sigma, constraints theory, and other key approaches are reviewed with an emphasis on developing, executing, and reporting the outcomes of quality improvement initiatives in health care.

Prerequisite—BHA 3002 or equivalent

HCA 4308 Research Methods for Health Professionals

Focuses on basic concepts of statistics such as measures of central tendency and variability; concepts of test validity, reliability, and objectivity; and basic techniques used in inferential statistics. Also examines the basic components required for designing, conducting, and interpreting health-related research. Topics discussed include research design, methodologies, observational studies, experimental and quasi-experimental design, inherent biases, ethical considerations, the use of primary and secondary data, and statistical techniques.

HCA 4320 Development and Strategic Planning in Health Care

Promotes understanding of the dynamics of strategic planning for medical organizations of all kinds through an integrated capstone course. Students cultivate skills in environmental assessment, diagnose organizational problems, identify opportunities for improvement, formulate and select strategic alternatives, and create strategic management action plans for effective implementation. Leadership for effective planning in healthcare organizations is emphasized.

HIS 1303 United States Military History I

Examines the American military's evolution from its infancy as colonial militia groups to 1918 as the United States was on the brink of reaching world power status.

HLS 1304 United States Military History II

Explores United States military history from 1918 to the war on terror.

HLS 1305 Western Civilization I

Traces the history of Western civilization, examining developments in Western thought and culture from the earliest recorded civilizations to the 18th century.

HLS 1306 Western Civilization II

Traces the history of Western civilization, examining developments in Western thought and culture from the 18th century through the 21st century.

HLS 2301 Introduction to Terrorism

Examines the various types of terrorism and known terrorist groups deemed to be a probable threat against the citizens of the United States and explores various techniques and resources designed to counter terrorist threats in the United States.

HLS 2302 Introduction to Physical Security

Explores physical security and the impact that it has on society. Topics include vulnerabilities that physical security may have on citizens within the community and measures to enhance physical security as a deterrent to terrorism attacks.

HLS 3301 Weapons of Mass Destruction

Provides an overview of a broad range of topics concerning the use of weapons of mass destruction (WMD), including nuclear, chemical, and biological weapons, development, and terrorist use. The course context is structured to discuss the threat of WMD due to terrorism and rogue states' development of WMD. The goal of the course is to inform the background history and technical concerns as well as how to deal with these concerns in the future.

HLS 3302 American Homeland Security

Evaluates the development of American Homeland Security from various perspectives to include historic, current, legal basis, organizational development, and best practices.

Prerequisite—HLS 3301 or equivalent

HLS 3303 Terrorism Response Operations

Examines various tactical response options with emphasis on pre-incident preparedness,

mitigation actions, and use of protocols within the National Incident Management System framework.

Prerequisite—HLS 3301 or equivalent

HLS 3304 Ethical and Legal Issues in Homeland Security

Highlights major ethical and legal issues of homeland security and develops methods for addressing them. Includes content on rights of privacy, the Patriot Act, and Title 18 of the United States Code.

Prerequisite—HLS 3301 and HLS 2301 or equivalent

HLS 3305 Disaster Planning and Management

Examines the actions needed and the personnel involved in disaster planning, preparedness, response, and recovery with specific reference to terrorism incidents.

Prerequisite—HLS 3307 or equivalent

HLS 3306 Homeland Security Technology

Contrasts various homeland security technology options with emphasis on prevention, protection, mitigation, interdiction/intervention, inspection, detection, and response technologies as they relate to domestic homeland security and first responders operations. Examines terrorists' use of technology and how the evolution of technology has changed terrorist attacks.

Prerequisite—HLS 3301 or equivalent

HLS 3307 Typology of Terrorism

Explores the main types of terrorism as well as examines the radicalization process that may lead to domestic terrorism. This course also explores the causes and reasoning behind homegrown violent extremism in the United States and explores deterrent and prevention methods to counter radicalization that may lead to terrorism.

Prerequisite—HLS 2301 or equivalent

HLS 3308 Special Topics in Homeland Security

Presents an examination of current trends in homeland security as it relates to homeland security present day threats and immigration and border security as well as the impact of domestic terrorism. Students also explore the cost analysis of homeland security programs and examine how various levels of law enforcement are charged with U.S. national security.

Prerequisite—HLS 2301 or equivalent

HLS 4301 Preparedness and Response Partners

Examines the diversity of homeland security partners, their capabilities, strengths, and improvement areas in terms of collaborative preparedness and response.

Prerequisite—HLS 3307 or equivalent

HLS 4302 Cybersecurity Management

Provides an overview of cybersecurity and how best to respond to cyberterrorism and cybercrime. Students learn how to implement cybersecurity awareness into all levels of disaster management. Students are also exposed to cybersecurity awareness, cyber infrastructure impact awareness, communication, deterrence, response, and recovery factors related to cyber infrastructure. Students explore cyber laws, regulations, and ethics and create a cybersecurity strategy by evaluating threats and using risk assessments for critical infrastructure.

Prerequisite—HLS 3307 or equivalent

HLS 4303 Critical Infrastructure Protection

Analyzes threats to critical infrastructure from an "all-hazards" perspective and examines the full range of natural, technological, and man-made disasters and their impact on our nation's critical infrastructure. Students develop risk and threat assessments, safety plans, and strategies for critical infrastructure protection. Finally, students identify the processes for implementing training, education, exercises, and evaluations to ensure infrastructure security.

Prerequisite—HLS 3307 or equivalent

HLS 4304 Intelligence Process

Provides for an in-depth analysis to the concepts and theoretical underpinnings of the U.S. intelligence process. Students analyze intelligence cycles and processes and the collection of intelligence information and data as well as participate in simulations examining the student's role in real-world scenarios linked to various U.S. intelligence agencies.

Prerequisite—HLS 2301 or equivalent

HLS 4320 Homeland Security Capstone

Provides an opportunity for students to demonstrate integrative knowledge and comprehension of the concepts they have learned by completing each of the previous HLS required core courses. Students develop a final project based on a real-world problem in homeland security by applying the knowledge

and tools learned throughout the course and the homeland security program.

Prerequisite—HLS 3304, HLS 4301, HLS 4302, and HLS 4303 or equivalent

HLS 6301 Advanced Special Topics in Homeland Security

Presents an advanced examination of current trends in homeland security as it relates to homeland security present-day threats.

Learners explore homeland security topics, including lone-wolf terrorists, radicalization of a person and/or group, cyberterrorism, and technology innovations.

Prerequisite—MCJ 5135 or equivalent

HLS 6320 Graduate Capstone in Homeland Security

Combines all the concepts learned throughout the duration of the program in a capstone course with a variety of projects and research papers. Each of the projects and papers is designed to incorporate the concepts, topics, subtopics, issues, and theories that learners have acquired throughout the homeland security program. Learners integrate critical thinking skills to complete four mini research papers over the duration of the course that encompasses four core topic areas to include domestic and global homeland security protection; critical infrastructure protection; domestic and global counterterrorism tactics, strategies, and legal initiatives; and weapons of mass destruction.

Prerequisite—MCJ 5135, MHS 5201, MBA 5652, MSE 6201, HLS 6301, CMJ 6303 and MCJ 6453 or equivalent

HTH 1301 Medical Law and Ethics

Introduces the key principles governing release of information and confidentiality of patient information. An overview of healthcare delivery systems and the roles of healthcare professionals is also presented. Other topics include confidentiality; release of information; legislative process; the court system; legal vocabulary; record retention guidelines; patient rights/advocacy; advance directives; and ethics.

HTH 1304 Health Information Technology and Systems

Introduces students to the basic concepts of health information management in the healthcare setting. Historical and current record-keeping practices will be explored as well as a basic overview of healthcare delivery systems. The definition of, standards for, and development of both paper and electronic health records as to content, format, evaluation, and completion are discussed.

Numbering and filing systems, registries, indexes, forms, and screen design and data exchange are addressed. Other topics include data sets, storage, retrieval, use, and structure of healthcare data; record assembly and analysis; chart location; master patient index; physician documentation and release of information; the role of accrediting and regulatory agencies; facility and staff organization; legal and ethical issues; and the transition to an electronic patient record.

HTH 1305 Pharmacology

Provides the general principles and concepts of pharmacology. Explores the indications, dosages/strengths, dosage calculations/measurements, and precautions/contraindications that may be associated with specific drugs or drug classes as well as mechanisms of drug administration and therapeutic management of patients with specific disease states, medical processes, health conditions, or considered as special patient populations.

Prerequisite—HCA 1301 or equivalent

HTH 1306 Introduction to Health Care Statistics

Introduces students to basic statistical principles and calculations as applied in the healthcare environment. Focuses on procedures for collecting and reporting vital statistics and basic quality control population statistics. In addition, students learn the fundamentals of displaying statistical information using a variety of graphs and charts.

Prerequisite—MAT 1301 or equivalent

HTH 2303 Pathophysiology

Provides education on the general mechanisms of disease processes and health problems including inflammation, degeneration, immunity, congenital, hereditary, neoplasia, and diseases caused by deficiencies or excesses. The most commonly occurring diseases of body systems are surveyed.

Prerequisite—HTH 2306 and HCA 1301 or equivalent

HTH 2304 Introduction to Health Information Management

Introduces health information management principles, policies, and procedures including health data content, coding and reimbursement, integrity, registries, access, and retention as well as the integration of technology in health care. Historical and current recordkeeping practices are explored

as well as a basic overview of healthcare delivery systems. Ambulatory care, long-term care, mental health, and acute care health records are introduced. Forms design, filing methods, and types of numbering systems are covered. Other topics include the role of accrediting and regulatory agencies, facility and staff organization, health record content, record management, the transition to an electronic patient record, and future trends in health information.

HTH 2305 Health Information Documentation Management

Provides a foundation regarding documentation requirements for complete and accurate health records as required by licensing, accrediting, and regulatory agencies; skills in data collection tools, data quality assessment and integrity; healthcare data sets and standards; medical terminology; principles and guidelines for using International Classification of Disease (ICD-9-CM or ICD-10-CM); and primary and secondary healthcare data sources.

Prerequisite—HTH 1304 and HCA 1301 or equivalent

HTH 2306 Medical Linguistics and Anatomy

Introduces basic concepts of human anatomy and physiology. The topics covered include, medical language, organization of the body, review of the cells, tissues, and membranes of the body. The body systems covered include skeletal, muscular, integumentary, cardiovascular, lymphatic, immune, respiratory, nervous, sensory, endocrine, gastrointestinal, urinary, and reproductive.

Prerequisite—HCA 1301 or equivalent

HTH 2307 ICD-10-CM

Presents an overview of International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10-CM). Emphasis is placed on the principles, theories, concepts and applications required to code diseases and procedures using the ICD-10-CM classification system. Chapter specific guidelines are considered, and students are given an opportunity to practice coding in a variety of medical scenarios.

Prerequisite—HCA 1301, HTH 2303 and HTH 2306 or equivalent

HTH 2308 Introduction to ICD-10-PCS

Prepares students to utilize the ICD-10-PCS format to build procedure codes. Students are introduced to the code components and guidelines and are trained in applying coding procedures.

Prerequisite— HCA 1301, HTH 2303 and HTH 2306 or equivalent

HTH 2309 Reimbursement Methodologies

Introduces the student to different health insurances, managed care plans, and reimbursement methods. Students become familiar with the health insurance industry, physicians' office billing practices, legal and regulatory issues, and proper billing codes assignment to complete claim forms. Eligibility requirements, claims processing and adjudication, collection, and computerized patient accounting procedures are also emphasized.

Prerequisite—HCA 1301 or equivalent

HTH 2310 Introduction to Current Procedural Terminology

Focuses on the conventions and guidelines of the Current Procedural Terminology (CPT) coding system. An overview of coding and guidelines, coding conventions, evaluation and management services, medicine used in CPT and for the Health Care Procedural Coding System (HCPCS). Students will practice applying all CPT and HCPCS codes that relate to the outpatient setting.

Prerequisite— HCA 1301, HTH 2303 and HTH 2306 or equivalent

HUM 2301 Historical Tour of Italy

Examines the history, culture, and art that is portrayed in Italy. Students investigate Italy's many wonders through the ages, including the artwork of Italy's great cathedrals to the stunning piazzas that frame the cities. Students also explore the greatest art and architectural examples from each period between the rise of the Roman Empire to the dawn of the Italian Renaissance.

HY 1110 American History I

Explores the social, political, and economic history of the United States from pre-Columbian discovery through the conclusion of post-Civil War Reconstruction.

HY 1120 American History II

Explores the social, political, and economic history of the United States from the advent of the Gilded Age to the early 21st century.

ITC 2301 Personal Computer Fundamentals

Examines the fundamentals of personal computers with an emphasis on current application software. Provides an overview of personal computers, operating systems, and

Internet technologies. Includes extensive and valuable hands-on experience using several applications in the Microsoft Office Suite.

ITC 2302 Introduction to Data Communications

Examines data communications fundamentals, including the transmission and reception of data signals, networking and network architecture, and communications protocols. Provides a baseline level of knowledge for success in industry and preparation for networking certifications, including the Network+, Microsoft Certified Systems Administrator (MCSA), Microsoft Certified Systems Engineer (MCSE), Certified Novell Administrator (CNA), and Cisco Certified Network Associate (CCNA) designations.

Prerequisite— ITC 2301 or equivalent

ITC 3306 Operating Systems

Introduces both theoretical and technical aspects of several current operating systems. Areas covered within this course are operating system installation, configuration, use, and maintenance. Network, device, and file system topics are included.

Prerequisite— ITC 2301 or equivalent

ITC 3308 Cloud Computing

Explores cloud computing fundamentals that pertain to both technology and business considerations. Topics covered are cloud services, cloud architectures, cloud backup and storage, sharing of digital media, cloud-based applications, mobile systems, virtualization, and cloud security and management. This course prepares students to sit for the CompTIA Cloud Essentials Certification.

Prerequisite— ITC 2301 or equivalent

ITC 3309 Introduction to Mobile Technology

Covers key trends and issues of a mobile environment as well as recent developments in mobile computing. Topics include mobile evolution, social networking, mobile strategy, management, and security. This course provides a baseline level of knowledge for success in industry and a basic foundational knowledge for mobile certifications.

ITC 3840 Maintaining Microcomputer Systems I

Examines microcomputer hardware and peripheral installation, maintenance, and troubleshooting, including networking and security considerations. Material covered prepares students for additional study in networking and information security or

support technician positions. This course requires a PC with Windows as it assists with preparing students to sit for the A+ exam.

ITC 4010 System Analysis and Design

Explores structured systems analysis and design terminology and techniques. Presents a foundation in systems design and documentation necessary for effective communication and career advancement for all technology professionals.

ITC 4150 Database Design and Implementation

Provides a comprehensive coverage of database systems design, development, and implementation. Examines the tools and techniques necessary in creating data models and subsequent database designs. Provides hands-on experience using diagramming tools.

ITC 4210 Programming Concepts and Problem Solving I

Presents an introduction to solving computer-programming problems using Visual Basic. Includes principles that translate easily to many other modern programming languages. Focuses on user interfaces, program structure, language syntax, and implementation details. Requires Microsoft Visual Basic.

ITC 4310 Web Design and Development

Presents web design principles and techniques coupled with practical experience in the design and creation of websites. Includes coverage of the latest tools, trends, and issues relating to computers and technology.

ITC 4312 Data Analytics

Introduces students to the use of business intelligence (BI) and big analytics to support decision-making. This course includes theoretical and practical topics surrounding data and data mining, data warehousing, and analytics. New and emerging technologies are presented, and students will gain meaningful information in the use of data analysis tools.

ITC 4313 IT Ethics and Professionalism

Educates existing and future business managers and IT professionals on the tremendous impact ethical issues have on the use of information technology (IT) in the modern business world. This course includes studies of professional codes of ethical conduct, philosophy of ethics, risk analysis, liability, responsibility, security, privacy, intellectual property, the Internet, and various laws that affect an information technology infrastructure.

Prerequisite— ITC 4390 or equivalent

ITC 4390 Internet and Network Security

Provides a practical examination of information security fundamentals. Includes security planning, technologies, and personnel issues. Covers material helpful in the preparation for the Security+ certification exam.

ITC 4453 IT Infrastructure Management

Presents a comprehensive study of current technology management trends and tools. Includes coverage of varying types, sizes, and levels with an emphasis on larger organizations and systems.

ITC 4760 Information Technology Evaluation and Implementation I

Results in the completion and delivery of the first phases of a faculty-approved information technology (IT) project management plan through a capstone project course. This course includes readings in project management, development of a project management plan, and the practical application of project management software.

Prerequisite— ITC 2302, ITC 3840, ITC 4010, ITC 4150, ITC 4210, ITC 4310, ITC 4390 or equivalent

ITC 4780 Information Technology Evaluation and Implementation II

Focuses on a capstone project resulting in the completion and delivery of the final phases of a faculty-approved information technology (IT) project management plan, continued from the prerequisite course ITC 4760. This course includes additional readings in project management, advanced topics of project and process management, and additional practice with project management software and tools. Prerequisite—ITC 4760 or equivalent

LSS 1300 Learning Strategies for Success

Introduces the skill set needed to succeed in online courses. It provides opportunities for learners to write effective college papers, use the CSU Online Library, and develop strategies that enhance career planning.

MAR 3211 Consumer Behavior

Investigates consumer behavior as the study of people and the products that shape their identities. Presents personal and professional relevance to consumer behavior, including psychological, social, economic, and political foundations in consumer activities. Learners analyze buying behavior by exploring the products, services, and consumption activities from a multicultural perspective, which contributes to the broader social world.

MAR 3231 Marketing Research

Introduces the marketing research process. Exploration of the many ways that marketing researchers gather information and utilize technology and the Internet in marketing research. Global marketing research is explored in detail and includes ethical, social, political, and legal implications to research activities.

MAR 3271 Advertising

Focuses on the importance of how businesses integrate marketing communications into their business models and how advertising is produced and transmitted using traditional and new media channels. Learners explore the global effects of marketing and advertising on business, industry, and national economies as well as the strategic function of advertising within the broader context of business and marketing.

MAT 0390 Intermediate Algebra

Presents a foundation in pre-algebra and college algebra concepts. Topics include the following: graphs, functions, linear equations, inequalities, polynomials, rational functions, and quadratic equations.

Note: This course is for institutional credit only and will not be used in meeting degree requirements. This course will not substitute for any general studies requirement.

MAT 1301 Liberal Arts Math

Introduces non-technical applications of mathematics in the modern world. Cultivates an appreciation of the significance of mathematics in daily life and develops students' mathematical reasoning. Subjects include quantitative information in real-world situations, geometry, statistics, and probability.

MAT 1302 Algebra I

Presents traditional concepts in college algebra. Topics include the following: linear and quadratic equations, complex numbers, polynomials, rational functions, inequalities, exponential and logarithmic functions, and systems of equations. Students entering this course should be proficient in pre-algebra concepts.

MAT 1303 Algebra II

Presents a focus on algebraic concepts and introduces trigonometric principles. Topics include the following: equations, inequalities, polynomial and rational functions, conic sections, analytic geometry, angles, right

triangle trigonometry, and trigonometric functions.

Prerequisite—MAT 1302 or equivalent

MAT 1304 Finite Math

Surveys mathematical analysis techniques used in work and everyday-life situations. Topics include an introduction of linear functions, matrices, logic, mathematics of finance, probability, and counting techniques along with their applications.

MAT 2301 Elementary Statistics

Introduces the basic principles and issues relevant to the understanding of data sources and research. Students gain an overview of the basic concepts of statistics by exploring the world of descriptive statistics, probability, and inferential statistics.

Prerequisite—MAT 1302 or equivalent

MAT 2302 Pre-Calculus

Explores in-depth, pre-calculus mathematics. Topics include functions and their graphs, a study of polynomials and rational functions, exponential and logarithmic functions, conics, and an introduction to calculus.

Prerequisite—MAT 1302 or equivalent

MAT 2303 Calculus

Examines the basics of calculus. Topics include the differential calculus computations and applications to graphing and finding maxima-minima, the integral calculus substitution and applications to area and probability, and the Fundamental Theorem of Calculus.

Prerequisite—MAT 2302 or equivalent

MBA 5101 Strategic Management and Business Policy

Examines both contemporary and traditional management approaches to determine strategic direction and business policy. Topics include the development of corporate governance; the roles and responsibilities of boards of directors; and the benefits of using strategic planning processes, including formulation, implementation, evaluation, and a comparison of various strategic planning models.

MBA 5401 Management Information Systems

Considers the theory and practice of management information systems, including information requirements analysis, design methodology, and system implementation considerations. Topics include new technology convergence, management of disrupted

technology, technology impacts, and business continuity planning.

MBA 5501 Advanced Marketing

Provides an overview of advanced topics in marketing planning, strategy, analysis, and control. Emphasis on consumer needs and analysis, market position, competition, and public policy environment related to marketing activities.

MBA 5652 Research Methods

Introduces both the theory and practice of using quantitative and qualitative research methodological approaches to solve problems, leverage opportunities, and help achieve organizational goals. Applied research methods are illustrated, including surveys, interviews focus groups, case studies, observations, and experimentation. Contemporary and actionable statistical procedures as well as data analysis tools are examined. Best practices for presentation of research results also are appraised.

MBA 5841 Strategic Marketing

Presents an overview of marketing management with an emphasis placed on enabling the marketing manager to create strategies that “fit” the product/service to the organization’s distinctive competencies and its target market. Develops decision-making skills in marketing and provides an overview of the strategic marketing management process. Reviews the different methods used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy.

MBA 5851 Marketing Research

Introduces students to the marketing research process and the importance of market research within an organization. The course includes an exploration of the methodologies that market researchers use to compile and analyze information through the use of statistical tools. Ethical aspects of market research are also be examined.

MBA 5861 New Product Marketing

Explores several new product subject areas including marketing, branding, creative design, and management issues related to new product marketing. Designed for students interested in brand management and positioning in the context of both small entrepreneurial firms and large corporations. Explores the challenges faced by marketers, business managers, and consultants in bringing a new technology to the market.

MBA 5871 Business-to-Business Marketing

Provides a presentation of strategic marketing and business policies with an application of the business-to-business platform. Focus is placed on the organizational buyer and the need for a relationship based buying structure. Concepts include the foundations of e-commerce, retailing and advertising, market research, various marketing strategies and implementation of such strategies, and the management of business marketing channels.

MBA 6001 Organizational Research and Theory

Examines organizational theory and managerial concepts of human behavior in organizations. Topics include theoretical and practical application of motivation, leadership, power, and reward systems. Provides a balanced view of the structural and human sides of organization design.

MBA 6053 Economics for Managers

Applies economic theory to managerial decision making. Topics include demand analysis and estimation, analysis of cost and production, profit maximization under different market structures, optimal pricing, and decision-making under uncertainty.

MBA 6081 Corporate Finance

Presents the fundamentals of corporate finance management, emphasizing the development of tools of analysis necessary to assess a company’s financial health and value; allocate financial resources; determine cost of capital; and assess investment and business opportunities, risk-return relationships, and working capital management.

MBA 6151 Operations Research

Examines operations research with emphasis on applications of network, inventory, scheduling, queuing decision models for business and management, and basic problems in operations management.

MBA 6301 Business Ethics

Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity.

MBA 6601 International Business

Examines current patterns of international business and social, economic, political, and cultural systems impacting the conduct of business. Topics include international business transactions, financial institutions facilitating

international transactions, and the interface between nation states and the firms conducting foreign business activities.

MBA 6631 Intercultural Management

Provides a comparative study of the multicultural, intercultural, and diversity dynamics of conducting domestic and international business. Focus is on the unique intercultural and multicultural problems, characteristics, opportunities, and demands faced by firms in both local and domestic businesses and the individuals engaged in its corresponding intercultural and multicultural communications, negotiations, integration, and unique transactions across value systems of various nations.

MBA 6641 International Economics

Presents a study of trade and international economics. Considers comparative advantage, production factors, and how growth is influenced by trade and various alternative trade theories. Analysis of trade restrictions and the effect of trade on environment and political policies.

MBA 6651 International Finance

Presents a study of economics in the international context of foreign exchange and currency markets and their impact on international economics. The interrelationship of exchange rates and economics factors are also discussed.

MBA 6931 Project Management Strategy and Tactics

Introduces the methodologies and technologies that assist project managers in the coordination of projects from inception through completion. Instructs learners to satisfy customer needs, apply budgeting concepts, manage production time, invest resources, and create performance specifications designed with defined requirements. Provides tools to understand, design, and apply systematic project management organization and administration.

MBA 6941 Managing Project Teams

Analyzes the diverse sectors of project management leadership, team activity, and range of organizations and topics related to project teams. Project teams are comprised of multiple job sectors and divisions. The roles of project team members are explored from project creation to completion, while managing team conflict, motivation, individual and group behavior, and strategic completion of work assignments.

MBA 6951 Managing Complex Projects

Provides a comprehensive study of the project management process and the complexities of project management from a systems perspective. Includes the systematic approach to planning activities, controlling and closing project integration management, project scope management, project time management, project cost management, project quality management, project communication management, project risk management, and project human resources management. Prepares students to plan, control, and perform projects within the modern workplace by presenting requisite processes and techniques.

MBA 6961 Project Management

Provides a comprehensive study of the skills of problem-solving and decision-making, which are critical to effective project management. Includes program value, project definition, environmental considerations, time sensitivity, risk sensitivity, metrics gathering, cost reduction, impact analysis, risk response controls, and basic elements of contracts. Focuses on practicing effective decision-making, including learning how to identify and quantify problems and potential solutions.

MCJ 5135 Theory of Crime and Criminology

Examines historical explanations of crime and criminal behavior and addresses the social impact of crime, crime prevention, and research into current issues.

MCJ 5390 Critical Analysis of Criminal Justice Administration

Presents an overview of criminal justice administration theories, research methodologies, and technologies that impact criminal justice administrations (law enforcement, courts, and corrections). Examines principles of administration, including organizational structure, function, and the processes of criminal justice systems.
Prerequisite—MCJ 5135 or equivalent

MCJ 6230 Constitutional Law for Criminal Justice

Explores constitutional law and its impact on contemporary America, including constitutional rights and potential civil liability in the workplace.
Prerequisite—MCJ 5135 or equivalent

MCJ 6374 Special Topics in Criminology and Criminal Justice

Allows the student to demonstrate comprehensive knowledge of the criminal justice system through a project focusing on criminal justice policies and procedures, criminal justice theories, and research methodologies. Throughout this course, the student will draw upon all material learned in previous courses, new material introduced in this course, as well as faculty feedback resulting in a broad,

conceptual, and practical intelligence of criminal justice.

Prerequisite—CMJ 5302, CMJ 5303, CMJ 5304, MCJ 5390, MCJ 5532, PUA 5305, MCJ 6230, CMJ 6302, CMJ 6303, and MCJ 6453 or equivalent

MCJ 6453 Global Terrorism

Presents the evolution of new laws that create a cooperative environment coordinating training and action measures between local, state, and federal agencies in an effort to singularly respond to and prevent terrorist threats and incidents.

Prerequisite—MCJ 5135 or equivalent

MEE 5801 Industrial and Hazardous Waste Management

Examines solid and hazardous wastes and how such wastes are managed in modern society. Topics covered are the generation, treatment, and disposal of wastes generated by the non-commercial and industrial segments of society.

MEE 5901 Advanced Solid Waste Management

Presents the growing and increasingly intricate problems of controlling and processing the refuse created by urban society. Includes discussion of issues concerning regulations and legislation with major emphasis on solid waste engineering principles.

Prerequisite—MEE 5801 or equivalent

MEE 6201 Advanced Pollution Prevention

Provides an in-depth study of advanced pollution prevention practices with the preparation of a pollution prevention management plan. Emphasizes methodologies that achieve environmental compliance through less expensive pollution control methods.

Prerequisite—MEE 5801 or equivalent

MEE 6501 Advanced Air Quality Control

Explores an in-depth study of advanced air quality control science and management practices. Addresses health effects, environmental impacts, monitoring, modeling, and treatment.

Prerequisite—MEE 5801 or equivalent

MGT 3302 Introduction to Project Management

Explores project management and the project management process framework. This course provides an overview of the five project management process groups, including initiating, planning, executing, controlling and monitoring, and closing.

MHA 5001 Healthcare Financial Management

Focuses on various aspects of financial management, including theory, terminology, and finance techniques used in healthcare organizations. An emphasis is placed on external financial options, cost accounting, and how change and innovation drive the organization. Students will learn how to use financial data to make decisions in strategic planning regarding the organization's short-term and long-term future.

MHA 5101 Legal Foundations of Health Care

Provides an analysis of the legal aspects of healthcare delivery and the impact on healthcare institutions. Students examine tort law, professional liability, cost controls, liability insurance, antitrust, and healthcare access.

MHA 5201 Health Resources and Policy Analysis

Analyzes public policies impacting healthcare programs, services, organizations, and program accessibility to citizens. Explores health policy generation, legislation, and implementation.

MHA 6501 Advanced Healthcare Management

Explores administrative practice in health care with emphasis on long-term and acute care services. Topics include healthcare structures and systems, managerial processes, operations, planning, marketing, human resources, finance, productivity and control, and the emerging trends in health services.

MHR 6401 Employment Law

Examines laws and regulations impacting rights and responsibilities within the employee and employer relationship. Topics include common law principles, discrimination, wage and hour law, National Labor Relations Act and other labor and employment laws. Focus is on federal laws governing employment.

MHR 6451 Human Resource Management Methods

Examines personnel administration for line supervisors and managers and integrates a systems approach to government regulation of employment, employment laws, conflict resolution, and performance-based personnel management.

MHR 6551 Training and Development

Presents a study of current trends in human resource training and development with application to diverse organization environments and labor practices.

MHR 6751 Labor Relations and Collective Bargaining

Explores labor relations, contract negotiation, administration, bargaining units, and decision-making processes. Examines the social, political, and economic impacts of collective bargaining and challenges to the administration of a collectively established relationship.

MHR 6901 Compensation Management

Presents fundamental concepts, issues, and techniques associated with designing, managing, and evaluating compensation and benefits programs for increased organizational performance and competitive staffing.

MHS 5201 Weapons of Mass Destruction

Presents a balanced approach and detailed description of the security environment while illuminating the multidimensional nature of weapons of mass destruction and terrorism. Explores technical aspects of threats, terrorist capabilities, and risk assessments that form the basis for making strategic decisions.
Prerequisite— MOS 6801 or equivalent

MKT 3302 Internet Marketing Principles

Presents the conceptual and practical knowledge needed to comprehend the implications of the Internet for business. Guides learners through the concepts, trends, and best practices for doing business online to provide the ability to develop and implement effective strategies for Internet marketing.

MKT 5306 Entrepreneurial Marketing

Explores entrepreneurial marketing and the role it plays in creating value for customers, channel members, affiliate partners, employees, investors, and other stakeholders. Students demonstrate competency by synthesizing both traditional and digital marketing methods to create an implementable marketing plan for an entrepreneurial-based offering. Key elements integrated into the plan include segmenting and targeting markets, positioning, value creation, product and idea generation, branding, distribution, pricing, promotion, and implementation. Special consideration is given to global and ethical marketing.

MOS 5101 Safety and Accident Prevention

Analyzes the theories and principles of occupational safety and health (OSH) and their practical applications in the workplace. Focus is placed on the evaluation and control of workplace safety hazards.

MOS 5201 Safety Engineering

Presents a study of providing practical input about design ergonomics, desired safety features, and human factors. Examines how the occupational safety and health (OSH) professional works with the designer to ensure the appropriate product, facility, or equipment needed for a project.

Prerequisite— MOS 5301, MOS 6301, MOS 5425, and MOS 6701 or equivalent

MOS 5301 Fire Protection Technology

Introduces the design, specification, approving, testing, maintaining, and installing of fire protection systems. Examines a wide variety of simple and complex special hazard fire alarm systems through the use of real-world applications.
Prerequisite— MOS 5101 or equivalent

MOS 5425 Advanced Toxicology

Presents advanced concepts of toxicology in the occupational environment. Analysis of target organs, adverse health effects, and the systems/organs that are the targets of toxicants. Includes assessments of safety and risk of carcinogenic and non-carcinogenic chemicals.
Prerequisite— MOS 5101 and MOS 6301 or equivalent

MOS 5525 Integrated Safety Management Systems

Provides a comprehensive, comparative review of environmental safety and health

systems-based management standards established by organizations such as the American National Standards Institute (ANSI) and the International Standards Organization (ISO) with an emphasis on shared management systems foundations that have been demonstrated to lead to organizational success.

Prerequisite— MOS 5101 or equivalent

MOS 5640 Advanced Interactions of Hazardous Materials

Presents an advanced examination of how emergency incidents are developed or impacted by hazardous materials using the fundamental concepts of organic and inorganic chemistry understandable to all emergency services personnel. Shows how key elements and compounds undergo important changes during a hazardous materials incident.

Prerequisite— MOS 6801 or equivalent

MOS 6301 Advanced Industrial Hygiene

Examines advanced practical theory as it applies to the classical industrial hygiene field. Reviews an array of investigative, scientific, engineering, organizational, and social skills that are necessary to effectively control occupational and environmental health hazards.

Prerequisite— MOS 5101 or equivalent

MOS 6625 System Safety Engineering

Provides an advanced study of system safety with an emphasis on risk control of engineering and technological systems. Addresses basic and essential information about the identification, evaluation, analysis, and control of hazards in components, systems, subsystems, processes, and facilities.
Prerequisite— MOS 5525 or equivalent

MOS 6701 Advanced Ergonomics

Presents a comprehensive study of ergonomics and ergonomic principles with particular attention given to ergonomic development in the workplace. Design and evaluation of ergonomic systems and ergonomic program design and development are given special attention.
Prerequisite— MOS 5101 or equivalent

MOS 6801 Emergency Management

Focuses on the evolution of emergency management and the role of the federal government over the last 110 years. Students investigate Hurricane Katrina to identify the breakdown of response efforts that resulted in the reconstruction of federal policies and procedures. Finally, students study major

disasters since Hurricane Katrina to assess present and future government response capabilities to a major disaster.

MSE 5101 Legal Aspects of Emergency Services Management

Explores the basic principles and terms of law in relation to the field of emergency management and various legal actions against people or organizations charged with emergency services management duties. Contains court cases, statutes, and regulations that have an impact on emergency service organizations.

Prerequisite— EMG 6305 or equivalent

MSE 5201 Advanced Fire Administration

Analyzes the fire service operations within emergency management. Students examine the role that the fire service has within the emergency management field and how senior emergency management officials manage the operational component of a rescue department during an emergency.

Prerequisite— MOS 6801 or equivalent

MSE 5301 Interagency Disaster Management

Focuses on interagency cooperation for complex crises and domestic emergencies. Reviews the coordinating mechanisms and planning tools within the disaster response community for enhanced interagency response operations. Particular attention is paid to lessons from post 9/11 and Hurricane Katrina.

Prerequisite— EMG 6305 or equivalent

MSE 6201 Homeland Security

Presents a comprehensive examination of homeland security, terrorism, domestic security, emergency preparedness, and border and transportation security. Provides a definitive overview of our nation's critical homeland security issues focusing on analysis, insight, and practical recommendations.

Prerequisite— MOS 6801 or equivalent

MSE 6301 Risk Management

Provides a comprehensive foundation on the background, components, and systems involved in the management of disasters and other man-made or natural emergencies. Examples focus on the U.S. domestic system of emergency management.

Prerequisite— EMG 6305 or equivalent

MSE 6701 Case Studies in Natural Catastrophes and Man-Made Disasters

Presents a critical look at emergency services management interactions in major historical natural catastrophes, man-made disasters, or terrorist incidents through the lessons learned from case study evaluation.

Prerequisite— MSE 6301, MHS 5201, MSE 5101, EMG 6305, MCJ 6453, and MOS 5640 or equivalent

MSL 5080 Methods of Analysis for Business Operations

Examines quantitative analysis techniques in strategic business decision-making and the management of production and service operations. Introduces tools such as forecasting, decision analysis simulation, linear programming, and project management. These quantitative techniques assist managerial decision-making in finance, marketing, quality assurance, service, and human resources.

Prerequisite—RCH 5302 or equivalent

MSL 5200 Crisis Communication Management

Emphasizes that managers must be in a position to communicate effectively during crisis situations. Knowledge and specific skills are presented in this course to assist managers with effective communication during stressful or emergency situations.

MSL 6000 Psychological Foundations of Leadership

Presents the basic concepts, theories, and research regarding psychological issues related to organizational behavior and leadership. Includes the nature of leadership, leadership behavior, and specific psychological traits of ordinary individuals in leadership roles.

MSL 6040 Current Issues in Leadership

Examines critical issues in leadership, using a case analysis method. Explores the role of leadership in current business organizations. Serves as the capstone course for the Master of Science in Organizational Leadership curriculum and includes a significant writing component.

OPS 2301 Military Problem Solving and Leadership

Provides a fundamental overview of leadership practices that will enhance students' critical and creative thinking skills. Students will analyze how active listening directly relates to effective leadership, the importance of putting

their employees before themselves, and creative problem-solving techniques as well as examine influencers of team performance.

OPS 2302 Foundations of Military Logistics

Examines military logistics in support of combat theater operations and disasters. Students examine, through the course readings and individualized research, the basic concepts of military logistics and operations as well as operational support.

OPS 2303 Military Fitness

Examines military fitness that supports and improves the training capabilities of military personnel. Learners explore and analyze fitness concepts and training protocols needed for operational readiness. The course covers basic everyday fitness testing, combat environment readiness as well as nutrition programs that support physical training demands.

OPS 3301 Seminar in Military Operations

Emphasizes decision-making, operational planning, and problem-solving strategies for military and civilian leaders. Students examine operational planning for conventional and unconventional warfare. The course increases learner understanding of planning across different operating environments in order to solve poorly structured problems. Learners analyze different scenarios and case studies to develop operational leadership skills.

OSH 2301 Introduction to Workplace Safety Examines management safety and health responsibilities for frontline workers and emphasizes significant hazards common to the industrial environment. Various hazard control methods are also addressed.

OSH 2302 Introduction to Regulatory Compliance

Provides an introductory overview of the United States regulatory environment as it relates to the responsibilities of the environmental safety and health practitioner. The course introduces important laws and presents the federal- and state-level primary regulatory agencies that oversee the implementation of those laws through the regulatory process.

Prerequisite—OSH 2301 or equivalent

OSH 2303 Hazardous Materials Safety

Reviews principles and best practices related to the management of hazardous materials and wastes in the workplace. Covers Occupational Safety and Health Administration (OSHA), Environmental Protection Agency

(EPA), and Department of Transportation (DOT) requirements regarding labeling, handling, and transportation of hazardous materials as well as hazard communication and training in the workplace. Hazardous material spill response is also discussed.

Prerequisite—OSH 2301 or equivalent

OSH 2304 Introduction to Contractor Safety

Provides an overview of the key elements of contractor safety in the manufacturing and construction industries to include coverage of multi-employer worksite issues, contractor vetting, contractor responsibilities, and accountability.

Prerequisite—OSH 2301 or equivalent

OSH 2305 Fleet and Driver Safety

Provides a thorough overview of motor fleet safety and instructional programs. Focus areas include accident prevention, security, job safety analysis, school bus safety, shipping and storage of hazardous materials, driver selection and training, vehicle inspection, and considerations for a small fleet.

Prerequisite—OSH 2301 or equivalent

OSH 3306 Workers' Compensation

Examines the fundamentals of workers' compensation including the history and legal aspects of state workers' compensation systems, workers' rights, claims management, reporting and recording requirements, and various types of coverage available to employers.

OSH 3311 Construction Safety and Health Management

Includes a comprehensive overview of construction safety management with special attention paid to identifying and managing hazards in a continually changing workplace environment that includes multiple trades and employers cycling through the jobsite over the duration of the project.

Prerequisite—OSH 2301 or equivalent

OSH 3312 Safety and Health in the Oil and Gas Industry

Provides an overview of occupational safety and health issues in the oil and gas industry with a focus on analyzing and controlling risks for industrial processes, particularly as they relate to high-consequence events. Previous industrial accidents are examined to assist students in understanding methods to reduce the likelihood of such events.

Prerequisite—OSH 2301 or equivalent

OSH 4308 Advanced Concepts in Environmental Safety Management

Provides a comprehensive overview of the occupational safety and health field of study to include the application of quantitative problem solving related to workplace safety and health. Prepares students for the Associate Safety Professional (ASP) and Certified Safety Professional (CSP) exams.

Prerequisite—BOS 4025, BOS 3525, BOS 3401, BOS 3640, BOS 4301, BOS 4201, and BOS 3651 or equivalent

OSH 4310 Special Topics in Construction Safety

Includes in-depth analyses of highly relevant issues that relate to construction safety and health to include consideration of emerging issues in construction, unique high-risk hazards and related controls, and applications of technology that are useful for identifying and controlling hazards at the jobsite.

Prerequisite—OSH 2301 or equivalent

PHL 1010 Critical Thinking

Explores different methods of enhancing the quality of learning and life by systematically improving an individual's way of thinking.

PHL 2350 Philosophies of World Religions

Explores the histories, ideas, beliefs, and characteristic practices of the world's major religions.

PHS 1120 Principles of Modern Physical Science

Explores fundamental concepts of modern physics with minimized computation. Main topics covered are properties of light and sound, electromagnetism, and theories of relativity by Einstein.

PHY 1301 Physics I

Provides fundamental concepts of classical physics with minimized computation in a conceptual and practical manner intended for non-science major students. Main topics covered are Newtonian mechanics, properties of matter and energy, and basic ideas of thermodynamics.

POL 2301 United States Government

Examines government and politics in America by focusing on the origins, entities, processes, and functions of our political system and the influential role of interest groups and the media.

PS 2000 Introduction to Political Science

Introduces the key concepts, theories, philosophies, and ideologies of political science and explores the subfields of international relations and foreign policy while examining the various players and their roles. Students discover how the many components of political science are vital in understanding modern society and war.

PS 2010 American State and Local Politics

Introduces components and processes inherent to state and local government in the United States. Acquaints students with the structures and functions of state and local governments as well as the methods and motivations behind political decisions.

PSY 1010 General Psychology

Surveys the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes. PSY 2010 Abnormal Psychology Explores the definition of abnormal behavior and causes, classifications, and assessments for psychological disorders.

PSY 2010 Abnormal Psychology

Explores the definition of abnormal behavior and causes, classifications, and assessments for psychological disorders. Prerequisite—PSY 1010 or equivalent

PSY 3019 History and Systems of Psychology

Explores the historical, philosophical, and scientific roots of modern psychology, including the people, cultural aspects, and events that shaped the evolution of psychology.

Prerequisite—PSY 1010 or equivalent

PSY 3140 Social Psychology

Examines how an individual's mental life and behavior are shaped by interactions with other people. Specific topics include aggression, attitudes, social influence, stereotypes, and group processes.

Prerequisite—PSY 1010 or equivalent

PSY 3150 Developmental Psychology

Surveys human development across the life span with emphasis on psychosocial, physical, emotional, and cognitive changes.

Prerequisite—PSY 1010 or equivalent

PSY 3307 Forensic Psychology

Introduces criminal behavior from a psychological perspective. Students explore

the role of the forensic psychologist, review various psychological theories of criminal behavior, analyze different crimes from a psychological perspective, and examine current research in the field. Students also learn about how psychologists intersect with law enforcement and the U.S. criminal justice system as well as how psychological treatment efforts can aid in the rehabilitation of the offender.

Prerequisite—PSY 1010 or equivalent

PSY 3350 Theories of Personality

Analyzes the major theories and systems of personality and introduces research methods in personality.

Prerequisite—PSY 1010 or equivalent

PSY 3380 Psychology of Learning

Introduction to the branch of psychology that addresses how people and animals learn and how their behaviors are changed as a result of this learning.

Prerequisite—PSY 1010 or equivalent

PSY 3505 Psychology of Adjustment

Examines human adjustments to life events and the changing requirements of the environment. Some of the topics covered in this class include self-understanding, stress coping techniques, and different stages of life. Classic and contemporary theories and research are discussed.

Prerequisite—PSY 1010 or equivalent

PSY 4021 Physiological Psychology

Presents the physiological correlates of behavior. Explores current problems, theories, and techniques in physiological psychology with an emphasis on central nervous system mechanisms.

Prerequisite—BIO 1030 and PSY 1010 or equivalent

PSY 4320 Psychology Capstone

Allows students to thoroughly examine a current psychological topic of interest through an independent theoretical investigation. Students further develop the ability to effectively communicate psychological knowledge through the completion of a research project of their choosing. Students design a research proposal and report hypothetical findings. In addition, various topics and theories within psychology are reviewed as a culmination for their experience in Psychology.

Prerequisite—PSY 4501 and PSY 4560 or equivalent

PSY 4460 Cognitive Psychology

Examines how the mind and brain operate from a psychological and physiological perspective, including cognitive development across the life span, the human memory, and the cognitive processes.

Prerequisite—PSY 1010 or equivalent

PSY 4501 Research Methods in Psychology

Introduces research methods in psychology. The primary emphasis is on behavioral research, but the approach can be applied in other fields as the broad basis of scientific thinking.

Prerequisite—PSY 1010 and MAT 1302 or equivalent

PSY 4560 Psychological Assessment

Examines the fundamental principles in the development and use of psychological tests. The course explores a variety of psychological tests, including objective and subjective personality tests, intelligence and achievement tests, neuropsychological tests, and other tests used in special settings.

Prerequisite—PSY 1010 or equivalent

PSY 4620 Health Psychology

Surveys health psychology and behavioral medicine. Examines the science that connects behavior to health in a biopsychosocial model, including the psychological processes and relationships between health and human behavior. Current research into the prevention, treatment, and causes of health-related disorders is also examined.

Prerequisite—PSY 1010 or equivalent

PSY 4680 Industrial Organizational Psychology

Provides an analytical understanding of industrial/organizational (I/O) psychology, one of the major applied areas of psychology. Examines the diverse field that addresses the human side of organizations.

Prerequisite—PSY 1010 or equivalent

PUA 5301 Administration of Public Institutions

Focuses on the evolution of the ontological (view of reality) and epistemological (view of knowledge derivation) theoretical foundations that undergird the multidisciplinary applied field of public administration research and practice. Students engage in critical thinking and decision-making in the application of public administration theoretical knowledge to the processes of solving real-world problems facing the field of public administration

demonstrated in written evaluation briefings using both analysis and synthesis.

PUA 5302 Public Administration Ethics

Focuses on meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis, engage in critical thinking and problem solving for comprehension of real problems facing public managers.

PUA 5303 Organizational Theory

Presents the foundational theories of both organizational theory and organizational behavior in the public administration context. Students evaluate the usefulness and applicability of various organizational, theoretical, and behavioral-based theoretical constructs to specific public sector organization/agency case study scenarios. Students apply theory to practice in solving case study problems, using appropriate and applicable theories from the body of literature addressing organizational theory and behavior in the context of public service.

PUA 5304 Quantitative Research Methods

Examines applied research, quantitative research, and qualitative research designs and methodologies that are applicable to the public workplace. Outlines each step in the research process for the public sector professional.

PUA 5305 Public Finance and Budgeting

Presents the foundational theories and methodological tools used in public finance and budgeting. Students apply their knowledge to make use of finance and budgeting methodological tools, such as cost-benefit and cost-effectiveness analysis in the application of finance and budgetary theory to practice. Students also create and oversee public sector fiscal processes. Students evaluate a budget and identify important budget items that public managers must consider in preparation and presentation of a budget. The usefulness of finance and budgeting theoretical constructs and methodological tools are applied to solve real-world public finance and budgetary case studies.

PUA 5306 Public Policy

Provides a critical overview of the public policy process and effects on public, nonprofit, and private organizations. Students identify the steps in the public policy and analysis process, including problem identification, policy formation, and implementation, as well as evaluate techniques within various public sectors and nonprofit organization environments. Students implement successful strategies using case analysis and demonstrate understanding of the policy steps as students apply them to a public policy moving through their state, city, or county legislature or policy regulation within the public agency.

PUA 5307 Strategic Planning

Provides an in-depth examination of strategic planning in the public and nonprofit sectors. Highlights how the lack of strategic planning has negatively impacted the efficiency and effectiveness of public and nonprofit agencies historically. In addition, the course presents real-world applicable strategies and techniques that can empower public and nonprofit agencies to craft strategic plans that will help ensure their health and success during an era of cutback management, reduced budgets and revenues, and increased citizen and stakeholder demand.

PUA 5308 MPA Seminar

Meets the critical thinking, written, and presentation outcomes of the MPA program. Students demonstrate integrative knowledge and comprehension of the theoretical constructs and methodological tools that they have learned in each of the previous MPA core courses. Students apply theory to practice and evaluate the usefulness of technology and e-government, e-learning, and e-training in a public sector context. Students develop a final project based on current and near future technological innovation and evaluate the usefulness of the technological innovation to enhancing the service provision of a governmental or nonprofit organization or agency.

Prerequisite – PUA 5301, PUA 5302, PUA 5303, PUA 5304, PUA 5305, PUA 5306, and PUA 5307 or equivalent

PUH 5301 Public Health Concepts

Introduces students to the major public health disciplines, including community health, environmental health, health administration, biostatistics, epidemiology, population health, and disease prevention and control. Includes information on how these functions interact to provide society with the health safeguards in effort to achieve population health.

PUH 5302 Applied Biostatistics

Presents the application of quantitative methods utilized by public health professionals in order to solve health-based problems. Students study the use of probability, descriptive statistics, inferential statistics, and nonparametric tests as they pertain to health research. Students also study the fundamental concepts of biostatistics as it applies to peer-reviewed, public health publications.

Prerequisite— PUA 5301 or equivalent

PUH 5303 Concepts of Epidemiology

Introduces students to epidemiology, the scientific discipline studying the etiology for developmental defects, diseases, disorders, and injuries occurring in human populations. Focuses on assessment of the nature and scope of public health problems, considering morbidity and mortality impacts in communities. It emphasizes the evaluation of clinical and public health interventions that are designed to address these problems. In short, epidemiology focuses on the cause and treatment of human health problems. Epidemiology is a foundational course in the Master of Public Health program at CSU.

Prerequisite— PUA 5301 or equivalent

PUH 5304 Health Behaviors

Examines the psychosocial, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are examined. The course also presents ethical principles of professional and personal concern to health educators.

PUH 5305 Concepts of Environmental Health

Introduces the major topic areas of environmental health. Examines sources, routes, media, and public health outcomes associated with biological, chemical, and physical agents in the environment and how these agents affect human disease, water and air quality, food safety, and land resources in the community. This course also explores the genetic, physiological, and psychosocial factors that influence environmentally compromised public health outcomes. Students use theories and methods presented in the course to assess current solutions and consider new solutions to environmental threats and public health hazards.

PUH 5307 Grant Writing in Public Health

Addresses skills and techniques necessary for writing successful public health grant proposals and provides a general overview of the grant-seeking process. Students learn the different types of grant proposals and examine

types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. In addition, students build grant writing and reviewing skills by designing a grant proposal and using a real-life scenario that needs a statement, a project that will address that need, clear goals and objectives for that project, a realistic grant budget, and an evaluation tool that could be used to measure outcomes for the project.

PUH 6301 Public Health Research

Introduces research design methodology. The class prepares students for formulating questions that can be translated into research designs. Students follow the steps of the research process from the specification of the original idea to the reporting of the results of the study. A variety of research approaches are covered including program evaluation, meta-analytic designs, non-experimental observational research, survey research, and experimental designs. Students study classic research literature and design their own research projects.

PUH 6302 Law and Ethics in Public Health

Reviews the conceptual foundations of health law, ethics and human rights, and issues relating to these fields. Topics covered include how government public health policy can conflict with the rights of individuals and businesses.

PUH 6303 Public Health Administration

Presents an overview of preventative methods and public accountability regarding public health. An exploration of the organizational structure of public health at the local, state, and national levels; involvement of local, state and federal government in public health; management of public health resources, including human resources; identification of relationships between public health alliances, such as public health officials with managed care; and the future of public health in the United States. In addition, students engage in an investigation of current public health issues and efforts to ameliorate public health concerns with an emphasis on preventive approaches.

Prerequisite— PUA 5301, PUA 5302, PUA 5303, PUA 5304, PUA 5405, PUA 6301, PUA 6302 or equivalent

PUH 6304 Public Health Policy and Management

Provides an overview on management processes/roles of public health professionals, health service organizations, policy issues and resource utilization/control, human resources management, and public health trends.

PUH 6305 Problem Solving in Public Health

Illustrates the problem-solving process in public health. Students define problems in public health, measure the magnitude of problems, understand the key determinant of problems in public health, develop conceptual frameworks, and develop intervention and prevention strategies. Students also discuss barriers to intervention and prevention strategies and evaluation, and develop a communication strategy.

RCH 5302 Foundation for Research

Presents a focused exploration of conducting research. Students are oriented to research practice, methodology, analysis, commonly accepted research values, and the development of a research strategy.

SEC 3301 Security Application Development

Introduces best practices for securing applications, networks, and databases. Students learn how organizations protect assets from unauthorized access. Students start the initial phase of building applications while documenting security procedures.

SEC 3302 Advanced IS Security

Provides an understanding of intrusion detection practices for organization security. Students become aware of procedures for maintaining information assurance. Students analyze data traffic to determine anomalies or dangers.

Prerequisite— ITC 4390 or equivalent

SEC 4301 IS Disaster Recovery

Presents disaster recovery and business continuity practices for IS environments. Students develop business continuity documentation and assessments to plan for potential operational recoveries.

Prerequisite— ITC 4390 or equivalent

SEC 4302 Planning and Audits

Prepares for information systems planning and audits with security as the focus. Students learn how to perform planning to secure information systems deployments and conduct audits on existing information systems to discover potential weakness and opportunities.

Prerequisite— ITC 4390 or equivalent

SEC 4303 IS Security Policy

Provides an introduction and overview to information security policies. Students are introduced to organizational and sociological challenges in general policy implementation and provided a focused dialogue on information security specific policies within the context of different organizations. The class discusses the entire lifecycle of policy creation and enactment and presents the students

with issue specific policies in different environments of security.

Prerequisite— ITC 4390 or equivalent

SEC 4320 IS Security Capstone

Focuses on a final project encompassing all information systems, information systems security, and concentration courses. Students apply knowledge learned from database management, programming, web development, and systems analysis. The project requires students to develop an application by planning development, analyzing security risk, determining budgets for security activities, and evaluating overall health of the application. Projects are identified based on concentration tracks.

Prerequisite – ITC 4313, SEC 3302, CYB 4301, CYB 4302, CYB 4303, FRN 4302, SEC 4301, SEC 4302, and SEC 4303 or equivalent

SOC 1010 Introduction to Sociology

Provides an in-depth study of the basic concepts of sociology. Specific attention is given to culture characteristics, societal changes, inequalities in social classes, and how they relate to different groups in society.

SOC 2010 Cultural Geography

Investigates societal events and trends using geographical concepts to cultivate a better understanding of the interdependence of places and cultures in a globalizing world. Key topics include globalization, cultural diversity, urbanization, population dynamics, economic disparity and development, geopolitics, sustainability, and the environment.

SOC 3301 Sociology of Sport

Provides an analysis of the ways sociology can be used to study sport in society. Focus is placed on sports principles, concepts, and strategies related to behaviors as they occur in social and cultural contexts. Concepts, theories, and research are used as tools for students to examine sports as a part of culture and for effective management of sport organizations.

SP 1010 Fundamentals of Speech Communication

Presents and practices the basic principles of oral communication delivery in small groups and medium and large audiences through a variety of online meeting platforms with an emphasis on research, preparation, delivery, and audience awareness.

XII. STUDENT RESOURCES

Hours of Operation and Contact Information

Address

Columbia Southern University
21982 University Lane (Shipping)
P.O. Box 3110 (Mailing)
Orange Beach, AL 36561

Main Telephone Number 800.977.8449
Local Telephone Number 251.981.3771
Main Fax Number 251.981.3815

Main Business Hours (CST)

Monday-Thursday 8AM to 5PM
Friday 8AM to 3PM

Department Information

Academic Advising & Student Support Center

Hours: M – Th 8AM to 6PM Fri 8AM to 5PM
Email: students@columbiasouthern.edu
Phone: 877.323.4471
Fax: 251.224.0550

The Academic Advising & Student Support Center engages, inspires, encourages, and supports students through personal, purposeful advising strategies and exceptional, responsive student-centered services, always focused on student success.

The academic advising team serves as the central point of contact from the beginning to the end of a student's degree program. Academic advisors listen to and encourage students to identify personal strengths and opportunities so that they can reach their full potential as a successful college student. The academic advisor helps to guide the student as he or she makes the best choices about his or her education and future.

The role of the student support specialist is to serve as point of contact for general student inquiries. Specialists are able to provide assistance with a wide range of questions related to CSU policies, courses, graduation, and much more. Student support specialists are available to assist students via telephone, email, and chat. Working with the Academic

Advising and Student Support Center will help keep students on track to timely degree completion.

Admissions

Hours: M – Th 8AM to 6PM Fri 8AM to 5PM
Email: admissions@columbiasouthern.edu
Phone: 877.347.6050
Fax: 251.224.0540

Admissions counselors help students every step of the way, from submitting an application to enrolling in their first course. Students have the flexibility they need to fit education into their busy schedules. Course are designed to accommodate anyone who is balancing school with other life commitments.

Bookstore

Hours: M – Fri 8AM to 5PM
Email: bookstore@columbiasouthern.edu
Phone: 877.323.4474
Web: <http://bookstore.columbiasouthern.edu>

The Bookstore Operations include shipping textbooks to students, processing incoming and outgoing mail for the university, as well as managing the online bookstore and physical store located in the CSU administrative building in Orange Beach, AL.

Career Services

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: careerservices@columbiasouthern.edu
Phone: 877.297.6192

Columbia Southern University Career Services promotes student success by providing quality programs, services and resources that empower students to explore, define, prepare for and pursue their career aspirations. Services are provided to all students and alumni at no additional charge and include assistance with:

- Job search strategies
- Interview preparation

- Professional correspondence review
- Networking techniques
- Personal online branding guidance
- Direct access to employers across the globe via CareerQuest

Career Services is neither a placement office nor a resume writing service. Career Services provides general information and support to students and alumni to assist in the achievement of career related goals. Please allow two to three business days for correspondence to be reviewed.

Community and Alumni Relations

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: CSU-Community-Alumni-Relations@columbiasouthern.edu

The mission of Community and Alumni Relations is to promote and foster connectivity by engaging and promoting relationships between students, alumni, staff and faculty and the broader community. We encourage personal and professional development and career success by instilling pride and loyalty in CSU through innovative engagement. Community and Alumni Relations provides support through the following:

- Connecting with students in clubs and organizations
- Assisting with career goals
- Planning social networking events for students, alumni and key relationships identified by Columbia Southern University.
- Building a network of ambassadors to represent the university
- Connect with CSU Alumni in the Facebook Chapters.

Continuing Education

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: ContinuingEd@columbiasouthern.edu
Phone: 800.313.1992

The Continuing Education Department offers trainings, workshops, conferences, and professional development opportunities beyond a student's degree program. Courses are offered online and face-to-face across the nation. For more information and a current list of available courses, please visit <https://www.columbiasouthern.edu/online-degree/continuing-education>.

CSU Library

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: library@columbiasouthern.edu
Phone: 877.268.8046
Chat: 24/7, 365 Days per Year

Web: www.columbiasouthern.edu/library

Located strictly online, the collection contains a variety of electronic formats including books, journals, newspapers and more. Access to online resources is available 24/7. The CSU Library is staffed with professional librarians available to assist students with each step of their research journey. To better assist students in an online environment there are multiple avenues for library instruction: phone, email, and chat. CSU librarians provide research assistance during business hours. Chat service is provided 24/7. Students who visit CSU's campus are also welcome to schedule an in-person consultation.

Learning Partnerships

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: learningpartners@columbiasouthern.edu
Phone: 800.344.5021

CSU provides flexible degree and certificate programs designed to move adult learners forward in their careers. We work closely with over 2,500 companies and organizations to provide their employees or members with our educational programs. A student who is an employee or member of an active Learning Partnership is eligible to receive a tuition discount. Spouses and children are also eligible.

Military Support Group

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: militarysupportgroup@columbiasouthern.edu
Phone: 888.394.5738
Web: <https://www.columbiasouthern.edu/military/overview/military-support-services>

CSU's Military Support Group can answer any questions students may have before enrolling in courses. Every day, the support group interacts with military members who are pursuing academic and professional goals. The support group regularly fields questions regarding Veterans Affairs, military discounts, course structure, and degree programs. It is important to our team that service members receive the proper support and respect as they move forward in completing their degrees.

Office of Disability Services

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: disabilityservices@columbiasouthern.edu
Phone: 888.785.3005
Web: <http://www.columbiasouthern.edu/disability-services>

Consistent with the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act of 1990, as amended, the mission of the Office of Disability Services is to ensure an accessible learning experience in which students with disabilities have equal opportunity for participation in all programs, services, and activities. Individuals with disabilities who need to request accommodations should contact the Office of Disability Services using the contact information above.

Accommodation Complaints and 504/ADA Grievances

Students should direct any complaints regarding accommodations or disability-related services to the disability services coordinator in the Office of Disability Services at disabilityservices@columbiasouthern.edu or 888-785-3005.

To submit a CSU 504/ADA grievance or to report a university accessibility concern, please email ADAgrievances@columbiasouthern.edu.

Office of Financial Aid

Hours: M – Fri 8AM to 5PM
Email: financialaid@columbiasouthern.edu
Phone: 877.316.8396
Fax: 251.224.0590

The Office of Financial Aid is responsible for awarding Federal Financial Aid to qualifying students. To be eligible for Federal Student Aid, students must be admitted to the university. Federal Student Aid (FSA) offers federal grant and loan programs administered by the U.S. Department of Education. For detailed information regarding Federal Student Aid including eligibility, procedures for applying, awarding FSA and loan counseling, students should access the Office of Financial Aid website at <https://www.columbiasouthern.edu/tuition-financing/federal-student-aid>.

Office of the Registrar

Hours: M – Fri 8AM to 5PM
Email: registrar@columbiasouthern.edu
Phone: 877.316.0219
Fax: 251.224.0575

The Office of the Registrar maintains student records and monitors FERPA compliance. Additional responsibilities include evaluating traditional and non-traditional transfer credit, assessing academic requirements and conferring degrees twice a month, and processing student requests.

The Office of the Registrar provides student support through the following teams:

- The Evaluation Team provides support by maximizing transfer credit while meeting accreditation and state requirements.

- The degree auditors complete audits for students nearing graduation to verify the student has completed all academic requirements of the degree. Auditors also receive and process Commencement registrations.
- The Registrar Support Team responds to student requests, including probation and suspension monitoring, processing transcript requests, receiving official transcripts, monitoring conditional and temporary students, as well as keeping all student records current and up-to-date.

Student Accounts

Hours: M – Fri 8AM to 5PM
Email: studentaccounts@columbiasouthern.edu
Phone: 877.323.4472
Fax: 251.224.0570

Student Accounts is comprised of Enrollments, Accounting, and Collections services. The department is responsible for enrolling students into course(s), submitting certifications and drops for VA students, disbursing financial aid refunds, any other refunds, receipts, invoicing/billing, collections, grad audit approvals, and accounts receivable.

Office of Student Resolution and Conduct

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: studentresolution@columbiasouthern.edu
Phone: 800-977-8449 ext. 6527

The Office of Student Resolution and Conduct (OSRC) assists students in resolving issues related to their student experience through advocacy, communication, and administrative support. OSRC seeks to effectively enrich students' learning experiences at the university while augmenting a positive learning environment. The team supports our student body through administration of student complaints and academic integrity issues, and coordination of student conduct processes, which allows for a fair, unbiased assessment.

Success Center – Math and Writing Centers

Hours: M – Th 8AM to 5PM Fri 8AM to 3PM
Email: teamsucceed@columbiasouthern.edu
Phone: 877.875.0533

The Math and Writing Centers provide services to students that will aid in their success throughout their academic careers. The Math and Writing Centers have resources readily available for students, regardless of the degree they are seeking. They provide the following services:

- Academic support in the area of math and writing via phone and email

- Academic assistance referrals
- Learning styles and study skills development that will enhance learning
- Learning and instructional resources such as individualized recorded lessons and interactive tutorials covering math, writing, APA, and basic course concepts
- Individualized math or writing sessions utilizing interactive technology

For more information regarding the Writing Center, please review the [Writing Center Guidelines](#).

Technical Support

| | | |
|--|--|-------------|
| Hours: | Mon – Fri | 8AM to 8PM |
| | Saturday | 10AM to 7PM |
| | Sunday | Closed |
| Extended Hours*: | Sunday | 10AM to 7PM |
| <i>*3 Days Prior to Term End Dates</i> | Monday | 8AM to 11PM |
| | Tuesday | 8AM to 11PM |
| Email: | techsupport@columbiasouthern.edu | |
| Phone: | 877.399.1063 | |

Technical Support provides support services for Blackboard and any associated 3rd party applications. Students encountering technical difficulty with their courses are encouraged to contact the CSU Helpdesk.

myCSU Student Portal

The myCSU Student Portal is the gateway to the University. The portal provides students with access to their information and resources at any time. Some of the main features available to students include the ability to:

- Log in to Blackboard to access and submit coursework
- View course grades
- Submit course enrollments
- View degree-specific information such as a Comprehensive Degree Report
- Verify course start and end dates
- Access Learning Resources provided through the Success Center and the CSU Library
- Access Technical Support resources such as tutorials and Frequently Asked Questions

Students may access the portal by visiting <http://mycsu.columbiasouthern.edu>

2020 - 2021 Observed Holidays

University offices are closed annually in observance of the following holidays:

Independence Day — July 4, 2020

Labor Day — September 7, 2020

Veterans Day — November 11, 2020

Thanksgiving — November 25-27, 2020

Christmas — December 23-25, 2020

New Year's Day — January 1, 2021

Martin Luther King Jr. Day — January 18, 2021

Fat Tuesday (Mardi Gras) — February 16, 2021

Good Friday — April 2, 2021

Memorial Day — May 31, 2021

Current Hours of Operation and Contact Information may also be viewed on the University website:

<http://columbiasouthern.edu/about-csu/contact>

XIII. CONTINUING EDUCATION

The Continuing Education Department at Columbia Southern University is committed to a program of public service, outreach and continuing education in order to enhance the intellectual capital of those who desire lifelong learning and development.

Continuing Education Services

CSU offers the following services.

- Online CEU Courses
- Training Events, Workshops, and Conferences
- Conference Management Services
- CEU Provider Service

Online CEU Courses

The Continuing Education Department at CSU offers a variety of online CEU courses covering many topics that allow students the opportunity to enhance their current careers or provide relevant training. A list of available courses students can enroll in can be viewed at

www.ColumbiaSouthern.edu/ContinuingEd.

Training Events, Workshops, and Conferences

CSU's Department of Continuing Education offers courses in a variety of formats including on-site training and webinars. Continuing Education Units (CEUs) are awarded for eligible classes. A full list of events can be found at

www.ColumbiaSouthern.edu/ContinuingEd.

Conference Management Services

A variety of conference management services are available to parties seeking assistance with coordinating a conference and/or event. Services include:

- Planning, research and logistics
- Registration hosting and coordination
- Marketing and communication
- Venue selection and coordination
- Vendor registration and coordination
- On-site logistics and coordination
- Speaker selection and coordination
- Evaluation and awarding of CEUs

CEU Provider Service

Organizations who would like to offer CEUs for their programs can apply to have CSU evaluate their program and award CEUs. A member of the Department of Continuing Education will guide you through the application and approval process.

There is a fee of \$25 per participant who is awarded CEUs. This fee is the responsibility of the requesting organization or student and is paid to CSU prior to delivery of the CEU certificate. Learning Partners qualify for a discounted rate of \$20 per participant who is awarded CEUs.

For more information, please contact the Department of Continuing Education at

ContinuingEd@ColumbiaSouthern.edu or visit us online at www.ColumbiaSouthern.edu/ContinuingEd.

XIV. ALLIANCES AND PARTNERSHIPS

Alliances

The Business Development (BD) and Military Initiatives (MI) Department collaboratively builds relationships with Fortune Companies, Associations, and Federal agencies to include the Department of Defense and Homeland Security, to promote both universities under the Columbia Southern Education Group umbrella. The Business Development Department builds relationship alliances with Associations, Fortune 100, Fortune 500, and Global 1000 industry leaders to promote workforce development training through educational benefits. Business Development builds alliances via tuition discounts, customized scholarships, and training evaluations to support corporate diversity and inclusion programs as well as recruitment and retention. The BD Manager and Account Executive provide professional services to over 30 alliance members and more than 15,000 employer groups. Military Initiatives provides financial readiness training to the Army's over 250 financial readiness counselors to ensure they maintain their professional accreditation. Additionally, the MI Manager provides oversight for the Department of the Army's only Career Resource Center located at Fort Bragg NC. This Center's "Hire, Train, and Employ" concept enables transitioning service members, soldiers in transition, and military spouses the opportunity to gain specific workforce development skills from the over 26 companies inclusive in the Army's Career Skills Program. In 2018, the Center played an instrumental role in over 1,700 individuals gaining full-time employment.

Learning Partnerships

With more than 3,000 Learning Partners across the nation, CSU has already provided training and education to thousands. These Learning Partners include municipalities, corporations, police departments, fire departments, health and safety entities, as well as healthcare organizations. The exclusive Learning Partner benefits include 10% tuition discounts, waiver of application fee, exclusive scholarships, and partnership administration. Not only are these benefits available to our partners' employees, but they are also available to the employees' spouses and children. CSU Learning Partners sign a non-binding, non-exclusive agreement that allows the partnership to begin. There is no cost to become a Learning Partner with CSU and there are other possible opportunities available to the new partner such as job posting on the CSU Career Quest for those partners

looking for qualified employees. Our CSU Representatives can also make visits to the Learning Partner for employee benefits fairs and other information sharing. We value our CSU Learning Partners and consider them part of the CSU family.

Visit our website at

<https://www.columbiasouthern.edu/tuition-financing/partnerships> for more information about our Learning partnerships and a listing of our current partners.

University Academic Partnerships

At CSU, we are committed to providing our students with resources that will enhance their educational experiences.

Our partnerships with the following universities help us fulfill this commitment by offering CSU students a larger selection of degree programs from which to choose. These university partners may offer additional benefits to CSU students, alumni, faculty, and staff, including acceptance of transfer credit, tuition discounts, admission application fee waivers, and access to advising and other services.

WALDORF UNIVERSITY

CSU students can transfer credit earned in a CSU undergraduate program into a bachelor's degree in business administration, organizational leadership, psychology, criminal justice administration or fire science administration at Waldorf University.

Waldorf University and CSU are sister institutions, both owned by Columbia Southern Education Group, Inc. (CSEG). Each school operates independently with separate governance and accreditation.

CAPELLA UNIVERSITY

CSU undergraduate and graduate students are eligible to transfer into Capella undergraduate and graduate degree programs. Transfer opportunities for CSU students into Capella include undergraduate, graduate and doctoral programs. Transfer courses must be equivalent to courses offered at Capella. Benefits include a 10 percent tuition discount, no admission application fee, and access to advising and other services.

ALABAMA FIRE COLLEGE

Alabama Fire College graduates are given advanced entrance into CSU's BS, Fire Science program. CSU accepts courses completed at the Alabama Fire College for equivalent CSU major courses or electives.

SOUTHERN ARKANSAS UNIVERSITY TECH

Southern Arkansas University students earning an associate degree have a transfer pathway into CSU degree programs including business administration, criminal justice, environmental management, fire administration and information technology.

HONOLULU COMMUNITY COLLEGE

Students earning an associate degree in occupational and environmental safety management are eligible for transfer into CSU's BS, Occupational Safety and Health.

NORTHCENTRAL UNIVERSITY

CSU MBA and MS graduates are eligible for admission into Northcentral University doctorate programs. CSU graduates will also receive a 10 percent discount on tuition.

SULLIVAN UNIVERSITY

CSU undergraduate and graduate students are eligible to transfer into Sullivan University programs at the undergraduate and graduate (master's) level. Prospective Sullivan University students will need to meet all required admission requirements and transfer credit policies.