

# University of Central Missouri

## Federal Compliance Requirements

### **Assignment of Credits, Program Length, and Tuition**

#### Credits

The University of Central Missouri (UCM) awards both undergraduate and graduate credit. The unit used by UCM is the semester hour. The fall and spring semesters are 15 weeks of instruction, plus one week devoted to examinations. The University uses the new credit hour definition that is presented in the Faculty Guide. The definition reads as follows: “A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours; or (3) institutionally established reasonable equivalencies for the amount of work described above in paragraph (1) of this definition for the credit hours awarded, as represented by verifiable student achievement of intended learning outcomes.” Regular face-to-face classes taught on Mondays, Wednesdays, and Fridays meet three times a week for 50 minutes in length for the 15 instructional weeks of the semester. Tuesday/Thursday classes meet twice a week for a period of 75 minutes per class period.

The University of Central Missouri operates on a sixteen week semester schedule. Two eight week session courses (first half-semester and second half-semester) are also offered in the fall and spring semesters. Courses are offered off schedule with the approval of the Dean and Provost.

During the summer six sessions are offered. There is one twelve week session, one eight week session, and three six week sessions. Courses offered off schedule must be approved by the Dean and Provost.

#### Program Length

All undergraduate degree programs require a minimum of 120 semester hours to earn a baccalaureate degree from the University of Central Missouri, with at least 30 of those hours earned from UCM. The University requires students to complete the last twelve hours at UCM, and 30 of their earned credits must be at the upper- level. See page 37 of the 2013 [undergraduate](#)

[catalog](#) for more information of degree program requirements and pages 14-23 of the [graduate catalog](#).

The University's current undergraduate tuition is \$213.15 per credit hour (with \$29 in general student fees per credit hour). This is a total of \$242.15 per credit hour including fees. (in-state undergraduate). A non-resident undergraduate pays \$426.30 in tuition (and \$29 in general student fees per credit hour). This is a total of \$455.30 per credit hour including fees. Resident graduate tuition is \$276.25 per credit hour (with \$29 in general student fees). Total including fees is \$305.25 per credit hour. Non-resident graduate tuition is \$552.50 per credit hour. After the \$29 in general student fees, the per-credit hour price is \$581.50.

UCM offers one program at a differential tuition rate. The graduate resident/non-resident rate at Central Summit Center for the Ethical Strategic Leadership MBA is \$431 per credit hour. This is \$154.75 above the campus resident graduate student rate. General Student Fees of about \$28.64 are added onto this total per credit hour. Although this rate is higher than UCM's standard tuition and fees, the rate is well below that of other colleges and universities in the Kansas City, Missouri, area. The main cause for this differential is the higher cost of faculty in the Kansas City market.

**Institution under review:      University of Central Missouri**

**Assignment of Credits, Program Length, and Tuition**

## **Worksheet for Use by Institutions on Assignment of Credit Hours and on Clock Hours**

**Appendix A. Credits and Program Length.** All institutions must complete Appendix A. Institutions that use multiple calendars may need to complete more than one section of Part One.

Appendix A includes these sections:

Part One. Institutional Calendar, Term Length, and Type of Credit

Part Two. Format of Courses and Number of Credits Awarded

Part Three. Policy on Credit Hours

Part Four. Total Credit Hour Generation

Part Five. Clock Hours

## Appendix A: Assignment of Credit Hours

### Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that Handbook.

Name of Institution: University of Central Missouri

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
<b>Semester / Trimester Calendar</b>	Standard Format: 14-17 week term	<u>Fall = 16</u> <u>Spring = 16</u>	<u>1</u> <u>1</u>
	Compressed Formats: 4, 8 or other week terms within the semester calendar <sup>1</sup>	<u>Fall = 8</u> <u>Spring = 8</u>	<u>2</u> <u>2</u>
	Summer Term	<u>Summer = 3*, 6, 8,</u> <u>12</u>	<u>1, 3, 1, 1</u>
<b>Quarter Calendar</b>	Standard Format: 10-12 week term	<u>N/A</u>	
	Compressed Formats: 2, 5, or other week terms within the quarter calendar <sup>1</sup>	<u>N/A</u>	
	Summer Term	<u>N/A</u>	

\* We began a general policy to eliminate 3 week courses. Programs were allowed to present special circumstances to their respective Deans to offer 3 week courses. As this policy resulted in the elimination of some 3 week courses and likely will reduce the number of 3 week courses in future summers, we anticipate the number of 3 week course offerings will decline from the summer 2013 term . The Summer 2013 3 week term course offerings are detailed in the attached tables for Part Two.

## Part Two. Format of Courses and Number of Credits Awarded

### Guide to Completing this Section

#### Purpose of this section

This section asks the institution to provide a broad overview of the pattern of instructional hours required for the credit hours it awards. The chart provides a suggested approach for conveying that information to the evaluation team. The institution should feel free to make modifications in the chart or add brief notes as appropriate to explain credit hour awards, particularly in non-standard or compressed format classes.

If the institution offers multiple terms, such as a compressed format term and a regular semester term, it should separate that information, typically by providing a separate chart for each term, so that the team can understand how instructional time is related to credit hour awards in each term. It is important to emphasize that the information in this section need not be extensive as long as it explains credit hour awarding across various formats at the institution.

The institution should not use this section to demonstrate that it assigns credit hours appropriately relative to non-contact hour requirements such as out-of-class group meetings or homework assignments. That issue may be addressed in the institution's credit hour policy, and the team may consider it in the sample of institutional programs it will examine more carefully during the evaluation visit.

#### Period Reported

An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported. The institution should complete a separate form for each type of term identified in Part One.

#### Key to Rows

- # of Courses—Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of that course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.
- # of Meetings—Enter the total number of class meetings (or equivalent) provided in each course with that credit award during that term; if the number of class meetings varies, enter a range. For distance, correspondence or other formats report on instructional time. Do not include study or other time where

students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format.

Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

- Meeting Length—Enter the range (shortest to longest) of meeting times in each category. (*Note that one hour may be 50 minutes of actual instructional time.*)

#### Key to Columns

- Column 1—FTF: For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.
- Column 2—Mixed FTF: For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

*Note that the above explanations arise from the Commission's distance education protocol. Institutions may use other thresholds for FTF and Mixed FTF provided that they define them clearly and include the definition on this worksheet.*

- Column 3—Distance: For courses where instructors interact with students through one or more forms of distance delivery.
- Column 4—Correspondence: For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

#### *Federal Definitions of Distance/Correspondence Education:*

*Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor: and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).*

*Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.*

(2) *Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student.* (3) *Correspondence courses are typically self-paced.* (4) *Correspondence education is not distance education.*

- Column 5–Independent/Directed Study: For courses where instructors interact with students through a flexible format.
- Column 6–Weekend College: Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.
- Column 7–Internships/Practica: Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

#### Some Examples

- *If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*
- *If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*
- *If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*

**Form for Reporting an Overview of Credit Hour Allocations  
and Instructional Time for Courses**

*Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.*

See HLC Form UCM Course Breakdown by Instructional Time 201410 20140109.docx

**Term and Length: Fall 2012, 16 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distanc e Courses	4. Corresp Courses	5. Independe nt/ Directed Study Courses	6. Weekend College	7. Internshi p/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
½ Credit	# of courses	2						
	# of meetings	16						
	Meeting length	1-3						
1 Credit								
2 Credits	# of courses							
	# of meetings							

	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							



**Term and Length: Spring 2013, 16 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distanc e Courses	4. Corresp Courses	5. Independe nt/ Directed Study Courses	6. Weekend College	7. Internshi p/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							

5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

**Term and Length: Fall 2012, 8 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practical Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
½ Credit	# of courses	18						
	# of meetings	8-16						
	Meeting	1						

	length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

**Term and Length: Spring 2013, 8 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distanc e Courses	4. Corresp Courses	5. Indepe nt/ Directed Study Courses	6. Weekend College	7. Internshi p/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							

5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

**Term and Length: Summer 2013, 6 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practical Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting							

	length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

**Term and Length: Summer 2013, 8 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distanc e Courses	4. Corresp Courses	5. Independe nt/ Directed Study Courses	6. Weekend College	7. Internshi p/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							

5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

**Term and Length: Summer 2013, 12 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practical Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							
	# of meetings							
	Meeting							



	length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							
— Credits <sup>1</sup>	# of courses							
	# of meetings							
	Meeting length							

<sup>1</sup> Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

See Credit\_Hours\_6\_and\_above.pdf for a list of the courses offered with six or more credit hours. The document 'HLC Why 6 credit hours or more.docx' provides an explanation pertaining to the awarding of credits.

### Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

The document 'Courses with other delivery format.docx' provides information pertaining to the International Study Abroad (ISP 4000) and Intensive English Program (IEP).

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### Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes\*                       No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide                       Delivery format specific  
 Department-specific                       Program specific

*\*Include the institution's credit hour policy in the attachments to this worksheet.*

See Credit\_hour\_policy.pdf

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#### **Part Four: Total Credit Hour Generation**

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

The average credit hours enrolled by full-time undergraduate students was 14.28 Credit Hours. The average credit hours enrolled by part-time undergraduate students was 6.83 Credit Hours. The average credit hours enrolled by graduate students was 6.51 Credit Hours.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

  X   Most Recent Fall Term  2013  (identify the year)

       Most Recent Spring Term        (identify the year)

There were 4,111 full-time undergraduate students enrolled in more than 14.28 credit hours. There were 438 part-time undergraduate students enrolled in more than 6.83 credit hours. There were 958 graduate students enrolled in more than 6.51 credit hours.

#### Part Five: Clock Hours

**IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.**

Answer YES to the statement below only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes

No

#### UCM Credit Hour Policy

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours; or (3) institutionally established reasonable equivalencies for the amount of work described above in paragraph (1) of this definition for the credit hours awarded, as represented by verifiable student achievement of intended learning outcomes.

#### Intensive English Program (IEP) Courses

The English Language Center, accredited by the Commission of English Language Program Accreditation (CEA), offers intensive instruction in English and short-term programs for English language studies. For qualifying students, the IEP provides the opportunity to improve English language skills and become accustomed to a university setting in the United States. The courses are designed to help non-native speakers of English build on their existing language skills. The IEP offers courses at a variety of proficiency levels in reading, writing, grammar, communication

skills, vocabulary, accent reduction, American culture, and academic preparation. These courses are credit bearing, but do not count toward completion of an academic degree

### International Study Abroad ISP 4000

This course allows students to enroll at the University of Central Missouri while attending classes in a sponsored study abroad program. The variable credits are based on the number of credit hours the student plans to complete at the foreign institutions. The actual credit recorded represents those credits completed by the student and transferred back to UCM. The credits and study plan require the approval of the Director of the International Center.

Explanation for allocating six or more credit hours

### **Clinical Courses**

BIOL 4017 (7)

The BIOL 4017 Clinical Microbiology is a component of the Medical Technology Clinical Internship as part of the last year of the degree.

### **Internship Courses**

CIS 3695 (6), CJ 4602 (6), FIN 3835 (6), LIS 6830 (6), MGT 3335 (6), SOC 6880 (6), SOT 3022 (6)

Internships provide opportunities for students to gain theoretical knowledge and practical application within a particular field of specialization. The credit hours assigned to internship courses are related to the amount of work experience gained by the student. Students earning 6 credit hours of internship credit generally complete 350 hours in work experience whereas students earning 3 credit hours of internship credit typically complete 200 hours.

### **Nursing Leadership in Management and Community Health**

NUR 4600 (6), NUR 4601 (6)

The NUR 4600 integrates concepts of community and mental health nursing with concepts of nursing leadership and management. The students gain an overview of concepts and skills of dynamic and creative leadership and management for high quality nursing. NUR 4600 is taken as a corequisite with NUR 4601. NUR 4601 is an application of leadership and management functions along with community and mental health nursing concepts within health care settings.

## **Practicum**

SOWK 4660 (9)

The SOWK 4660 Practicum is an educationally directed 500-hour field experience in a social service agency under qualified agency supervision. This Practicum is only available to social work majors and students must receive the consent of the Coordinator of Field Education.

## **Student Teaching Courses**

FLDX 4395 (6), FLDX 4396 (6), FLDX 4493 (6), FLDX 4495 (6), FLDX 4497 (6), FLDX 4498 (6)

Student Teaching courses provide students with the opportunities to gain field experience in their specialization area while receiving performance feedback from professionals. The credit hours assigned to student teaching courses are related to the contact hours the students experience in the field.

## **Thesis Credits**

CJ 6600 (6), HIST 6350 (6), MATH 6950 (6), PE 6990 (6)

A thesis is the result of research, scholarly, or creative activity that gives evidence of independent, critical, and creative investigation. The thesis demonstrates the ability to define and develop a problem; to understand and synthesize relevant literature; to use appropriate methodology; to analyze and interpret data; and to draw reasonable conclusions based on the investigation. A thesis must conform to the Thesis Manual guidelines available at [ucmo.edu/graduate/current/manual](http://ucmo.edu/graduate/current/manual). A student earning 6 credit hours of thesis credit is expected to have performed the equivalent of six hours of classroom work for 15 weeks and twelve hours of independent work for 15 weeks.

## **Institutional Record of Student Complaints**

### **Student Complaints**

Historically, The University of Central Missouri has relied upon a decentralized, student-centered model for assisting students with complaints. This approach is appropriate because most complaints are effectively solved in an informal manner by the individuals working in the department or area that is closest to the situation. In this way, the individuals with the most direct experience with the policies and procedures that apply to the situation and who are most familiar with the student's specific circumstances can draw on their experience with similar situations to identify options and solutions. Senior administrators at the university expect that a prompt and fair effort has been made to achieve a satisfactory resolution at the appropriate level before the situation is escalated for review and resolution at a higher level.

There are several mechanisms in place to support this approach. These mechanisms include:

- 1) The Student Advocate operating out of the Mentorship, Advocacy and Peer Support Office provides students advice and direct assistance in dealing with complaints involving university offices. The work of the student advocate reinforces the informal approach to conflict resolution described above.
- 2) The Associate Vice Provost for Student Experience and Engagement works directly with students and parents to resolve concerns involving university processes including situations that might result in a student's complete withdrawal, tuition refunds related to serious personal concerns, medical emergencies and military matters, and academic reinstatements. These situations are documented in the Office of Student Experience and Engagement.

### **Discrimination and Harassment**

The University of Central Missouri is committed to addressing and eliminating all forms of discrimination and harassment. Complete copies of the "Nondiscrimination/Equal Opportunity Statement" may be found online at [Board of Governors Policy Manual](#), [Human Resources Procedure Manual](#), [Faculty Guide](#) or [Student Calendar/Handbook](#); or available at the Office of the General Counsel, the Office of Human Resources, the Office of Community Engagement or the University Policy Office.

These procedures, which are governed by university policy, apply to all university administrators, faculty, staff and students and are to be used in support of university anti-discrimination policies.

### **Grade Appeals**

Students appealing a grade have one calendar year from the time the grade was issued to appeal any grade changes. These appeals should be directed to the instructor that taught the course in question.

### **Other Student Appeals**

An undergraduate student may appeal a decision related to any policy stated in the student handbook. The process for various types of appeals is outlined in the document.

A graduate student may appeal a decision related to any policy stated in the Graduate Catalog. The appeal begins by completing a [Petition to Graduate Studies](#). The Petition is reviewed by the Graduate Dean. If the student is not satisfied with the appeal decision, the Petition plus any additional information is again reviewed by the Graduate Dean. If the decision is the same, the student may request the Petition be forwarded to the Graduate Council for review. The decision of the Graduate Council is final.

Students who have exhausted all informal and formal institutional processes to resolve disputes may file a complaint with the Missouri Department of Higher Education. Their process for filing

complaints may be viewed at:

<http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf>

Individuals who have a complaint related to the University of Central Missouri's ongoing ability to meet the criteria of accreditation may contact the North Central Association of Colleges and Schools' Higher Learning Commission. Instructions for filing a complaint may be viewed at: <http://www.ncahlc.org/Information-for-the-Public/complaints.html>

## **Maxient**

Through ongoing review, the university identified the need to better track student complaints system wide. In response, UCM has recently implemented the Maxient software system and has used it to integrate a wide range of student concerns into one response system. This software quickly allows concerns to be routed to the most appropriate department for timely response. This system further supports the student-centered response model described earlier and will also allow for comprehensive tracking of student concerns in the future.

## **Practices for Verification of Student Identity**

Each student is assigned a systems User ID and a secure password which are required to access any and all academic activities such as enrollment, use of Blackboard (our course management system), and payment of fees. Logins and passwords are authenticated through the University's security system so that student login information remains secure. Students must sign a statement at time of admission indicating they will not share their login and/or password and that they are in fact the person stated on their admission form. UCM understands that it conforms to the Commission Policy that follows with respect to verification of student identify.

### ***Commission Policy FDCR.A.10.050 – Practices for Verification of Student Identity***

*An institution offering distance education or correspondence education, as specified in the federal definitions reproduced herein solely for reference, shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.*

## **Title IV Program Responsibilities**

### **General Program Responsibilities**

The University of Central Missouri currently has an open Program Review with the U.S. Department of Education. The site visit occurred April 23-27, 2012. A Preliminary Program



Review Report was issued on April 23, 2013 and UCM has complied with all requests for information. A final report has not been issued as of the submission of this report to HLC.

### Financial Responsibility Requirements

The following documents show UCM's compliance with financial responsibility requirements. The yearly financial audits and the A-133 federal audits are available on the following web page. <http://www.ucmo.edu/acctserv/audit/> Audits are posted for the most recent fiscal year back to 2006.

The IPEDS Student Financial Aid Component report for 2012-13 provides information on the aid received by first-time, full-time students. This report identifies the types of aid received by students at UCM from federal, state and institutional sources. The 2012 IPEDS Snapshot and 2013 IPEDS Completion Report are presented in the Appendix to this document.

The Fiscal Operations Report and Application to Participate (FISAP) is completed annually by the University of Central Missouri. The report documents the spending of campus-based program funds and requests our continued participation in the Federal Work Study, Federal Perkins Loan, and Federal Supplemental Opportunity Grant programs. A copy of the most recent FISAP is attached.

### Default Rates

The September 2013 UCM Cohort Default Rate for Fiscal Year 2010 is 9.2 percent. Additional detail on default rates, including UCM's history of rates as calculated on the National Student Loan Data System website, is also available for review. UCM has not experienced default rates that have exceeded Department of Education thresholds or triggered Department review. In response to the slight increase in our default rates, the Student Financial Services office (comprised of Student Financial Assistance and Student Accounts) is providing financial literacy/default prevention services to the UCM campus. Staff members provide individual counseling as well as outreach to the campus community about financial topics such as: borrowing wisely, identity theft, budgeting for life after college, financial resources and other financial aid topics. Student Financial Services has written a forward to the chapter on money management for the UCM course AE 1400, Freshmen Seminar. Staff present at many of the AE 1400 courses. Senior capstone classes also utilize the resources to educate students on repayment of loans as they prepare to graduate. Numerous presentations are given throughout the year to promote smart borrowing and to share resources with new and graduating students.

### Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

UCM discloses information to students and the public about campus crime, athletic participation, and other areas, consistent with Title IV standards. A number of different disclosures can be

accessed through UCM's financial aid consumer information website  
[www.ucmo.edu/consumerinfo](http://www.ucmo.edu/consumerinfo)

The Annual Security Report can be accessed at <http://www.ucmo.edu/clery/> The same document can be accessed through a search of the UCM site by using the term "Clery" or "Annual Security Report." The information is also available via a PDF file at <http://www.ucmo.edu/ps/police/UCMAnnualSecurityandFireSafetyReport.pdf>

Athletic participation and financial aid information is disclosed in a number of documents. Athletic graduation rates are included in the University of Central Missouri's Graduation Rates Data report. Information can be accessed at <http://fs.ncaa.org/Docs/newmedia/public/rates/index.html> Athletics Department's Student Athlete Information page provides a direct link to the U.S. Department of Education website to search for UCM's information.

Student Consumer information is found at [www.ucmo.edu/consumerinfo](http://www.ucmo.edu/consumerinfo). The purpose of this website is to comply with the HEOA of 1965 as amended in 2006. Information is provided in an easy to access one stop page for students and the public to access information about UCM and our compliance with federal disclosures.

#### Satisfactory Academic Progress

UCM's Satisfactory Academic Progress Policy was recently revised in 2013. The updated version follows the Department of Education's Federal Handbook Volume 1 and Volume 2, and has been submitted as part of the Program Review. Students and other stakeholders can access information about the Satisfactory Academic Progress policy through the financial aid website. Information about exceptions to the policy, including the appeal process information, is also accessed through the site.

<http://www.ucmo.edu/sfs/other/documents/1213/SAP1314.cfm> and is included an attached PDF.

#### Contractual Relationships

The University has one consortial relationship approved by the Higher Learning Commission. This relationship, explained in more detail in the self-study, is between the Lee's Summit R-7 School District in Lee's Summit, Missouri; Metropolitan Community Colleges of Kansas City, Missouri; the University of Central Missouri; and various business partners. The university does have three other consortial agreements between various state universities in Missouri, but in none of these does a student take more than 20% of their coursework from a member institution. The Missouri Department of Higher Education informed UCM they were working with the Higher Learning Commission to determine the proper way of addressing this issue as these consortial agreements were initiated and supported at the state level.

The self-study revealed that the University's Medical Technology and Radiological Technology programs should likely be considered a type of consortial arrangement as well. These are atypical arrangements involving 4-6 hospitals with students taking less than 50% of their program away from UCM. The Provost Office and the biology faculty are currently collecting information from several other HLC accredited universities in the state that have similar programs to determine how this issue was addressed at their respective institutions. An update on this issue will be provided to the site team as soon as the University has completed its review.

The University also has two cooperative doctoral programs. Students may pursue a Doctor of Education (Ed.D.) in Educational Leadership at the University of Central Missouri. The degree is conferred by the University of Missouri - Columbia. The second is a Doctor of Philosophy in Technology Management. UCM is participating as a charter member of an eight-university consortium offering this degree, which is conferred by Indiana State University.

### **Required Information for Students and the Public**

The course catalogs, [undergraduate](#) and [graduate](#), are available online as is the Student Planner/Handbook. The University publishes a limited number of hard copies of the catalog and student handbook for distribution to offices and for purchase. Transfer students can easily find how their courses will transfer into Central by using the [Transfer Search](#) site. Information about admissions requirements, process, and cost are easily reached from the University's homepage.

UCM's policy about [right to disclosure](#), [release of directory information](#), and [FERPA](#) are all located on UCM's Registrar's website and accessed through the general search function. UCM's privacy policy and practices of our Counseling Center with regard to release of psychological and medical information is located at [http://www.ucmo.edu/cc/documents/Privacy\\_noticeHITECHrevisedpdf9613.pdf](http://www.ucmo.edu/cc/documents/Privacy_noticeHITECHrevisedpdf9613.pdf).

### **Advertising and Recruitment Materials and Other Public Information**

The University has a longstanding tradition of using multiple venues to provide detailed information about the institution and its operation to current and prospective students. Each year, the Registrar's Office coordinates the process to update and publish the undergraduate catalog. The Graduate Office coordinates a similar annual process for the graduate catalog. The process involves ensuring that all functional areas of the university have the opportunity to review and provide updates for any necessary changes. The [undergraduate and graduate catalogues](#) are published on the university's website, and hard copies are available.

[Four-year plans](#) for all of the institution's undergraduate majors are updated and published annually. Used in conjunction with the catalog, these plans are crucial in enabling prospective and current students to understand institutional policies and program requirements.

Recruitment materials are regularly reviewed and updated to ensure that accurate and detailed information are available to prospective students. In fall 2010, all undergraduate and graduate

recruitment materials were completely revamped as a part of the institution's strategic marketing plan. At the undergraduate level, for example, this involved bi-weekly meetings with multiple constituents, including Admissions and University Relations, to ensure that materials presented relevant, appropriate and accurate information to prospective students. Similar process occurred for graduate recruitment materials.

University Relations has a process in place to verify the accuracy of information published in recruitment materials. Staff are trained on a regular basis on how to use recruitment materials in their work to ensure they are providing timely and accurate information. A system is in place so that information used by vendors in the recruitment process is verified for accuracy by University Relations.

Review and revision of recruitment materials is an ongoing process. As one illustration, throughout the academic year, representatives from Admissions and University Relations meet no less frequently than every two to three weeks to plan for updates of all recruitment materials. Materials are made in these materials as necessary and on an ongoing basis.

The Higher Learning Commission's Mark of Affiliation is posted at the bottom of every UCM webpage and appears in the University's undergraduate and graduate catalogs. Students and the public can access the [list of accreditations](#) on the web by typing "accreditations" in the search box. The Higher Learning Commission's Mark of Affiliation appears at the bottom of every UCM webpage. UCM's homepage is <https://www.ucmo.edu/future.cfm>. The Mark of Affiliation also appears in our catalogs.

## **Review of Student Outcome Data**

The University collects information about student outcomes. In addition to regular IPEDS reports, the University's Office of Institutional Research completes and submits an annual [EMSAS](#) (Enhanced Missouri Student Achievement Study) report for the Missouri Department of Higher Education. In addition, the University collects and disseminates information weekly on student enrollment, and monthly reports on student persistence, retention, and completion. These reports are made to the President's Strategic Leadership Team and at each Board of Governors meeting. Reports on the distribution of high risk classes (high rates of grades of D, F, or W) are sent via email to heads of academic departments, the deans, and the Provost. With few exceptions, programs collect student performance measures on all or some of the student learning outcomes in their majors as part of their summative assessment processes. The Office of Institutional Research administers a number of national and locally developed surveys to our students, faculty, and staff to measure performance, satisfaction, and needs.

Each department receives a Data Pack each year that provides information in the areas of academic quality, and productivity/cost. The department chairs prepare an annual report in which they respond to department trends on the measures presented in the Data Pack as well as other assessment data the department collects. The Academic Program Review Committee (APRC) examines five-year trend data presented in the Data Packs as part of The Five Year Program Reviews.

The University uses data from national surveys to inform practice. The first three administrations of the National Survey of Student Engagement indicated our students were not being as academically challenged as students from our peer institutions. As a result of discussions of student perceptions on this measure, faculty members were able to substantially raise students' self-reported levels of academic challenge.

In response to assessment information showing a retention rate below the targeted level, the University created a Student Success Committee to study best practices. The outcome was an emphasis on attendance, early and frequent assessment, and better utilization of our mid-term grade submission process. Programs have modified their curriculum and teaching and assessment methods, as a result of review of student performance. Although not at the level needed or desired, the use of student performance results to improve student success is a point of emphasis by the University. Examples of how departments use assessment information to improve student performance are shown in Goal C of the CQIP materials.

Initial results from the Student Satisfaction Inventory showed below average satisfaction with academic advising. New advisors were hired, a training program was introduced, and student perceptions of advising improved. In the fall of 2013, UCM began implementation of the Student Success Collaborative with the assistance of the Educational Advisory Board. The University redesigned its system of professional advisors, placing discipline specific advisors in each college, and created the Gateway Center for open option students, at least in part because of student data and institutional research that showed a significant positive relationship between advising and retention.

### **Standing with State and Other Accrediting Agencies**

As stated in Chapters 4 and 5 of the self-study, accreditation itself, whether institutional or discipline specific, is a key indicator of quality. Programs of study at UCM that require accreditation for professional licensure or certification, such as Teacher Education and Nursing, have been very successful at retaining their full accredited status. In addition to being accredited by the Higher Learning Commission of the North Central Association, the University makes clear its relationship with programmatic accrediting agencies. In addition to UCM's accreditation by the Higher Learning Commission, 32 other accrediting agencies have approved

specific programs, colleges, and schools within the University. These relationships are easily accessible to the public via the University website, Fact Book, and catalogs.

As set forth in Missouri Revised Statutes Chapter 174 at 174.160, the University of Central Missouri has been assigned the authority to confer degrees. The Board of Regents of regents of each state college and each state teachers college shall have power and authority to confer upon students, by diploma under the common seal, such degrees as are usually granted by such colleges.

Supporting information regarding the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency will be posted shortly on a UCM webpage being prepared for the self-study.

### **Public Notification of Opportunity to Comment**

The University placed the ad below in the *Warrensburg Daily Star-Journal*, *The Knob Noster Item*, *Clinton Daily Democrat*, *Sedalia Democrat*, *The Kansas City Star*, and *The St. Louis Post-Dispatch*.

The announcement was also sent to the Warrensburg Chamber of Commerce for inclusion in their newsletter to businesses and to Alumni Relations to send to alumni. It has been published in UCM Daily and is published on the News Bureau website. The announcement reads as follows:

“The University of Central Missouri is seeking comments from the public about the university in preparation for its periodic evaluation by its regional accrediting agency. UCM will host a visit March 10-12, 2014, with a team representing the Higher Learning Commission of the North Central Association. UCM has been accredited by the Commission since 1915. The team will review the institution’s ongoing ability to meet the Commission’s Criteria for Accreditation.

The public is invited to submit comments regarding the university to:

Third-Party Comment on University of Central Missouri  
The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411

The public may also submit comments on the Commission’s website at [www.ncahlc.org](http://www.ncahlc.org). A direct link to the comment form is available at <http://www.ncahlc.org/Information-for-the-Public/third-party-comment.html>

Comments, must be in writing, and must address substantive matters related to the quality of the institution or its academic programs. All comments must be received by Feb. 10, 2014.”