

DOCTORAL STUDENT HANDBOOK 2010



Columbia Southern University

21982 University Lane
P.O. Box 3110
Orange Beach, AL 36561
(251) 981-3771 Fax (251) 224-0550
students@columbiasouthern.edu

TABLE OF CONTENTS

CONTACTING CSU	4
UNIT I: THE INTERNET AND DISTANCE LEARNING.....	5
INTERNET ACCESS	5
MYCSU STUDENT PORTAL	5
E-MAIL.....	6
CSU ONLINE LIBRARY.....	6
UNIT II: ENROLLMENT AND REGISTRATION.....	8
ENGLISH PROFICIENCY	10
UNIT III: COURSES AND RELATED PROCEDURES	11
HOW ONLINE COURSES WORK	11
SUBMITTING EXAMS.....	11
COURSE PROFESSORS	13
COURSE ORGANIZATION.....	13
PROCTORED EXAM POLICY AND PROCEDURES.....	15
STUDENT COURSE EVALUATION.....	18
UNIT IV: PAPER GUIDELINES.....	19
FINDING SOURCES TO SUPPORT YOUR RESEARCH.....	20
PLAGIARISM	20
SUBMITTING THE PAPER.....	23
CSU PROCEDURES FOR GRADING AND PROCESSING PAPERS	23
HELPFUL APA PUBLICATIONS AND WEBSITES	24
COMMON MISTAKES IN WRITING.....	25
SAMPLE PAPERS.....	26
UNIT V: UNIVERSITY POLICIES AND INFORMATION.....	27
POLICY OF NONDISCRIMINATION	27
ACADEMIC COURSE LOAD POLICY.....	27
COURSE ASSIGNMENT COMPLETION POLICY	28
COURSE EXTENSIONS	28
LEAVE OF ABSENCE.....	29
CONTINUOUS ENROLLMENT	30
STUDENT FEES	31
STUDENT RECORDS	31
GRADING PROCEDURES	31
COURSE RETAKE/MINIMUM GPA POLICY	32
ACADEMIC PROBATION	32

ACADEMIC INTEGRITY 34
CONTESTING GRADES 34
CSU SERVICE PLEDGE 34
UNIT VI: GRADUATION REQUIREMENTS AND INFORMATION 35
MINIMUM NUMBER OF SEMESTER HOURS 35
GRADE POINT AVERAGES AND HONORS 35
PETITION FOR GRADUATION 35
GRADUATION FEE 35
DIPLOMA 35
GRADUATION CEREMONY 36
REQUESTING A CSU TRANSCRIPT 36
UNIT VII: ACCREDITATION AND AFFILIATIONS 37
UNIT VIII: STUDY SKILLS AND TECHNIQUES 37
INTRODUCTION 37
MOTIVATION 38
TIME/SELF MANAGEMENT 38
READING TEXTBOOK ASSIGNMENTS 39
GET AN OVERVIEW 39
READ ACTIVELY 40
RECALL THE MATERIAL 40
ORGANIZATION AND PREPARATION FOR WRITING 41
MEMORY IMPROVEMENT 42
EXAM PREPARATION 43

MESSAGE FROM THE PRESIDENT

Dear CSU Student,

Welcome to Columbia Southern University.

I believe that you will find choosing CSU to further your education was an excellent choice.

CSU's Doctor of Business Administration (DBA) Program is designed for the adult student. You will be able to continue your obligations to family and career while earning your degree. You will enjoy the flexibility built into the CSU DBA program.

CSU's service is second to none. You will find that you will be treated as a valued customer instead of a "traditional student." You will be assigned a Student Service Representative to assist you with any questions as you progress through your program.

The Business Affairs Department will handle the processing of your enrollment agreements and tuition payments or answer any questions about your account.

The CSU Bookstore will handle the shipping of your textbooks, making certain your course start date coincides with the delivery of your text.

You will find that this CSU Doctoral Student Handbook provides answers to your questions. After reading this Handbook and completing the CSU Orientation course, you will be an informed student and understand the procedures and policies of the DBA Program at CSU.

All CSU Staff and Faculty are dedicated to ensuring that your time spent with us proves pleasant and valuable. We are pleased to have you as a CSU Doctoral Student and, in the near future, a CSU Alumni.

Sincerely,



Robert G. Mayes, Jr., MBA
President

CONTACTING CSU

Students with questions regarding enrollment, procedural activities, textbook or course materials, or who need special assistance should contact CSU using the following contact information:

ADDRESS:	Columbia Southern University PO Box 3110 21982 University Lane Orange Beach, AL 36561
TELEPHONE:	(800) 977-8449 or (251) 981-3771
FAX:	(251) 224-0550
STUDENT SERVICES:	students@columbiasouthern.edu
BOOKSTORE:	bookstore@columbiasouthern.edu
ACCOUNTING/ BUSINESS OFFICE	accounting@columbiasouthern.edu
MAIN WEB SITE:	www.columbiasouthern.edu
myCSU STUDENT PORTAL:	https://mycsu.columbiasouthern.edu/Home.aspx
BLACKBOARD SITE:	http://online.columbiasouthern.edu

Office Hours at Columbia Southern University are from 8:00 AM to 7:00 PM Central Time, Monday through Friday. **Please include your name, student identification number, and course number-revision code in all correspondences.** This information is necessary to assist you and will expedite our ability to solve problems and facilitate answers to your questions.

UNIT I: THE INTERNET AND DISTANCE LEARNING

INTERNET ACCESS

It is necessary that CSU students 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.

myCSU STUDENT PORTAL

The myCSU Student Portal contains many useful resources for CSU students and can be found at the following link: <https://mysu.columbiasouthern.edu> . A partial list of tasks that can be completed at the myCSU Student Portal is provided below:

- Submit an Enrollment Agreement
- Access the Online Bookstore
- Login to Blackboard
- Submit a Tuition Payment
- Request a Course Extension
- Access the Online Library

The myCSU Student Portal also allows students the ability to view the courses they are currently enrolled in. The site enables the student to perform the following tasks:

- View a list of completed and open courses
- View grades for completed courses
- Verify course start dates
- Verify course extensions have been processed
- Verify CSU has your correct email address and send a test email from CSU

The site allows students the ability to verify the email address that CSU has on file, in the event that you find you are not receiving regular correspondence from CSU concerning your courses. There is a test button that will send an automated email to the account on file, thus allowing the student to check if their email account is allowing CSU emails.

In addition, the student has the ability to view all automated emails that have been sent. Please note the opt-out feature that enables the student to determine selected communications with CSU.

To log into the myCSU Student Portal you will use your Blackboard login and password. You may access the myCSU Student Portal at <https://mysu.columbiasouthern.edu> . If you are unable to login, please contact Student Services at students@columbiasouthern.edu .

E-MAIL

E-mail is the best and most effective way of corresponding with the university and your professor. As a CSU student, you are required to have a personal email address. If you do not have e-mail access from home, you may wish to contact your local public library. Most public libraries provide Internet access for patrons, and will also assist you in establishing a free e-mail account. Internet access is also available at a number of commercial establishments that rent computer time on in-house computers. CSU utilizes e-mail to send important information to students. This includes automatic notification of posted grades, course enrollment, course schedules, announcement of policy changes, and CSU information updates which are important to students. You are responsible for providing CSU with a valid e-mail address and for notifying CSU of an e-mail address change. Please keep your e-mail address up to date by following these two steps:

1. Access the [Student Contact Information Update Form](#) online at the myCSU Student Portal and submit all updated information.
2. If your e-mail provider incorporates an automatic spam blocking service with your e-mail account, make certain you allow e-mails from the domain columbia-southern.edu to be received. This is very important so that you are certain to receive important automated emails from CSU such as course schedules, grade notifications, etc. Remember, you can test your email account to make certain you can receive CSU emails. This feature is available from within the myCSU Student Portal.

CSU ONLINE LIBRARY

The CSU Online Library is available to all students for research information and assigned reading materials. You may reach the library webpage through the “My Library” button in the Blackboard course menu, and also from the myCSU Student Portal. No usernames or passwords are required for using the CSU Online Library.

Journal articles are available in the databases listed below the heading “Research Databases”. DBA students will want to begin in the Business Source Complete database, which contains hundreds of thousands of full-text articles on a broad range of business topics. When searching in a database, it is recommended that you:

- Use the Advanced Search option unless locating a specific title with the Publications Search.
- Be sure to limit your search results to Full Text.
- You may also limit your search to Peer-Reviewed titles at the same time.

CSU's collection of electronic online books is accessed from the link for "ebrary" below the heading "Find Books". This collection of titles includes thousands of books on business topics.

Additional information is provided to students below the heading "Research Support". In particular, students should take note of the section "Using Wikipedia" and familiarize themselves with this statement of CSU policy regarding information obtained from that source.

If you have questions about your research or the use of the Online Library, you may email librarian@columbiasouthern.edu or telephone toll-free to **1.877.268.8046**. A member of the CSU library staff is available **8:00 AM – 11:00 PM on Monday through Thursday; 8:00 AM – 3:00 PM on Friday; and 3:00 – 11:00 PM on Sunday.**

UNIT II: ENROLLMENT AND REGISTRATION

CSU offers two options in its DBA Program:

- Option 1: The DBA Program terminates with the development and defense of a dissertation. This program is designed for professionals who wish to fulfill their career as an academic or researcher. Completion of this option prepares you to conduct significant research and make a contribution to the body of knowledge in your field. Specifically, you should be able to:
 - Summarize and integrate pertinent research and theory in your topic area.
 - Make a contribution to the existing knowledge by; conceptualizing an issue or problem in a novel and useful manner; collecting new data through quantitative or qualitative research; demonstrating the applicability of a new method or treatment; synthesizing and interpreting existing data to gain new insights; or expanding the application of a theory to a new area.
 - Show how a topic area is illuminated, expanded, or changed by the development of a new perspective.

- Option 2: The DBA Program terminates with the development of a research project. This program is designed for professionals who wish to fulfill their career as a practical-based senior manager or consultant, but are also interested in adjunct or part-time academic appointments. Completion of this option prepares you to address practical and applied research as a basis of making high level decisions in a corporate or educational setting. Specifically, you should be able to:
 - Embody a comprehensive instructional approach, in which applied research interacts with real world business challenges.
 - Demonstrate how grounded scholarly content is supportive of practitioner-researcher development. This can be done by; extending the application of an existing process or theory; proposing counter arguments to existing theories or principles; or developing and demonstrating how improvements and cost-effectiveness can be integrated into existing business methods and procedures.
 - Illustrate how exposure to applied research principles and techniques prepares business professional to adapt and apply the skills of applied research in their profession.

Students are permitted to make a decision on Option 1 or Option 2 at anytime in their program with the advice and counsel of the Dean/Chair of Doctoral Studies. The first change in options will be at no cost to the student. Students will incur a \$75 Change of Program fee for each subsequent change in options.

During the first term of Option 1 or Option 2, students will enroll in the Orientation Course (DBA 7000) and in Business, Government and Society (DBA 7035). A minimum score of 80 must be earned in DBA 7000. Subsequent courses in the DBA program are determined

by the student on the basis of course availability, their academic background and interests.

Enrolled students qualify for the CSU Book Grant. Through this grant, textbooks are provided at no additional charge. If a student withdraws, books and course materials must be returned in "like new" condition. If books are not suitable for return, the student will be responsible for the cost of the book.

In addition to two DBA Program options, CSU offers two enrollment options:

- Per-Course Enrollment: Each enrollment period under Per-Course Enrollment is 10-weeks in duration. With this option, enrollment and registration are combined into a one-step process. Students may enroll in one or two courses at a time. If two courses are selected, this indicates both courses will be started and completed simultaneously within the ten-week period from the course start date.

Per-Course Enrollment payment methods include:

- Tuition Assistance
- Employer Assistance
- Corporate Billing
- Credit Card
- Check or Money Order

When paying by credit card, students have the option of paying full tuition upon enrollment, or splitting the tuition into two equal payments – ½ of the tuition is due with enrollment and the second half is automatically charged to the same credit card four (4) weeks later. This option is only available if paying by credit card. If paying by Employer Assistance, Corporate Billing, Check or Money Order, full payment is required.

Please allow 3-5 business days for processing your Per-Course Enrollment before calling to inquire about the status.

Once your enrollment is processed, it will be forwarded to the Bookstore for shipping of your course text. Orders are processed within a few days of receipt and the delivery date will depend upon your mailing address.

- Term Enrollment: Each term is 8-weeks in duration. With this option, students are enrolled in courses according to a pre-determined start date and end date. Students electing Term Enrollment start courses together and proceed through the course on the same time line. Students using Federal Financial Aid or the Montgomery G.I. Bill must enroll in CSU's Term Enrollment option.

Students are required to submit discussion board postings and other assignments by a specified date each week. There are no group projects and all courses are asynchronous. Students log in each week to review assignments and to read the postings of classmates.

Term Enrollment offers students the following benefits:

- Students have opportunities to network with other CSU students from across the U.S. and several different countries.
- Some students find it easier to stay on track and successfully complete their courses with weekly assignment deadlines.
- Increases interaction and assistance is provided by the course professor.

Doctoral students are required to make their decision on enrollment options when they begin their doctoral studies. Remember that assignments in doctoral courses are more rigorous than assignments in bachelor and master courses.

ENGLISH PROFICIENCY

Applicants whose previous academic degrees were not from an institution where English was the primary language of instruction will be required to post a minimum score of 550 (213 computer-based or 80 internet-based) on the Test of English as a Foreign Language (TOEFL). A score of Band 6 on the International English Language Testing System Exam (IELTS) is also acceptable. IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations.

UNIT III: COURSES AND RELATED PROCEDURES

HOW ONLINE COURSES WORK

Initiate access to your course using the login procedure. Following course access into Blackboard, you will be presented with a personalized welcome page and access to current course study guide materials and important course information. You are advised at course initiation to print the first unit of your study guide along with the corresponding unit exam or quiz. This will enable you to refer to your study guide, read your textbook, and prepare for your unit exam or quiz offline. Proceed in this fashion with each corresponding unit in your study guide. Please note that course text and exams may be updated at any given time. Therefore, we advise that you not print your exams too far in advance.

The first screen you will see after you enter your online course is the course announcement section. Please read the welcome announcement for important information. On the left of the screen you will see a button for each section of the course. After reading the announcement, you should select the “Course Information” or “Course Syllabus” section. This section contains the “Study Guide Introduction” and the “Course Information” document (for older courses), or the Course Syllabus information for newly revised courses. These documents provide important information and requirements concerning the course. Make certain to review the entire syllabus for each course so that you are aware of all course requirements.

There are many advantages to taking courses online:

- Online Exams: All objective questions are graded instantly and the professor grades subjective questions online within a short time period.
- No mailing of exam answers: This can save up to 14 days in mailing and processing time.
- Online courses include the course study guide. To facilitate your studies, this guide can be printed unit by unit so you may study offline.
- You can access your course anywhere you can obtain Internet access.

SUBMITTING EXAMS

One of the benefits of taking courses online is that you will receive your score of the objective portion of exams immediately. You may open the online unit exams or quizzes multiple times and save your answers. However, Blackboard allows an online exam to be submitted only once. You are urged to print your exam and mark your answers on paper first. *You will not be given an opportunity to improve your grade by retaking the exams.* Since the exams are open-book and only the course timeline constraints are imposed, you have an opportunity to check and double-check your answers.

IMPORTANT: To prevent loss of question answers due to a break in your Internet connection or an expired Internet session, follow one of these procedures:

Procedure 1: (1) Print the exam (2) Mark answers on printed copy and prepare essay answers (if applicable) in word processing software (3) Open the exam a second time and mark answers online. If you did not close the exam, click the save button at the bottom of the exam to refresh your session. (4) Mark question answers and copy/paste essay answers into question answer boxes. (5) Once all answers are marked or pasted into the online exam, click the submit button at the bottom of the exam.

Procedure 2: After answering each exam question, click the “Save” button to the right of the question.

Once an online exam is submitted, detailed results of the exam will be displayed. You can scroll through the exam to review any questions you missed. If an exam contains short answer/essay questions, your professor must grade these questions and you will receive an email when the grade has been posted.

When an online exam is submitted, an e-mail confirmation is sent to you. If a portion of the exam needs to be graded by the professor, your professor will be notified via e-mail. If you notice you do not receive these confirmation e-mails, verify the correct e-mail address is in your Blackboard Personal Profile, and that your spam-filter has been set to allow email from the domain cumbiasouthern.edu. You may also send a test email from the myCSU Student Portal to ensure that you are receiving email from CSU.

Students should contact Student Services as soon as possible if you are unable to submit your exam online.

Uploaded Assignments

Scholarly Papers or exams that contain file attachments such as spreadsheets or graphs should be submitted through Blackboard. Do not send such assignments directly to your professor. These assignments should be completed as an MS Word document or in the format given in the instructions for that particular exam or assignment. At the top of the document clearly indicate your name, student ID, course number, revision code, and name of assignment. If you are unable to upload your assignment, contact Student Services for assistance.

You will be notified via email when an uploaded paper or project is graded. The e-mail will include the professor’s comments. Please refrain from making grade inquiries for at least 7 business days. The normal processing time for grading subjective exams is three business days. Five business days are allowed for grading papers or projects.

Make certain to retain copies of papers, projects, and subjective exam answers. In the event an assignment is not properly received by CSU, you will be responsible for resubmitting the assignment.

Please do not submit all of your unit exams/quizzes at once. Submit each assignment as they are completed. This will enable your professor to evaluate your level of comprehension of the materials studied and provide you with feedback as exams are completed. In addition, some assignments such as the Online Discussion Board require that submissions be made over a three-week period.

COURSE PROFESSORS

Each course has an assigned professor. Students will be provided with a course schedule and their professor's contact information by e-mail at the beginning of the course. You may also find your professor's name and e-mail in the online course by clicking the Staff/Faculty Information icon. You should direct all course related questions to the course professor. All other questions should be directed to your assigned Student Services Representative or the CSU Student Services Department at students@columbiasouthern.edu. The contact method of choice for all CSU Faculty is e-mail. This provides a written record and more convenient method of communication.

COURSE ORGANIZATION

Each course includes an online course study guide. The study guide systematically takes you through the course textbook and all supplemental materials. It will highlight the major areas of learning and provide assignments to enhance and measure learning.

The first section of the Course Study Guide is the Course Syllabus. A list and description of Course Study Guide components is found below.

The Syllabus information may be provided under the section titled "Course Syllabus".

Course Syllabus

This section includes information as follows:

- A course description that highlights the major areas to be covered in this course.
- Prerequisites, if required of the course.
- Information on your course textbook, including author and ISBN.
- The course learning objectives and what you are expected to have learned upon completion of the course.
- The number of academic credit hours that are awarded for successful completion of this course.
- Course topical outline which shows the Units included in the course and the subject of each unit.
- Course Structure which details the various assignments required of the course.

- Online Discussion Board assignment information and procedures, if required in the course.
- Research or Scholarly Paper assignments and requirements, if required in the course.
- Article Reviews and Critiques if required in the course.
- Information on how to submit quizzes and exams.
- Information on final examination, when required of the course. This includes how to select and process the proctor for the exam.
- Grading where the percentages for the determination of the final grade in this course are provided.
- Communications where CSU contact information is made readily available.
- Information concerning the online library.
- Information on the Student Forum.

Unit Information and Assignments

In most study guides, this section includes:

- A summary of the chapters and chapter highlights.
- The objectives or what you should learn in these chapters.
- Non-graded chapter assignments or problems with solutions or information where answers are to be found.
- Supplemental materials and/or information and locations of this information including textbooks, journals, WEB sites, etc.
- Online Discussion Board questions, where required.
- Exam information for that particular unit.

Unit Quizzes and Assessments

Each course will include unit quizzes or assessments. In some courses, there are unit quizzes containing multiple-choice questions, and essay questions. In other courses, there are unit quizzes composed entirely of essay questions. These quizzes measure the student's comprehension of the material covered. The unit quizzes are self-administered and open-book; use of the textbook and other material are permissible. Unit quizzes should be completed as students proceed through each unit and should not be submitted all at once.

Scholarly and Research Papers

The writing assignments for CSU courses vary by course. To review specific course writing assignments, you should review the Course Information or Syllabus section of each course for which you are enrolled.

Scholarly Papers are to be written in the APA format. Additional information on APA formatting as well as the grading rubric for this type of assignment is included within the Course Information or Course Syllabus section of each course.

Online Discussion Board Assignment

Online Discussion Boards, also called "threaded discussions," allow students to participate in course discussions with fellow class members. The Discussion Board is asynchronous, meaning that the students do not have to be online at the same time to respond to posted activity. Blackboard organizes the Discussion Board into "forums." There is a forum for each question in which you are required to respond and reply to other students.

The goal of Discussion Boards is to promote reflection and analysis, and to help students learn to appreciate and evaluate positions that others express. Discussion Boards provide students an opportunity to learn from other classmates. Postings stay on the Discussion Board for an extended period of time to allow students to gain knowledge and insight from faculty and peers.

There will be eight (8) discussion board questions to be completed within Term courses. In all Term courses, students must respond to the Discussion Board assignment by **Saturday, Midnight (Central Time)** and must comment on another student's response by **Tuesday, Midnight (Central Time)** of each week of the unit to receive credit.

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. Students who choose not to attend the first week will be institutionally dropped from the course.

When commenting to a professor or fellow student posting - your response must be substantial and meaningful. Your comment should add value to the discussion and cannot be limited to "good point" or "I agree." An appropriate comment elaborates on the topic, offers further explanation, or offers an informed point of debate.

Grading Rubric for Discussion Boards

The Online Discussion Board Assignment will be graded based on the following rubric. To view the rubric, visit the Student Portal and open the CSU Grading Rubric under the resources menu.

PROCTORED EXAM POLICY AND PROCEDURES

Many CSU courses utilize a comprehensive final examination. All final exams are to be proctored. The Final Exam is password protected and will be taken online. The proctor is sent information to access the online final exam by email. Student's should request the final exam at least three business days prior to when they wish to sit for the exam.

Final examinations are to be administered by an approved proctor on a date that is mutually convenient. Students are responsible for selecting a qualified proctor that must be approved

by the University. The proctor must be a responsible and reputable third party. CSU reserves the right to verify proctor qualifications, require additional evidence of eligibility, or require a different proctor be selected. All proctors are subject to approval.

The Following May Serve as Proctors:

- Supervisors (Must be of higher position or rank than student.)
- University/College Testing Center, Private Testing Center, Office of CSU Representative, Base Testing Office
- Embassy Education Office
- School Principal or Vice Principal, Full-time Librarian, Teacher, or School Counselor
- College Professor, Dean, or Director
- Human Resource Manager, Training Director/Officer
- Minister, Priest, or Rabbi of an established church, temple, mosque, or synagogue

Unacceptable Proctors Include:

- Assistant
- Tutor
- Neighbor
- Relative
- Friend
- CSU Student
- Anyone that poses a conflict of interest

The individual you select to serve as your proctor must have no vested interest in your doing well on your exam.

Falsifying proctor information or not following proctor testing procedures will result in failure of the examination and may be cause for termination from the university.

Proctor Approval Procedure

- Students are required to have an individual proctor approved only one time. Students may have up to three approved proctors. The approved proctor's information will remain on file for the student and the student may use the proctor until one of the following occurs:
 - The student or proctor cancels the proctor agreement.
 - CSU disapproves or cancels the proctor agreement.
- Students must provide the desired proctor with the Final Examination Proctor Policy and CSU Proctor Agreement. The Proctor will complete and submit the agreement to CSU. The Proctor will receive an email indicating whether they have been approved or disapproved. If the Proctor has already submitted an agreement to proctor for another CSU student, an additional agreement is not needed, as long as there is no conflict of interest.

- Students should allow time for the proctor to return the agreement to CSU and for processing before submitting the “Request to Take Proctored Final Examination.”
- Once an approved Proctor(s) is listed on the Student’s record, the student only needs to submit the “Request to Take Proctored Final Examination Form” in which the pre-approved Proctor is listed. CSU will process the request and send the final exam or online final exam instructions to the identified pre-approved Proctor.

Proctor Responsibilities

- Provide the student with a private area conducive to testing and provide the student with access to a computer with Internet access.
- Check student photo ID to ensure the examinee is actually the person scheduled to test.
- Ensure no copies of the exam are made.
- Ensure that the student does not access notes, articles, or other information beyond the course textbook and a calculator (unless otherwise specified in exam instructions).
- Time the exam and stop the examinee when time has been expended. Four hours is allowed for the exam unless otherwise specified in exam instructions.
- Keep the exam secure and only allow the student to access the exam in your presence. If the exam is online, keep the exam password secure.
- Keep a secure copy of the student’s exam answers for 30 days in the event it is not properly received by CSU.
- If an exam cannot be administered within 21 days after receipt from CSU, destroy the exam and notify CSU.
- If a fee is charged for exam proctoring, request payment from the student at the time of testing. CSU will not pay proctor fees.

Proctors will be sent complete instructions for administering the Final Exam, but the student is responsible for ensuring the proctor understands his/her role before the Final Exam request is submitted.

Falsifying proctor information will result in invalidation of the examination and may be cause for termination from the university.

Final Exam Procedures and Tips:

- Keep your course end date in mind when submitting the request for the final exam form. Your final exam must be submitted for grading before your course end date.
- Contact your Proctor and schedule the final exam. You will have four hours to complete the final exam. This is an Open Book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
- You will receive an email when the final exam has been sent to your Proctor. You should ask your Proctor to contact you when he or she receives the final exam.

STUDENT COURSE EVALUATION

Students are asked to complete a Student Course Evaluation following the completion of each course of study. This survey is emailed to the student upon completion of your course. Student Course Evaluations are reviewed and results are tabulated. This enables the University to measure the effectiveness of the course and to pinpoint problem areas.

For each course, take the few moments necessary to complete the Student Course Evaluation Form, and rate the textbook, study guide, final exam, and course professor. You may remain anonymous if you wish. However, should you wish to be contacted by the University regarding your comments, please make sure you provide a contact phone number on the survey.

UNIT IV: PAPER GUIDELINES

Many CSU courses will require a paper or project. The requirements of the assignment will be specified within the course. CSU has developed three documents that students should read thoroughly before beginning their first paper/project. Many adult students fear writing their first paper. However, once the first paper is completed successfully and the student has learned how to properly format the paper to meet APA requirements and how a research paper should be written, writing becomes very easy to most students. CSU provides all the necessary information for you to be successful at writing if you will take adequate time to read and understand the resources provided.

A description of the Writing Guide for Papers and the APA Guidelines Summary documents are provided below. Both of these documents are available on the CSU Student Portal located at <http://mycsu.columbiasouthern.edu>.

Writing Guide for Papers

This guide has been prepared to help you in the writing of research papers. It provides a simple step-by-step approach that takes you through each phase of the research paper process. This guide should be read through completely and understood prior to starting on your first research assignment. It should then be used as a reference as you complete each step of the research writing process. It also provides detailed information on the APA format that you are to utilize for all CSU writing assignments. This guide makes comprehensive use of the Owl Online Writing Lab that has been made available online to the public by Purdue University.

APA Guidelines Summary

CSU requires APA formatting for all paper assignments. This document provides a basic overview of what components must comprise your paper, how to avoid plagiarism, and a review of the main APA requirements that must be included in your paper. Please make certain your paper complies with the requirements outlined in this document before submitting it for grading.

Dissertation/Research Project Handbook

The purpose of the Dissertation/Research Project Handbook is to provide candidates for the Doctor of Business Administration Degree with information they will need to successfully complete the most challenging and rewarding phase of their graduate education – preparing a dissertation or project paper. This handbook addresses some of the concerns students have about writing a dissertation/project and covers each step of the process in sufficient detail to clearly identify requirements. It is felt a prescribed approach to the writing of a dissertation/research project is necessary to optimize a student's success in this program. Students will receive a copy of the Dissertation/Research Project Handbook upon enrolling in DBA 7240, Doctoral Writing and Inquiry into Research.

FINDING SOURCES TO SUPPORT YOUR RESEARCH

One of the first places a DBA student should begin searching for research information is in the Business Source Complete database, available to all CSU degree program students at the CSU Online Library. After navigating to the library webpage, you will find this database listed below the heading “Research Databases”. Business Source Complete allows you to search through thousands of magazines, journals, and trade publications in order to retrieve full text articles for immediate use; the majority of these articles are not freely available on the Web.

After typing into a blank search field each of the key terms that describe your research topic, be sure to click in the check box beside “Full Text”. Selecting that option will ensure that you only retrieve complete articles. However, when reviewing your list of search results, it is recommended that you avoid any articles with the icon for “Linked Full Text” because those are only available for purchase.

You can find additional business-related research information in the Academic OneFile database, and if you wish to supplement your journal research with scholarly material from books, you can also search for your topic in the ebrary collection, found at the Online Library below the heading “Online Books”.

PLAGIARISM

Columbia Southern University has a very stringent policy regarding plagiarism. Plagiarism is academic dishonesty, which is cheating--especially that kind of copying/cheating born of intent to deceive. Plagiarism is copying the words or ideas from someone else's work, in part or in full, without appropriately acknowledging the source(s) and submitting the information as your own or pretending that the work of a "ghost writer" is your own. Plagiarism also includes submitting the same paper/assignment to more than one course. For example, if you write a paper for one course and then submit the same paper to another course, then you are plagiarizing.

Plagiarism is a very serious offense, and the University has stringent policies for handling offenders. If a student is found guilty of plagiarism, an instructor can record a failing grade for the particular paper, test, or assignment in which the offense occurred, or the instructor can fail the student in the course. The instructor also has the option of referring the charge of cheating or plagiarism to a CSU Department Chair or Coordinator for disciplinary action.

The Purdue University OWL web page lists information to assist you in creating a comprehensive outline and to help you format correctly in APA style.

Please make sure to visit the Purdue University OWL web page at the below URL.
<http://owl.english.purdue.edu/owl/resource/560/01/>

Cheating Policy

Cheating or other forms of deception is cause for dismissal. Examples of cheating include the following:

- Utilizing another student's answers during an exam
- Using unauthorized materials during an exam
- Having someone take your exam for you
- Using unauthorized test materials
- Disseminating exams to others
- Plagiarism
- Falsifying information

Why Should You Be Concerned About Plagiarism?

Perhaps Toby Fulwiler and Alan R. Hayakawa in *The College Writer's Reference, 3/e*, say it best:

In many countries, it is customary to use another writer's words in your writing. This is done to demonstrate knowledge; to honor intellectuals, writers or philosophers; or to rely on the words of an authority to add credibility to your writing. Although there is nothing wrong with this practice, if you are not extremely careful about diligently acknowledging each time you use the words, thoughts, or teachings of someone else, you [could] be accused of plagiarism. It is not enough to rearrange the words or to replace them with synonyms; even if you completely rewrite the words of the original, you are still borrowing the ideas of another person. U.S. schools treat the idea of plagiarism very seriously, and you could find yourself in serious trouble if ever accused of plagiarizing. (2002, p. 112)

While other cultures may not insist so heavily on documenting sources, American institutions mandate academic honesty as a standard. CSU is an international university in scope, but remains an American institution subject to the laws of the United States. In the USA, plagiarism is not only an academic offense but may also reach legal circles. For instance, any work created in the USA after 1 March 1989 is automatically protected by copyright, even if there is no copyright notice attached to the work. This means that a plagiarist could be sued for copyright infringement, even if the infringement is unintentional. Worse still, a plagiarist who *knows* he or she is not the true author of a work but who willfully and deliberately puts his or her name on the work (thereby concealing the true author's name), potentially commits the crime of *fraud*.

In addition to the legal issues surrounding plagiarism, the practice is unprofessional, unethical, and dishonest. Plagiarism misrepresents the work of another as your own, thus cheating your source of due recognition and your professor of due respect. Copying papers or even parts of papers without acknowledging your sources denies proper credit. Students enrolled in college courses learn and grow as professionals and as individuals. When students elect to plagiarize, they never fully engage themselves in the academic world of

research and learning, never learn to creatively express thoughts and ideas, and create materials which, when assessed by professors, never earn the proper feedback. Students compromise themselves of growth and never benefit from a professors' response to the independent needs and skills of students.

How Do You Avoid Plagiarism?

Generally, writing a research paper is none other than writing an informed opinion paper. When writing research papers, students draw upon others' words and ideas to support their own words and ideas. Scholarship entails researching, understanding, and building upon the work of others, but scholarship also requires that proper credit be given for any "borrowed" materials, i.e. for any words or ideas used that are not the student's own.

Remember, using words, ideas, or *any* work by someone else without giving proper credit is considered plagiarism. Any time you use information from a source, you must cite it.

The term "source" includes published works (books, magazines, newspapers, websites, plays, movies, photos, paintings, and textbooks) and unpublished sources (class lectures or notes, handouts, speeches, interviews, other students' papers, or material from a research service).

Tips for Avoiding Plagiarism

Fulwiler and Hayakawa in *The College Writer's Reference, 3/e*, provide the following helpful tips for avoiding plagiarism:

- Place all quoted passages, even a single brief phrase, in quotation marks, and always provide source information.
- Identify the source from which you have paraphrased or summarized ideas, just as you do when you quote directly.
- Give credit for any creative ideas you borrow from an original source. For example, if you use an author's anecdote to illustrate a point, acknowledge it.
- Replace unimportant language with your own, and use different sentence structures when you paraphrase or summarize.
- Acknowledge the source if you borrow any organizational structure or headings from an author. (For example, don't use the same subheading as your original source).
- Use quotation marks with any words or phrases you borrow, especially when you reproduce an author's unique way of saying something (2002, p. 110).

SUBMITTING THE PAPER

If the course requires a paper proposal or outline, you must submit this to your professor for approval prior to starting the paper.

The paper/project will need to be in MS Word or Rich Text File (RTF). You should submit the assignment online through Blackboard. Do not email the assignment directly to your professor unless directed to do so by your professor.

CSU PROCEDURES FOR GRADING AND PROCESSING PAPERS

The first step a professor takes when a paper is received is to check the paper using plagiarism prevention software called SafeAssign. The site uses a comprehensive database system, which compares a student's paper to all papers previously submitted. In addition, the SafeAssign database stores information of papers and text found on the Internet. Therefore, the professor is provided with a report that reveals what text has been copied from other sources and if the paper is an original work or not. By using this tool, CSU protects the integrity of its programs and the hard work students put into earning their degree.

Once a paper passes the SafeAssign scan, the professor grades the paper as per the grading rubric. Click the link below to view the CSU Grading Rubric for Papers. Be certain to read the rubric completely.

CSU Paper Grading Rubric

View the CSU Paper Grading Rubric at the myCSU Student Portal:
<https://mycsu.columbiasouthern.edu>

Examples of mistakes in APA formatting that result in point deductions are as follows:

- Omission or improper use of in-text citations.
- Reference list that does not meet APA guidelines.
- Incorrect matching of in-text citations with the reference list.
- Omission or preparation of an incorrect title page.
- Improper adherence to appropriate font size, margins, and double spacing requirements.
- Omission or improper formatting of headings within the paper as required by APA.
- Omission or improper use of page header with page number.

In addition, points are often deducted for the following items:

- Quality of writing
- Poor grammar, spelling, and punctuation
- Deduction of points based on the percentage of the paper that is comprised of non-original work. For example, if 20% of the paper consists of paragraphs that have been simply copied and pasted into the paper, 20 points will be deducted.
- Omission of an introduction to paper.
- Omission of a conclusion to paper.

HELPFUL APA PUBLICATIONS AND WEBSITES

The most comprehensive APA publication is the 6th edition of the *Publication Manual of the American Psychological Association*. If you are writing your first paper and need examples on how to properly format in-text citations, the reference list, and other APA formatting items, the following sites should be considered:

Free Tutorial on APA Style:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Frequently Asked Questions about APA Style:

<http://www.apastyle.org/learn/faqs/index.aspx>

A Sample Paper: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Comprehensive Writing Site by Purdue University:

<http://owl.english.purdue.edu/owl/resource/560/01/>

How to Document and Cite Sources (including online sources):

http://www.dianahacker.com/resdoc/p04_c09_s2.html

PLEASE NOTE: The first printing of the 6th edition APA manual included errors. Information about the print run for a specific copy of the manual can be found on the reverse side of the book's title page. For a complete list of the corrected information, see

<http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf>

COMMON MISTAKES IN WRITING

Examples of common mistakes made by students who do not take the time to study the Writing Guide and the APA Requirements Summary are summarized below:

1. Unintentional Plagiarism: Student incorporates the appropriate number of sources into the paper. The paper has a logical flow and the material transitions well from one paragraph to another. The paper is the student's own work and does not contain paragraphs of text copied from other sources. However, the student fails to cite many of the sources in the paper.
2. Copy and Paste Paper with Proper Citations: The paper does contain in-text citations and is mostly APA formatted. However, the student has simply taken blocks of text from different sources and pasted them into the paper. The paper reflects very little of the student's own work.
3. Copy and Paste Paper without Proper Citations: The paper is comprised of blocks of text copied and pasted from a few sources. The student has not cited the sources within the paper or in the Reference List. The paper reflects very little of the student's own work and is plagiarized.
4. Not Properly Incorporating Sources: The above examples reflect a common mistake of students not properly writing the paper or incorporating sources. The paper must have a flow and sources are to be used to back up the point the writer is making. For example, when quoting or paraphrasing a source, the writer should lead into the quoted information as follows: *According to John Smith (2004), "Plagiarism results in the dismissal of students each year" (p. 24).* The writer may then wish to paraphrase information from another source to continue the point that plagiarism is a serious problem. For example, the writer could continue with the following sentence: *In 2003, professors caught on average ten instances of plagiarism by students each semester compared to fifteen instances in 2004 (Sample Author, 2003).* Normally the writer would continue with his or her original writing to continue the point or reflect on the information from the two sources. A sample reflective statement could be as follows: *This information suggests that plagiarism is a serious and growing problem at most institutions.*
5. In Text Citations: Students often do not properly include in-text citations in their work as required. It is not enough to list a source on the Reference List. In the paper body, the sources must be identified when used with a citation that normally includes the author, year, and page reference. A complete bibliographic citation has two parts: (1) the in-text citation in the body of the paper, and (2) the bibliographic reference in the reference list. An example of each is listed below.

Part 1: In Text Citation

According to Robert Prentice, Cruver, a former Enron employee, described Enron as an organization where money was the only yardstick and ethics had little place in anyone's decisional calculus (2003, p. 6).

Part 2: Reference List

Prentice, R. (2003). Enron: A brief behavioral autopsy. *American Business Law Journal*, 40(2), 417-444. Retrieved from Academic Search Elite Database.

6. Reference List Not Properly Formatted: Be certain to properly list each source in the reference list. This does not mean provide a list of web addresses or magazine titles. APA style has specific guidelines to referencing sources. The Diana Hacker APA site recommended: (http://www.dianahacker.com/resdoc/p04_c09_s2.html) (provides excellent examples of how to properly list references).
7. Writing an Analytical or Argumentative Paper: The two basic types of research papers are analytical and argumentative. Students often write a paper that makes no analysis or argument. The following site compares the two types of papers and gives information needed to determine which paper type will be written. It is imperative that students understand these differences so that they know the paths to take in research and writing of the paper. Pay special attention how a research question is used in analytical papers and a thesis statement is used in argumentative papers. <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/types.html>

SAMPLE PAPERS

Taking the time to carefully read and review sample APA papers will greatly assist you in grasping APA formatting along with the proper writing style of a research paper. Links are provided below to several sample papers.

http://www.conestogac.on.ca/learningcommons/writingservice/handouts/apa_sample_paper.pdf

http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

<http://supp.apa.org/style/PM6E-Corrected-Sample-Papers.pdf>

UNIT V: UNIVERSITY POLICIES AND INFORMATION

POLICY OF NONDISCRIMINATION

Columbia Southern University provides equal educational opportunities and does not discriminate with respect to race, religion, national origin, sexual orientation, physical handicap, age, marital status, sex or status (i.e. disabled veteran).

ACADEMIC COURSE LOAD POLICY

At CSU, students are allowed to progress as quickly through their program of study as they are able, but within defined parameters. Owing to personal and professional obligations, many CSU students take less than the allotted time to complete a course. There are some students who may wish to progress through their program of study at a very fast and unacceptable pace. Accelerating course completion beyond what is academically sound defeats the purpose of study because little is comprehended and even less is retained. In addition, it is most likely that admissions counselors and prospective employers will unfavorably view transcripts that reflect “breakneck” speed of program completion.

To address this issue, CSU has an Academic Load policy. No single course may be completed in less than a three-week period. The policy that is outlined below restricts students from setting a pace that is viewed as academically unsound.

Per-Course Enrollment (10-week enrollment period)

CSU Per-Course Enrollment allows students to begin a course at any time. Students may take one course after another or multiple courses simultaneously. The Dean/Chair of Doctoral Studies must approve all requests to take more than six credit hours (2 courses) in any 10-week period. Students requesting course loads over six credit hours must have a minimum GPA of 3.0. Course load limits remain in place even if a student completes their course load before the end of the 10-week period.

Term Enrollment (8-week term)

The Dean/Chair of Doctoral Studies must approve all course loads over three credit hours. Students requesting course loads over three hours must have a minimum GPA of 3.0. Course load limits remain in place even if all course assignments are submitted before the end of the term. Course Grade Reports will be issued at the end of the term.

Doctoral students should keep in mind that doctoral level courses require more rigorous assignments and more detailed research than bachelor and master level courses.

COURSE ASSIGNMENT COMPLETION POLICY

Students are encouraged to complete all graded assignments as outlined in the course Study Guide; i.e., unit quizzes, final exams, scholarly papers, research projects, discussion board assignments, etc. Failure to complete all assigned coursework can result in a failing grade.

If a student's course end date or extension period ends, all course assignments not completed will be assigned a grade of zero, with the exception of dissertation and research project courses. The student's grade will then be calculated on the weighted scores earned on all course assignments.

For example, if a student completes a course with a score of 100 on all but one assignment worth 25 points, a grade of zero would be posted for the 25 point assignment and the student would earn a course grade of 75 (C).

Please keep in mind that not submitting heavily weighted assignments will significantly impact the course grade and is not advisable. However, this decision will be left up to the student. The points or weight assigned to each assignment can be found in the course syllabus under the "Grading" button. The grades students earn on their courses are reflected in the cumulative GPA. When a student's GPA falls below 3.0, the student will be placed on academic probation.

Should a student not submit all course assignments and be issued a failing grade, the student will be required to retake the course and pay full course tuition accordingly.

COURSE EXTENSIONS

Non-Dissertation and Non-Research Project Courses

If a student is unable to complete a course within the allotted time for the enrollment period, the student will need to submit an Online Course Extension Request. This applies to both Per-Course and Term enrollments.

- **Per-Course** students may request a maximum of two 30-day extensions for each course. There is a \$50.00 fee assessed for each 30-day extension.
- **Term** students may request one 45-day extension. Extensions must be approved and are not automatically granted. A Course Extension cannot be requested until week six, seven, or eight. The student must be successfully completing course requirements at the time of the request (earning a passing grade for assignments due). Students needing more than 45 days may wish to view the Special Needs Extension Policy.

The University must receive this request **before the original end date of the course**. Should the student be unable to complete a course at the end of the maximum extension period allowed, all assignments not completed will receive a grade of zero. The student's grade will then be calculated on the weighted scores earned on all course assignments. Should the student not submit all course assignments and be issued a failing grade for the course, the student will be required to retake the course and pay full course tuition accordingly.

Dissertation and Research Project Courses

If a student is enrolled in a dissertation or research project course, and has not satisfied the requirements for the course by the end of the enrollment period (8-weeks for Term enrollment and 10-weeks for Per-Course enrollment), plus approved extensions, the student will be required to purchase the **DBA Dissertation/Research Project Course Extension**. The cost of the DBA Dissertation/Research Project Course Extension is equivalent to full course tuition. The student will then continue in the course where they left off with an extended end date equivalent to an enrollment period (8-weeks for Term enrollment and 10-weeks for Per-Course enrollment.) If the student has not completed course requirements by the end of the DBA Dissertation/Research Project Course Extension, the student will be eligible to request a regular course extension (one 45-day Term extension or two 30-day Per-Course extensions with applicable fees.) If the student has not completed course requirements by the end of the approved regular course extensions, the student will be required to purchase an additional DBA Dissertation/Research Project Course Extension at full course tuition. The course professor will communicate student progress to the members of the student's Dissertation Committee. Students will repeat the steps outlined above until all requirements in a dissertation or research project course are completed, or until the course professor determines the student is not making progress. Students making no progress are subject to be dismissed from the DBA Program. The grade for the course will be assigned by the course professor.

LEAVE OF ABSENCE

Should issues arise in a student's personal or professional life that requires studies to be set aside for a time, the student may request a Leave of Absence (LOA) for duration of up to six months. Students requesting a LOA must be between courses and not actively enrolled in a course. Students who are unable to complete their current course should consider a course extension, special needs extension, or course withdrawal. During a LOA, all financial and academic obligations are suspended until such time as the LOA period expires or the student notifies the University that they are ready to resume the program.

A LOA will be considered for approval if CSU determines that there is an acceptable reason for the request. Some examples of acceptable reasons a student might request a LOA include:

- Death in the family
- Illness of a family member or self
- Job relocation or travel related to job
- Changes in work schedules

- Military deployment, TDY/TAD, or PCS
- Jury duty

All LOA requests must be submitted in writing and include a date and a signature. Complete steps for requesting a LOA can be found by logging in to the myCSU Student Portal. Once the student is ready to resume their program of study, the student will need to notify the university in writing, either by postal mail or by email.

During a doctoral student's tenure at CSU, the student may take a total of three Leaves of Absence. These LOA's cannot follow one upon the other. From the expiration date of the first Leave of Absence, at least one calendar year must pass before a second LOA will be authorized.

Military/Special Services LOA Provision

Students requiring a military or special services deployment are eligible to receive a provisional LOA for the designated deployment period. Students requesting a provisional LOA are required to follow standard LOA request procedures. If the military or special services deployment occurs during a course, the student will be required to withdraw from the course or request a Special Needs Extension (SNE) to complete the current course. The nature and period of deployment requires written verification by the student's commanding officer or supervisor. Deployment verification must be submitted with the LOA request.

CONTINUOUS ENROLLMENT

Students enrolled in doctoral courses are required to maintain continuous enrollment. If, after completing a course, a student does not enroll in a subsequent course within an enrollment period (eight-weeks for Term enrollment students and ten-weeks for Per-Course enrollment students); Student Services will notify the student that dismissal for lack of continuous enrollment will be recommended to the Dean/Chair of Doctoral Studies. The enrollment period is defined as eight or ten weeks respectively from the end date of their preceding course (including extensions.)

Enrollment in a course means that the student has made payment arrangements for their next course, and the course has been issued with the course beginning on the next qualifying start date. Once the student is registered for a course, the start date cannot be changed.

If the student does not enroll in a course within the enrollment period identified by Student Services, the Dean/Chair of Doctoral Studies will notify the student that he/she has been dismissed from the program for lack of continuous enrollment. Dismissal due to lack of continuous enrollment does not exclude students from readmission.

STUDENT FEES

Online Library Fee	= \$50.00
Graduation Fee	= \$75.00
Return check Fee	= \$25.00
Fee for additional transcripts	= \$10.00
Per-Course Extension Fee (30 days)	= \$50.00
Term Course Extension Fee (45 days)	= \$50.00
Leave of Absence Fee	= \$50.00
Change of Program Fee	= \$75.00
Dissertation fee	= \$1200.00 *
Research Project fee	= \$900.00 **

* Paid in four equal amounts with enrollment in DBA 9306A, B, C and D.

** Paid in three equal amounts with enrollment in DBA 9406A, B and D.

All fees are non-refundable. Fees may be changed as deemed necessary by the University. For a current list of fees, visit the CSU Student Center online and select Academic Policies.

STUDENT RECORDS

All student records are retained in full. All graduate records are condensed to pertinent information, including application, detailed resumes, previous college transcripts, copies of certificates, enrollment agreements, tuition schedule, copies of grades earned at CSU, copy of CSU transcript and diploma.

Columbia Southern University recognizes and respects the student's right to privacy. As such, the release of student records is prohibited without written authorization and permission from the student in accordance with Family Educational Rights Privacy Act (FERPA) and Public Law 93-389.

GRADING PROCEDURES

Your final course grade reflects the grades earned on unit quizzes, article critiques, case studies, discussion board responses, assignments and the final exam. The breakdown percentage of each assignment can be found in the Course Syllabus section of your online study guide. A letter grade will be assigned upon conclusion of the course. Successful completion of a course requires an overall score of 70% or better. The following scale will be used to determine your course grade:

- A = 90-100
- B = 80-89

- C = 70-79
- D = 60-69
- F = 59 and below

COURSE RETAKE/MINIMUM GPA POLICY

Doctoral students must earn a cumulative GPA of 3.0 or higher on a 4.0 scale. No grade below C is acceptable for credit toward a DBA degree. The course in which a grade below C is received must be repeated at CSU. The original course will be issued a grade of 'R' upon completion of the retake. **In cases where a student repeats a course, the hours attempted are counted once, and the most recent grade is recorded.** If you need to repeat a course, please contact Student Services for instructions.

ACADEMIC PROBATION

Students are required to have a cumulative grade point average (GPA) of 3.00 or higher in the doctoral program. 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

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

Good Standing: To be a doctoral student in good standing, a cumulative GPA of 3.00 or higher must be maintained.

Academic Probation: A doctoral student may be placed on academic probation due to violation of academic integrity or whenever his/her grade point average (GPA) falls below 3.0 on a 4.0 scale. The conditions of academic probation are specified to the student in writing by the Office of the Registrar. Once placed on academic probation, a doctoral student has six credit hours to raise his/her GPA to 3.0 or higher. If a doctoral student does not achieve a GPA of 3.0 or higher, he/she is subject to academic dismissal from the program. The conditions of academic probation are submitted to the Dean/Chair of Doctoral Studies by the Office of the Registrar. The Dean/Chair of Doctoral Studies, with appropriate consultation, will determine the enrollment status of the student.

ACADEMIC INTEGRITY

Statement of Policy

Ethical conduct is a foundation upon which a successful academic career at Columbia Southern University rests. The 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 are the basis of Columbia Southern University's academic programs and thus a violation of the university's Academic Integrity policy.

A violation of the Academic Integrity Policy includes, but is not limited to:

- Cheating: using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit.
- Plagiarism: taking the work of another and offering it as one's own without proper acknowledgement of the true source, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Unauthorized collaboration on a project, homework, or other assignment unless otherwise allowed by course instructor.
- Sharing, selling, or buying information related to graded learning activities.
- Using professor feedback for another student as the basis for an essay response.
- Resubmitting a paper that has already been submitted for another course.
- Falsifying information
- Accessing or using unauthorized materials (electronic or print) and/or websites.
- Use of an alternate, stand-in, or proxy during an examination.

Sanctions

Columbia Southern University regards violations to the Academic Integrity Policy as a very serious matter. Students who are found to be in violation of the Academic Integrity Policy are subject to sanctions, which range based on incident and severity from a letter of reprimand up to and including university dismissal and degree revocation.

Statute of Limitations

There shall be no 'statute of limitations' that precludes faculty from acting on the discovery of alleged violations, either during the time in which the course in question is being offered or after the course has ended (and after the student has graduated).

Right to Appeal

If a student is found in violation of Academic Integrity, they are allowed due process and may, within 72 hours of official notification, contest the university's findings. A formal, written challenge must be sent to the academic chair that presented the official notice of violation to the student. The student's appeal will be sent to CSU's Academic Review Committee for a final decision.

CONTESTING GRADES

Students who believe a grading discrepancy has occurred should follow the procedures listed below:

1. Direct your grade challenge to your course professor via email.
2. Include in this written correspondence the course name and number, the exam (unit number or final), and the full text of the question or questions at issue, the page number and text that you feel supports your answer.
3. Forward a copy of this communication to Student Services.
4. Allow 5-7 business days for a reply.
5. If the reply of your course professor is not favorable, you may submit your challenge to the Dean/Chair of Doctoral Studies. Your challenge must include information previously submitted to your course professor and his/her response.
6. Allow 5-7 business days for a reply.
7. The response of the Dean/Chair of Doctoral Studies is final.

All grades must be challenged within fourteen days from the date CSU posts the grade.

CSU SERVICE PLEDGE

At CSU, students will find our staff ready to assist them. We pride ourselves on providing a high level of personalized service and for going "the extra mile." We will work hard to solve any problems or issues that arise. If a student ever feels he/she did not receive this level of service, please let us know. In return, students are expected to be courteous and professional in their communications with CSU staff & faculty. Abusive language and rude behavior will be considered ethical misconduct.

UNIT VI: GRADUATION REQUIREMENTS AND INFORMATION

MINIMUM NUMBER OF SEMESTER HOURS

Transfer credits are limited to 15% of the total doctoral credits required to complete the degree. The courses must be relevant to the student's program of study and equivalent in both content and degree level of graduate courses. To graduate from the doctoral program, 61 semester units must be completed. This includes the 1-hour Orientation Course required of all DBA students.

GRADE POINT AVERAGES AND HONORS

A 3.0 grade point average is required to graduate from the doctoral program. Honors are not awarded for the doctoral program.

PETITION FOR GRADUATION

After students complete the program, they must submit a Petition for Graduation to begin the Graduation Audit process. This form can be completed online from the myCSU Student Portal. Once the graduation audit is complete, the student will be notified of the application status and any requirements that have not been satisfied.

GRADUATION FEE

A \$75 graduation fee is to be paid at the time the Petition for Graduation is submitted to CSU. This fee covers the audit of the student's records and the processing of his/her diploma.

DIPLOMA

The student's diploma and an official transcript will be mailed directly to the address provided on the Petition to Graduate form. This normally takes approximately 6 - 8 weeks after the Graduation Audit has been conducted.

GRADUATION CEREMONY

Each year CSU hosts a commencement ceremony for those graduates who have completed their program. It is not required for the graduate to attend the ceremony, as the diploma and transcript are mailed after processing. However, we encourage all CSU graduates to attend the festivities to be able to meet and mingle with fellow graduates and members of the faculty. The university will email all students and graduates information concerning the ceremony as it becomes available. There is a fee for the ceremony, which includes the regalia (cap, gown and tassel). The graduation ceremony fee will vary from year to year and will be posted accordingly as information becomes available. Travel arrangements, including transportation and lodging, are the responsibility of the graduate.

REQUESTING A CSU TRANSCRIPT

Once a student has completed their first three credit-hour course and paid course tuition, the student may request an official CSU transcript. A \$10 Transcript Fee applies. A CSU transcript may be requested by using the Transcript Request Form. This form may be downloaded from the myCSU Student Portal. Please allow 7-10 business days for processing.

The transcript will be sent as a sealed "official" transcript to the institution or person indicated on the Transcript Request Form. An "unofficial" transcript may be faxed if indicated on the request form. Please note, the \$10.00 transcript processing fee still applies whether the transcript is issued as "official" or "unofficial".

UNIT VII: ACCREDITATION AND AFFILIATIONS

CSU is proud its doctoral level program is accredited by The Accrediting Commission of the Distance Education and Training Council (www.detc.org). This recognition is particularly meaningful because it attests to the high standards of the institution you have entrusted with your education, and the high quality of the program in which you have enrolled.

Columbia Southern University is licensed by the State of Alabama, Department of Education pursuant to the Alabama Private School License Law, Code of Alabama, Title 16-46-1 through 10.

Columbia Southern University is an institutional member of the American Council on Education (ACE). ACE is the nation's umbrella higher education association. Institutional membership is limited to nationally or regionally accredited colleges or universities.

Columbia Southern University is an institutional member of the Council for Adult and Experiential Learning (CAEL). CAEL is a national leader in the field of adult learning dedicated to expanding lifelong learning opportunities for adults. Institutional membership is limited to nationally or regionally accredited colleges or universities.

Columbia Southern University is a member of the United States Distance Learning Association. USDLA, a nonprofit organization, was formed in 1987 to promote the development and application of distance learning for education and training.

UNIT VIII: STUDY SKILLS AND TECHNIQUES

INTRODUCTION

Good study skills and strategies help facilitate successful completion of courses. Research suggests that there is no right or wrong way to study. What follows are some useful study tips. Use those that work best for you.

MOTIVATION

1. **Take Some Small Steps toward Your Goal Now!** Get a sense of satisfaction from achieving small goals each day. Break a study task into small pieces.
2. **Be an Optimist.** Fill your mind with positive thoughts and outcomes. If you falter in your studies, do not listen to the self-defeating voice inside you. A failure is just another opportunity to succeed.
3. **Be a One-Minute Course Manager.** Take at least one minute each day and write down what you must do in your course to achieve your goal. Chart a course. The time you spend in mapping out a study strategy will enable you to move more quickly.
4. **Pay Attention to Your Thoughts.** Thought always precedes an action. When we limit our thinking we limit our motivation to act. Use positive thoughts to put your goals into action. Every day list some of your most creative and exciting thoughts. From time to time during the day pause and think about your goal, picture it and talk about it in your mind.
5. **Analyze Your Study Plan.** Is there a way it could be better organized? Is it organized to utilize your dominant learning techniques? Does your study place foster creativity and sharpen your focus?
6. **Read Aloud for Your Next Reading Assignment.** Chances are you will retain more for a longer period of time when you read aloud. Put key information from your reading on a tape recorder. This will enable you to study while you drive, exercise, etc.

TIME/SELF MANAGEMENT

1. **Set up a Time Management System that Works for You.** If you learn best in the morning, read and study before work. When your things-to-study list gets boring try recreation. Use planners and time organizers that are colorful and imaginative. Make a time/study plan and follow it. Have a study area where you can concentrate. Establish a study priority list for the day and week. Keep your stacks of work/study material out in your study area.
2. **Make Use of Integrating Time.** The strategy is combining different tasks at the same time so all are accomplished. As you look at a number of daily or weekly tasks, ask yourself whether you could accomplish two or more at the same time.
3. **Make Use of Several Study/Time Management Techniques.** Divide a big assignment into small pieces that can be done one at a time. Start with an easy and enjoyable part of your study task. Have a study area where you can concentrate. Examine your procrastination patterns and break them. Make a commitment to someone about your study plan for the week. Get a tutor if you need extended assistance.

READING TEXTBOOK ASSIGNMENTS

The reader of a college textbook must decide what is important to learn, and read with the goal to understand and comprehend information for long-term recall.

One of the keys to successful reading is concentration; accordingly, you should find a quiet place to study that is free of distractions. There are several reading models around to put into practice. One such model is “**The Action Reading Plan**” consisting of three steps: **Get an overview, Read actively, and Recall the Material.**

GET AN OVERVIEW

Why? Getting the big picture regarding a topic, chapter, or section will better enable you to comprehend and retain the details you will read later. Most of us learn details better when we can relate them to a meaningful whole. How? Quickly skim over your textbook to gain a sense of how it is organized and what it concerns. You should review the author’s

background, index, table of contents, preface, glossary, headings, sub-headings, and summaries. Skim through the sections or chapters before reading them in detail.

Try to answer these questions:

1. How is the text organized?
2. What is the general thrust of each chapter?
3. What do I already know about the subject matter?

READ ACTIVELY

Why? This process will involve you in the material, facilitate comprehension, and increase your retention. How? The following suggestions will assist you in this process.

1. Pre-plan how much you intend to read at one sitting.
2. Work on sections of the chapter rather than trying to read the whole chapter non-stop.
3. Ask questions before each section or paragraph. Comprehension and retention improve when you read for a purpose. A suggested question is: What in the paragraph, section, or chapter do I need to know? Questions you formulate may later appear on exams.
4. Actively read a paragraph or one short section at a time. Read with a pencil or marker underlining key (but only key) concepts, ideas, or words. After you finish a full paragraph or a headed section, jot in the margin, cues and small notes you find helpful.

RECALL THE MATERIAL

Research on retention of acquired knowledge indicates that immediate recall and practice is important. How?

1. After you have read a paragraph or section, answer your questions in a summary, using your own words. If you have difficulty with this step you may want to review the paragraph or section again.
2. Look at marginal or mapped notes you have made which serve as cues and try to recall the material they represent.
3. After you have read several paragraphs or sections, try to tie main ideas, concepts, and facts together into a whole that is meaningful to you.
4. Link the main ideas to something you already know.

ORGANIZATION AND PREPARATION FOR WRITING

Writing papers can be an enjoyable experience when you take the time to plan and organize. The key is to have a format or “blueprint” for your paper design. For example, if you intend to prepare a paper on how technology has changed marketing strategies, the following suggestions will assist you in this process.

1. List several focus ideas you have for the paper you intend to write and rank them in logical sequence.
2. After you have decided on the direction your paper will take, begin to collect the data and documentation, and sources from which you will draw in preparing your paper.
3. Jot down thoughts regarding your course of study during the week at various times.
4. Begin “free writing”; just write as it comes. Refrain from judging what you’re writing or from trying to choose correct words. You can edit later. Use clustering as “free writing”. Put your subject in the center of a piece of paper and write as rapidly as possible all the thoughts that “pop” into your brain.
5. From the “free writing” form a rough thesis sentence—what the paper is about.
6. From this sentence make an outline and begin writing by filling in your outline.
7. Try this form to structure your outline:
 - Introduction- your opening statement or quotation, questions you will attempt to answer and terms you may need to define if it is to be a technical paper.
 - Body - The first aspect you choose to introduce is based on what you are trying to emphasize. The second aspect should flow from the first aspect. The third, fourth, and other aspects are tied in to each other and continue to make the body of the paper.
 - Conclusion- this section of the paper summarizes your findings and answers the questions you presented in the introduction.
8. Hints to keep you on track with your paper.
 - Maintain an idea folder for the introduction, body, and conclusion section. As ideas occur, write yourself a note and put it in your folder.
 - Divide the paper into sections and start writing the one you can do now. No need to start with the introduction first.

- If you are working on one section and ideas about another one occur, simply write some notes and insert them in the proper section.
- Do take breaks while writing; particularly if you start thinking self-defeating thoughts such as, “I’m sick of writing this paper.” Leave it for a while and do something that you enjoy.
- Work on small parts of the paper you can do now rather than trying to tackle the whole project.

MEMORY IMPROVEMENT

Improving your memory requires knowledge of various techniques. Select from these methods appearing below, those that work best for you and practice. Just because you have read and understood your textbook assignment does not mean you have retained this material. Most of what you have read in the last 10 minutes is in your short-term memory. More than likely you won’t be able to recall this material tomorrow unless you use methods to move it to the long-term memory. Review the following long-term memory techniques.

1. **Get the “Big Picture” of a subject area before you attempt to learn the specifics.** Skim your whole textbook, section, and/or chapter before you read page by page. The concept is that we remember better when we can relate the parts to the whole.
2. **Space your learning over a period of time.** Try to take large and small breaks between study times. For example, you are likely to be more successful in retaining material in three two-hour sessions than one six-hour session. Even in the two-hour session you should pause occasionally and reflect on something other than what you are reading.
3. **Create meaningful associations.** When you have to remember a number of details, group them together in a common association that has meaning to you. For example you may want to create a chart that groups common terms and definitions by color. You could make a form of diagram that groups common theories or concepts.
4. **Practice the principle of recitation.** Simply recite aloud to yourself the key ideas you have just read from your textbooks or notes. For many people this is the best memory technique of all.
5. **Visualize relationships.** Create a picture of the information you are trying to learn. Draw the main topic in the center of the page. Arrange subtopics about the main topic around the center. Use words, numbers, symbols, and colors and pictures to organize your information.

6. **Use mnemonic methods for aiding memory.** Mnemonics techniques require that the items to be remembered be organized in personally meaningful and concrete ways. For example, the acronym MASH is encoded as Mobile Army Surgical Hospital.

EXAM PREPARATION

Following are additional methods associated with increased success on tests.

1. **Plan an overall study strategy for the exam.** Survey what you need to know for the exam. How do your notes, the text, or any assignments relate? Decide how much of the material you already know and what you do not know. Write down any information that you need to know. Review flashcards, outlines and any summaries you have made during the term.
2. **Know what was emphasized and what you are expected to know.** Review your course study guide and text.
3. **Study and Review actively.** Read actively by reviewing chapter sub-headings and topic sentences recalling the important points. Recite them, write them, say them, hear them, and picture them.
4. **Read the test questions and directions very carefully.** Be alert to read the questions as they are, not as you would like them to be. Make sure you understand the kinds of answers expected.
5. **Answer easy questions first.** Working on questions that you are prepared to answer is one method to reduce test anxiety.
6. **Be aware that in objective and multiple-choice tests the question may have a best answer and not necessarily a correct answer.** If this is the case, work toward selecting the best answer from those available.
7. **Pay particular attention to the wording of questions.** Watch for qualifiers such as all, most, some, great, much, little, and no. The test maker is interested in knowing when and under what circumstances something is or is not true. Examine all questions containing negative wording such as *not* or the prefix *un*. Read these questions very carefully to assure full understanding.
8. **Handling excessive test anxiety.** Some amount of test anxiety is beneficial. It can facilitate test performance by increasing alertness and motivation. However, excessive anxiety can result in poor concentration, carelessness, and poor test performance. If you find the prospect of sitting for your exam particularly unsettling, follow these suggestions:

- Avoid stressful situations just before exams.
- Think calm and relaxing thoughts about yourself, and talk to friends who make you feel good about yourself.
- Arrive at your exam room only a few minutes early, and review what you know about the subject.