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GRADUATE BULLETIN
2009-2010

Graduate School 2009-2010 Academic Calendar

The following academic calendar provides general dates of importance for graduate students. Comprehensive calendar information is available from each graduate program. Columbia College reserves the right to make changes affecting the academic calendar; any necessary changes will be announced in a timely manner.

Fall Semester 2009

August 21-23	Registration and first weekend session of fall semester for Divergent Learning students
August 28	Registration complete for all Divergent Learning students
September 7	Labor Day (no classes)
September 11	First day of fall classes for Human Behavior and Conflict Management students
September 14	Registration complete for all Human Behavior and Conflict Management students
October 26	Withdrawal without academic penalty ends for Divergent Learning and Human Behavior and Conflict Management students
Oct. 28-Nov. 25	Graduate School early registration for Spring 2010
November 25-29	Thanksgiving Break
December 11	Last day of semester

Fall 2009 Meeting Schedule for Divergent Learning Classes:

August 21-23, 2009
September 11-13, 2009
October 2-4, 2009
October 23-25, 2009
November 13-15, 2009
December 4-6, 2009

Fall 2009 Meeting Schedule for Human Behavior Classes:

Sept. 11, Oct. 2, 23, Nov. 13, Dec. 4	Human Behavior 714
Sept. 12, Oct. 3, 24, Nov 14, Dec. 5	Human Behavior 741

Spring Semester 2010

January 8	First day of classes for Human Behavior and Conflict Management students
January 15-17	First weekend session of spring semester for all Divergent Learning students
January 22	Registration final for all Divergent Learning and Human Behavior and Conflict Management students
March 8-12	Spring holidays for Columbia College (graduate students should consult program meeting schedules for program meeting times/dates)
March 22	Withdrawal without academic penalty ends for all graduate students
March 29-April 16	Graduate School early registration for summer 2010
April 2-4	Easter break. No classes will be held.
May 7	Last day of semester
May 8	Graduate School Commencement – College Place United Methodist Church

Spring 2010 meeting schedule for Divergent Learning Classes (all campuses)

January 15-17, 2010
February 5-7, 2010
February 26-28, 2010
March 19-21, 2010
April 9-11, 2010
April 30-May 2, 2010

Spring 2010 meeting schedule for Human Behavior and Conflict Management classes

January 8-9, 2010
January 29-30, 2010
February 26-27, 2010
March 26-27, 2010
April 23-24, 2010

Summer 2010

Summer 2010 Meeting Schedule for Divergent Learning Classes (all campuses)

May 21-23, 2010
June 4-6, 2010
June 18-20, 2010
June 25-27, 2010
July 9-11, 2010
July 23-25, 2010

Summer 2010 Meeting Schedule for Human Behavior Classes

Maymester – May 14, 15, 16, 28, 29, 30
Summer I – June 11, 12, 13, 25, 26, 27
Summer II – July 9, 10, 11, 23, 24, 25

August 8, 2010 Graduate School Commencement

General Information

Institutional Mission Statement

Columbia College, a women's college related to the United Methodist Church, educates students in the liberal arts tradition. The College provides educational opportunities that develop students' capacity for critical thought and expression, lifelong learning, acceptance of personal responsibility, and commitment to service and social justice. In furtherance of its mission, the College is responsive to the needs of students, the communities to which it belongs, and the greater global society.

Columbia College encompasses the women's college established in 1854 and the Evening Program and Graduate School serving women and men. Columbia College is noted for faculty who foster academic excellence through collaborative teaching and learning; a vital learning community in which character, ethics, and values are cultivated; the study of leadership enhanced by opportunities for practical application; programs that capitalize on advances in technology; and learning environments that extend beyond the classroom.

Graduate School Mission Statement

The **Graduate School** at Columbia College offers master's degree programs and advanced courses designed for professional women and men. Graduate learning in the liberal arts tradition integrates rigorous academic study with the development and enhancement of professional skills. The Graduate School draws on the expertise of the Columbia College faculty in all disciplines and on the extended academic community. Faculty respect diverse student life experiences and incorporate them into course design and learning. Graduate students are encouraged and supported in further studies, career leadership, and leadership in their communities.

Location

Columbia College is located in Columbia, South Carolina, a metropolitan area with a population of 650,000. The 50-acre campus is on

the north side of the city, with Highway 21 bordering the College's west side. Columbia is the capital of South Carolina, and as such it offers to students advantages that many colleges do not have. Cultural and historical attractions are plentiful, and the accessibility of both mountains and beaches makes it possible for students to enjoy a pleasant weekend off campus whenever they desire.

Accreditation and Memberships

Columbia College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number: 404.679.4501) to award bachelors and masters degrees.

The following provide independent accreditation to individual academic programs:

- Council on Social Work Education
- National Association of Schools of Art and Design
- National Association of Schools of Dance
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education

Upon request, accreditation documents may be viewed in the Office of the Provost or J. Drake Edens Library during normal business hours.

In addition to membership in the accrediting associations, Columbia College has membership in the following:

- American Association of Colleges for Teacher Education
- American Association of University Women
- American Council on Education
- Consortium for International Students
- Council of Graduate Schools
- Independent Colleges and Universities of South Carolina
- National Association of Schools and Colleges of the
United Methodist Church
- National Council of Church Related Colleges
- Southern Association of Colleges for Women
- Southern Regional Honors Council

The University Senate of the United Methodist Church
Women's College Coalition

Affiliation and Governance

Columbia College, a private college for women affiliated with the South Carolina Conference of the United Methodist Church, is a not-for-profit corporation chartered under the Laws of the State of South Carolina. The purposes of the College are set forth in both the Charter and the bylaws which govern the College.

Columbia College is related to the South Carolina Conference of the United Methodist Church, which, through its local churches, provides a measure of financial assistance for the programs of the College on a voluntary basis. Income is derived also from endowment, tuition and fees, as well as gifts from individuals and foundations.

Columbia College is governed by a volunteer Board of Trustees. The Board is solely responsible for the policies governing the operation of the College and for its legal and financial activities. Although the membership of the Board is elected by the South Carolina Annual Conference of the United Methodist Church, the Board holds title to the College and exercises its own independent judgment with respect to its own affairs.

Confidentiality of Student Records

Policies regarding the confidentiality of student records are in compliance with the Family Education Rights and Privacy Act of 1974, commonly referred to as either FERPA or the Buckley Amendment. A detailed statement of the College's policy can be found on page 67 in the *Graduate Student Handbook* below.

Nondiscrimination

Columbia College does not discriminate on the basis of sex in its evening-weekend adult programs or graduate programs, nor on the basis of race, color, religion, national origin, age, or disability in any of its educational programs, admissions procedures, or employment practices.

Facilities and Services for Students with Disabilities

Columbia College recognizes its responsibility to assist academically qualified students with disabilities in achieving their academic goals. The College makes every effort to ensure that its physical facilities are accessible to students with disabilities. Reserved parking spaces, properly equipped restrooms and ramps are available throughout the campus.

Columbia College is committed to ensuring access to academic programs and to non-academic programs where possible. Although the College will not lower its academic standards nor alter degree requirements, certain accommodations are available at no cost to students with disabilities, depending on their specific disability. Possible accommodations students may request include:

Extension of the time allowed to earn a degree or substitution of one elective course for another.

Adaptation of the manner in which specific courses, assignments, tests, and examinations are conducted.

Assistance with registration. Counseling, campus ministry, and career and placement services are also available.

The College will seek volunteers to assist as note takers, readers, typists, and attendants but cannot guarantee provision of personal services at no cost to the students involved.

After admission to Columbia College, students with disabilities may be required to document their disability to receive the special considerations cited above.

Title IX Compliance Statement

The Columbia College Board of Trustees confirmed at a meeting held at the College on October 23, 1975, that the College will continue to take such action and do such things as may be necessary to comply with

Title IX of the Education Amendments Act of 1972 as amended and regulations issued pursuant thereto. The College has designated the Executive Committee of the Board of Trustees as Compliance Officers to ensure that Columbia College remains an equal opportunity institution in all respects.

Foreign Student Information

It is the policy of Columbia College to encourage and support the development of the many aspects of international/intercultural education. Therefore the college has adopted the guidelines of the National Association of Foreign Student Affairs (NAFSA) and is “authorized under Federal law to enroll nonimmigrant alien student.”

Complaint Process

Concerns about Columbia College policies, procedures, or practices should be discussed with the appropriate faculty or staff member in person prior to a formal written complaint. Concerns about academic issues should be reviewed with the faculty member involved, the division head or area director, then the Provost, in that order. Concerns about administrative issues should be reviewed with the area director, then the Vice President for Finance. Concerns about student life should be reviewed with the area director, then the Dean of Students. Concerns about admissions or financial aid issues should be raised with the appropriate director and then with the Vice President for Enrollment Management.

If the problem cannot be resolved in person, written complaints should be sent to the Provost, the Vice President for Enrollment Management, or the Vice President for Finance as appropriate. The Provost will address both academic and student life complaints. The resolution of written complaints will be communicated to the complainant in a timely manner. If the complaint is impossible to address quickly, the Provost or Vice President will keep the complainant informed as to the progress of the resolution.

Graduate Council

The development of programs and program requirements are the responsibility of the Graduate Council and are approved by the College

faculty. The initial offering of a program off-site requires approval of Graduate Council. The Graduate Council is responsible for admission policy requirements; graduation requirements; curriculum and course approval; qualifications of graduate faculty; records; transfer credit; and all other relevant policies or standards (including student grade appeals).

The Graduate Council functions as the curriculum committee and the academic standards committee for the graduate programs. It is this group that hears requests for exceptions to academic policy and recommends changes to academic policies. All changes to curriculum and to academic policy should be approved by the full faculty.

When a student appeals to the Graduate Council for exception to academic policies include explanations of personal circumstances, the program director and division head will work with one other Graduate Council member designated by the Council chair to review the situation. These three members will determine what personal information should be disclosed in presenting the student's request to the Council so that the student's confidentiality is respected and fair decision can be made.

The voting membership shall consist of heads of the divisions with graduate programs and the program director of each graduate program. In addition, voting membership shall consist of one member from three distinct divisions elected by the faculty.

Ex officio members shall include: the Provost, the Registrar, the Vice President for Enrollment Management, the Director of Edens Library and Information Technology Services, the Director of Graduate School and Evening Program Admissions, the Director of Registration for Graduate School and Academic Liaison, Representative from any academic department considering a new graduate program (upon the request of the relevant department), and one member from the Graduate Student Advisory Committee.

Admissions

The College reserves the right to deny admission to any student whose record indicates that she/he may not be a successful participant in the educational program or whose conduct as a whole is viewed by the College to be inconsistent with its goals, standards and/or ideals.

The master's degree and certificate programs in Human Behavior and Conflict Management are temporarily suspended. The College is not accepting new students for either of these programs. Courses will be offered for students currently enrolled in the programs. Any Human

Behavior courses, excluding practica, that are offered during the 2009-2010 academic year may be taken by non-program status applicants.

Admission to a Master's Degree Program

Applications will be considered from candidates with a bachelor's degree either from a regionally-accredited institution in the United States or an equivalent degree from an educational institution in another country. If an equivalent degree is submitted from another country, an official statement confirming accreditation must be submitted, and the transcript must be translated into English.

Process and Requirements:

- 1. Submission of the online application**
- 2. Submission of the application essay**
Choose one scenario listed online
 - Use essay format and write a minimum of two pages and a maximum of three pages.
 - The essay may be submitted via email to jnagy@columbiasc.edu.
 - The essay is scored using the **Four-Part Scoring Guide** available online.
- 3. Submission of Two Recommendations**
The recommendation is a two-part process that includes a matrix and a narrative. A typed narrative **MUST** accompany the matrix. **Failure to submit both the matrix and the narrative at the same time will result in the recommendation receiving no points in the admission scoring process.**
- 4. Submission of Official Transcripts of ALL undergraduate coursework and any graduate transcripts applicable**
 - At least one of the transcripts submitted must be an official transcript with baccalaureate degree posted.
 - Official transcripts are sent by the Registrar of a college directly to the Graduate Admissions Office. The official transcript must be from a regionally accredited institution in the United States or an equivalent degree from an educational institution in

another country. If an equivalent degree is submitted from another country, an official statement confirming accreditation in that country must be submitted, and the transcript must be translated into English. Normally an undergraduate average of “B” is required for admission to a degree program.

5. **Transcripts documenting grades of “B” or better for completed graduate work which may be considered for transfer into the program.** Transfer credit must be submitted for approval prior to beginning the program. A student may incorporate no more than 9 semester hours from other institutions. Such incorporation must be requested with the application. Please use the Transfer Credit Petition to submit your request. (See “Graduate Work at Other Institutions” for further information.)
6. **Submission of one of the following:** GRE (Graduate Record Exam) or MAT (Miller Analogies Test) scores, a valid and current Teacher’s Certificate, official documentation of an earned graduate degree, or official documentation of a cumulative undergraduate GPA of 3.2 on a 4.0 scale.
7. Students whose first language is not English, must submit an official **TOEFL score report** with a minimum score of 550 on the paper version, 213 on the computer version, or 79 on the web version.

Once an applicant has completed the admission requirements by the deadline posted on the web site, the Graduate Admission Selection Committee will review the file and will recommend admission or denial. Applicants who are accepted into the program will be assigned a faculty advisor to assure that the student progresses successfully through the program.

Conditional Admission

Applicants who do not meet the conditions outlined above may be admitted to the degree program conditionally. Conditional admission status may require that the student enroll for a limited academic load and/or the stipulation that the student work to improve her/his writing skills, as examples. At the time of acceptance, the student is informed in writing of this conditional admission status and any specifically required conditions. The Graduate School requires that all of the stated conditions be met no

later than upon the completion of 12 semester hours of graduate credit.

Admission to a Graduate Certificate Program

Process and Requirements:

- 1. Submission of the online application**
- 2. Submission of an application essay; guidelines are found online.**
 - Use essay format
 - Write a minimum of three pages and a maximum of seven pages.
 - The essay must be typed in 12 pt. font, double-spaced, with one inch margins.
 - The essay may be submitted via e-mail to jnagy@columbiasc.edu.
- 3. Submission of two recommendations**

The recommendation consists of a matrix and a narrative evaluation of the applicant. Professional associates or former professors should complete the narrative evaluation. The narratives should comment on the applicant's ability to perform at the graduate level and the applicant's capacity to make valued contributions to the field of study.
- 4. Submission of official transcripts of ALL undergraduate coursework and any graduate transcripts applicable.**
 - An official transcript with baccalaureate degree posted. If an equivalent degree is submitted from another country, an official statement confirming accreditation must be submitted, and the transcript must be translated into English.
 - Official transcripts are sent by the Registrar of a college directly to the Graduate School. Normally an undergraduate average of "B" is required for admission.

5. **Transcripts documenting grades of “B” or better for completed graduate work which may be considered for transfer into the program.** Transfer credit must be submitted for approval prior to beginning the program. A student may incorporate no more than 3 semester hours from other institutions. Such incorporation must be requested with the application. Please use the Transfer Credit Petition found in the application packet. (See "Graduate Work at Other Institutions" for further information.)
- 6 Students whose first language is not English, must submit an official **TOEFL score report** with a minimum score of 550 on the paper version, 213 on the computer version, or 79 on the web version.

Once an applicant has completed the admission requirements by the deadline posted on the web site, the Graduate Admission Selection Committee will review the file and will recommend admission or denial. Applicants who are accepted into the program will be assigned a faculty advisor to assure that the student progresses successfully through the program. Applicants who are denied admission into the certificate program may be admitted as a non-program status graduate student.

Admission as a Non-Program Status Graduate Student

Non-program status students may enroll either for credit or for the purpose of auditing a class. Practicum courses are only available to students in a program. Non-program status students who plan to audit a course must meet the same admissions requirements as non-program status students enrolling for credit.

A professional who applies as a non-program status student in a course offered for certification purposes only or for professional development can submit an official transcript with the baccalaureate degree posted or a copy of a professional license with a current expiration date as of the first day of class.

The following licenses will be accepted in place of an official college transcript with a baccalaureate degree posted:

LPC – Licensed Professional Counselor
LMFT – Licensed Marriage and Family Therapist
LPES – Licensed Psycho-Educational Specialist
LSW – Licensed Social Worker
LBSW – Licensed Baccalaureate Social Worker
LMSW – Licensed Master’s Social Worker
LISW – Licensed Independent Social Worker
Law degree
Current Teaching Certificate

Other professional licenses requiring a minimum of a baccalaureate degree will be considered. Applicant must submit evidence of the requirements with the license.

Process and Requirements:

- 1. Submission of the online Graduate Non-Degree Application**
- 2. Submission of an official undergraduate transcript with baccalaureate degree posted**
 - The official transcript must be from a regionally accredited institution in the United States or an equivalent degree from an educational institution in another country. If an equivalent degree is submitted from another country, an official statement confirming accreditation must be submitted, and the transcript must be translated into English.
- 3. Submission of TOEFL Scores**
 - Students whose first language is not English must submit an official TOEFL score report with a minimum score of 550 on the paper version, 213 on the computer version, or 79 on the web based version.

Readmission

A student who is in inactive status may apply for readmission at any point. A student who is dismissed or administratively withdrawn from the program is able to reapply at a date no earlier than one year after the

dismissal or administrative withdrawal unless the circumstances of the dismissal or withdrawal indicate a different waiting period or exclude the possibility of readmission.

To reapply, a former student should submit a \$50 application fee, an online application and two current references. Readmit applicants will be notified if they are required to submit additional transcripts.

A student wishing to reapply to the M.Ed. in Divergent Learning program should contact the program director for additional information and/or readmission requirements. A readmitted student is reminded of the time limit policy indicating that the requirements for the master's degree must be satisfied within five calendar years after the student reaches Degree Status.

Transfer from one program or status to another

A currently enrolled student may transfer from one program or status to another. Although the usual direction is into a program or status with greater admissions requirements (Non-Program Status → Graduate Certificate Program → Master's Degree Program), students may also elect to transfer programs in the other direction.

Into programs with greater admissions requirements

A student transferring into a program with greater admissions requirements must complete the admission process and satisfy the requirements outlined above for the program into which she/he is requesting transfer. **Please note that the student's enrollment in her/his current status or program does not guarantee acceptance into the new program.**

- Contact your academic advisor and discuss this option.
- Contact the Office of Financial Aid to determine financial aid implications.
- Contact the Office of Admission and request the appropriate application.
- Submit all documents as required.

NOTE: When transferring into a master's degree program,

admissions requirement #6 will also be satisfied if the student has completed at least 9 s.h. in courses taken at Columbia College as a graduate student and has earned a minimum cumulative grade point average of 3.00 in those courses.

Into a program or status with lesser admissions requirements

A student may transfer into a program or status with lesser admissions requirements with the approval of the appropriate Graduate Program director and completion of an official notification to the Registrar. The necessary forms are available from the Office of the Registrar.

NOTE: If a student transfers from a Master's Degree Program to a Certificate Program or Non-Program Status and then back into the original Master's Degree Program, the five-year time limit is counted from the **original** admission into the Master's Degree Program and the student must meet all of requirements in effect at the time of her/his **readmission** into the program.

Financial Information

Tuition

- For all Divergent Learning programs and Education courses: \$385 per semester hour
- For all Human Behavior and Conflict Management courses: \$345 per semester hour
- The audit fee is similar to the credit fee for the class. Students who audit a class receive no credit for the class, but they do receive a grade of NC (no credit).

All fees are due 10 days before the class start-date.

Tuition Refund

Refund of tuition will be made only in the case of official withdrawal from the College through the Graduate School and the Office of the Registrar. The following refund policies are in effect for the Graduate School and apply to both degree status and non-degree status students:

When the student has been enrolled . . . refunded:	Percentage of tuition
through the end of add/drop (This date is found in the current year's Academic Calendar online.)	100 percent
through the next three calendar days	50 percent
after three calendar days	No Refund

If a student drops an individual course after the beginning date of the semester but before the end of the add/drop period, then the student is entitled to a full refund of tuition for that course. No refunds are authorized for individual course withdrawal after the end of add/drop.

The student is reminded that a program or individual course withdrawal decision should be made in consultation with the student's academic advisor. Also, the student should contact the Office of Financial Aid before finalizing a withdrawal decision. Course credit load influences financial aid eligibility and amount of award, and the student should understand the impact of academic load reductions on financial aid status.

Also note that in accordance with federal regulations, students receiving federal financial aid are also subject to a Return of the Title IV Funds Policy depending on the date of their withdrawal petition. Please contact the Tuition Accounts Office for more information.

Financial Assistance

The Columbia College Office of Financial Aid administers the Federal Stafford Loan Program, Subsidized and Unsubsidized, for graduate students. These loans are available to students who are enrolled at least half-time (6 semester hours per semester) in an eligible program. Repayment begins six months after a student ceases to be enrolled at least half-time. **Students should begin the financial assistance process as early as possible following the initial application to the Graduate Program.** The procedures are as follows:

1. The student completes and files the *Free Application for Federal*

Student Aid (FAFSA) as early as possible after January 1 of the year in which the financial assistance is requested. A new *FAFSA* or renewal *FAFSA* must be completed for each academic year. The *FAFSA* may be completed online at www.FAFSA.ed.gov.

2. Following the submission of the *FAFSA*, the student will receive a *Student Aid Report (SAR)*. The College will receive the same data electronically from the U.S. Department of Education. Upon receipt of the *SAR* and other pertinent information, a financial aid award offer will be tendered to the student.
3. The student must sign and return the award notification only if changes to the award need to take place. If the student fails to return the award notification with requested changes, the Office of Financial Aid will process all awards as listed on the award notification.
4. Additional paperwork is necessary to finalize Federal Stafford Loans. All students must complete a Master Promissory Note (MPN) and Stafford Loan Entrance Counseling in order to receive loans. Instructions are sent to the student from the Office of Financial Aid. Failure to complete all steps will result in loan cancellation. If loans are cancelled due to lack of student response, the student is responsible for any resulting account balance and will be required to pay in full.

Satisfactory Academic Progress Requirements

Pursuant to Federal Regulations, the Columbia College Financial Aid Office is required to monitor the academic progress of all students who apply for federal financial aid. Financial aid funds can only be awarded to students who are completing a minimum percentage of hours attempted, maintain a specific GPA, and who meet the College's standards for continued enrollment as defined in the "Academic Standing" section of the Columbia College *Bulletin*. If a student fails to meet any particular standard or combination of standards, he/she will become ineligible for federal financial aid. A student is considered making Satisfactory Academic Progress and eligible for financial aid if he/she:

- A. Is admitted and enrolled as a degree-seeking student.
- B. Meets Columbia College's standards for continued enrollment (See the "Academic Standing" section of Columbia College's *Bulletin*.)
- C. Maintains a 2.0 Cumulative GPA for Undergraduate work or a 3.0 Cumulative GPA for Graduate.
- D. Passes 67 percent of all attempted hours (includes all transfer credits).
- E. Undergraduate students have not exceeded 190 attempted semester hours and graduate students have not exceeded 54 attempted hours.

Special Note: Certain scholarships and grants require a higher grade-point average or earned credit hours (i.e., SC Tuition Grant; Presidential, Trustees, and Leadership Scholarships.)

For the purposes of Satisfactory Academic Progress, Columbia College does not distinguish between full-time and part-time enrollment. Students' progress is assessed on both a qualitative (GPA) and quantitative scale (percentage of hours completed). Basing the qualitative measure on percentage of hours completed negates any differences in enrollment status.

No undergraduate student exceeding 190 attempted hours is eligible for Title IV Federal aid, state aid, or institutional aid. No graduate student exceeding 54 attempted hours is eligible for Title IV Federal aid, state aid, or institutional aid.

Entering new transfer students will be considered eligible for Title IV Assistance if they have completed at least 67 percent of all the credits attempted. All students receiving South Carolina Tuition Grant funds must meet the credit hour requirement for that program (full-time students must earn 24 semester credit hours per year.)

Graduate students must meet the Graduate Program's standards for continued enrollment. They must also complete at least 67 percent of the credits for which they were registered during the past academic year and

must complete 67 percent of all hours attempted in graduate school.

The Financial Aid Office will review the Satisfactory Academic Progress of undergraduate students after the spring semester of each academic year for any student that attended any term of the academic year. Graduate students will be evaluated at the end of each term of enrollment. Students who have not met Satisfactory Academic Progress after the designated checkpoint are placed in a Provisional Aid status. They will continue to receive all financial aid for one semester, but must meet Satisfactory Academic Progress minimum standards at the end of the provisional semester to continue to receive aid. Failure to meet minimum Satisfactory Academic Progress for a second consecutive term will result in suspension of all financial aid eligibility. Students classified as ineligible for aid are not eligible for Title IV federal aid programs, state funding, or Columbia College institutional aid.

Any academic coursework including incompletes, withdrawals, repetitions and non-credit remedial courses that the student begins (registers) and is charged for by the institution will be counted as attempted credit hours. Non-credit remedial courses and repeated course work that the student successfully completes will be counted toward the minimum number of credits needed to maintain Satisfactory Academic Progress. Any incomplete grade changed to a passing grade will be counted toward the minimum hours needed if the change occurs prior to the first day of class.

Students may enroll in summer courses in an effort to meet minimum SAP standards to avoid being awarded Provisional Aid in the next regular term of enrollment. If a student who has been deemed ineligible successfully changes his/her standing relative to this policy, it is the responsibility of the student to notify the Financial Aid Office in writing of this change. Summer hours from other institutions may be included in the completed hour requirement. However, written documentation of summer hours passed should be in the form of a transcript or grade report. Students who wish to have summer hours officially transferred to Columbia College need to complete the transient credit approval process before registering for the classes. Summer hours taken at other institutions will not raise a student's GPA at Columbia College.

Students who are determined to be ineligible for federal financial aid under the Satisfactory Academic Progress policy may appeal this

determination if the student feels extenuating circumstances are major factors in his/her inability to meet the Satisfactory Academic Progress standards. Extenuating circumstances are documented conditions beyond the student's control (i.e., injury, illness, or family crisis). Appeals governing that circumstance will only be granted once. All appeals must be in writing and mailed to the Financial Aid Office.

The Financial Aid Office reserves the right to make exceptions to the GPA requirements in certain cases if, in the professional judgment of the aid officer, the student's circumstances may warrant such consideration. Documentation for the exception and any specific requirement to be met by the student shall be outlined in each case.

Financial Aid Appeals

Students who do not meet these guidelines will be sent a letter explaining that they are on financial aid dismissal. Students who feel there are extenuating circumstances which may affect the denial of financial aid have the right to appeal in accordance with the Financial Aid Appeal Process. In order to appeal, the student will need to submit a letter of explanation. All appeals must be submitted prior the first day of classes for the semester in which the student is seeking financial assistance. The Financial Aid Appeals Committee will review the appeal letters and will decide whether a reinstatement should be made. The Committee reserves the right to restrict the number and types of courses a student may take.

After a reinstatement is made, the Financial Aid Office will review the student's grades at the end of the reinstated period. The student will be required to successfully complete each semester with a "C" or better in each course attempted. If the student fails to meet this requirement, they will be denied financial aid for the upcoming semester and appeals will not be accepted a second time. Repeated appeals are considered a violation of the intent of the satisfactory academic progress guidelines. If a student's appeal is denied then the student will be required to successfully complete 6 credits (of an academic nature) using their own financial resources before the committee will review their academic transcript again.

Appeals for the upcoming fall semester will be reviewed after spring grades are available (if necessary) and prior to the last day of the add/drop period for the fall semester. Appeals for the upcoming spring semester will

be reviewed after fall grades are available (if necessary) and prior to the last day of the add/drop period for the spring semester. Appeals for the upcoming summer sessions will be reviewed during the spring semester and prior to the last day of the add/drop period for the summer session.

General Academic Information

Programs Offered

The Graduate School at Columbia College currently awards the M.A. in Human Behavior and Conflict Management, the Graduate Certificate in Human Behavior and Conflict Management, the M.Ed. in Divergent Learning, and the Certificate Program in Divergent Learning. The graduate faculty at Columbia College is committed to teaching excellence, the practical professional needs of students, and a specialized approach to research interests.

The master's degree and certificate programs in Human Behavior and Conflict Management are temporarily suspended. The College is not accepting new students for either of these programs. Courses will be offered for students currently enrolled in them. Any Human Behavior courses, excluding practica, that are offered during the 2009-2010 academic year may be taken by non-program status applicants.

See individual program sections for additional information on specific programs.

J. Drake Edens Library

As the academic heart of the Columbia College Campus, the J. Drake Edens Library provides professional guidance and houses materials to help patrons explore all aspects of the liberal arts. To support that research, the library maintains a collection of over 174,000 volumes and 3,809 media items. The library maintains a print periodical collection and has access to tens of thousands of full-text articles through database subscriptions. Access to the electronic databases is available anywhere in the world by using your e-mail user name and password. Interlibrary cooperation among the academic colleges in South Carolina enables patrons to have access to titles in other libraries. The library maintains materials

important to the history of the College in the College Archives.

The Reference Librarians are eager to assist students, faculty and staff with their research. The Vandiver Reference Desk is located on the main floor and the librarians are available to help on an individual bases, including nights and weekends. The course-integrated information literacy program reaches students in both general education courses as well as, upper division courses. Individual and group study rooms are available on the main and top floors, and a bank of computers is located near the Reference Desk.

The Overton Media Center provides training and support for instructional media needs.

AV Equipment Available for Use in the Media Center:

- 4 iMacs
- 12 Multi Media Dell PCs
- Scanner, fax, color photo printer combo
- Laser Printer
- Scanner
- Laminating Machine

AV Equipment Available for Loan/Checkout:

- Digital Camcorders w/ tripods
- Flip Video Recorders w/ tripods
- iRiver voice recorder
- DVD Camcorder
- LCD Projectors
- Projector Screens
- Televisions
- Audiocassette tape recorders
- Overhead Projectors
- Carousel Slide Projectors

It houses a collection of videos, DVDs, kits, and SC approved textbooks in teacher certification areas along with a state-of-the art fifteen-seat theater.

Advising

Each graduate degree student will be assigned an advisor from the graduate faculty who will maintain the student's advisement file, advise with respect to course selection, and review in conference the student's academic progress with appropriate regularity. The student, however, is responsible for meeting the requirements stated in the *Bulletin*.

Transcripts

The transcript of a student's academic record will be released by the Office of the Registrar only upon receipt of the student's written request. No transcript will be issued to a student who is indebted to the College. There is no charge for transcripts.

Registration and Enrollment

Registration

Registration is completed at the beginning of each semester. To be officially enrolled, a student must complete proper registration procedures as prescribed by the Registrar and must make satisfactory settlement with the Office of Tuition Accounts for all indebtedness to the College.

Change of Schedule

For a designated add/drop period between designated start dates and the end of late registration, a student may change her/his schedule with the permission of the faculty advisor, the instructors concerned, and the Registrar. These changes must be coordinated through the Director of Registration for the Graduate School.

Full-Time Students

A full-time student is defined as one enrolled in 9 semester hours during a regular semester.

Course Load

The maximum course load in the Graduate School for any regular semester is 12 semester hours.

Class Attendance

Students are expected to attend all course sessions in their entirety and to participate in a timely way in each online class meeting for each course for which credit is sought. Students should verify their availability to attend all course sessions before registering and enrolling. If illness or unexpected crisis occurs during a course session or the time period set for an online class meeting, the student should immediately consult with the instructor to determine the feasibility of completing the course despite the necessitated absences. If this is not feasible, the student should immediately apply for withdrawal and/or for a leave of absence.

Additionally, each student is expected to complete all assignments before, between, and after on-campus sessions in a timely way. Failure to do so can result in a failing grade and dismissal from the program.

Specific policy on class attendance is set by the individual graduate faculty member and stated clearly on each course syllabus.

Course Withdrawals

Following the add/drop period, students may withdraw from courses by completing a Withdrawal Petition that is available from the Office of the Registrar. A grade of "WP" will be given for courses which are officially dropped on or before the date designated as the last day on which to drop a course without academic penalty as well as for courses dropped after this date because of medical reasons and family emergencies or by the judgment of the Office of the Provost. If a student withdraws after the designated date for reasons other than those just stated, a grade of "W" will be recorded. Failure to withdraw officially from a course may result in a final grade of "F."

Withdrawal/Dismissal from College

Students retain the right to withdraw from their programs at any point during their degree work. In such cases, refunds are available only as

described in "Financial Information" section.

Students who find it necessary to discontinue their coursework during a session must complete a Withdrawal Petition, which is available from the Office of the Registrar. After obtaining the designated signatures, the student must return the form to the Director of Registration for the Graduate School. Failure to follow this procedure may result in the final grade of "F" for all courses being taken that session and may delay the processing of any future application for readmission to the program.

The College reserves the right to dismiss students whose scholarship is not satisfactory and those who, for any other reason, are regarded as not in accord with the ideals and the standards that the College seeks to maintain. For information regarding refunds related to withdrawals, refer to the "Financial Information" section.

Leave of Absence

It is important and assumed that both full-time and part-time students make regular progress toward their degrees and certificates, registering for one or more classes in each semester after beginning their programs. Students who do not enroll in any courses in a fall or spring semester will be assumed to have decided not to complete their program and will be placed in inactive status. Subsequent enrollment will require re-admission to the program.

Students in good standing with the College may ask to be placed on a leave of absence for one or two semesters by submitting the request in writing prior to the beginning of the term in which they do not plan to enroll. The request should be accompanied by a revised degree plan, signed by the advisor, and a statement from the Office of Financial Services that the student has no outstanding debt to the College. This packet should be turned in to the Provost's office.

Requests for leave of absence status beyond the first request must be approved by the Graduate Council and should include compelling justification for the request.

Students are reminded of the time limit policy indicating that the requirements for the master's degree must be satisfied within five calendar

years after the student reaches Degree Status.

Academic Credit

Independent Study

A Degree Status student may submit a proposal for an independent study as an alternative to an elective offered by the program. Independent study courses may be conducted by Columbia College faculty or by qualified persons outside of Columbia College, particularly in the student's home community. The proposal should include a description of the proposed independent study, a discussion of why the student's learning is better served by the independent study than by the electives being offered, a syllabus and assignments planned for the independent study, and, if the instructor is not a member of the Columbia College faculty, a curriculum vitae for the instructor. In the latter case, a Columbia College faculty member must be available and agreeable to being designated an instructor of record.

The application must be signed by the instructor and the faculty advisor and submitted to the program director for approval. The program director will then submit the application to the Provost for approval before registration. The application should be received a minimum of two months before the beginning of the semester. If the application is not acted on favorably, the student may choose to submit the matter to the Graduate Council for review. A student may accrue no more than 6 s.h. of credit through independent study.

Correspondence Courses

Any correspondence course offered for transfer from an accredited institution must be approved by the Program Director and the Provost.

Graduate Work at Other Institutions

Graduate work completed at other institutions may be accepted in partial fulfillment of the course requirements, subject to the approval of the

student's advisor, the program director, and the Registrar. All transfer credit must be submitted for approval prior to beginning the program. A student may incorporate no more than 9 s.h. from other institutions. If a student wishes to augment electives offered by the program with electives offered elsewhere, permission to do so must be obtained before registering for such credits, a grade of "B" or better must be obtained, and the total waiver of elective credits offered by Columbia College must be no more than six. Applications for permission to take transient work may be obtained from the Office of the Registrar. When concurrently enrolled in two institutions during the same semester, Columbia College regulations pertaining to maximum course load apply.

Credit for prior graduate work not previously approved is disallowed toward fulfillment of graduate program requirements. If a student feels special circumstances should allow for this policy being waived, she/he may submit a request for such an exemption in writing to the Graduate Council. Transfer credit for technology courses over five years old is not accepted by the Graduate School.

Once enrolled, a student in exceptional circumstances may be allowed to substitute courses covering equivalent content at another institution for required program courses, with the approval of the student's advisor and the program director, and provided that the majority of the student's work is taken at Columbia College.

Graduate Work in Other Columbia College Graduate Programs

Graduate work completed in other graduate programs at Columbia College may be accepted in partial fulfillment of the course requirements, subject to the approval of the student's advisor and the program director. All such transfer credit for Columbia College graduate courses must be submitted for approval prior to a student's beginning the Human Behavior and Conflict Management program. A student may substitute a graduate course in another Columbia College program for a Human Behavior and Conflict Management program course with the prior approval of the student's advisor and the program director.

Exemption from Required Courses

The graduate program is designed to introduce the student to the field and to guide the student's development through a sequenced and internally consistent set of courses. Generally, taking all required courses in the Columbia College program is preferred. To accommodate special circumstances, a student in the degree program may request exemption from selected course requirements based on significant professional experience, undergraduate coursework, or professional trainings which appear to duplicate the work of the required course. The student's advisor and program director may approve the exemption of a student from a particular required course based on a "department exam" for the course prepared by department faculty. If the student obtains a satisfactory grade on this exam, the student may be exempt from the course requirement and may substitute a second elective for the required course.

To be considered for this exemption, a student must request exemption from a course before the student begins the master's program and must take the department exam no later than the end of classes for the first semester of graduate work. A student may not transfer or substitute credit for undergraduate courses, work experience, or professional trainings for graduate credit. A student may transfer graduate credit and receive exemptions for no more than a combined total of nine hours coursework in the master's program.

Non-Program Status Restrictions

A graduate student may apply no more than 12 graduate hours earned as a non-program status student at Columbia College toward the degree program. Exception: Students transferring from the Columbia College Certificate in Human Behavior and Conflict Management to the M.A. degree in Human Behavior and Conflict Management or the Columbia College Certificate in Divergent Learning to the M.Ed. degree in Divergent Learning may request to incorporate any graduate work completed at Columbia College and no more than 9 semester hours from other institutions. **Such incorporations must be requested with the application.**

Other Restrictions

No graduate credit may be applied toward undergraduate degree requirements.

Grading

Grading System

The Graduate School grading system is as follows:

A - Excellent	4 grade points per semester hour
B+ - Very Good	3.5 grade points per semester hour
B - Satisfactory	3 grade points per semester hour
C - Below Average	2 grade points per semester hour
F - Failure	0 grade points per semester hour

FA/UA - Failed/Unsatisfactory because of excessive absences
I/INC – Incomplete – A relatively small part of the semester’s work remains undone; however, the hours are counted in computing the GPA. It is the student’s responsibility to remove the incomplete.

W/WD - Withdrawn

WP - Withdrawn Without Penalty (by the date specified as the last day on which to drop a course without academic penalty)

NC - Non Credit (Audit)

NG - No Grade

S/U - Applies to courses taken on a pass/fail basis (Students may not elect to take courses on a pass/fail basis. This grade applies only to practica and theses). An "S" indicates performance commensurate with standards for a grade of "B" or higher.

Grade Changes

The instructor, the program director, and the Provost each must approve all grade changes. Work done after the conclusion of the semester cannot affect the final grade in a course. Grade changes made after the end of the regular semester following the original grading period must be approved by the Graduate Council.

Incomplete Graduate Coursework

The grade of incomplete may be given for incomplete work for any

graduate course in which work remains undone and the student is unable to fulfill all requirements because of circumstances beyond her/his control. This grade is not given in lieu of unsatisfactory or failing grades (for completed courses) with an opportunity of improving the grade later. The grade of incomplete is received and recorded only by the following procedure:

Within 10 days after the deadline for submitting final grades for the semester in which the course was taken, the instructor must present to the student, by registered mail, written notification stating the specific deficiency which exists and describing the work required for completion of the course. Finally, a copy of the notification must be signed by the program director and forwarded to the Provost and Registrar at the time the student is notified.

The grade of incomplete will be valid up to one year after the deadline for submitting final grades. Within this period, (1) the student must complete her work or (2) the student must request approval from the Graduate Council for an extension of time by means of a petition which has been endorsed by the instructor, program director, and Provost which states the reason for the request and the length of time needed. Only one request for an extension of time for each grade of incomplete will be considered by the Graduate Council.

A graduate student will not be permitted to repeat any portion or reregister for any course for which the grade of incomplete has been given or register in any other course for the purpose of removing the grade of incomplete. Should any work remain incomplete at the time the deadlines described above expire, a grade of "F" or "U" will be recorded on the student's transcript. Although the Registrar will attempt to bring the above deadlines to the attention of the student and the instructor concerned, it is the sole responsibility of the graduate student to comply with these regulations.

Students who receive a grade of incomplete while enrolled in the Graduate School at Columbia College remain ineligible for graduation until the incomplete work has been made up and a letter grade submitted to the Office of the Registrar.

In no case will a student be allowed to register for courses in a

future semester if she/he holds incompletes in more than two courses. Students who utilize financial aid are also advised to check with the Office of Financial Aid to determine the effect of incompletes (or withdrawals) on financial aid eligibility (see "Financial Assistance" section).

Repeated Courses

A student will be allowed to repeat a course only if, in the judgment of the program director, the student is capable of improving her/his academic performance during the re-taking of the course.

If a student receives a grade of failure or withdrawn and is given permission to repeat that course, then, upon satisfactory completion of the course, the first attempt-- and only the first attempt--will not be considered in determining the cumulative GPA. When a student repeats a course for which credit has been earned, the repeated course is counted only once in determining the total number of semester hours attempted. The highest grade earned on a repeated course determines the number of grade points earned. All courses attempted appear on the student's permanent record. Repeated courses are included in the semester hour load and are subject to the usual fee assessments.

No credit may be earned in another institution on a course previously graded as incomplete, failed, or withdrawn at Columbia College.

Academic Grievance Procedure

A. The grievant has 45 days from the end of the academic term in which the grade was recorded to notify the Provost in writing of her/his intent to request a hearing before The Graduate Grievance Committee. Steps 1-4 of Section D must be followed before the student may submit a request for a hearing. Failure to follow the established procedure may result in the denial of the request.

The procedures for all other academic grievances with the Graduate School are as follows:

B. All other academic issues must be submitted in writing to the Chair of the Graduate Council.

C. The Judicial Coordinator administers issues involving the College's Honor Code.

D. The procedure for a grade grievance with the Graduate School is as follows:

1. A student who feels that she/he has been unjustly evaluated by a professor must first contact that professor to discuss the complaint.
2. If the matter remains unresolved, then the student and professor must confer with the Program Director of the specific graduate program within which the student is enrolled. If the professor is also the Program Director, then the student must submit a written petition to the division head having jurisdiction over the graduate program.
3. If the matter is not resolved, then the student must submit a written petition and pertinent documentation to the division head having jurisdiction over the graduate program. The division head must schedule a meeting with the student and the professor. All documents to be considered must be made available to all parties prior to the meeting. After reviewing the petition and documentation and discussing the issue with the student and professor, the division head must notify the student and the professor in writing of her/his decision.
4. If the matter is yet unresolved, then the student must submit a written petition and documentation to the Provost who will convene a Graduate Grievance Committee. The Provost will make a copy of the written petition and documentation available to all members of the grievance committee prior to the meeting. The Grievance Committee is chaired by the Provost and consists of three members of the Graduate Council (only one may teach in the student's academic program) and two students (only one may be enrolled in the complaining student's academic program, and neither may be enrolled in the course in which the grade is being appealed) appointed by the Chair of the Graduate Council. The Provost has no vote in the Grievance Committee's

deliberations.

5. The Provost must inform the student and the professor in writing of the Grievance Committee's decision. This decision must be limited to the issue of the grade. If the grade is changed, the Provost must notify the Registrar's Office.
6. If this decision does not resolve the grievance, then the student may petition in writing to the Board of Trustees through the President of the College. The decision of the Board will be communicated in writing to the student and the professor.
7. The student lodging the grievance action may ask another student, faculty member, or staff member to accompany her/him to any of the conferences or Grievance Committee meetings scheduled as part of the complaint process.

Academic Standing

Good Standing (general)

All students must maintain good standing throughout their graduate program at Columbia College. Grades of "C" are considered less than satisfactory. Failing grades are considered unsatisfactory; any failing grade will result in automatic dismissal from the program. Failing grades are "F," "FA," "U," "UA," "W," and "WD."

Good Standing (Divergent Learning)

In order to maintain good standing in the Divergent Learning Program, students must consistently do "B" quality work or above in their coursework and maintain a 3.00 GPA. The College requires a final cumulative GPA of at least 3.00 ("B") for receiving the master's degree.

Grades of "C" are considered less than satisfactory. A student may have no more than one "C" in maintaining good standing and must have at least one "A" to offset a "C" in order to maintain a 3.00 GPA. If a student receives a "C" in a second course, she/he will be dismissed from the program.

Good Standing (Human Behavior and Conflict Management)

All Human Behavior and Conflict Management degree students must maintain good standing throughout their graduate program at Columbia College. Grades of “C” are considered less than satisfactory. Failing grades are considered unsatisfactory: any failing grade will result in automatic dismissal from the program. Failing grades are “F,” “FA,” “U,” “UA,” “W,” and “WD.”

Master’s Degree in Human Behavior and Conflict Management

In order to maintain good standing in the Human Behavior and Conflict Management master’s degree program, students must consistently do “B” quality work or above in coursework and maintain a cumulative 3.00 GPA. A student whose cumulative GPA falls below a 3.00 in any given semester is placed on academic probation. A student will be excluded for academic reasons if her/his cumulative GPA is less than 3.00 at the end of the following consecutive semester. Consecutive semesters are fall/spring/summer. The College requires a final cumulative GPA of at least 3.00 (“B”) for receiving the master’s degree.

Graduate Certificate in Human Behavior and Conflict Management

To receive the Graduate Certificate in Human Behavior and Conflict Management, a student may have no more than two “C’s” in all graduate coursework taken at Columbia College.

Program Completion

Degree Requirements

The requirements for a Master of Arts and Graduate Certificate in Human Behavior and Conflict Management can be found on page 43.

The requirements for a Master of Education and Graduate Certificate in Divergent Learning can be found on page 45.

Application for Degree

A student must file an application for degree with the Office of the Registrar not later than February 15 for May graduation and not later than June 1 for August graduation. A \$10 diploma fee is required.

A degree will not be conferred *in absentia* except with special permission of the major department head and the Provost. The student must file this request with the Provost not later than one month before the expected date of graduation.

Graduation

Graduation ceremonies for Graduate Students are held in the spring and summer immediately following the spring and summer semesters. The academic calendar contains the exact time and date. In the semester immediately preceding graduation, students receive a memo from the Provost's Office with detailed instructions about the purchasing of caps and gowns and other logistical arrangements. The ceremony is held in College Place United Methodist Church, adjacent to the college campus. Seating is limited. Tickets for attendees are distributed to students based on the space available and the number of graduates. Students who can not attend the ceremony can arrange to receive their diplomas in the mail. Students who complete the requirements for the degree in December may participate in the May ceremony if they wish.

Graduates of the Human Behavior and Conflict Management program will have both the name of the program and the designation of the degree, Master of Arts, on their diplomas. Graduates of the Divergent Learning program will have Master of Education on their diplomas. In addition to the diploma, at graduation each student is presented a Bible and an alumna certificate.

Time Limit

All requirements for the master's degree must be satisfied within five calendar years after the student reaches Degree Status. Students are responsible for meeting the requirements in effect at the time they are admitted into Degree Status.

Program Exit Criteria:

Graduate students must successfully complete the following assessment requirements to earn the M.Ed. in Divergent Learning degree:

- Maintain a 3.0 GPA.
- Complete 36 semester hours of graduate work.
- Successfully complete an action research thesis.
- Present and defend the action research thesis to a panel of reviewers.

The Graduate Program in Human Behavior and Conflict Management

The master's degree and certificate programs in Human Behavior and Conflict Management are temporarily suspended. The College is not accepting new students for either of these programs. Courses will be offered for students currently enrolled in the programs. Any Human Behavior courses, excluding practica, that are offered during the 2009-2010 academic year may be taken by non-program status applicants.

The Human Behavior and Conflict Management Program is a part-time academic and professional graduate program designed for working adults. Offered in three formats (see below), its purpose is to equip students to be of service to individuals and groups in conflict--in the home, the family, the workplace, the neighborhood, and broader communities. It serves both conflict resolution professionals and other individuals who seek to make conflict management knowledge and skills part of their professional and volunteer work and the approach they take to problems in their personal lives.

An underlying premise of the program is that while conflict is inevitable and pervasive, it need not be destructive. Conflict also provides us with an opportunity to identify where change is needed. Far from being destructive, appropriate change undertaken in a timely way can lead to closer relationships, more productive work environments, mutually supportive partnerships, inclusive communities, and peaceful societies. Conflict provides an opportunity to learn, grow, and improve.

Courses offered in the program emphasize the analysis of conflict in

personal and organizational arenas, processes for addressing and resolving conflict, and the application of skills in practice and consultation. Many conflicts arise at least in part from differences in culture, race, gender, and class, and these differences often influence the development of conflict and the possibilities for resolution. Students are encouraged to examine the contexts of conflicts as well as their manifestations and to analyze the impact of possible interventions and proposed solutions in terms of their ethical, social justice, and peacemaking implications. Courses address conflicts in families, communities, business and industry, government, and public policy.

Program Options

The Human Behavior and Conflict Management Program provides three delivery formats:

- Through the **Non-Program status** option, students may take individual courses for personal or professional development. Students who select this format have much flexibility in course choice but are not degree-status students and would not qualify for financial aid.
- Students pursuing the **Graduate Certificate in Human Behavior and Conflict Management** will engage in a practitioner-oriented, professional program leading to an enhanced credential in the human behavior and conflict management fields. This program requires 15 semester hours of coursework, one required program course and four program courses selected by the student.
- A student accepted into the **M.A. in Human Behavior and Conflict Management** option commits to a thirty-six-semester-hour program, which includes eleven required courses and one elective course. This student is a degree-status student who may apply for federally supported financial aid resources.

Students may move from one format to another with full credit for courses taken in the program.

Course Scheduling

Courses combine weekend classroom instruction with distance learning via the Internet. Classes are scheduled on five weekends each semester for the fall and spring semesters. A typical three-week Maymester or four-week summer term course will require two on-campus class weekends. Classes are scheduled on Fridays, Saturdays, and some Sundays.

Diversity

The Human Behavior and Conflict Management Program wishes to attract as diverse a student body as possible in order to maximize the educational experience of all participants in the program, and to provide to the field of conflict resolution a wide array of competent professionals. To this end, we welcome applicants of different race, gender, national origin, religion, socio-economic class, sexual orientation, age, abilities, and disabilities.

Policy on Writing and Research Standards

Columbia College takes seriously its commitments to academic integrity and to academic excellence. The Graduate School expects its students to demonstrate high standards of scholarship and to possess accurate, articulate communication skills. To this end, the Human Behavior and Conflict Management program will maintain the following policy on research and writing standards:

- a. A significant writing component shall be present in every course for which graduate credit is earned.
- b. A research component shall be present in every course.
- c. Instructors will inform the faculty advisor of any serious deficiencies they note in a student's performance of the writing and research components.
- d. Faculty advisors will assist students to develop a plan for addressing any such serious deficiencies. Such a plan might include remedial writing or undergraduate research courses in their home communities for which students would not be given graduate credit.

- e. If a student is unable to address serious deficiencies, the advisor may recommend that she/he withdraw from the program. If serious deficiencies persist, and the student refuses to withdraw, the program director may recommend to the Provost that the student be dismissed. The student may choose to challenge such a decision to the Graduate Council.

Master of Arts – Human Behavior and Conflict Management

Degree Requirements: Thirty-six semester hours including 33 semester hours of required core courses (Human Behavior 601, 705, 713, 714, 725, 731, 741, 761, 764, 767, and 770) and 3 semester hours in an elective course: Human Behavior 785, a Human Behavior and Conflict Management program elective, or an approved graduate course in another Columbia College graduate program or another institution.

Graduate Certificate – Human Behavior and Conflict Management

Certificate Requirements: Fifteen semester hours including Human Behavior 601 and four other courses selected from program core courses.

Master of Education and Certificate in Divergent Learning

Over the past decade, the term "at-risk" has become more prevalent in the education realm, and more attention has been concentrated on this group of underachieving students who are not succeeding in the public school system. Recent studies indicate that students who have been identified as at-risk and do not qualify for special services are generally considered to be those who are disadvantaged and are from single parent families, low socioeconomic backgrounds, or various minority groups. However, significant numbers of at-risk students who are highly intelligent and capable of becoming productive, influential young adults are not

reaping the benefits of special resources. These underachieving students are divergent learners and are at-risk in the present educational system because of specific personality traits and learning styles, which are not being adequately addressed in the classroom.

The **Master of Education in Divergent Learning** is designed to develop a more in-depth comprehension of divergent learners and to present alternative methods and strategies to meet the needs of this population. This program will present a new focus for educators, new methods for delivery of instruction in the classroom, use of e-mail communication and Internet research, program designs by students, peer support groups, and joint projects for action research. This graduate degree program is offered in a limited residency, weekend-based format that combines classroom instruction with distance learning via the Internet.

The Divergent Learning program offers a **certificate** for students who are seeking specialized knowledge in non-traditional teaching and learning.

Policy on Writing Standards

Columbia College takes seriously its commitments to academic integrity and to academic excellence. The Graduate School is especially mindful of the need for its students to demonstrate high standards of scholarship and to possess accurate, articulate communication skills. To this end, the Divergent Learning faculty closely monitor each student's writing skills during the first semester while the student is enrolled and continues to monitor those skills throughout the program. Any deficiencies that arise are addressed with individual students.

Master of Education – Divergent Learning

Degree Requirements: Thirty-six semester hours. Required courses are Education 705, 711, 732, 740, 745, 755, 765 or 785, 775, 787, 788.

Graduate Certificate – Divergent Learning

Certificate Requirements: Fifteen semester hours. Required courses are Education 732, 745, 755*, 785*, and either Education 705* or 775*.

*Indicates courses approved by the South Carolina Department of Education (SCDE) to satisfy coursework required for state-approved PACE

certification participants through the State Department's Program of Alternative Certification (PACE).

Course Descriptions

Education

705. **Assessment for Divergent Learners.** This course focuses on alternative approaches to the assessment of student learning that are more appropriate for use with divergent learners. Integrating assessment with instruction will be emphasized. 3 s.h.

711. **Technology for Today.** Students will learn Internet research, technology to broaden classroom boundaries and e-mail. The major focus will be technology for divergent learning. (Student cannot receive credit for both Education 710 and Education 711.) 3 s.h.

713. **Philosophy of Education.** The development of educational theory and aims as they emerge from social, political, and economic conditions in life with emphasis given to the relation of theory and practice. Stress on the function and importance of education in a democracy. (Previously offered as Education 613.) 3 s.h.

714. **Introduction to Gifted Education.** This course acquaints the student with the definitions, characteristics, identification procedures and instruments and curricula options for gifted and talented children. 3 s.h.

715. **Methods and Materials for Teaching Gifted and Talented.** Emphasis in this course is placed on curriculum procedures, class organization, and instructional materials and strategies in working with gifted and talented pupils. 3 s.h.

716. **Diversity in Today's Classroom.** Diversity manifests itself in a variety of forms in today's educational settings. This course is designed to develop an understanding and appreciation of physical, cultural, racial, ethnic, and religious diversity, as well as differences in class, gender, and learning styles. Self-examination of societal expectations and stereotypes and of personal bias will assist teachers in dealing effectively with diverse populations of learners. 3 s.h.

724. **Teaching of the Holocaust.** A survey of the Holocaust landscape with special attention to opportunities to include Holocaust Studies in social studies, language arts, and personal citizenship. A variety of materials, methods, and technology will be demonstrated. Critical thinking skills are

emphasized. 3 s.h.

727. Psycholinguistics for Teachers. This course is designed to focus on the nexus between the acquisition of language and behavior, with emphasis on the behavior of the user. Language development will be explored in depth, as well as the critical role of the symbolization processes in almost any aspect of human performance having relevance to development and learning. This course should provide a broad understanding of reading strengths and weaknesses, cultural and subcultural differences, students' behavioral bases, and other teacher concerns, which relate to the learning disabilities program, the at-risk program, or the early childhood, elementary, or secondary programs. 3 s.h.

732. Characteristics of the Divergent Learner. This course presents the characteristics of the divergent learner as they bear on the instructional program, including intellectual, language, personal, and social areas. This course is designed to foster a deep comprehension of students in unusual circumstances and to present alternative methods of building support networks for unusual and problematic students. The focus is on a population of students who have become "at-risk" of failure or dropout in the traditional educational system because of thinking, learning, behavioral, and phenomenological divergence, which renders the students at odds with the traditional school environment. Causes that contribute to these students' becoming at-risk such as personality traits, learning styles, and inadequate developmental support from the home and school will be discussed. 3 s.h.

738. Learning in the Arts. This course is designed to provide students with an overview of current research in arts education and the cognitive processes and teaching methodologies associated with dance, music, theatre and visual arts. Students will conduct an extensive review of research and literature. Students also will actively engage in arts learning, stimulating the students' own creative and artistic skills, fostering discovery, and exploring attitudes and behaviors. 3 s.h.

740. Education in a Modern Society. The course addresses the basic relationship of the school to the social order and the educational implications of recent social change in American life. Current issues in education will be discussed. The course will also explore teachers' capacity to lead in their classrooms, schools and committees. 3 s.h.

742. Learning Through the Arts. This course presents current research related to the impact of the arts on student achievement and social development, and the transference of arts learning into other contexts. Arts integration strategies will be discussed and modeled, and students will

develop instructional materials and strategies for teaching divergent learners through arts integration. 3 s.h.

745. Learning Processes and Styles. This course presents a comprehensive investigation and the fundamentals of creating a brain-compatible learning environment which recognizes and supports individual learning styles and multiple intelligences. This course is designed to foster a deeper understanding of current brain research and its implications for learning and instruction. This understanding will include sensory memory, short term memory, long term memory, concepts, and concept formation. The basics of learning styles and multiple intelligences will be explored along with planning lessons and assessments to match different styles and intelligences. Emphasis will be placed on understanding the similarities of the brain's needs in the learning process in contrast to the differences and unique needs of each learner. (Not open to students who have previously taken Education 726 and Education 760.) 3 s.h.

755. Mediation and Educational Procedures in the Classroom for Divergent Learners. This course is designed to present a variety of models and methods to assist educators in effectively dealing with divergent learners for the purpose of promoting success in the classroom. Participants will study various research-based programs that provide methods for establishing a classroom environment that is conducive for promoting positive behavior, learning, and team interaction. Examination of conflict resolution strategies, mediation, and negotiating skills for both teachers and students will be studied and practiced during the course. Participants will study the instructional strategies and educational procedures necessary to accommodate the needs of divergent learners. The course delves more deeply into instructional issues and environmental modifications to relieve the plight of students in the traditional educational system. (Not open to students who have previously taken Education 721 and Education 735.) 3 s.h.

765. Mathematics for the Divergent Learner. The National Council of Teachers of Mathematics Principles and Standards will provide a mathematical framework for curriculum connections and integrations in the P-12 classroom. Strategies and processes to accommodate divergent learners will be emphasized. Particular emphasis will be placed on the use of manipulatives, incorporation of literature, and implementation of technology. 3 s.h.

770. Practicum. (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 s.h.

775. Reading and Linguistics for Divergent Learners. This course is designed to focus on the nexus between the acquisition of language and behavior, to develop an awareness of the importance of reading in the total K-12 and adult learners' curriculum. Language development will be explored in depth, as will the critical role of the symbolization processes in almost any aspect of human performance having relevance to development and learning. This course should provide a broad understanding of reading strengths and weaknesses, cultural and sub-cultural differences, students' behavioral bases, and other teacher concerns that relate to the learning disabilities program, the at-risk program, or the early childhood, elementary, or secondary programs. Emphasis will be placed on the characteristics of underachieving divergent learners and the variety of strategies, techniques, methods, and materials that can be used to meet their individual needs and learning styles. (Not open to students who have previously taken Education 718 and Education 727.) 3 s.h.

780. Language Acquisition and Development. In this course, emphasis will be given to the process of acquiring and developing linguistic "competence" and "performance" in children and youth and the role of adults in the linguistic environment of children and youth. 3 s.h.

785. Instructional Methods and Strategies. This course provides teachers with a comprehensive examination of the various approaches to teaching and their historical roots. Particular emphasis is placed on candidates' abilities to incorporate the taught approaches in classrooms, reflect upon their effectiveness or lack thereof, and relate the approaches to divergent learners. Additionally, candidates will learn the historical roots of each of the major instructional philosophies, such as behaviorism, social-interaction models, constructivism, problem-based learning theories, etc., in order to better understand the progression of educational practice over time. 3 s.h.

787. Action Research I. (Prerequisite: Education 732.) During this course, candidates will develop the research methodology, gather data, and finalize their literature review. (Mandatory Pass/Fail) 6 s.h.

788. Action Research II. (Prerequisite: Education 787.) During this semester, candidates will analyze the data collected during Education 787, develop conclusions, complete the writing of the article, and make presentations. (Mandatory Pass/Fail) 6 s.h.

790. Special Problems. A course not currently listed by the department and offered on an experimental basis. Prerequisites or special permission may be required as needed for admission to the course. 1-4 s.h.

791. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

792. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h.

799. **Action Research Writing Continuance.** The student who needs more time to finish the Action Research report and presentation must register for and pay tuition for 6 semester hours at no credit for each semester needed to finish the Action Research. The advisor(s) will be available for Action Research Writing Continuance conferences. 0 s.h.

Human Behavior

601. **Conflict Analysis and Interventions.** This course reviews major theories of conflict and conflict resolution. Students will learn to apply analytical models of conflict from a variety of disciplines including sociology, psychology, political science, and education, as well as, the conflict resolution literature. 3 s.h.

705. **Diversity Issues.** This course examines issues of diversity across race, ethnicity, class, gender, sexual orientation, and nationality. The impact of diversity on human interactions is explored using a multi-disciplinary, theoretical perspective. Students are provided a variety of conceptual and experiential learning opportunities including self-assessment, small group activities, theoretical discussions, and skill development and applications. 3 s.h.

708. **Conflict Intervention Strategies.** This course exposes the student to a wide variety of dispute resolution strategies including negotiation, facilitation, mediation, consulting and training, arbitration and legal action. Students develop in-depth understanding of dispute resolution methods in one of the following arenas--family, labor, organization, public policy, and others. 3 s.h.

711. **Peaceful Change and Social Justice.** The theory and history of non-violent actions to resolve conflicts in public policy and public affairs, within communities and nations and between political groups and nations will be examined in this course. Each student will research a particular social movement or non-violent peace effort directed toward social or political change. Students will study and explore the influence of leadership, political theory, religious beliefs, and cultural traditions in social movements, in war, and in peacemaking. 3 s.h.

713. **Research Methods I.** A survey of quantitative, qualitative, and critical approaches to research in the social and behavioral sciences with an emphasis in conflict management research. Topics include research design, statistical analysis of data, ethics in research, and scholarly writing. 3 s.h.

714. **Research Methods II.** Application of the fundamentals of research design to the social and behavioral sciences with an emphasis in conflict management research. Students will develop and propose a comprehensive research project that is based in theory and methodologically sound. 3 s.h.

725. **Financial Issues.** An understanding of financial issues and factors which influence or impact personal/group behavior and conflict in families, organizations, businesses, and communities. The course includes interpretation of data from financial reports and case studies focused on the causes and resolution of financially related conflict in a variety of settings. 3 s.h.

731. **Interpersonal Relations.** This course is an analytical and applied exploration of interpersonal conflict and its resolution in all arenas of human life such as the family, school, neighborhood, and workplace. Students analyze interpersonal relationships using conceptual knowledge from psychology, communication studies, conflict resolution, and other social science disciplines. 3 s.h.

741. **Community and Organizational Behavior.** The focus of this course is on understanding the complexities of social interaction and interpersonal influence in community and organizational environments. 3 s.h.

751. **Organization and Community Assessment and Intervention.** This course focuses on conflicts that are present in public arenas, such as those involving government entities, business and industry, and citizens' groups. Students learn how to assess organizational and community environments, power, and politics, and how to design appropriate intervention strategies. 3 s.h.

761. **Mediation Process.** Mediators act as third party facilitators in assisting parties to effectively deal with conflict and focusing efforts on resolving differences. This course emphasizes the theory and practice of mediation skills. Students will conduct an in-depth analysis of a case in litigation. Cases range from community mediation to complex litigation. Students who complete the course may qualify for the civil mediator roster

of the South Carolina Council for Conflict Resolution. (Mandatory pass/fail) 3 s.h.

764. **Group Processes.** This course provides students with an understanding of group dynamics in a variety of settings. Students learn to utilize effective group process to work within organizations and with parties representing different interests and objectives to plan, to organize and to address conflict constructively and creatively. 3 s.h.

767. **Consulting and Training.** This course focuses on services provided by consultants and trainers. Students learn to use adult learning strategies to design and deliver training and to assume the various roles of the professional consultant. 3 s.h.

770. **Practicum.** The practicum provides students with opportunities to use and further develop conflict resolution skills and to integrate theory and practice of conflict analysis and resolution. Students, in consultation with the practicum instructor, undertake a practice placement, a case analysis, a program design, or an action research project. (Mandatory Pass/Fail) 3 s.h.

781. **Workplace Conflict.** Students will gain an understanding of the types of conflicts that emerge in the workplace and the impact of change within the work environment. Effective strategies and techniques for responding to and resolving conflicts between and among individuals are explored. Additionally, students will learn how to deal effectively with the chaos of change and develop expertise in how to assess, develop, and implement effective change management strategies. 3 s.h.

785. **Family Mediation.** (Prerequisite: Human Behavior 761.) Students study family dynamics from a systematic perspective. Students will gain an understanding of mediation skills and knowledge for resolving conflicts arising from marital separation and divorce, parenting, probate matters, and other family and group related matters. The course includes case studies, role plays, and demonstrations. Participants who complete the course may qualify for the family mediation roster of the South Carolina Council for Conflict Resolution. (Mandatory pass/fail.) 3 s.h.

790. **Special Topics (electives).** Three-semester-hour advanced courses on a variety of topics to be developed in response to the particular needs of different classes. While each elective will have its own specific goals, each will also have the following general objectives:

- becoming familiar with advanced issues and concerns in a particular arena or on a particular issue of note in the field;
- developing specialized skills and perspectives appropriate to dealing with such issues;

- gaining an in-depth knowledge of concerns attendant to the specific arena or issue under study;
- advancing capacity for specialized work in the conflict resolution field, including becoming aware of key actors and organizations. 3 s.h. each

791. **Independent Research and Study.** (Prerequisite: Human Behavior 601, a minimum of 9 additional semester hours, and permission of instructor and advisor.) Research and reading. Open to qualified students. 1-6 s.h.

792. **Independent Research and Study.** (Prerequisite: Human Behavior 601, a minimum of 9 additional semester hours, and permission of instructor and advisor.) Research and reading. Open to qualified students. 1-6 s.h.

People

Graduate Council (2009-2010)

Dr. Paul Carranza
(2009-2012)
Assistant Professor of Spanish

Dr. Elaine K. Ferraro '70
*Head, Division of Behavioral
Studies and Human Inquiry;
Professor of Sociology*

Dr. Doris G. Layton
*Director, M.Ed. Program in
Divergent Learning; Associate
Professor of Education*

Kyle A. Love
(2007-2010)
*Lecturer of Communication
and Theatre*

Dr. Ramiro Lafuente
(2008-2011)
*Associate Professor of
Mathematics*

Dr. Mary Stepling
*Head, Division of Education;
Professor of Speech Language
Pathology*

Carolyn Emeneker (Ex Officio)
*Director of Graduate and
Evening Admissions*

Dr. Laurie B. Hopkins (Ex
Officio)
*Provost and Vice President for
Academic Affairs*

Becky Hulion '73(Ex Officio)
*Director of Registration for the
Graduate School and Academic
Liaison*

Dan Murphy (Ex Officio)
*Director of Edens Library and
Information Technology*

Dr. Scott A. Smith (Ex Officio)
*Dean of Curriculum and
Assessment and Registrar of the
College*

Dr. Ronald G. White (Ex Officio)
*Vice President for Enrollment
Management*

(Ex Officio)
*Graduate Student Advisory
Council Representative*

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Vice President for Advancement

Linda Salane, Ed.D.

Special Assistant to the President (Leadership)

Ronald G. White, Ed.D.

Vice President for Enrollment Management

Faculty

Graduate Programs in Divergent Learning

Chris Burkett (2006) – Assistant Director, M.Ed. Program, Divergent Learning; Assistant Professor of Education

B.A., Newberry College; M.Ed., Columbia College; Ed.D., Southeastern University.

Doris Giles Layton (2000) – Director, M.Ed. Program, Divergent Learning; Associate Professor of Education

B.A., Winthrop University; M.Ed., Ph.D., University of South Carolina.

C. Randy Lee (2002) – Senior Lecturer of Education

B.A., M.A., Ed.D., University of South Carolina.

Mary Stepling (1995) – Head, Division of Education; Professor of Speech Language Pathology

Graduate Programs in Human Behavior and Conflict

Management

Elaine K. Ferraro (1972) – Head, Division of Behavioral Studies and Human Inquiry; Professor of Sociology
B.A., Columbia College; M.S.W., Virginia Commonwealth University;
Ph.D., University of South Carolina.

Joyce W. Fields (2000) – Associate Professor of Child and Family Studies
B.S., Longwood College; M.S., Baylor University; Ph.D., Florida State University.

Debra M. Stayner (2002) – Lecturer of Human Relations
B.A., M.A., University of South Carolina.

Diane L. Thompson (1986) – Director of Social Work Program; Professor of Social Work
B.A., University of Georgia; M.S.W., Ph.D., University of South Carolina.

Karen C. Thompson (1999) – Associate Professor of Psychology
B.S., Bowling Green State University; M.A., Ph.D., University of South Carolina.

Michael W. Wiederman (1999) – Professor of Psychology
B.S., The University of Michigan, Flint; M.A., Ph.D., Bowling Green State University.

**COLUMBIA COLLEGE
GRADUATE
STUDENT HANDBOOK
2009-2010**

Honor Code and Judicial Process

The central purpose of the Columbia College Honor System is to sustain and protect a community of trust in which students can enjoy the freedom to develop their potential, both intellectually and personally, without restraint or limitation.

The following values support and sustain the legacy and mission of Columbia College:

1. *Responsibility* is taking personal accountability for one's own honesty and behaviors, taking action in the face of wrongdoing, and upholding the integrity of our community.
2. *Integrity* is open, honest, and responsible activity-within the realms of academics and our community-creating and protecting an environment that will not compromise the worth of others and where all contributions are valued.
3. *Respect* is regard for the dignity of self and others, openness to different perspectives, and appreciation of diversity. Respect demands a commitment to fairness and concern for the rights and property of our community.
4. *Compassion* is sensitivity of spirit to others' life experiences that compels one to reach out with empathy in loving-kindness and service.

Columbia College's values are the foundation for the Honor Code.

I. Every student shall be honor bound

- A. To tell the truth.
- B. To do his or her own work.
- C. To attribute to others their words and their ideas.
- D. To respect the property of others

II. Any student failing to abide by the Honor Code is subject to suspension or expulsion from the College.

Section 1: Student Responsibility

- A. By accepting admission to Columbia College, each student acknowledges commitment to the provisions of the Honor Code.
- B. Each student is responsible for following the Honor Code and for calling to the attention of other students any violations of the Honor Code.

Section 2: Honor in Academic Work

- A. The student body of Columbia College is pledged to the highest standards of honor in academic work.
 1. Students will be honest with other members of the Columbia College community and will do their own work in all situations. Students will not lie.
 2. Students will follow the Honor Code for all tests, quizzes, examinations, papers, projects and other academic work of any kind. Students will not cheat

or falsely claim credit for the ideas of the work of others.

STUDENT RIGHTS AND RESPONSIBILITIES

A Statement of Rights

All members of the Columbia College community have certain rights which include:

1. The right to organize one's personal life and behavior and to pursue individual activities, including freedom of movement, except when these interfere with the rights of others or violate established College, local, state, and federal laws and policies.
2. The right to freedom from personal force, violence, threats of personal abuse, and sexual harassment either as individuals or groups within the Columbia College community.
3. The right to be protected from arbitrary or unauthorized search or seizure.
4. The right of privacy of personal information in accordance with state and federal laws.
5. The right to information regarding College policies and procedures.
6. The right to petition the College for resolution of complaints.
7. The right to dissent; in other words, to carry on individual or organized activity which expresses grievances held or changes desired in society, the College, or both, within the democratic process of freedom of speech, assembly and petition.
8. The right to a clear and fair process for determining the validity of charges made and sanctions imposed under this honor code and conduct code.

A Statement of Responsibilities

Students at Columbia College have certain responsibilities:

1. The responsibility to observe all duly established College, local, state, and federal laws.
2. The responsibility to attend all college judicial meetings when issued notice to do so.
3. The responsibility to respect the rights of others to freedom of speech, freedom of movement, and freedom of association.
4. The responsibility to respect the right of privacy of other individuals and groups and to respect the property rights of individuals, groups, the neighboring community, and the College itself.
5. The responsibility to respect the confidentiality of personal information about members of the Columbia College community.

JUDICIAL PROCESS

The College values the relationships between members of the College community and the relationship of each member to the community as a whole. Wherever possible, it

is the policy of the College that disputes be resolved at the lowest level possible. To protect the integrity of the community, the College reserves the right to take appropriate action for any conduct which reasonably interrupts orderly life in the College community or infringes on the rights of others. Students shall be afforded all opportunities for fairness in judicial proceedings. However, the College reserves the right to suspend or expel a student at any time for any reason deemed sufficient by the College in accordance with the procedures outlined in this chapter. The Columbia College judicial process operates within the boundaries of fundamental fairness and does not necessarily follow criminal and civil rules of due process.

Section 1: Definitions

1. The term “College” means Columbia College.
2. Honor code means the standards for academic work and appropriate behavior addressed in this document.
3. The term “student” includes all persons taking graduate courses at the College, both full-time and part-time. Persons who are on leave from a graduate program at the College but not officially enrolled for a particular term are considered “students.”
4. The term “faculty member” means any person hired by the College to conduct classroom activities.
5. The term “College official” includes any person employed by the College, performing assigned administrative or professional responsibilities.
6. The term “member of the College community” includes any person who is a student, faculty member, College official, or any other person employed by the College. A person’s status in a particular situation shall be determined by the Judicial Coordinator.
7. The term “College premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College (including adjacent streets and sidewalks).
8. The term “organization” means any number of persons who have complied with the formal requirements for College recognition.
9. The term “judicial body” means any person or persons authorized by a Judicial Coordinator to determine whether a student has violated the Honor Code and to recommend imposition of sanctions.
10. The term “Judicial Coordinator” means a College official authorized to select a judicial body, assist in setting up and managing the hearing process, and be available for consultation concerning the judicial body's deliberations or on related matters concerning graduate students. The Judicial Coordinator(s) will be appointed by the Provost.
11. The term “complainant” means a person who files a charge with the Judicial Coordinator.
12. The term “respondent” means a person against whom a charge is filed.
13. The term “party” means anyone who is a complainant or a respondent.
14. The term “campus advisor” means a current student, faculty advisor or staff member who is invited by a party to attend a hearing and to consult with the

- party during the hearing but who does not actively participate in the hearing and may not be called as a witness.
15. The term “Appellate Board” means any person or persons selected by the College's President to consider an appeal from a judicial body’s determination that a student has violated the Honor Code or from the sanctions imposed by the judicial body.
 16. The term “policy” is defined as the written policies and procedures of the College as found in, but not limited to, the Columbia College *Graduate Bulletin*.
 17. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; or (4) submitting an assignment for more than one course without the permission of the instructor(s).
 18. The term "plagiarism" includes, but is not limited to, the use, paraphrase, or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
 19. The term “lying” includes any misrepresentation of the truth in academic work or in social obligations. This shall include, but is not limited to, lying to a faculty member, a member of the administration or other College official, or judicial boards.
 20. The term “stealing” shall include taking any article that you are not personally entitled to constitutes stealing and/or taking any kind of college property.
 21. The term “harassment” means inappropriate conduct directed towards an individual or individuals based on the race, sex, religion, color, creed, disability, sexual orientation, national origin, or age of the individual or individuals.

Section 2: Judicial Authority

1. The Judicial Coordinator shall determine the composition of judicial bodies and determine which judicial body shall be authorized to hear each case.
2. The Judicial Coordinator shall develop procedures for the administration of the judicial process and procedural guidelines for the conduct of hearings which are consistent with provisions of the Honor Code and the judicial process.
3. Decisions made by a judicial body and/or Judicial Coordinator shall be final, subject to the normal appeal process.

Section 3: Expectations for Student Conduct

A. Jurisdiction of the College.

Generally, College jurisdiction and discipline shall be limited to conduct which adversely affects the College community and/or the pursuit of its objectives, whether it occurs on the College premises or at any College sponsored event.

B. Conduct - Policies and Procedures

Any student found to have committed the following misconduct is subject to disciplinary sanctions outlined in Section IV:

1. Acts of academic dishonesty, including, but not limited to, cheating, plagiarism, or other forms of academic dishonesty, furnishing false information to any College official, faculty member, or office, or forgery, alteration, or misuse of any College document, record, or instrument of identification.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities, including its public service functions on or off campus, or other authorized non-College activities, when the act occurs on College premises.
3. Physical or verbal threats, intimidation, harassment, and other conduct which threatens or endangers the health or safety of any person.
4. Attempted or actual theft of and/or damage to property of the College, property of a member of the College community, or other personal or public property.
5. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
6. Unauthorized possession, duplication, or use of keys or access cards to any College premises or unauthorized entry to or use of College premises or failure to report lost or stolen keys or access cards.
7. The altering or misuse of a student identification card
8. Violation of published College policies, procedures, or community standards.
9. Violation of federal, state, or local law on College premises or at College sponsored or supervised activities.

C. Violation of Law and College Discipline

1. If a student is charged only with an off-campus violation of federal, state, or local laws, but not with any other violation of this Code, disciplinary action may be taken and sanctions imposed for grave misconduct which demonstrates flagrant disregard for the College community. In such cases, no sanction may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g., “no contest” or “nolo contendere”).

2. College judicial proceedings may be instituted against a student charged with violation of a law which is also a violation of this Honor Code, for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this Honor Code may be carried out prior to, simultaneously with, or following civil or

criminal proceedings off campus.

3. When a student is charged by federal, state, or local authorities with a violation of the law, the College will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a judicial body under the Honor Code, however, the College may advise off-campus authorities of the existence of the Honor Code and of how such matters will be handled internally within the College community. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Section 4: Judicial Policies

A. Charges and Hearings

1. Any member of the College community may file a complaint against any student or misconduct. Charges shall be prepared in writing and directed to the graduate judicial coordinator as soon as possible after complaint arises. Complaint Information Forms are available from the Judicial Coordinator.

2. The Judicial Coordinator may initially review the circumstances of the complaint confidentially with the parties and others involved to determine whether the charges can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Judicial Coordinator. Such disposition shall be final, and there shall be no subsequent proceedings. With the consent of the parties, the Judicial Coordinator may refer the parties to the Community Mediation Center or to mediation with another third party selected by the parties, with a reasonable time provided for the parties to mediate their dispute.

3. If complaints are not resolved between the parties, the Judicial Coordinator shall present all charges in writing to the respondent by Certified Mail to the address provided by the respondent to the College. The notice shall inform the respondent to contact the Judicial Coordinator within five business days of receiving the notice to schedule a hearing. When the respondent responds or ten business days after the date of the mailing the notice, the Judicial Coordinator will schedule the hearing and provide written notice of the hearing by Certified Mail to the parties.

4. The Judicial Coordinator will set the time and place for a hearing, to be held not less than five nor more than 15 business days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Judicial Coordinator.

5. If either party fails to appear for a hearing and fails to notify the Judicial Coordinator, then the judicial body shall conduct a hearing in the party's absence. On the basis of the information made available during the hearing, the judicial body may make a determination whether a violation of the Honor Code has occurred and may impose a sanction if a violation has been found. This decision shall be communicated in writing to the parties by Certified Mail. The parties will have no

right to appeal. In the event of extraordinary circumstances which prevent a party from appearing at the hearing and from notifying the Judicial Coordinator prior to the hearing, the party may request under Section 2 of the Judicial Process that a new hearing be scheduled.

6. Hearings shall be conducted by a judicial body according to the following guidelines:

- a. The respondent shall be presumed not in violation of the Honor Code until a violation is determined;
 - b. Hearings shall be conducted in private, unless the Judicial Coordinator approves a request from one of the parties to have the hearing open to specified people.
 - c. Admission of any person other than the parties and their respective campus advisers to the hearing shall be at the discretion of the judicial body and/or its Judicial Coordinator.
 - d. In hearings involving more than one accused student, the chairperson of the judicial body shall have the discretion to permit the hearings concerning each student to be conducted separately.
 - e. The complainant, if a student, and the respondent each have the right to be assisted by a campus advisor. The complainant and respondent are responsible for presenting their respective cases and may consult with their respective campus advisors
 - f. The complainant, the respondent, and the judicial body shall have the privilege of calling witnesses, subject to the right of questioning by the other party and the judicial body.
 - g. Pertinent records and exhibits, including academic records of parties, may be accepted as evidence for consideration by a judicial body at the discretion of the chairperson.
 - h. For any judicial hearing, the accused student shall be afforded the privilege to remain silent and not have that silence taken as admission of responsibility for the violation;
 - i. All procedural questions are subject to the final decision of the chairperson of the judicial body. The chairperson may consult with the Judicial Coordinator on procedural issues.
 - j. After the hearing, the judicial body shall convene outside the presence of everyone else and determine (by majority vote if the judicial body consists of more than one person) whether the student has violated each section of the Honor Code which she has been charged, on the basis of whether it is more likely than not that the accused student violated the Honor Code.
7. The respondent shall have the privilege to appeal a decision by the judicial body to an Appellate Board.
8. There shall be a single verbatim record, such as a tape recording, of all hearings before a judicial body. The record shall be the property of the College.

B. Sanctions

1. The following sanctions may be imposed upon any student found to have

violated the Honor Code.

- a. Warning - A verbal or written notice to the student from the Judicial Coordinator that the student is violating or has violated institutional policies and/or procedures.
- b. Reprimand - A letter to the student from the Judicial Coordinator confirming violation of College policies, expressing disapproval, and providing for more severe disciplinary sanctions if the student is found to be violating any college policies during a stated probationary period.
- c. Restitution - Compensation by the student to another party or to the College for loss, damage, or injury. Restitution may take the form of appropriate service and/or monetary or material replacement.
- d. College Suspension - Separation of the student from the College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- e. College Expulsion - Permanent separation of the student from the College.

2. More than one of the sanctions listed above may be imposed for any single violation.

3. Other than College expulsion, judicial sanctions shall not be made a part of a student's permanent academic record.

4. When the Judicial Body determines that a student has violated the Honor Code, the sanction(s) shall be determined by the judicial body and implemented by the Judicial Coordinator. If the sanctions include restitution, college suspension, or college expulsion, the Judicial Coordinator shall have the authority to approve, reject or modify the recommended sanctions. The Judicial Coordinator shall not impose a sanction more severe than the recommendation of the judicial body. The Judicial Coordinator shall advise the party in writing of the Judicial Body's determination and of any sanctions imposed.

C. Interim Suspension

In certain circumstances the Provost may impose a College suspension prior to the hearing before a Judicial Body.

1. The Provost may impose an interim suspension to ensure the safety of members of the College community, to ensure the student's own physical or emotional safety, to preserve the normal operations of the College, or to preserve College property.
2. Interim suspension will be imposed in all instances of physical violence. Involved students will be asked to leave campus immediately and will not be permitted to return to campus until the matter is heard and decided by a Judicial Body.
3. During the interim suspension, the student may be denied access to the campus (including classes) and may be denied access to all other College activities or privileges for which the student might otherwise be eligible.

D. Appeals

1. A party may appeal a decision or sanction to an Appellate Board within five business days of notification of the decision. Such appeal shall be in writing and shall be delivered to the appropriate Judicial Coordinator or his or her designee.
2. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - a. To determine whether the original hearing was conducted fairly and in conformity with prescribed procedures
 - b. To determine whether the decision reached was based on evidence sufficient to establish that a violation of the Honor Code occurred.
 - c. To determine whether the sanctions imposed were appropriate for the violation of the Honor Code which the student was found to have committed.
 - d. To consider new evidence, sufficient to alter a decision, which was not known to the person appealing at the time of the original hearing.
 - e. The Appellate Board may deny the appeal if it does not address one or more of the above or if it does not believe the appeal is meritorious.
3. If the Appellate Board upholds the appeal, the matter shall be sent back to the Judicial Coordinator and judicial body for a re-hearing if the basis of the Appellate Board's decision is for procedural reasons or new evidence. If the Appellate Board determines the decision was based on insufficient evidence, the judicial body's decision will be withdrawn and the matter ended. If the Appellate Board determines that sanctions imposed were inappropriate, the matter will be sent back to the Judicial Coordinator and judicial body for reconsideration of the sanction(s.)
4. Any subsequent appeal of a new hearing will be made to the appropriate person or body as set forth in the Columbia College Bylaws, in the form described here, within five business days of the decision of the re-hearing judicial body. In such cases, the decision of the appropriate person or body as set forth in the Columbia College Bylaws shall be final and binding.
5. In cases involving appeals by a Respondent, review of the sanctions by the Appellate Board or appropriate person or body as set forth in the Bylaws of Columbia College may not result in more severe sanction(s) for the Respondent. In cases involving appeals by persons other than students accused of violating the Honor Code, the outcome of the hearing may or may not result in a more severe sanction.

Other Policies and Procedures

Complaint Process

Concerns about Columbia College policies, procedures, or practices should be discussed with the appropriate faculty or staff member in person prior to a formal written complaint. Concerns about academic issues should be reviewed with the faculty member involved, the division head or area director, then the Provost, in that order. Concerns about administrative

issues should be reviewed with the area director, then the Vice President for Finance. Concerns about student life should be reviewed with the area director, then the Dean of Students. Concerns about admissions or financial aid issues should be raised with the appropriate director and then with the Vice President for Enrollment Management.

If the problem cannot be resolved in person, written complaints should be sent to the Provost, the Vice President for Enrollment Management, or the Vice President for Finance as appropriate. The Provost will address both academic and student life complaints. The resolution of written complaints will be communicated to the complainant in a timely manner. If the complaint is impossible to address quickly, the Provost or Vice President will keep the complainant informed as to the progress of the resolution.

Computer Use Policy

Since student, faculty, and staff access to campus technology resources has become a routine expectation, Columbia College has formulated a policy on the acceptable use of information technology resources. The basis of the policy is simple ethical and legal standards surrounding information technology. This expectation is grounded in the College's Honor Code and in the long-standing principles of integrity, truth, and intellectual freedom so crucial to the success of an academic community.

A copy of the College's Computer Use Policy is available to all students on the College's Web site under the Information Technology Policy link. Each student is encouraged to read this document carefully and to comply with all computer usage policies.

Confidentiality of Student Records

Policies regarding the confidentiality of student records are in compliance with the Family Education Rights and Privacy Act of 1974, commonly referred to as either FERPA or the Buckley Amendment.

Columbia College is restricted in the release of certain student records without the written permission of the student. However, the College is authorized to release certain items of directory information without the student's consent. Directory information includes a student's name, address, e-mail address, telephone number, participation in extracurricular activities, dates of attendance, major field of study, academic honors, and degree awarded. A student may request in writing to the Office of the Registrar that directory information not be released. This

request must be submitted **each term** at the time of registration.

A student has the right to review information contained in her/his educational records. A written request for such review should be submitted to the Office of the Registrar. Appropriate personal identification must be presented at the time of the request.

Faculty-Student Relationships

The proper and desirable relationship between faculty members and students is expressed in the American Association of University Professors' Statement on "Professional Ethics" reprinted in the *Faculty Handbook*. That statement, however, does not express with sufficient clarity amorous relationships. Such relationships between faculty members and students are discouraged generally and prohibited specifically in cases in which the faculty member instructs the student and otherwise supervises the student's academic work.

Harassment Prohibited

Columbia College is committed to providing an environment that is free from discrimination or harassment. To this end, we believe our students, faculty and staff should be able to enjoy a workplace and academic setting free from harassment based on the individual's gender, pregnancy, race, color, religion, national origin, age, disability or sexual orientation. It is a violation of Columbia College policy for any student, faculty or staff member to harass another person based on the individual's gender, pregnancy, race, color, religion, national origin, age, disability or sexual orientation.

Sexual Harassment Defined

Sexual harassment or sex-based harassment occurs when a student, member of the faculty, staff or other person makes unwelcome sexual advances, or requests sexual favors, or exhibits verbal or physical conduct of generally a sexual nature or, based on a person's sex, creates an intimidating, hostile, or offensive working environment that interferes with an individual's work or school performance; or otherwise adversely affects an individual's employment or educational opportunities. Sexual harassment may include:

- Requests for sexual favors or threats or intimations of sexual relations or sexual contact which are not freely or mutually agreeable to both parties;

- Unwanted physical contact; including touching, pinching, brushing the body, impeding or blocking movement, or any physical interference with normal movement;
- Verbal harassment, such as sexual innuendoes, graphic commentaries about a person's body, sexually degrading words to describe the person, suggestive comments, jokes of a sexual nature, sexual propositions, and threats;
- Nonverbal conduct, such as display of sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person, leering, whistling, or obscene gestures;
- Acts of aggression, intimidation, hostility, threats, or unequal treatment based on sex or gender (even if not sexual in nature); and
- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.

Women are not the only ones who experience sexual harassment. Not only do men experience sexual harassment, but also the harassment can be between persons of the same sex.

Other Forms of Illegal Harassment

Harassment includes many forms. It could include verbal or physical conduct that: defames or shows hostility toward an individual because of his or her gender, pregnancy, race, color, religion, national origin, age, disability, or sexual orientation or that of an individual's relatives, friends, or associates, or creates or is intended to create an intimidating, hostile, or offensive working environment; interferes or is intended to interfere with an individual's work or school performance; or otherwise adversely affects an individual's employment or educational opportunities. Harassing conduct could include, but is not limited to:

- Epithets; slurs; negative stereotyping; or threatening, intimidating or hostile acts; which relate to gender, pregnancy, race, color, religion, national origin, age, disability, or sexual orientation;

- Written or graphic material that defames or shows hostility or aversion toward an individual or group because of gender, pregnancy, race, color, religion, national origin, age, disability, or sexual orientation and that is placed on walls, bulletin boards, or elsewhere on the College's premises, or that is circulated in the workplace; and
- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by an individual's gender, pregnancy, race, color, religion, national origin, age, disability, or sexual orientation.

Steps to Take If You Are Being Harassed or Observe Harassment

If you believe you are experiencing prohibited harassment, you should do something about the situation as soon as possible. If you are able, clearly explain to the person causing the harassment that you are uncomfortable with his or her behavior and request that the conduct cease immediately.

Students should also immediately report the situation to the Dean of Students or Provost. Employees should report the situation to his or her immediate Supervisor, the Director of Administrative Services or the Vice President for Finance and Administration. The College will attempt to conduct a thorough, impartial, and timely investigation of all complaints of harassment.

Disciplinary Actions

Students who violate this policy shall be subject to disciplinary action that may include, but is not limited to, oral or written warning, suspension or dismissal.

Any faculty or staff who is found to have wrongfully harassed a student, faculty member or staff member shall be subject to discipline up to and including discharge.

Policy Against Retaliation

Where there is good faith belief that sexual harassment may have occurred, no member of the Columbia College community having brought such complaint shall be subject to retaliation in any form.

Confidentiality

All cases of reported harassment are held in confidence to the extent possible subject to the College's need to properly investigate allegations of prohibited harassment.

Columbia College will not tolerate harassment based on gender, pregnancy, race, color, religion, national origin, age, disability, or sexual orientation.

Sexual Assault Policy

Policy Statement

As a matter of policy, the faculty, staff, and students that comprise the College community will not tolerate sexual assault.

Definition of Sexual Assault

Although the legal definition of sexual assault may vary slightly from state to state, it is generally defined as forced or unwanted sexual contact that is perpetrated against the will of the victim. Generally the definition of Sexual Assault is unwanted sexual acts, ranging from exhibitionism to penetration, and involves threats, physical force, intimidation, or deception (i.e. fondling private body parts, displaying pornography, making obscene phone calls, etc.)

Generally rape is defined as: an event that occurs without the person's consent and involves the use of force or threat of force, with sexual penetration of the victim's vagina, mouth, or rectum by a any object or body part. Rape is usually categorized in three ways: stranger rape (where the victim is raped by someone they do not know), acquaintance rape or date rape (where the victim is raped by an intimate partner or someone they know) and marital rape (where the victim is forced to have sex against their will by their spouse). Acquaintance rape and marital rape are the most common forms of rape with 76 percent of perpetrators being the victim's intimate partner. The type of force employed may involve physical violence, coercion, or the threat of harm to the victim.

Legal definitions now include "taking advantage of an incapacitated person" which means a person takes advantage of another person who cannot give consent due to age, mental handicap, or some form of intoxication. The latter is known as Drug Facilitated Sexual Assault. Aggravated sexual abuse occurs when one "knowingly renders a person

unconscious and thereby engages in a sexual act with that other person.” Drug-facilitated sexual assault involves the administration of an anesthesia-type drug or to render a victim physically incapacitated or helpless and thus incapable of giving or withholding consent. Victims may be unconscious during all or parts of the sexual assault and, upon regaining consciousness, may experience anterograde amnesia--the inability to recall events that occurred while under the influence of the drug. Alcohol is the most common drug used in drug facilitated sexual assaults. The perpetrator either encourages the victim’s intoxication by providing alcohol and/or commits the sexual assault after knowing the victim is intoxicated. Some of the drugs used in Drug Facilitated Sexual Assaults are: alcohol, rohypnol, GHB, ecstasy, marijuana, sleeping pills, Visine, or any other drug, either illegal or over the counter, that may render a victim unconscious or incapacitated
Adapted from Literature of Sexual Trauma Services of Midlands

Historically, one of the most tragic outcomes of sexual assaults on campus has been that most students remain silent, not seeking the help they need from family, friends, or authorities. In the national survey of college students described earlier, 90 percent of the victims never reported their assaults to the police (Sweet). Silent victims suffer profound and long-lasting changes in their lives--changes that affect them psychologically, socially, academically, and developmentally.

Immediate Care and Procedures for the Victim

It is essential that these students receive medical treatment and emotional support as soon as possible. These victims are often greatly distressed about the incident and concerned about confidentiality. Use care and consideration.

If an assault takes place off-campus: Contact area police at 911 or Sexual Trauma Services of the Midlands at 771.7273. If an assault takes place on campus: Contact Columbia College Police at 3333 or Sexual Trauma Services of the Midlands at 771.7273. The sooner a sexual assault is reported, the easier it is to collect valuable evidence.

To facilitate evidence collection, the victim:

- Should not bathe or douche.

- Should not urinate.

- Should not drink any liquids.

- If oral contact has occurred, the victim should not smoke, eat, or brush teeth.

- If clothes are changed, soiled clothes should be placed in paper bags (plastic destroys crucial evidence), separating items to prevent contamination.

Staff-Student Relationships

Staff members shall treat students as adult individuals who possess dignity, worth, and the ability to be self-directed. They shall assist students in developing self-determination and wise exercise of free choice. The students' freedom of choice should be limited only when the individual's decisions or actions may result in significant damage to self, to others, or to the institution. Staff members shall treat students with professional respect and courtesy. Amorous relationships between staff members and students are discouraged generally and prohibited specifically in cases when the staff member supervises the student.

Adopted by the Board of Trustees on July 26, 1990.

Paraphrased from the American College Personnel Association's "Statement of Ethical and Professional Standards, Section A. 'Relationship with Students.'"

Student Services

Graduate Student Advisory Council

Approved by the Graduate Council during the spring of 2000, the Graduate Student Advisory Council (GSAC) is the representative body of the Graduate Student Association. A formal set of Bylaws is on file in the Office of the Provost; however, the purpose of the GSAC is as follows:

- to participate in any decision-making that affects graduate students;
- to facilitate communication among graduate students, college administrators, faculty, program directors, and staff;
- to foster communication among graduate students in all graduate programs;
- to participate in developing and monitoring a long-range plan for the Graduate School and each graduate program;
- to enhance professional development in networking within fields of practice; and
- to encourage and mentor publication.

This student organization gives a voice to Columbia College's graduate students and enhances the means for important student feedback to the Graduate School's administrators.

Health Services

After Hours Emergency Care

If you need to see a physician or talk to a counselor during the weekend, the following area emergency care facilities are available **at your expense**:

Doctor's Care

Northeast Center

110 Atrium Way
Phone: 803.788.1153
Hours: Mon-Fri 8 a.m.-8 p.m.
Sat-Sun 9 a.m.-5 p.m.

Beltline Location

511 Beltline Blvd.
Phone: 803.782.4051
Hours: Mon-Fri 8 a.m.-8 p.m.
Sat-Sun 9 a.m.-5 p.m.

Cayce Location

977 Knox Abbott Drive
Phone: 803.794.0476
Hours: Mon-Fri 8 a.m.-8 p.m.
Sat-Sun 9 a.m.-5 p.m.

Seven Oaks Location

100 Jimmy Love Lane
Phone: 803.772.5030
Hours: Mon-Fri 7:30 a.m.-9 p.m.
Sat-Sun 9 a.m.-7 p.m.

Forest Acres Location

4416 Forest Drive
Phone: 803.738.9522
Hours: Mon-Fri 8 a.m.-8 p.m.
Sat 9 a.m.-5 p.m.
Sun 10 a.m.-5 p.m.

Other resources:

Palmetto Richland Memorial Hospital

5 Richland Medical Park Dr.
Phone: Main # 803.434.7000; Emergency # 803.434.6350

Palmetto Baptist Medical Center

1333 Taylor Street
Phone: Main # 803.296.5010; Emergency # 803.296.5050

Providence Hospital

2435 Forest Drive
Phone: Main # 803.256.5300; Emergency # 803.256.5320

Providence Hospital Northeast

120 Gateway Corporate Blvd.
Phone: Main # 803.865.4500; Emergency # 803.865.4530

Columbia Area Mental Health Center

10 Richland Medical Park
Emergency: 803.898.8888
Information: 803.898.4800

Sexual Trauma Services of the Midlands

2001 Green Street, Suite D
Hotline (24-hour) phone: 803.771.7273
Office/Information phone: 803.790.8208

SisterCare, Inc. (support for those in abusive relationships)

Office phone: 803.926.0505
1-800-number: 800.637.7606
Shelter phone: 803.765.9428

Emergency Phone Numbers (on campus)

Campus Police emergency line	3333
Non-emergency	3343
In case of medical emergency, dial	9-911
then notify Campus Police at	3333

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