

**COLUMBIA COLLEGE
GRADUATE BULLETIN
2005-2006**

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Graduate School 2005-2006 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 2005

August 26-28	Registration and first weekend session of fall semester for Divergent Learning (DL) students
September 2	Registration complete for all DL and HB students
September 5	Labor Day (no classes)
September 9	First day of fall classes for Human Behavior (HB) students
October 28	Withdrawal without academic penalty ends for DL and HB students
November 2-30	Graduate School early registration for Spring 2006 term
December 1	Early registration lists for all graduate students for Spring 2006 submitted to Office of Tuition Accounts and Office of Financial Aid
November 23	Thanksgiving Holiday for students begins at 7 a.m.
November 24	Thanksgiving Holiday for staff begins at 7 a.m.
December 16	Last day of semester
December 18	Graduate School Commencement – College Place United Methodist Church

Fall 2005 Meeting Schedule for DL Classes:

August 26-28, 2005
September 16-18, 2005
October 7-9, 2005
October 28-30, 2005
November 18-20, 2005
December 9-11, 2005

Fall 2005 Meeting Schedule for HB Classes:

Sept. 9, 30, Oct. 28, Nov. 18, Dec. 9	HB 601, HB 714
Sept. 10, Oct. 1, 29, Nov 19, Dec. 10	HB 731, 741

Spring Semester 2006

January 20-22	First weekend session of spring semester for all DL students
January 20	Registration final for all DL and HB students
January 20	First day of classes for HB students
March 13-17	Spring holidays for Columbia College (graduate students should consult program meeting schedules for program meeting times/dates)
March 24	Withdrawal without academic penalty ends for all graduate students
March 27-April 13	Graduate School early registration for summer 2006 term(s) and fall 2006 term
April 14-16	Easter break. No classes will be held.
April 17	Early registration lists for all graduate students for summer and fall 2006 terms submitted to Office of Tuition Accounts, and Office of Financial Aid
May 5	Last day of semester
May 7	Graduate School Commencement – College Place United Methodist Church

Spring 2006 Meeting Schedule for HB Classes:

Jan. 20, Feb.10, Mar. 10, 31, Apr. 21	HB 713, HB 725, HB 770
Jan. 21, Feb.11, Mar. 11, Apr. 1, 22	HB 761

Spring 2006 Meeting Schedule for DL Classes (all campuses)

January 20-22, 2006
February 10-12, 2006
March 3-5, 2006
March 24-26, 2006
April 7-9, 2006
April 28-30, 2006

Summer 2006

Tentative Summer 2006 Meeting Schedule for HB Classes

Maymester – May 13, 14, 26, 27, 28
Summer I – June 2, 3, 23, 24, 25
Summer II – July 7, 8, 9 (2 of the 3 days), July 28, 29, 30

Summer 2006 Meeting Schedule for DL Classes (all campuses)

May 26-28, 2006
June 9-11, 2006
June 23-25, 2006
July 7-9, 2006
July 21-23, 2006
August 4-6, 2006

August 13, 2006 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 College 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.

Mission of Graduate School

The Graduate Council has approved the following mission statement for Columbia College's **Graduate School**:

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 by-laws 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.

Library

Located at the center of the Columbia College campus, the J. Drake Edens Library contains a collection of over 176,000 volumes and subscribes to over 450 journals and magazines. Additionally, access to thousands of full-text journals and magazines is provided through databases. The online library catalog provides easy access to the library's collection. In addition to traditional resources and services, the library provides access to numerous online databases. The fully equipped Overton Media Center houses the library's extensive collection of media, including over 2,000 videocassettes and 300 compact discs.

Library Hours

Edens Library is open 84 hours per week during regular terms.

Monday-Thursday	8 a.m. – 11 p.m.
Friday	8 a.m. – 5 p.m.
Saturday	10 a.m. – 5 p.m.
Sunday	3 p.m. – 11 p.m.

Changes in library hours for holidays, interim periods, and summer terms will be posted near the library entrance and on the library's web page.

Library Catalog

The Library Catalog, the key to the library's collection, is available at the library's web site. The catalog provides access to books, periodicals and media housed in the Edens Library.

Circulation Policy

Materials are checked out at the Circulation Desk by presenting your student identification card. Books circulate for three weeks and videos circulate for one week. The fine for an overdue book is \$.10 per day and \$.50 per day for a video. The fine rates for reserve materials vary. A student loses circulation privileges upon owing \$5 or more in fines or charges.

As a courtesy, the library sends borrowers a notice of overdue materials, but it is the borrower's responsibility to know when materials are due and to see that they are returned on time. If a student loses an item, the student will be charged the cost of replacing the item and a \$10 non-refundable, processing fee. Overdue accounts may be referred to the Office of Financial Services for collection. A student may not register for class or receive a transcript until her/his library account is cleared.

Accreditation guidelines require that a student living in excess of 75 miles from the program site needs to have a designated library nearby at which they can do graduate level research, or that she/he can complete a plan for gaining physical access to the library on the program site on a regular basis.

Confidentiality of Student Records

Policies regarding the confidentiality of student records are in compliance with the Family Education Rights and Privacy Act (FERPA) of

1974, commonly referred to as the Buckley Amendment. A copy of the written institutional policy regarding FERPA is available from the Office of the Provost.

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.

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.

Honor Code

Members of the Columbia College community believe that the Honor Code represents more than a set of simple rules. It is a way of living within a community of scholars. The central purpose of the Honor Code is to sustain and protect a community characterized by intellectual integrity and personal trust in which students have the freedom to develop their intellectual and personal potential without undue or unfair restraint. The Honor Code functions in conjunction with the Student Conduct Code published in the *Student Handbook*. (The Student Conduct Code is available from the Office of the Dean of Students.)

The Honor Code can be summarized as follows:

- I. Every student shall be honor bound
 - A. to refrain from cheating, including plagiarism;
 - B. to refrain from stealing; and
 - C. to refrain from lying.

- II. Any student failing to abide by the Honor Code is subject to dismissal from the College.

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 appropriate program director, and the Provost, in that order. Concerns about student life should be reviewed with the area director, and then the Dean of Students.

If the problem cannot be resolved in person, written complaints should be sent to the Provost. The resolution of written complaints will be communicated to the complainant in a timely manner. If the complaint is impossible to address quickly, the Office of the Provost 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.

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.

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.

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.'"

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 sex, 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 sex, 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 gesture;
- 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 Prohibited 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 race, color, religion, pregnancy, gender, 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 race, color, religion, pregnancy, gender, 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 race, color, religion, pregnancy, gender, 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 race, color, religion, pregnancy, gender, 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 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 race, color, religion, gender, pregnancy, 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. Rape is generally defined as

forced contact or penetration of the anus, vagina, or mouth by any object or body part. Rape is usually categorized in three ways: stranger rape, acquaintance rape, and marital rape. The type of force employed may involve physical violence, coercion, or the threat of harm to the victim.

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.

Columbia College Graduate School

Programs Offered

The **Graduate School** at Columbia College currently offers the M.A. in Human Behavior and Conflict Management, the Graduate Certificate in Human Behavior and Conflict Management, and the M.Ed. 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.

Specific descriptions and courses for the Human Behavior and Conflict Management program begin on page 51. Information about the Divergent Learning program begins on page 54.

Role of Graduate Council

The development of programs and program requirements are the responsibility of the Graduate Council and are approved by the College faculty. Off-site locations for programs (with the exception of contract courses) are recommended by the Graduate Council and approved by the College faculty. 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 voting membership shall consist of chairs of the departments with graduate programs and the program director of each graduate program. In addition, voting membership shall consist of one member from each of the following departmental clusters. (Members shall be selected from departments without graduate programs.)

1. Mathematics and Computing, Biological and Physical Sciences, Business and Economics, and Education
2. Art, Dance, Music, Communication and Theatre, and English
3. Modern Languages and Literatures, Religion and Philosophy, Human Relations, History and Political Science, and Physical and Health Promotion

Ex officio members shall include: the Provost, the Registrar, the Vice President for Enrollment Management, the Director of the library, the Director of Graduate School and Evening College 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.

Minimal Admissions Standards for Graduate School

All Graduate School applicants seeking degree status in a master's program must include:

1. A completed application form
2. A \$50 application fee
3. All official transcripts of previous undergraduate course work and any graduate transcripts applicable. Official transcripts are sent by the Registrar of a college directly to the Graduate School.
4. Documentation of a bachelor's degree or, if from a country other than the United States, the equivalent of a bachelor's degree
5. Two letters of recommendation
6. An essay
7. If the applicant's first language is not English, a minimum TOEFL score of 550 on the paper version of the test or 213 on the computerized version, or an undergraduate or graduate degree from an English-speaking university.

Note: See individual program sections for additional requirements.

Conditional Admission

Occasionally, a specific graduate program's admissions selection committee will admit an applicant to a degree or certificate program but will attach certain conditions to the applicant's admission. These conditions might include the requirement for the student to 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 conditions be met no later than upon the completion of 12 semester hours of graduate credit.

See individual programs for specific additional requirements.

Readmission

A student who withdraws from the program voluntarily or is dismissed from the program is able to reapply at a date no earlier than one year after the original withdrawal unless the circumstances of the withdrawal indicate a different waiting period or were so extreme as to have excluded the possibility of readmission.

To reapply, the former student should submit a new application form and references along with an application fee. Before reapplying, the student should contact the Director of Graduate School Admissions to verify whether transcripts are still on file. If they are, duplicate transcript material need not be submitted, although transcripts reflecting any additional courses taken for credit since the withdrawal should be submitted.

Financial Information

Financial information, including tuition for all student categories, pertaining to the Human Behavior and Conflict Management program is found on page 47. Financial information for the M.Ed. in Divergent Learning program is found on page 58.

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 . . .	Percentage of tuition refunded:
through the end of late registration/ add/drop (dates vary by program)	100 percent
through the next seven calendar days	50 percent
after seven calendar days	No Refund

If a student drops an individual course after the beginning date of the semester but before the end of late registration, 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 late registration.

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 Office of Financial Aid 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 and all other documents included in the award letter packet to the Office of Financial Aid to reserve the financial aid award. If the student fails to return the award notification and all other documents, the Office of Financial Aid will delete the aid awarded, and the Office of Tuition Accounts will expect payment in full.

Satisfactory Academic Progress Requirements

In addition, the Columbia College Office of Financial Aid 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 work within an established time frame and who are meeting the standards of the graduate program for continued enrollment. If a student fails to meet any particular standard or combination of standards, she/he will become ineligible for financial aid. A student is considered to be making satisfactory progress and is eligible for financial aid if she/he

- a. is admitted and enrolled as a degree-seeking student;
- b. meets the graduate program's standards for continued enrollment; and
- c. completes at least 80 percent of the credits for which she/he were registered for over the past academic year and completes at least 80 percent of all hours attempted in graduate school.

The Office of Financial Aid will review the satisfactory academic progress of students after the spring semester of each academic year. Students not meeting the standards will be notified by certified mail.

Those students who, after the spring review, have not met the standards are not eligible to receive financial aid for the summer sessions.

In addition, students who enroll in the Graduate School and apply for financial aid in a later term(s) will also be reviewed academically to determine if they meet the requirements for financial aid eligibility. These students will be notified by the Office of Financial Aid as needed.

Any academic course work including incompletes, withdrawals, and repetitions that the student begins (registers for) and is charged for by the institution will be counted as attempted credit hours. **Any incomplete grade changed to a passing grade will be counted toward the minimum hours needed if the change occurs before the first day of the upcoming semester.**

A student who is not meeting the minimum earned hours requirement may restore her/his record to compliance with this standard through summer session enrollment. If a student who has been deemed ineligible successfully changes her/his standing relative to this policy, it is the responsibility of the student to notify the Office of Financial Aid in writing of this change. Please also note that unsuccessful summer enrollment may also prompt a review of financial aid eligibility.

A student whose total number of credit hours earned is not greater than **three hours** below the minimum number of credit hours required for that student **shall be deemed on financial aid probation and allowed to receive financial aid for two consecutive major semesters following this determination.** At the conclusion of this probationary period, the student must meet the College's non-probationary Satisfactory Academic Progress

Standards to receive financial aid. This probationary standard will **not** be applied more than once unless the student has successfully appealed her/his case.

Students who are determined to be ineligible for federal financial aid under the satisfactory progress policy may appeal this determination if the student feels extenuating circumstances are major factors in her/his inability to meet the satisfactory progress standards. Extenuating circumstances are documented conditions beyond the student's control (i.e., injury, illness, or family crisis). All appeals must be in writing and mailed to the Office of Financial Aid.

The Office of Financial Aid reserves the right to make exceptions to the GPR 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.

It is the responsibility of the student to understand financial assistance regulations and filing deadlines and to contact the Office of Financial Aid when any questions arise.

Note: The Columbia College Office of Financial Aid also administers alternative loan programs for non-degree graduate students. Please contact the Columbia College Office of Financial Aid for more information at 803.786.3671.

General Academic Information

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.

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.

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 GPR. 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.

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.

Academic Grievance Procedure

A. 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. (Note: If the professor is also the Program Director, then the student must submit a written petition to the Department Chair 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 Department Chair having jurisdiction over the graduate program. The Department Chair 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 Department Chair 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 to the Provost who will convene the Graduate Grievance Committee. The Provost will make a copy of the written petition 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 the President of the College. The decision of the President must 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.
- B. 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. Section A, steps 1-4 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.

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

1. All other academic issues must be submitted in writing to the Chair of the Graduate Council.
2. The Judicial Coordinator administers issues involving the College's Honor Code.

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 GPR. 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.

Good Standing

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." Consult individual programs (Divergent Learning or Human Behavior and Conflict Management) for specific “Good Standing Requirements.”

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. The first transcript is provided without charge. Subsequent copies cost \$5 each.

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/FU" will be recorded on the student's permanent record. 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," page 22).

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 course work 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.

Application for Degree

A student must file an application for degree with the Office of the Registrar not later than October 15 for December graduation and not later than February 15 for May 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.

Non-Degree Restrictions

A graduate student may apply no more than 12 graduate hours earned as a non-degree student at Columbia College toward the degree program. Exception: Students transferring from the Columbia College Certificate or the Continuing Studies in Human Behavior and Conflict Management to the M.A. degree in Human Behavior and Conflict Management may request to incorporate any graduate work completed at Columbia College and no more than nine 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.

Full-Time Students

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

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 nine 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 HBCM program. A student may substitute a graduate course in another Columbia College program for an HBCM program course with the prior approval of the student's advisor and the program director.

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. At the same time, we recognize that a variety of professional and personal reasons can render it impossible for a given student to take courses each semester. In order to maintain good standing in the program, a student may, therefore, opt to request a leave of absence.

A leave of absence must be requested in writing for any fall or spring (with the exception of the summer term) semester during which a student does not intend to take at least one course. The student should submit this request as soon as possible, but not later than the final day for late registration. Failure to register for classes and failure to submit a written request for a leave will result in administrative dismissal from the program. (See section on readmissions procedures.)

Up to two requests for leaves will be automatically approved by the program. Any additional leave requests must be submitted in writing to the Graduate Council. All requests should be accompanied by a revised degree plan, a copy of which should also be given to the student's advisor. Additionally, requests of the Graduate Council should also include reasons for the need for additional leave time, any documentation available to support the need, and a persuasive argument as to why the leave should be granted.

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 Graduate School office; 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.-10 p.m.
Sat-Sun 10 a.m.-8 p.m.

Beltline Location

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

Cayce Location

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

Seven Oaks Location

6100 St. Andrews Rd.
Phone: 803.772.5030
Hours: Mon-Fri 8 a.m.-10 p.m.
Sat-Sun 10 a.m.-8 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.

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

1611 Devonshire Drive
Emergency 24-hour phone: 803.737.5550
Information 24-hour phone: 803.896.4990

Sexual Trauma Services of the Midlands

2001 Green Street, Suite D
Hotline (24-hour) phone: 803.771.7273
Office/Information phone: 803.252.8393

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

The Graduate Program in Human Behavior and Conflict Management

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 **Continuing Studies** 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. Certificate seekers qualify for limited financial aid opportunities that are not part of the federally subsidized financial aid sources.
- 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.

General Description

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

Requirements for a Graduate Certificate In Human Behavior and Conflict Management: Fifteen semester hours including HB 601 and four other courses selected from program core courses.

Admission to the Human Behavior and Conflict Management Program

Applicants are admitted into one of three programs:

1. M.A. Graduate, degree-seeking
2. Graduate Certificate, non-degree seeking (not eligible to receive financial aid)
3. Continuing Studies, non-degree seeking (not eligible to receive financial aid)

Applications will be considered from candidates with a bachelor's degree 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. Ideally, an applicant would have professional or volunteer experience in the human behavior and conflict management fields.

Once an applicant has completed the admission requirements by the deadline posted on the web site, the file will be reviewed and the HBCM Graduate Admission Selection Committee 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.

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 education program or whose conduct as a whole is viewed by the College to be inconsistent with its goals, standards, and or ideals.

Applicants seeking admission to the M.A. in HBCM, degree-seeking, must complete the following process.

1. **Submission of the application** online at
<https://cris.colacoll.edu/cris/apply/hbcm/Default.asp>
2. **Submission of an application essay**

See essay guidelines at
<http://cris.colacoll.edu/cris/apply/hbcm/Default.asp>

- 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 emeneker@colacoll.edu, FAXed to 803.786.3393, or mailed to the Office of Admissions, 1301 Columbia College Drive, Columbia, SC 29203

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 course work and any graduate transcripts applicable.

- An official transcript with baccalaureate degree posted
- 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 to a degree program. Exceptions are made in cases where the candidate has substantial professional experience since leaving the undergraduate environment. In this case, the applicant should discuss specifically the ways in which improvement has been made in the applicant's capacity for academic work. A resume might be requested in addition to this statement.

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 page 32 "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 of the test or 213 on the computerized version.
7. **A \$50 non-refundable application fee**, payable to Columbia College, must be submitted with the application.

Once the admission file is complete by the deadline posted on the website, the Admissions Selection Committee reviews it, and a decision is made based on a summary evaluation of all documents. If the evaluation of all factors is positive, the student is admitted into the M.A. in HBCM. If one or two of the factors are below the norm for prior admitted students, the committee makes a determination about the likelihood of the student's capacity to be successful in completing graduate coursework. Students with one or two weak indicators may be offered the opportunity to admit conditionally. If three of the factors are below the norm for prior admitted students, the application for admission into the M.A. in HBCM is denied, but the committee can recommend that the applicant take classes as a Certificate or Continuing Students student.

Applicants seeking admission into the Certificate in HBCM, non-degree seeking, must complete the following process.

1. **Submission of the application** online at <https://cris.colacoll.edu/cris/apply/hbcm/Default.asp>
2. **Submission of an application essay**

See essay guidelines at <https://cris.colacoll.edu/cris/apply/hbcm/Default.asp>

- 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 emeneker@colacoll.edu, FAXed to 803.786.3393, or mailed to the Office of Admissions, 1301 Columbia College Drive, Columbia, SC 29203

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
- 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. Exceptions are made in cases where the applicant has substantial professional experience since leaving the undergraduate environment. In this case, the applicant should submit a statement specifically addressing the ways in which improvement has been made in the applicant's capacity for academic work. A resume might be requested in addition to this statement.

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 page 32 "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 of the test or 213 on the computerized version.
7. **A \$50 non-refundable application fee**, payable to Columbia College, must be submitted with the application.

The Admission Selection Committee reviews the admission file, and a decision is made based on a summary evaluation of all documents. If the evaluation of all factors is positive, the student is admitted into the Certificate Program in HBCM. If one or two of the factors are below the norm for prior admitted students, the committee makes a determination about the likelihood of the student's capacity to be successful in completing graduate coursework. If three or more factors are below the norm for prior admitted students, the committee denies admission into the Certificate Program but may offer the applicant the opportunity to take classes as a Continuing Studies student.

Applicants seeking admission as a Continuing Studies student, non-degree

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

A professional who applies as a non-degree student in a course offered for certification purposes only or for professional development can submit a college transcript with the baccalaureate degree posted or a copy of a professional license with an expiration date that does not expire before 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.

Applicants seeking admission as a Continuing Studies student, non-degree, must complete the following process:

1. **Submission of the special application** online at http://www.columbiacollegesc.edu/graduate/pdf/special_student_application.pdf
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 in that country must be submitted.
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 of the test or 213 on the computerized version.
4. A one-time, **non-refundable \$50 application fee** payable to Columbia College.

Readmission

A student who withdraws from the program voluntarily, or is dismissed, may reapply at a date no earlier than one year after the original withdrawal, unless the circumstances of the withdrawal indicate a different waiting period or were so extreme as to have excluded the possibility of readmission.

To reapply, a former student should submit a new application form and current references along with the \$50 application fee. Before reapplying, the student should contact the Director of Graduate School Admissions to verify that all transcripts are still on file. If they are available, the student will not be required to submit them again; however, official transcripts must be submitted for any course work completed since withdrawal from the Human Behavior and Conflict Management program.

In addition, the student should include a letter indicating the reasons for requesting readmission, and why the admissions selection committee should expect successful completion of the program by the applicant. The Director of Graduate School Admissions may suggest whether documentation is appropriate and what documentation may be requested.

Transfer from Certificate program to M.A. in HBCM

A Certificate student may make application to transfer from the Certificate program to the M.A. in HBCM. **Please note that enrollment in the Certificate program does not guarantee acceptance into the M.A. in HBCM program.** To request a transfer, complete the following procedure:

- 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 Transfer Application form
- Submit a statement that explains why you are requesting a transfer
- Submit other documents as required
- You may request to incorporate any graduate work completed at Columbia College into the program to which you are requesting transfer, and you may request to transfer no more than nine semester hours of graduate work completed at other

institutions. **Such incorporations must be requested with the application.** If you request to transfer coursework from other institutions, official transcripts must be provided to the Office of Admission.)

Transfer from Continuing Studies program to M.A. in HBCM or to the Certificate Program

A Continuing Studies student may make application to transfer into the Certificate program or the M.A. in HBCM program. The student must complete the admission process as outlined above for the program into which you are requesting transfer. **Please note that enrollment as a continuing studies student does not guarantee acceptance into one of the other programs.**

- 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 from the certificate program to M.A. or from continuing studies to M.A., applicants are required to submit GRE or MAT scores, Master's degree, or teaching certificate unless the student has completed at least 9 s.h. as a non-degree student.

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.

Financial Information

Tuition

- For Degree Status full-time or part-time students: \$300 per semester hour
- For Non-Degree status students taking courses for credit: \$300 per semester hour
- For Non-Degree status auditing students: \$750 per course
- For any Columbia College graduate or any current graduate student auditing course work: \$500 per course
- For Non-Degree status auditing senior citizen students (age 65 and above): \$150 per course

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

Academic Information

Course Requirements

Requirements for the M.A. in Human Behavior and Conflict Management are listed on page 38. The requirements for the Graduate Certificate in Human Behavior and Conflict Management program are listed on page 39. The College requires that M.A. students remain in good standing as defined below.

Course Load

Degree status students are expected to enroll for at least six credits of course work each fall, spring, and summer semester until they complete their degrees. The course load for non-degree status students varies. Practicum hours are not available to non-degree status students.

Time Limit

It is anticipated that most degree students will complete all requirements within two calendar years after beginning the program. 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.

Advising

Each student will be assigned an advisor from the faculty of the Human Behavior and Conflict Management program 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. Advising meetings can be held in person, by telephone, or by e-mail and can be initiated by either the student or the advisor. The student, however, is responsible for meeting the requirements stated in the *Bulletin* in effect at the time of admission to degree status.

Among the topics to be addressed in advising meetings are the following: general performance in the program, the timeline for program completion, registration for courses, plans for practica, identification of electives to be taken, and any special needs the student has from the program or problems that have arisen for her/him. The student's selection of courses must be approved by the advisor and submitted to the Director of Registration for the Graduate School. The student must also submit to the advisor in a timely way any request for exemptions to general policy or petitions for leaves of absence.

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.

Good Standing

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 GPR. A student whose cumulative GPR 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 GPR 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 GPR 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.

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.

Course Descriptions

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 consultant 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. 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: HB 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, 792. Independent Research and Study. (Prerequisite: HB 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. each.

Master of Education in Divergent Learning

Director of Graduate Program in Divergent Learning:
Dr. Carol Johnson (telephone: 803.786.3043)

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.

Students entering the program will have the option of choosing one of two tracks. The first track – **Divergent Learning** – incorporates the original Master of Education in Divergent Learning course sequence, and the second track – **Divergent Learning: Arts Emphasis** – presents much of the original coursework along with specialized courses with an arts integration focus. The Divergent Learning: Arts Emphasis track enables both arts specialists and teachers of other content areas to understand how to utilize arts processes and strategies across the curriculum to meet the needs of divergent learners.

Admission to the M.Ed. in Divergent Learning 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.

1. **Submission of the application** online at
<https://cris.colacoll.edu/cris/apply/dl/app.asp>
2. **Submission of the application essay**
Choose one scenario listed at
http://www.columbiacollegesc.edu/graduate/divergent_apply.html
 - Use essay format and write a minimum of two pages and a maximum of three pages
 - The essay must be typed in 12 pt. font, double-spaced, and with one inch margins
 - The essay may be submitted via e-mail to emeneker@colacoll.edu, FAXed to 803.786.3393, or mailed to the Office of Admissions, 1301 Columbia College Drive, Columbia, SC 29203
 - The essay is scored using the *Three-Part Scoring Guide* available for your review at
http://www.columbiacollegesc.edu/graduate/pdf/essay_rubric.pdf
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 course work and any graduate transcripts applicable**
 - An official transcript with baccalaureate degree posted
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 to a degree program. Students may not transfer in any more than 9 semester hours from other institutions.
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 page 32 “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, or a valid Teacher’s Certificate, or evidence of an earned graduate degree, or cumulative undergraduate GPA of 3.2 on a 4.0 scale.
7. Students who first language is not English, must submit an official **TOEFL score report** with a minimum score of 550 on the paper version of the test or 213 on the computerized version.
8. **A \$50 non-refundable application fee**, payable to Columbia College, must be submitted with the application.

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.

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 education program or whose conduct as a whole is viewed by the College to be inconsistent with its goals, standards, and or ideals.

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.

Applicants seeking admission as a Continuing Studies student

Non-degree status students may enroll either for credit or for the purpose of auditing a class. Practicum courses are only available to degree

status students. Non-degree students who plan to audit a course must meet the same admissions requirements as non-degree students enrolled for credit.

A professional who applies as a non-degree student in a course offered for certification purposes only or for professional development can submit a college transcript with the baccalaureate degree posted or a copy of a professional license with expiration date.

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.

Applicants seeking admission as a Continuing Students student, non-degree, must complete the following process.

1. **Submission of the special application** online at http://www.columbiacollegesc.edu/graduate/pdf/special_student_application.pdf
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 in that country must be submitted.
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 of the test or 213 on the computerized

version.

4. **A \$50 non-refundable application fee**, payable to Columbia College.

Readmission

A student who withdraws from the program voluntarily or is dismissed from the program is able to reapply at a date no earlier than one year after the original withdrawal unless the circumstances of the withdrawal indicate a different waiting period or were so extreme as to have excluded the possibility of readmission.

To reapply, the former student should submit a new application form and references along with an application fee. Before reapplying, the student should contact the Director of Graduate School Admissions to verify whether transcripts are still on file. If they are, duplicate transcript material need not be submitted, although transcripts reflecting any additional courses taken for credit since the withdrawal should be submitted.

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.

Financial Information

Tuition

- For Degree Status full-time or part-time students: \$300 per semester hour
- For Non-Degree status students taking courses for credit: \$300 per semester hour
- For Non-Degree status auditing students: \$500 per course
- For any Columbia College graduate or current graduate student auditing course work: \$350 per course
- For Non-Degree status auditing senior citizen students (age 65 and above): \$150 per course

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

Academic Information

Course Requirements

Requirements for the M.Ed. in Divergent Learning are listed on page 60. The College requires a final cumulative GPR of at least 3.00 ("B") for

receiving the master's degree.

Good Standing

All students must maintain good standing throughout their graduate program at Columbia College. In order to maintain good standing in the Graduate School, students must consistently do “B” quality work or above in their coursework and maintain a 3.00 GPR. The College requires a final cumulative GPR 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 GPR. If a student receives a “C” in a second course, she/he will be dismissed from the program.

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.”

Course Load

The maximum course load in the M.Ed. program for any regular semester is 12 semester hours.

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.

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*.

Class Attendance

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

Correspondence Courses

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

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 in Education 709 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 EDU 705, 709, 711, 732, 740, 745, 755, 765, 775, 796, 797, and 798.

Master of Education – Divergent Learning: Arts Emphasis

Degree Requirements: Thirty-six semester hours: Required courses are EDU 705, 709, 732, 738, 740, 742, 745, 765, 775, 796, 797, 798.

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 GPR
- 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

Course Descriptions

Courses in the 600 listing are double listed with advanced undergraduate courses. Students enrolled in such courses for graduate credit will be given additional assignments, projects, reading and/or research and will be subject to more rigorous evaluation standards. Courses listed in the 700 series are designed for graduate students only.

The following section contains all currently approved graduate courses in the Columbia College Graduate Program.

Dance

650. **Experiential Anatomy and Kinesiology for Dance.** Functional anatomy and kinesiology as they relate to the body in motion and to kinesthetics. A concentrated study of the skeletal, muscular, nervous, and cardiovascular systems as they support the physical and aesthetic demands of the dancer. Concepts of articulation, motion, stability, and mobility are explored. Laboratory includes experiential work with these systems and their relationship to efficient movement and dance as well as to body techniques of Alexander and Feldenkrais. 4 s.h.

Education

611. **Effective Instructional Assessment Strategies.** This course is designed to give teacher candidates experiences with assessment that include selecting methods of evaluation appropriate to each discipline and the age, development, and characteristics of students, interpreting and communicating results accurately and ethically, and integrating information gained from assessment into instructional plans. Methods of authentic, performance-based assessment will be stressed. Teacher candidates will also understand the impact and effect of state accountability laws on instruction and assessment. (The student cannot receive credit for both Edu 611 and Edu 705.) 3 s.h.

622. **Early Childhood Special Education.** (Prerequisite: Consent of Instructor.) This course will look at the integration of concepts from the disciplines of Early Childhood Education, Special Education, and Child Development. Teacher candidates will apply principles of early intervention programs for children with special needs. Future teachers will explore effective service delivery models and curriculum development for children with exceptionalities, ages birth through eight years. Family involvement and community services will be emphasized. (Also listed as SpEd 622.) (Previously offered as Edu/SpEd 690B.) 3 s.h.

625. **Development and Learning in the Early Years.** The development of the whole child from birth through age eight, with emphasis placed on physical, social, emotional and cognitive factors with a concentration on language acquisition. The role of the family and society in the child's development will be stressed. Observations of young children in a variety of settings will be required. 3 s.h.

631. **Effective Mathematics Strategies.** (Prerequisite: MATH 117 or equivalent.) Through this course, students will examine the theoretical and

practical aspects of teaching mathematics to young learners. Future teachers and teachers will become familiar with the national curriculum standards and South Carolina Standards for K-8 mathematics instruction. They will develop an understanding of instructional strategies, activities, and materials that will enhance student learning in this area. A special emphasis will be placed on the appropriate development and use of manipulatives in the classroom. 3 s.h.

646. Teaching in the Middle School. A course designed to introduce the student to the basic concepts embodied in the middle school movement. Consideration is given to team teaching, individualization of instruction, flexible scheduling, independent study, laboratory experiences and programmed instruction. 3 s.h.

650. Teaching Strategies in the Middle and Secondary Schools. Future educators preparing to teach in the middle or high schools will learn general methods in an introductory module. A second module will provide specific methods used in their content areas. Additionally, students will acquire instructional tools to help them work with students who have difficulty learning through the textbook/lecture approach. ADEPT Performance Dimensions 1, 2 and 4-9 will be addressed in this course. 4 s.h.

651. Effective Reading Strategies. A study of the nature of the reading process and of principles, methods and materials for the development of effective reading as applied to the developmental curriculum. Attention will be given to the development of informal assessment and diagnostic techniques as well as remediation strategies. The course will reflect standards of the South Carolina International Reading Association Standards. Graduate students will analyze a reading series currently adopted by a local school and present findings in a research schemata congruent with South Carolina Standards. 3 s.h.

652. Effective Language Arts Strategies. Teaching specific concepts and skills associated with the important aspects of communication – writing and oral language – will be the focus for this course, using the South Carolina Standards. Teacher candidates will learn how to connect these aspects of communication skills with reading as well as other disciplines across the curriculum. Graduate students will also complete a research paper and project related to their special interest and grade level in Language Arts. 3 s.h.

654. Effective Science and Health Strategies. Through this course, teacher candidates will examine the theoretical and practical aspects of teaching the biological, earth, and physical sciences and health to young learners. Future teachers will become familiar with the national curriculum standards, South Carolina Standards for K-8 science education, and guidelines for health education. They will also develop an understanding of instructional strategies, activities, and materials that will enhance student learning in these

areas. 3 s.h.

657. Health and Physical Education for Children. The principles and methods of health and physical education for children, with emphasis on healthful living for the child in his total environment. 3 s.h.

658. Early Childhood Curriculum: Methods and Materials. Teacher candidates will examine developmentally appropriate curricula and materials for children and youth ages birth through age eight, with special emphasis on pre-primary and primary levels. Teacher candidates will develop and evaluate instructional strategies, activities, and materials, which will enhance student learning in the various areas of the early childhood curriculum, focusing on interdisciplinary inquiry-based learning. 3 s.h.

659. Early Childhood Curriculum, Organization and Management. This course will deal with the historical, theoretical, and practical issues involved in the organization and management of early childhood programs, with emphasis on “developmentally appropriate teaching applications.” The teacher candidate will explore issues of child development and learning, curriculum development and implementation, assessment, program model evaluation, and professionalism. Emphasis will be placed on early childhood programs for ages four through eight years. 3 s.h.

660. Apprenticeship for Teaching (Field Experience II). Teacher candidates will learn logistics and procedures of effective classroom arrangement and management. Models of creating appropriate learning environments will be explored with an interactive knowledge base. Each model will be critiqued by the candidate with feedback from the instructor after observing public school teachers and techniques. Future teachers will create a model or plan for a classroom as part of their long-range curriculum planning. They will demonstrate the viability of the model with public school students.
2 s.h.

661. Effective Social Sciences Strategies. Through this course, teacher candidates will examine the theoretical and practical aspects of teaching social sciences to young learners. Teacher candidates will learn to translate knowledge and data-gathering processes from history and the social sciences into appropriate and meaningful social studies experiences for children and youth. Teacher candidates will also develop an understanding of and practice using instructional strategies, activities, and materials that will enhance learning in social studies. The course will also address social studies from the global perspective of a multicultural society while advocating civic participation.
3 s.h.

663. **Remedial Reading.** (Prerequisite: Consent of Instructor.) This course emphasizes common causes of reading disabilities, methods and procedures of diagnosis, study of materials, techniques, and treatment for disabled readers at both the elementary and secondary school levels. Lectures and laboratory participation are included. 3 s.h.

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

670D. **Practicum in Diagnostic-Prescriptive Teaching.** Individual work with faculty supervision in working with children who have been identified as deficient in basic skills of reading and mathematics. Diagnostic-prescriptive teaching procedures and techniques will be utilized. (Also listed as SpEd 670D.) 1 s.h.

677. **Children's Literature.** In this course, teacher candidates will learn criteria for critiquing quality children's and adolescent literature. Teacher candidates will construct the curriculum through the interpretation of children's literature and adolescent literature using such techniques as reading aloud, storytelling, drama, puppetry, and others. Teaching activities will be integrated with the three parts of communication: reading, writing, and oral language. Graduate students will also complete (annotated bibliographies) text sets of books related to their topics and grade levels of choice, along with appropriate guidelines for use with the text sets. 2-3 s.h.

678. **Youth Literature.** (Corequisite: Edu 660.) This course is designed to educate teacher candidates in English to select and evaluate literary works appropriate to children and youth in grades 7 through 12. Priority is given to methods of teaching students how to read and write about literature. (Previously offered as Edu 668.) 3 s.h.

688. **Reading in the Middle and Secondary School.** A study of practices, materials, and diagnostic tools useful in developing more effective reading habits and techniques in students of middle and secondary schools. Special emphasis is placed on the teaching of reading skills in the various content fields. 3 s.h.

690. **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.

701. **Curriculum in the Elementary School.** A comprehensive study of the curriculum, organization, and management of effective elementary schools. Latest issues and trends in broad curricula areas will be discussed, various intra- and inter-organizational patterns and alternative organizational trends

will be presented, and grouping, promotion practices, techniques and strategies of teaching will be examined and evaluated within the context of effective school research. (Previously offered as EDU 790K.) (Not open to students who have taken EDU 686.) 3 s.h.

703. Advanced Educational Psychology. (Prerequisite: EDU 253 or equivalent or Consent of Instructor.) A survey of human behavior determinants relevant to the teaching-learning process. Major variables to be covered include teacher characteristics, learning theories, value systems, motivation, individual differences, and cultural factors related to classroom learning. Considerable attention will be given to current research literature. (Previously offered as EDU 790G.) 3 s.h.

704. Current Topics in Human Growth and Development. The purpose of this course is to offer students an opportunity for exposure to specific interest topics in the area of human growth and development. This course is designed to enhance a student's understanding of human growth beyond that offered in a basic course. 3 s.h.

705. Measurement and Evaluation Procedures. This course is designed to study the methods and techniques in measurement, which are used for educational purposes. The relationships among measurement, behavioral findings, and school-related applications will be emphasized. (The student cannot receive credit for both EDU 611 and EDU 705.) (Previously offered as EDU 790J.) 3 s.h.

706. The School in Modern Society. Basic concepts of the relation of the school to the social order; an analysis of the essential features of the changing social context within which American educational policy and practice now operate. The educational implications of recent social change in American life and of the emergence of a new world order. 3 s.h.

707. Crucial Issues in Education. A course designed to review current issues and trends in education, to present opposing points of view on current issues and trends, to clarify attitudes and beliefs on current issues and trends, and present a rational position on current issues and trends. (Previously offered as Edu 740, Edu 790A.) 3 s.h.

708. Controversial Issues in Health Education. This course is designed to provide students an opportunity to examine controversial issues in health as they relate to health education. (Previously offered as Edu 790C.) 3 s.h.

709. Writing Research in Education. Examination of the various quantitative and qualitative research methods used in action research. Particular emphasis will be placed on conducting literature reviews, forming research questions, and organizing a written manuscript. Practice in systematic

collection of information using various research tools will be provided. (Previously offered as Edu 790D.) 3 s.h.

710. **Microcomputer Applications in Education.** An introductory course designed to allow educators to study computer applications appropriate for the classroom. Instructional software, computer managed instructional tools, logo and techniques for integrating technology into the curriculum will be emphasized. (Previously offered as Edu 610, Edu 690C.) (Student cannot receive credit for both Edu 710 and Edu 711.) 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 Edu 710 and Edu 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 Edu 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.

718. **Reading for Divergent Learners.** This course is designed to develop an awareness of the importance of reading in the total K-12 curriculum and to provide a variety of strategies and techniques appropriate for teaching reading to divergent learners. This course presents basic concepts in reading education that are needed to improve the reading abilities of learners who have difficulties in acquiring the necessary reading skills. Emphasis will be placed on the characteristics of underachieving divergent learners and a variety of methods

and materials that can be used to meet their individual needs and learning styles. 3 s.h.

720. Classroom Management Skills. A practical approach to successful coping techniques, which may be used by classroom teachers in working with behavior problems in the elementary school classroom. Stress will be placed on various psychological and environmental techniques, which may be used to promote individual and group growth, and to facilitate a favorable mental health climate in the classroom. 3 s.h.

721. Mediation in the Classroom for Divergent Learners. This course is designed to present various models and approaches to help teachers deal with divergent learners. This population of students often presents a wide variety of problems, which may result in school failure, dropping out, and major difficulties of many kinds in the classroom. 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.

726. Learning Processes. The intent of this course is to expose graduate students to a comprehensive investigation of the area of learning. This course is designed to make learning appropriate for regular classroom teachers as well as teachers of students with special needs. For example, teachers of students diagnosed as mentally handicapped, learning disabled, at-risk, or divergent would benefit from the content and application of material covered during this course. The initial class meetings focus on the definition of terms contemporarily used in learning theories as well as an historical perspective for current learning practices and applications. This introductory information is followed by sequential presentations of units on sensory memory, short-term memory, long-term memory, concepts, and concept formation. (Not open to students who have taken EDU 725.) 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.

735. **Educational Procedures for Divergent Learners.** The purpose of this course is to study the instructional strategies and educational procedures necessary to accommodate the needs of divergent learners. Emphasis will be placed on current research and practice. This course is the second phase of the central study of the divergent learner and delves more deeply into instructional issues and environmental modifications to relieve the plight of students at-risk in the traditional educational system. 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 will address the basic concepts associated with the relationship of the school to the social order; an analysis of the essential features of the changing social context within which American educational policy and practice now operate; and an overview of the most current issues and trends in education. The course will also address the educational implications of recent social change in American life and of the emergence of a new world order. Opposing points of view will be explored, personal attitudes and beliefs will be clarified, and rationale positions on current issues and trends will be presented. Emphasis will be placed in understanding the issues, identifying the players involved, and determining the implications of each issue or trend. (Not open to students who have previously taken EDU 706 **and** EDU 707.) 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 EDU 726 and EDU 760.) 3 s.h.

750. Principles of the High/Scope Curriculum. High/Scope is a curriculum model used with early childhood programs (preschool through third grade). This course is designed to introduce the student to the basics of the High/Scope Curriculum. Included in the study will be the Key Experiences, adult-child interactions, appropriate assessment, the learning environment, and the daily routine. The emphasis will be on the widely used preschool model (3K-5K) with less emphasis on the primary model. (Previously offered as EDU 790G-30.) 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 EDU 721 and EDU 735.) 3 s.h.

760. Teaching/Learning Styles: Fundamentals. Students learn the basics of personal learning styles and teaching. Preliminaries of brain research and lesson plans that complete the learning cycle process are studied along with fundamentals of matching assessment to learning styles.

(Previously offered as EDU 790A-30.) 3 s.h.

761. Teaching/Learning Styles: Intermediate. Brain research as it relates to learning improvement is intensively examined in this course. Teaching concepts instead of topics is the focus. Completing the learning cycle in integrated curriculum units instead of single lesson plans is the focus for research and practice. Students will work in teams on curriculum integration as learning advances. (Previously offered as EDU 790C-30.) 3 s.h.

762. Teaching/Learning Styles: Advanced. This course brings together teaching/learning styles, brain research, integrated curriculum, and assessment as students learn to extend teaching/learning styles as staff development leaders. Active practice in adult learning, teaming, and training is included. (Previously offered as EDU 790D-30.) 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.

770A. Practicum in Supervision. This course will allow students to become familiar with the functions of an educational supervisor. Students will be involved in supervision experiences that emphasize the improvement of instruction. 3 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 EDU 718 **and** EDU 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. (Also listed as SPED 780.) 3 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, 792. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h. each.

794. **Comprehensive Examination.** (Prerequisite: Consent of Instructor.) An examination of an essay nature during which a student will show the ability to relate ideas and synthesize information covered in all areas of graduate coursework. The Comprehensive Examination is offered twice a year, at least two weeks prior to the end of the semester (fall and spring). Non-credit.

796. **Action Research Project: Data Collection.** (Prerequisite: EDU 709 and Consent of Instructor.) Action research is the systematic collection of information that is designed to bring about changes in educational settings. Through this applied research project students are actively involved in marshaling data or evidence to explore educational questions that are of interest to the student and of potential benefit to the knowledge base of the field of education. (Mandatory Pass/Fail) 1 s.h.

797. **Action Research Project: Analysis & Implications.** (Prerequisite: EDU 709, 796, and Consent of Instructor.) Emphasis in this course is placed on the analysis of data collected during the student's action research project and on understanding and writing about the implications of the student's findings. (Mandatory Pass/Fail) 2 s.h.

798. **Action Research Writing.** In the final semester, the student enrolls for six semester hours in which she/he is engaged in finishing the data collection and writing about the implications of the findings. Regular conferences with the advisor(s) are scheduled to help keep the student to her/his time line. Time is also spent with the advisor(s) preparing for the final presentation of the Action Research to the graduate panel. (Mandatory Pass/Fail) 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.

History

610. **Hitler and the Holocaust.** Hitler and the Holocaust will examine Adolf Hitler, his personality and impact, and the Holocaust, the deliberate Nazi campaign of discrimination and extermination of the Jews in Western and Eastern Europe, 1933-1945. The learning resources will be graphic arts, audio-visuials, periodical literature, biographies, and the testimony of survivors. (Previously offered as His 690H.) 3 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.

Mathematics Education

701. **Intermediate Algebra for Teachers.** A course in the teaching and learning of intermediate algebra and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. 3 s.h.

702. **College Algebra for Teachers.** A course in the teaching and learning of college algebra and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. (Previously offered as Edu 790P-30.) 3 s.h.

705. **Pre-Calculus for Teachers.** A course in the teaching and learning of pre-calculus and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. (Previously offered as Edu 790S-30.) 3 s.h.

750. **Discrete Mathematics for Teachers.** A course in the teaching and learning of discrete mathematics and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. (Previously offered as Edu 790Y-30.) 3 s.h.

761. **Calculus for Teachers.** A course in the teaching and learning of calculus and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. (Previously offered as Edu 790W-

30.) 3 s.h.

764. **Probability for Teachers.** A course in the teaching and learning of probability and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. 3 s.h.

765. **Statistics for Teachers.** A course in the teaching and learning of statistics and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. 3 s.h.

775. **Geometry for Teachers.** A course in the teaching and learning of geometry and its implications for the elementary and middle school classrooms. Special attention will be paid to incorporating the new mathematical standards in content and pedagogy for all classrooms. 3 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.

Religion

770. **Practicum.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 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, 792. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h. each.

Special Education

620. **Learning Disabilities.** (Prerequisite: Consent of Instructor.) A study of the academic and development learning disabilities of children and youth with emphasis on characteristics and identification procedures as specified by PL

105-17. Special diagnostic and remedial approaches will be covered as well as diagnostic procedures utilized in planning for an individualized learning plan. 3 s.h.

621. **Methods and Materials for Learning Disabilities.** (Prerequisite:

Consent of Instructor.) This course is designed to further develop skills in diagnosis and remediation of learning disabilities. Teaching techniques, learning strategies, accommodations, and materials' adaptations will be studied. 3 s.h.

622. Early Childhood Special Education. (Prerequisite: Consent of Instructor.) This course will look at the integration of concepts from the disciplines of Early Childhood Education and Special Education and Child Development. Teacher candidates will apply principles of early intervention programs for children with special needs. Future teachers will explore effective service delivery models and curriculum development for children with exceptionalities, ages birth through eight years. Family involvement and community service will be emphasized. (Also listed as EDU 622.) (Previously offered as EDU/SPED 690B.) 3 s.h.

632. Exceptional Learners. Teacher candidates will explore the characteristics and definitions of persons who are exceptional, i.e., persons with learning and/or behavioral problems, with physical or sensory impairments, or who are intellectually gifted or who have a special talent. Teacher candidates will learn about educational approaches and teacher responsibilities based on current research findings, as well as procedural requirements related to assessment, eligibility, educational programming, and placement for those exceptional learners who require specially designed instruction to achieve their potential. 3 s.h.

633. Nature of Mental Retardation. (Prerequisite: Consent of Instructor.) The education of individuals with cognitive limitations is studied. Attention is given to concepts related to persons with mental retardation/development disabilities including: 1) the philosophical, historical, and legal foundations of the field; 2) intellectual, academic, social, and functional characteristics; and 3) identification, assessment, and evaluation. 3 s.h.

634. Procedures for the Mentally Handicapped. (Prerequisite: Consent of Instructor.) An introduction to the methods and techniques of teaching the mentally retarded. Emphasis is placed on curriculum procedures, materials of instruction, and class organization. 3 s.h.

635. Children and Youth with Mild Disabilities. (Prerequisite: Consent of Instructor.) In this course, teacher candidates will focus on the education, cognitive, physical, linguistic, social, and emotional characteristics of persons with mild to moderate disabilities. Teacher candidates will demonstrate knowledge and skills related to referring, evaluating, making eligibility decisions, and creating individual education programs. 3 s.h.

636. Teaching in Inclusive Learning Environments. Support strategies

for teaching learners with special education needs in a variety of learning environments will be taught in this course. Competencies in communication, collaboration, curriculum adaptation, and individualizing instruction and assessment to facilitate the effective management of an inclusive classroom will be developed. 3 s.h.

638. **Children and Youth with Emotional and Behavioral Disorders.** Teacher candidates will become familiar with the characteristics of children and youth with emotional and behavioral disorders and the effect that maladjustments might have upon the individual's acquisition of information and his orientation to school and social situations. 3 s.h.

640. **Educational Procedures for Individuals with Emotional and Behavioral Disorders.** (Prerequisite: Consent of Instructor.) The course is designed to assist teachers in the adaptation of methods, materials, equipment, and surroundings to the needs of children and youth with emotional and behavioral disorders. Attention will be given to planning and organizing activities and the coordination of the educational program with therapies and other services. 3 s.h.

670E. **Field Experience with Individuals with Emotional and Behavioral Disorders.** (Prerequisite: Consent of Instructor.) Ninety hours of observation and field experience under the supervision of a certified teacher in a public school or institutional program for individuals with emotional and behavioral disorders. Weekly seminar required. 3 s.h.

670L. **Field Experience with Individuals with Learning Disabilities.** (Prerequisite: Consent of Instructor.) This course offers the teacher candidate an opportunity to observe and participate in an educational program for individuals with learning disabilities. The field experience is under the supervision of a certified teacher. Six hours per week in the classroom. Weekly seminar required. 3 s.h.

690. **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.

770. **Practicum.** (Prerequisite: Consent of Instructor.) Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. 1-4 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. (Also listed as Edu 780.) 3 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, 792. **Independent Research and Study.** Research and reading. Open to qualified students. 1-6 s.h. each.

Speech Language Pathology

690. **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.

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.

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Carol B. Johnson
*Director, M.Ed. Program in
Divergent Learning; Associate
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Peggy Ondrea (2003-2006)
*Lecturer of Physical Education
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Vice President for Enrollment Management

Faculty

Graduate Programs in Human Behavior and Conflict Management

Mary L. Bryan (2001) – Director, M.A. Program in Human Behavior and Conflict Management; Lecturer of Conflict Management
B.A., Agnes Scott College; M.A.T., John Hopkins University; J.D., University of South Carolina.

Elaine K. Ferraro (1972) – Professor of Sociology; Chair, Department of Human Relations
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.

Mary T. Frame (2000) – Assistant Professor of Behavioral Science
B.A., M.A., Appalachian State University; Ed.D., East Tennessee State University.

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

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

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

M.Ed. in Divergent Learning

Carol B. Johnson (1997) – Director, M.Ed. Program, Divergent Learning; Associate Professor of Education
B.A., Ph.D., University of South Carolina; M.Ed., Francis Marion University.

James C. Lane (1997) – Associate Professor Elementary Education
B.S., M.Ed., Ph.D., University of South Carolina.

Doris Giles Layton (2000) – Assistant 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.

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