

**COLUMBIA COLLEGE
GRADUATE BULLETIN
AND STUDENT HANDBOOK
2016-2017**

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**GRADUATE BULLETIN
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Graduate School

2016-2017 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 2016

August 26-28	Registration and first weekend session of fall semester for graduate students
August 29	Registration complete for all graduate students
September 5	Labor Day (no classes)
September 30	Withdrawal without academic penalty ends for 1 st Module for MA in CJ
October 31	Withdrawal without academic penalty ends for DL, HED, and OCL
November 4-23	Graduate School early registration begins for Spring 2017
November 23-27	Thanksgiving Break
November 28	Withdrawal without academic penalty ends for 2 nd Module for MA in CJ
December 14	Final Grades for Graduating Students Due
December 16	Last day of semester
December 17	Graduate School Commencement (DL, HED, OCL)

Fall 2016 Schedule (FO, Fall Extended) for Criminal Justice

First Module	August 29-October 23, 2016
Second Module	October 24-December 18, 2016

Fall 2016 Meeting Schedule for Divergent Learning Classes:

August 26-28, 2016
September 16-18, 2016
October 7-9, 2016
October 28-30, 2016
November 18-20, 2016
December 9-11, 2016

Fall 2016 Meeting Schedule for Higher Education Administration Classes:

August 27-28, 2016
September 17-18, 2016
October 29-30, 2016
December 10-11, 2016

Fall 2016 Meeting Schedule for Organizational Change and Leadership Classes:

August 27-28, 2016
September 17-18, 2016
October 15-16, 2016
November 12-13, 2016
December 10-11, 2016

Spring Semester 2017

January 13-15	First weekend session of spring semester for DL, HED, OCL
January 16	Registration final for all graduate students
February 10	Withdrawal without academic penalty ends for 1 st Module for MA in CJ
March 6-10	Spring holidays for Columbia College (graduate students should consult program meeting schedules for program meeting times/dates)
March 20	Withdrawal without academic penalty ends for DL, HED, and OCL
April 7	Withdrawal without academic penalty ends for 2 nd Module for MA in CJ
April 14-16	Easter break. No classes will be held.
March 28	Graduate School early registration begins for summer 2017
April 26	Grades for Graduating Students Due
April 28	Last day of semester
April 29	Graduate School Commencement (DL, HED, OCL)

Spring 2017 Schedule (SO, Spring Extended) for Criminal Justice

First Module	January 9-March 5, 2016
Second Module	March 6-April 30, 2016

Spring 2017 meeting schedule for Divergent Learning Classes (all campuses)

January 13-15, 2017
February 3-5, 2017
February 24-26, 2017
March 17-19, 2017
April 7-9, 2017
April 21-23, 2017

Spring 2017 meeting schedule for Higher Education Administration Classes

January 14-15, 2017
February 4-5, 2017
March 18-19, 2017
April 22-23, 2017

Spring 2017 meeting schedule for Organizational Change and Leadership Classes

January 14-15, 2017
February 4-5, 2017
March 4-5, 2017
March 25-26, 2017
April 22-23, 2017

Summer Term 2017

May 11	Registration final for MA in CJ students
May 12-14	First weekend session of summer semester for DL, HED, OCL
May 15	Registration final for DL, HED, OCL students
June 9	Withdrawal without academic penalty ends for 1 st Module for MA in CJ
June 29	Withdrawal without Academic Penalty ends for DL, HED, OCL
August 2	Final Grades for Graduating Students Due
August 4	Withdrawal without academic penalty ends for 2 nd Module for MA in CJ
August 5	Graduate School Commencement (DL, HED, OCL)

Summer 2017 Schedule (MO, Summer Extended) for Criminal Justice

First Module	May 8-July 2, 2017
Second Module	July 3-August 27, 2017

Summer 2017 Meeting Schedule for Divergent Learning Classes (all campuses)

May 12-14, 2017
May 26-28, 2017
June 9-11, 2017
June 23-25, 2017
July 14-16, 2017
July 28-30, 2017

Summer 2017 Meeting Schedule for Higher Education Administration Classes

May 13-14, 2017
May 27-28, 2017
June 24-25, 2017
July 29-30, 2017

Summer 2017 Meeting Schedule for Organizational Change and Leadership Classes

May 13-14, 2017
May 27-28, 2017
June 17-18, 2017
July 8-9, 2017
July 29-30, 2017

General Information

Institutional Mission Statement

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

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

Graduate School Mission Statement

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

Location

Columbia College is located in Columbia, South Carolina, a metropolitan area with a population of 800,000. 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 to award bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of Columbia College. The Commission is to be contacted only if there is evidence that appears to support Columbia College's significant non-compliance with a requirement or standard.

The following provide independent accreditation to individual academic programs:

- Council for the Accreditation of Educator Preparation
- 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

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

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

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

Affiliation and Governance

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

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

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

Confidentiality of Student Records

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

Nondiscrimination

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

Facilities and Services for Students with Disabilities

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

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

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

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

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

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

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

Sexual Misconduct Policy

See Student Handbook section in the back of this publication for the complete statement.

Foreign Student Information

It is the policy of Columbia College to encourage and support the development of the many aspects of international/intercultural education. Therefore the college has adopted the guidelines of the NASFA: Association of International Educators and is “authorized under Federal law to enroll nonimmigrant alien student.”

Complaint Process

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

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

Columbia College Intellectual Property Policy

Background: Columbia College is committed to free and vigorous intellectual exploration and expression. Hence the College is committed to providing an environment that supports the research and teaching activities of its faculty, students and staff. In the course of professional duties, faculty members create intellectual property. As a matter of principle and practice, the College encourages all members of the Columbia College community to publish without restriction their papers, books, and other forms of communication in order to share openly and fully their findings and knowledge with colleagues and the public. The long-standing academic tradition that creators of works own the intellectual property resulting from their research, teaching and writing is the foundation of the College policy.

Policy: It is the general policy of Columbia College that intellectual property shall be the property of the author or creator. Exceptions to this rule will be handled as described in the *AAUP Policy Documents and Reports, Tenth Edition* on pages 214-216. To resolve emerging issues and disputes concerning the interpretation of this policy and/or negotiation of intellectual property rights, the Provost will convene a panel of faculty and peers to submit recommendations to be considered by the College administration.

Students should note that all lecture and course materials are the property of the instructor and are covered by copyright laws both federal and state. Students may not distribute or reproduce these materials for commercial purposes without the written consent of the instructor. This does not prevent students from sharing notes on an individual basis for personal use. Violation of copyright laws may result in referral to the Judicial Coordinator.

Graduate Council

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

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

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

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

Ex officio members shall include: the Provost, the Academic Dean, the Registrar, the Vice President for Enrollment Management, the Director of the Library, the Director of the Office of Professional Studies, the Director of Registration for Graduate School, a representative from any academic division 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.

Admission to a Master's Degree Program

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

Requirements:

1. Submission of the online application

2. Submission of the application essay

Choose one scenario listed online

- Use essay format and write the minimum number of pages required for the program for which you are applying.
- The essay may be submitted via email to jnagy@columbiasc.edu.
- The essay is scored using the essay scoring rubric available online.

3. Submission of Two Recommendations

The recommendation is a two-part process that includes a matrix and a narrative. A typed narrative **MUST** accompany the matrix. **Failure to**

submit both the matrix and the narrative at the same time will result in the recommendation receiving no points in the admission scoring process.

4. Submission of Official Transcripts of ALL undergraduate coursework and any graduate transcripts applicable

- At least one of the transcripts submitted must be an official transcript with baccalaureate degree posted.
- Official transcripts are sent by the Registrar of a college directly to the Graduate Admissions Office. The official transcript must be from a regionally accredited institution in the United States or an equivalent degree from an educational institution in another country. If an equivalent degree is submitted from another country, an official statement confirming accreditation in that country must be submitted, and the transcript must be translated into English. Normally an undergraduate average of "B" is required for admission to a degree program.

5. Transcripts documenting grades of "B" or better for completed graduate work which may be considered for transfer into the program. Transfer credit must be submitted for approval prior to the admission deadline posted on the website. A student may incorporate no more than 9 semester hours from other institutions. Such incorporation must be requested by completing the Transfer Credit Petition. Please use the Transfer Credit Petition to submit your request. (See "Graduate Work at Other Institutions" for further information.)

6. Submission of one of the following:

- GRE (Graduate Record Exam) score with a date no older than five years prior to the first day of class of the semester of enrollment
- MAT (Miller Analogies Test) score with a date no older than five years prior to the first day of class of the semester of enrollment
- Copy of a teacher's certificate that is current on the first day of class of the semester of enrollment
- Official documentation of an earned graduate degree with a cumulative GPA of 3.0
- Official documentation of a cumulative undergraduate GPA of 3.0 on a 4.0 scale
- At least 9 s.h. in courses taken at Columbia College as a graduate student with an earned minimum cumulative grade point average of 3.00 in those courses
- TOEFL minimum score of 80 or higher

7. Students whose first language is not English, must submit an official **TOEFL score report** with a minimum score of 550 on the paper version, 213 on the computer version, 79 on the web version, or a minimum IELTS score of 6.50. International students who fail to meet the minimum TOEFL or IELTS score may enroll in an ESL Center or Language Program. An ESL level of 109 or successful completion of level 5 of Academic English is accepted in lieu of test scores for admission to Columbia College. There are ESL centers located throughout the United States (including one in Columbia, SC) and in over 50 countries throughout the world. Columbia College also maintains a partnership with Agape English Institute in Columbia, SC. Additional information about these centers or our partnership with Agape can be obtained by contacting the Office of Admissions.
8. For international applicants, the following documents are required:
 - Financial Statement
 - Passport Signature Page
 - VISA
 - I-94 card
 - Previous I-20 forms

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 regular admission, conditional admission, or denial of admission. Applicants who are accepted into the program will be assigned a faculty advisor to assure that the student progresses successfully through the program.

Admission to a Graduate Certificate Program in Divergent Learning

Requirements:

1. **Submission of the online application**
2. **Submission of an application essay;** guidelines are found online.
 - Use essay format
 - Write a minimum of two pages and a maximum of three pages.
 - The essay must be typed in 12 pt. font, double-spaced, with one inch margins.

- The essay may be submitted via e-mail to jnagy@columbiasc.edu.

3. Submission of two recommendations

The recommendation consists of a matrix and a narrative evaluation of the applicant. Professional associates or former professors should complete the narrative evaluation. The narratives should comment on the applicant's ability to perform at the graduate level and the applicant's capacity to make valued contributions to the field of study. Failure to submit both the matrix and narrative will result in the recommendation receiving no points in the admission scoring process.

4. Submission of official transcripts of ALL undergraduate coursework and any graduate transcripts applicable.

- An official transcript with baccalaureate degree posted. If an equivalent degree is submitted from another country, an official statement confirming accreditation must be submitted, and the transcript must be translated into English.
- Official transcripts are sent by the Registrar of a college directly to the Graduate School. Normally an undergraduate average of "B" is required for admission.

5. Transcripts documenting grades of "B" or better for completed graduate work which may be considered for transfer into the program.

Transfer credit must be submitted for approval prior to the admission deadline posted on the website. A student may incorporate no more than 3 semester hours from other institutions. Such incorporation must be requested with the application. Please use the Transfer Credit Petition found in the application packet. (See "Graduate Work at Other Institutions" for further information.)

6. Submission of one of the following:

- GRE (Graduate Record Exam) score with a date no older than five years prior to the first day of class of the semester of enrollment)
- MAT (Miller Analogies Test) score with a date no older than five years prior to the first day of class of the semester of enrollment

- Copy of a teacher's certificate that is current on the first day of class of the semester of enrollment
 - Official documentation of an earned graduate degree with a cumulative GPA of 3.0
 - Official documentation of a cumulative undergraduate GPA of 3.0 on a 4.0 scale
 - At least 9 s.h. in courses taken at Columbia College as a graduate student with an earned minimum cumulative grade point average of 3.00 in those courses
 - TOEFL minimum score of 80 or higher
7. Students whose first language is not English, must submit an official **TOEFL score report** with a minimum score of 550 on the paper version, 213 on the computer version, or 79 on the web version, or a minimum IELTS score of 6.50. International students who fail to meet the minimum TOEFL or IELTS score may enroll in an ESL Center or Language Program. An ESL level of 109 or successful completion of level 5 of Academic English is accepted in lieu of test scores for admission to Columbia College. There are ESL centers located throughout the United States (including one in Columbia, SC) and in over 50 countries throughout the world. Columbia College also maintains a partnership with Agape English Institute in Columbia, SC. Additional information about these centers or our partnership with Agape can be obtained by contacting the Office of Admissions.
8. For international applicants, the following documents are required:
- Financial Statement
 - Passport Signature Page
 - VISA
 - I-94 card
 - Previous I-20 forms

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

Admission as a Non-Program Status Graduate Student

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

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

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

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

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

Requirements:

- 1. Submission of the online Graduate Application**
- 2. Submission of an official undergraduate transcript with baccalaureate degree posted**
 - The official transcript must be from a regionally accredited institution in the United States or an equivalent degree from an educational institution in another country. If an equivalent degree is submitted from another country, an official statement confirming accreditation must be submitted, and the transcript must be translated into English.

3. Submission of TOEFL Scores

- Students whose first language is not English must submit an official TOEFL score report with a minimum score of 550 on the paper version, 213 on the computer version, or 79 on the web version, or a minimum IELTS score of 6.50. International students who fail to meet the minimum TOEFL or IELTS score may enroll in an ESL Center or Language Program. An ESL level of 109 or successful completion of level 5 of Academic English is accepted in lieu of test scores for admission to Columbia College. There are ESL centers located throughout the United States (including one in Columbia, SC) and in over 50 countries throughout the world. Columbia College also maintains a partnership with Agape English Institute in Columbia, SC. Additional information about these centers or our partnership with Agape can be obtained by contacting the Office of Admissions.

4. For international applicants, the following documents are required:

- Financial Statement
- Passport Signature Page
- VISA
- I-94 card
- Previous I-20 forms

Articulation Agreement Students

Columbia College undergraduate students seeking to matriculate to graduate programs through approved articulation agreements with other institutions must have senior standing and a 3.0 GPA in the major and overall. Students can take up to 12 hours of approved graduate course work. The maximum load will be computed by the total of the graduate and undergraduate credit hours. No more than six hours of graduate work may be taken in any one semester. Students in the music articulation agreement may complete the B.A. degree requirements with 120 hours of undergraduate course work and nine hours of graduate course work in approved education courses including all requirements for the music major.

Graduate course work is offered at a substantially different level than undergraduate course work. Combined undergraduate/graduate courses must reflect substantial difference in expectation and content level to warrant graduate credit.

Readmission

A student who is in inactive status may apply for readmission at any point. A student who is dismissed or administratively withdrawn from the program is able to reapply at a date no earlier than one year after the dismissal or administrative withdrawal unless the circumstances of the dismissal or withdrawal indicate a different waiting period or exclude the possibility of readmission.

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

A readmitted student is reminded of the time limit policy indicating that the requirements for the master's degree must be satisfied within five calendar years after the student reaches Degree Status.

Transfer from one program or status to another

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

Into programs with greater admissions requirements

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

- Submission of the online application
- Submission of all documents as required

NOTE: When transferring into a master's degree program, admissions requirement #6 will also be satisfied if the student has completed at least 9 s.h. in

courses taken at Columbia College as a graduate student and has earned a minimum cumulative grade point average of 3.00 in those courses.

Into a program or status with lesser admissions requirements

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

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

Financial Information

Tuition

- For all graduate courses: \$480 per semester hour
- The audit fee is also \$480 per semester hour. Students who audit a class receive no credit for the class, but they do receive a grade of NC (no credit).

All tuition is due 10 days before the class start-date.

Tuition Refund

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

When the student has been enrolled . . .	Percentage of tuition refunded:
through the end of add/drop (This date is found in the current year's Academic Calendar online.)	100 percent

through the next three calendar days	50 percent
after three calendar days	No Refund

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

The student is reminded that a program or individual course withdrawal decision should be made in consultation with the student's academic advisor. Before finalizing a withdrawal decision, the student should contact the Office of Financial Aid: fa@columbiasc.edu. 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. For more information, please contact the Tuition Accounts Office: ta@columbiasc.edu.

Financial Assistance

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

1. The student completes and files the *Free Application for Federal Student Aid (FAFSA)* as early as possible after January 1 of the year in which the financial assistance is requested. A new FAFSA or renewal FAFSA must be completed for each academic year. The FAFSA may be completed online at www.FAFSA.ed.gov.
2. Following the submission of the FAFSA, the student will receive a *Student Aid Report (SAR)*. The College will receive the same data electronically

from the U.S. Department of Education. Upon receipt of the SAR and other pertinent information, a financial aid award offer will be tendered to the student.

3. The student must sign and return the award notification only if changes to the award need to take place. If the student fails to return the award notification with requested changes, the Office of Financial Aid will process all awards as listed on the award notification.
4. Additional paperwork is necessary to finalize Federal Stafford Loans. All students must complete a Master Promissory Note (MPN) and Stafford Loan Entrance Counseling in order to receive loans. Instructions are sent to the student from the Office of Financial Aid. Failure to complete all steps will result in loan cancellation. If loans are cancelled due to lack of student response, the student is responsible for any resulting account balance and will be required to pay in full.

Satisfactory Academic Progress

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

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

Full-time/Part-time

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

Student Eligibility

Graduate students must meet the Graduate Program's standards for continued enrollment. They must also complete at least 67% of the credits for which they were registered during the past academic year and must complete 67% of all hours attempted in graduate school. No graduate student exceeding 54 attempted hours is eligible for Title IV Federal aid, state aid, or institutional aid.

Repeats, Withdrawals, and Remedial Coursework

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

Frequency of SAP Assessment

Graduate students will be evaluated at the end of each term of enrollment. Students who have not met Satisfactory Academic Progress after the designated checkpoint are placed in a Financial Aid Probationary status. Students on Probation are classified as ineligible for aid and are not eligible for Title IV federal aid programs. There is no warning period in which a student can receive aid for an additional semester if SAP requirements are not met.

Students who are determined to be ineligible for federal financial aid under the Satisfactory Academic Progress policy may appeal this determination if the student feels extenuating circumstances are major factors in his/her inability to meet the Satisfactory Academic Progress standards. Extenuating circumstances are documented

conditions beyond the student's control (i.e., injury, illness, or family crisis). Appeals governing that circumstance will only be granted once. All appeals must be in writing and mailed to the Financial Aid Office.

Financial Aid Appeals

Students who do not meet these guidelines will be sent a letter explaining that they are on financial aid probation. Students who feel there are extenuating circumstances which may affect the denial of financial aid have the right to appeal in accordance with the Financial Aid Appeal Process. In order to appeal, the student will need to submit a letter of explanation detailing the extenuating circumstance and what steps will be taken to ensure SAP requirements will be met by the end of the next term. All appeals must be submitted prior to the first day of classes for the semester in which the student is seeking financial assistance. Appeal documentation will be reviewed by the Office of Financial Aid.

Appeals can only be granted if it is mathematically possible for the student to achieve both the quantitative and qualitative SAP standard by the end of the next academic semester. Any appeal that requires more than one semester to achieve SAP standards will be denied or re-evaluated under the Academic Plan process.

After a reinstatement is made, the Financial Aid Office will review the student's grades at the end of the reinstated period. The student will be required to successfully complete each semester with a "B" or better in each course attempted. If the student fails to meet this requirement, they will be denied financial aid for the upcoming semester and appeals will not be accepted a second time. Repeated appeals are considered a violation of the intent of the satisfactory academic progress guidelines. If a student's appeal is denied then the student will be required to successfully attain minimum SAP requirements using their own financial resources to continue enrollment. Once minimum SAP requirements have been met aid eligibility is reinstated.

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

Academic Plan

Students appealing their ineligibility for aid that cannot achieve minimum SAP requirements within one semester may be considered for an Academic Plan. If a student can achieve SAP minimum requirements in a reasonable amount of time, one academic year or less (3 semesters: Fall, Spring, and Summer), exhibits character consistent with the mission of Columbia College, has a balance less than \$1000 owed to the college, and can satisfactorily demonstrate a willingness to do the work necessary to attain minimum SAP requirements, then an Academic Plan will be offered.

An Academic Plan will detail the specific expectations and requirements that must be met for each semester the student receives aid until SAP requirements are met. The Academic Plan will be created by the Provost's Office and forwarded to the Office of Financial Aid. Requirements may include, but are not limited to: regular meetings with faculty, advisors, and the Academic Skills Center, presentation of progress reports to the Director of Financial Aid or other representatives, and optional sessions with the campus Counselor. A specific GPA and percentage of hours completed will be assigned for each semester to ensure that SAP requirements are met within the required time-frame. Failure to comply with any part of the Academic Plan requirements or to achieve the expected GPA and percentage will terminate the Academic Plan provision and the student will become ineligible for aid. No additional appeals will be considered.

Columbia College reserves the right to terminate an Academic Plan at any time. Any decision to terminate a plan early will be approved by the Financial Aid Committee. Academic Plans are an optional part of the appeals process and may not be offered to every student that can mathematically meet SAP requirements within 3 semesters.

General Academic Information

Programs Offered

The Graduate School at Columbia College currently awards the M.A. in Criminal Justice, the M.A. in Organizational Change and Leadership, the M.Ed. in Divergent Learning, the M.Ed. in Higher Education Administration, and the Graduate Certificate Program in Divergent Learning. The graduate faculty at Columbia College is committed to teaching excellence, the practical professional needs of students, and a specialized approach to research interests.

See individual program sections for additional information on specific programs.

J. Drake Edens Library

As the academic heart of the Columbia College campus, the J. Drake Edens Library provides professional guidance to students, faculty, and staff and houses materials to help students explore all aspects of the liberal arts. To support that research, the library maintains a core collection of books, periodicals, and media items.

The library provides students with access to tens of thousands of full-text articles through database subscriptions. Students can access these databases from anywhere by selecting the database, then entering their Columbia College email address and password. Students can receive help from librarians in selecting keywords, choosing databases, or trouble shooting technical issues by emailing refdesk@columbiasc.edu.

The Research and Instruction Librarians are eager to assist students, faculty, and staff with their research. The Reference Desk is located on the main floor, and librarians are available to help on an individual basis, including nights and weekends. Individual and group study rooms are available on the main and top floors of Edens Library. Computers are located near the Reference Desk, on the top floor, and in the Overton Media Center on the bottom floor.

On the lower level of Edens Library is Educational Technology. Educational Technology supports instruction at Columbia College through the use of technologies such as Google apps, SMART Boards, video editing, social media, and the campus's online learning management system, Koala Connection. Students, faculty, and staff

are all welcome to make appointments to discuss the use of technology in the classroom. Educational Technology strives to troubleshoot technical issues as well as enrich curriculum through new tech tools. Many helpful resources can be found on Educational Technology's website and through its social media channels on Twitter, YouTube, and Pinterest.

AV Equipment Available for Use in the Media Center:

- Macs
- Multi-media PCs
- Fax (local and 1-800 numbers only)
- Eprint (black and color capability)
- Scanner

AV Equipment Available for Loan/Checkout:

- Digital camcorders w/ tripods
- Flip video recorders w/ tripods
- Digital audio recorders
- Flash drives
- Computer microphones
- Headphones
- Headsets
- Webcams
- Audiocassette tape recorders
- Digital still cameras

It houses a collection of videos, DVDs and kits along with a state-of-the art twenty-five seat theater.

Email Usage

As a student you **MUST** utilize your Columbia College email account since all pertinent information from the program and college are communicated through this medium: Firstname.Lastname@my.columbiasc.edu

Definition of Semester Hour

Basic Definition: The *semester hour*, or *credit hour*, is the basis for all credit at Columbia College. One semester hour of credit is the equivalent of a traditional course with face-to-face meeting time of at least one academic hour (fifty minutes) per week for a full semester (15 weeks) with the expectation of an average of at least two academic hours of homework or out-of-class work per week for the full semester.

Classes with a traditional mode of delivery: Thus, a traditional three-semester-hour course meets 2.5 clock hours per week with an expectation of an average of 5 clock hours per week of out-of-class work. The face-to-face meetings for the last week of a semester in the Women's College are replaced by a single extended class meeting time usually reserved for final examinations or projects.

Classes with a traditional mode of delivery meeting outside of the standard semesters: Classes during, for example, split-terms or summer sessions have the same amount of time devoted to face-to-face meetings as a full-semester class and meet the same objectives and outcomes as the comparable full-semester class.

Classes in the sciences and the arts: Science courses with laboratory components and arts courses with studio or applied components often have more face-to-face meeting time than would normally be the case for a course with the same number of semester hours. This increase in the instructional time may or may not result in a corresponding reduction in the expected out-of-class time, but in no case will the total expected time for the course be less than three academic hours per week for each semester hour of credit.

Service Learning classes: Since work on the service project in designated Service Learning courses is instructional in nature, those classes may replace up to one and one half academic hours of traditional face-to-face meeting time per week with at least two academic hours of on-site work at the service project per week. Additional time spent working or reflecting on the service project may be counted as part of the out-of-class work time for the class.

Hybrid and online classes: If a hybrid or online class is also taught as a traditional class, then the non-traditional version of the class will be deemed to have the same number of semester hours as the traditional version of the class provided both versions require roughly the same work from the student and achieve the same objectives and outcomes regardless of the amount of face-to-face meeting time scheduled for the non-traditional version of the course. However, if there is no comparable traditional version of the class, the non-traditional course must include instructional time (which

can be face-to-face meetings or online work) averaging at least one academic hour per week for a full semester (12.5 clock hours) for each semester hour of credit. There must also be the expectation for “homework” averaging two academic hours per week for a whole semester (25 clock hours) for each semester hour of credit. The syllabus for the course must specifically identify any work being counted towards the instructional time limit.

Internships: All of the work in an internship is both instructional and out-of-class in nature. Accordingly, internship students are expected to complete a minimum of 37.5 clock hours of work (three academic hours per week for a full semester) for each semester hour of credit. All internships must require a minimum of 30 on-site clock hours for each semester hour of credit. The remaining 7.5 clock hours per credit hour may consist of additional on-site time or off-site work consisting of one or more of the following: face-to-face meetings between student and instructor, preparation for on-site work, written assignments, or oral presentations. The internship form submitted for registration must include the total on-site hours required of the student and what time, if any, will be devoted to off-site work.

Independent studies and research or creative projects: As with internships, all of the work in these classes is both instructional and out-of-class in nature. Students in these classes are expected to complete 37.5 clock hours of work (three academic hours per week for a full semester) for each semester hour of credit. Face-to-face meeting time with the instructor may be counted towards the total work for the class. The independent study form submitted for registration must indicate the expected amount of work for each component of the class.

Advising

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

Transcripts

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

Registration and Enrollment

Registration

Registration is finalized in the Registrar's Office. To be officially enrolled, a student must complete proper registration procedures as prescribed by the Registrar and must make satisfactory settlement with the Office of Tuition Accounts for all indebtedness to the College.

Change of Schedule

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

Full-Time Students

A full-time student is defined as one enrolled in 9 semester hours during a term for a program that meets in person and 6 semester hours during a term for a program that meets only online.

Course Load

The maximum course load in the Graduate School is 12 semester hours for any term for a program that meets in person and 6 semester hours for any term (3 semester hours for any module) for a program that meets only online.

Class Attendance

Attending class is mandatory. Because there are limited class meetings and a great deal of material to cover, graduate students are expected to attend all classes, to be punctual, and to remain for the duration of the class.

Only one excused absence will be allowed in a course. An excused absence request must be submitted in writing to the instructor prior to the absence, unless there are extenuating circumstances. The instructor will confer with the program director if there are questions or concerns about an absence. If a graduate student is granted an excused absence, the graduate student will be required to complete additional work equivalent to the time missed from class. The instructor will assign this work. If makeup work is not completed by the end of the semester, it becomes an unexcused absence.

No unexcused absence is allowed. If a graduate student has an unexcused absence or misses a class without prior approval, he/she cannot receive credit for the course. If a graduate student has a second absence in the same course, he/she cannot receive credit for the course.

Course Withdrawals

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

Withdrawal/Dismissal from College

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

Students who find it necessary to discontinue their coursework during a session must complete a Withdrawal Petition, which is available from the Office of the

Registrar. After obtaining the designated signatures, the student must return the form to the Director of Registration for the Graduate School. Failure to follow this procedure may result in the final grade of "F" for all courses being taken that session and may delay the processing of any future application for readmission to the program.

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

Leave of Absence

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

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

Requests for leave of absence status beyond the first request must be approved by the Graduate Council and should include compelling justification for the request. Students are reminded of the time limit policy indicating that the requirements for the master's degree must be satisfied within five calendar years after the student reaches Degree Status.

Academic Credit

Graduate course work is offered at a substantially different level than undergraduate course work. Combined undergraduate/graduate courses must reflect substantial differences in expectation and content level to warrant graduate credit.

Independent Study

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

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

Correspondence Courses

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

Graduate Work at Other Institutions

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

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

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

Graduate Work in Other Columbia College Graduate Programs

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

Exemption from Required Courses

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

To be considered for this exemption, a student must request exemption from a course before the student begins the master's program and must take the department

exam no later than the end of classes for the first semester of graduate work. A student may not transfer or substitute credit for undergraduate courses, work experience, or professional trainings for graduate credit. A student may transfer graduate credit and receive exemptions for no more than a combined total of nine hours coursework in the master's program.

Non-Program Status Restrictions

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

Grading

Grading System

The Graduate School grading system is as follows:

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

FA/UA - Failed/Unsatisfactory because of excessive absences

I/INC – Incomplete – A relatively small part of the semester's work remains undone; however, the hours are counted in computing the GPA. It is the student's responsibility to remove the incomplete.

W/WD - Withdrawn

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

NC - Non Credit (Audit)

NG - No Grade

S/U - Applies to courses taken on a pass/fail basis (Students may not

elect to take courses on a pass/fail basis. This grade applies only to practica and theses). An "S" indicates performance commensurate with standards for a grade of "B" or higher.

Grade Changes

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

Incomplete Graduate Coursework

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

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

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

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

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

In no case will a student be allowed to register for courses in a future semester if she/he holds incompletes in more than two courses. Students who utilize financial aid are also advised to check with the Office of Financial Aid to determine the effect of incompletes (or withdrawals) on financial aid eligibility (see "Financial Assistance" section).

Repeated Courses

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

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

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

Academic Grievance Procedure

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

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

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

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

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

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

7. The student lodging the grievance action may ask another student, faculty member, or staff member to accompany her/him to any of the conferences or Grievance Committee meetings scheduled as part of the complaint process.

Academic Standing

Good Standing (general)

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

Good Standing (Criminal Justice)

All Criminal Justice 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.”

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

Good Standing (Divergent Learning)

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

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

Good Standing (Higher Education Administration)

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

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

Good Standing (Organizational Change and Leadership)

All Organization Change and Leadership 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.”

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

Program Completion

Degree Requirements

The requirements for a Master of Arts in Criminal Justice can be found on page 54.

The requirements for a Master of Arts in Organizational Change and Leadership can be found on page 57.

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

The requirements for a Master of Education in Higher Education Administration can be found on page 50.

Application for Degree

A student must file an application for degree with the Office of the Registrar. This form will be provided to you at the appropriate time prior to graduation.

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

Graduation

Graduation ceremonies for Graduate Students are held in the spring, summer, and fall immediately following the spring, summer, and fall semesters. The academic calendar contains the exact time and date. In the semester immediately preceding graduation, students receive a memo from the Provost's Office with detailed instructions about the purchasing of caps and gowns and other logistical arrangements. As seating is limited, tickets for attendees are distributed to students based on the space available and the number of graduates. Students who cannot attend the ceremony can arrange to receive their diplomas in the mail. In addition to the diploma, each student is presented a Bible and an alumna certificate.

Time Limit

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

Master of Education and Certificate in Divergent Learning

Over the past decade, the term "at-risk" has become more prevalent in the education realm, and more attention has been concentrated on this group of underachieving students who are not succeeding in the public school system. Recent studies indicate that students who have been identified as at-risk and do not qualify for special services are generally considered to be those who are disadvantaged and are from single parent families, low socioeconomic backgrounds, or various minority groups. However, significant numbers of at-risk students who are highly intelligent and capable of becoming productive, influential young adults are not reaping the benefits of special resources. These underachieving students are divergent learners and are at-risk in the present educational system because of specific personality traits and learning styles, which are not being adequately addressed in the classroom.

The **Master of Education in Divergent Learning** is designed to develop a more in-depth comprehension of divergent learners and to present alternative methods and strategies to meet the needs of this population. This program will present a new focus for educators, new methods for delivery of instruction in the classroom, use of technology 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.

Divergent Learning graduate students who are not currently teaching in a school might have the opportunity to support their graduate learning by teaching within the state through a cooperative agreement between the College and outside organizations.

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

Policy on Writing Standards

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

Program Exit Criteria:

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

- Maintain a 3.0 GPA.
- Complete 36 semester hours of graduate work.
- Successfully complete an action research manuscript.

Master of Education – Divergent Learning

Degree Requirements: Thirty-six semester hours. Required courses are Education 711, 723*, 725, 732, 733 or 790, 740, 745, 755*, 787, 788.

Graduate Certificate – Divergent Learning

Certificate Requirements: Fifteen semester hours. Required courses are Education 723*, 725*, 732, 733 or 745, and 755*.

*Indicates courses approved by the South Carolina Department of Education (SCDE) to satisfy coursework required for state-approved PACE certification participants through the State Department's Program of Alternative Certification (PACE).

Course Descriptions

Education

EDU 629. Facilitating Learning Environments. Approved Columbia College Music majors interested in pursuing an MAT will gain an understanding of the theories and basic principles of classroom and behavior management as they explore the foundation of positive behavior supports while developing appropriate positive classroom management and discipline skills for their area of concentration. 3 s.h.

EDU 632. Exceptional Learners. An introductory course in the understanding of the concept of exceptionality for approved Columbia College Music majors interested in pursuing an MAT. Educational theories and practices for meeting the needs of exceptional children and youth will be defined and applied. Topics include identification, characteristics, programs, service delivery, legal requirements and current issues/trends. 3 s.h.

EDU 711. Integrating Technology into Teaching. Students will expand their knowledge of technology and how its integration improves the teaching and learning of the divergent learner. Direct emphasis will be placed on the instructional incorporation of student-centered technology activities, exercises and assignments designed to enhance learning across all content areas and grade levels. The major focus of the course includes how educators operate technology, use the technology to enhance instructional classroom productivity, and apply technology in a learning/instructional environment. 3 s.h.

EDU 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.

EDU 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.

EDU 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.

EDU 723. Effective Assessment Tools. This course focuses on alternative approaches to the assessment of student learning that are more appropriate for use with divergent learners. Integrating assessment with instruction will be emphasized. 3 s.h.

EDU 725. Effective Teaching Strategies. The course is designed to provide opportunities to become knowledgeable about nontraditional instructional strategies and apply and practice these strategies in a collaborative and constructive setting. Methods of enhancing traditional approaches will be discussed. Integrating assessment with instruction will be emphasized. 3 s.h.

EDU 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.

EDU 728. Civic Awareness: Relevance of the Holocaust Today. 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. May be taken multiple times for credit. 3 s.h.

EDU 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.

EDU 733. Interdisciplinary Teaching. The course will bring together the knowledge, skills and dispositions gained throughout the degree program. After exploring how to apply a global perspective to content areas, how to link student perspective to content, how to consider a student's holistic development and match content, how to imbed future career and work options for students, how to view each discipline as dynamic and changing content, and how to use technology appropriately, students will incorporate their prior learning and work in groups to create a curriculum and environment that is interdisciplinary, engaging, and relevant to both divergent and traditional students in the 21st century. 3 s.h.

EDU 734. Principles and Strategies for Teaching English Speakers of Other Languages. This course provides pre-K through grade 12 educator's strategies for inclusion of ESOL students and a knowledge of principles, methods, legalities, and techniques for promoting acquisition of a second language through academic content. Emphasis is on presenting a variety of instructional strategies that can benefit all students in a multicultural classroom. 3 s.h.

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

EDU 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.

EDU 745. Learning Processes and Styles. This course presents a comprehensive investigation and the fundamentals of creating a brain-compatible learning environment which recognizes and supports individual learning styles and multiple intelligences. This course is designed to foster a deeper understanding of current brain research and its implications for learning and instruction. This understanding will

include sensory memory, short term memory, long term memory, concepts, and concept formation. The basics of learning styles and multiple intelligences will be explored along with planning lessons and assessments to match different styles and intelligences. Emphasis will be placed on understanding the similarities of the brain's needs in the learning process in contrast to the differences and unique needs of each learner. (Not open to students who have previously taken Education 726 and Education 760.) 3 s.h.

EDU 746. Foundations of Reading. This course is designed to foster a deep comprehension of the theoretical foundations in reading and writing processes and critique their implementation in the classrooms of Pre-K through elementary teachers. Areas that will be addressed include: effective instructional approaches; oral language development; vocabulary and literacy development; family and community relationships; and practical implementation. 3 s.h.

EDU 747. Instructional Practices in Literacy. This course will focus on providing in-service teachers with the ability to utilize instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; and have the knowledge to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, and curriculum materials. Students will develop awareness, understanding, respect, and a valuing of differences in society. 3 s.h.

EDU 748. Reading and Writing Across the Content Areas. This course will focus on equipping teachers to use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing across the disciplines. Teachers will be engaged with literary practices that develop awareness, understanding, respect and a valuing of differences in our society, as well as those which support dual language learners. Teachers will continue to develop an understanding of the elements of creating a literate environment in the elementary school. Teachers will apply principles and strategies in their classrooms, assess the efficacy of a variety of approaches, and synthesize their findings. 3 s.h.

EDU 749. Assessment of Literacy. This course will focus on literacy assessment and evaluation. Teachers will use a variety of assessment tools to plan and evaluate effective reading and writing instruction. Teachers will be able to communicate assessment results and implications for interventions for all children including learners with diverse backgrounds, dual languages, or exceptionailities. 3 s.h.

EDU 751. Foundations for Teaching Reading and Writing in Middle and Secondary Schools. This course is designed to enhance middle level and secondary education teachers' ability to develop adolescent literacy skills in the classroom. This course will emphasize the theoretical foundations of reading and writing. The course will also develop teachers' understanding of reading and writing instruction and their ability to appropriately assess students' reading and writing skills. Teachers will also learn to create literacy instruction based upon assessment results. Upon completion of this course, teachers will understand the principles of evidence-based reading and writing processes and the methods for promoting students' literacy development. 3 s.h.

EDU 752. Content Area Literacy for Middle and Secondary Educators. This course is designed to enhance middle and secondary teachers' understanding and use of literacy skills and strategies in the teaching of the academic disciplines. This course will emphasize assessing students' background knowledge, culture, and learning needs to plan and implement instruction; identifying and evaluating appropriate instructional resources; incorporating effective learning strategies to develop students' literacy skills; identifying assessment strategies and tools to assess learning and adapt instruction; and using texts and other supplemental resources to develop students' knowledge of content. 3 s.h.

EDU 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. 3 s.h.

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

EDU 780. Language Acquisition and Development. In this course, emphasis will be given to the process of acquiring and developing linguistic "competence" and

"performance" in children and youth and the role of adults in the linguistic environment of children and youth. 3 s.h.

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

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

EDU 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.

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

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

Master of Education in Higher Education Administration

The mission of the Higher Education Administration master's program at Columbia College is to provide academic preparation and professional development to individuals who are currently in, or interested in, positions of leadership in four-year, community, and technical colleges and universities. A comprehensive program of study focuses on the preparation and development of reflective, ethical, and transformative practitioners.

Master of Education – Higher Education Administration

Degree Requirements: Thirty to thirty-three hours.* Required courses are Higher Education 700, 705, 710, 715, 720, 725, 730, 735, 740, 745, and 770*.

*Candidates that do not CURRENTLY work in an approved area of higher education are required to take Edu 770.

Course Descriptions

Higher Education Administration

HED 700. The American College Student. This course examines major student development theories and philosophies upon which they are based. Theories to be addressed include cognitive-structural, cultural, identity, psychosocial, and typology. Application of theories in everyday practice in American higher education settings will be discussed. A special emphasis will be placed on how theoretical frameworks apply to millennial students. 3 s.h.

HED 705. History, Organization, and Governance of Higher Education. This course reviews the history of American higher education which establishes the context for understanding current organizational and governance patterns in public and private colleges and universities. Topics of study include higher education leadership, management, policies, practices and politics. 3 s.h.

HED 710. Higher Education Leadership – Theory and Practice. Leaders interact with a variety of individuals including students, faculty, alumni, parents, board members, and other off-campus constituents. This course examines different communication models and provides practical advice for interacting with the different constituents. A special emphasis will be placed on technology, organizational culture, diversity, and communicating change. 3 s.h.

HED 715. The Law and Higher Education. This course focuses on aspects of the law as it affects the administration of institutions of higher education. Subjects include faculty, staff, and student rights and responsibilities; liability issues; rights of individuals with disabilities; and the implications of increasing technology in higher education. 3 s.h.

HED 720. Program Measurement and Assessment in Higher Education. This course will provide an introduction to major principles and strategies used in program evaluation and outcomes assessment. Topics include assessment techniques, instrument selection, data analysis, and reporting of assessment findings. 3 s.h.

HED 725. Student Affairs Administration. This course is designed to give a historical and philosophical overview of student affairs profession. The purpose of the various student affairs functional areas will be discussed. Practitioners' roles and responsibilities are examined. An introduction to professional associations, literature, and development will be provided. 3 s.h.

HED 730. Critical Issues in Higher Education. This course examines critical problems and issues facing colleges and universities. There will be a strong emphasis on change processes and improvement in performance and effectiveness. 3 s.h.

HED 735. Finance in Higher Education. This course examines practices and issues in the management of financial resources in higher education. Emphasis is placed on sources and methods of securing funds, asset allocation, and financial decision making. 3 s.h.

HED 740. Enrollment Management. This course provides theoretical and practical guidance on recruiting, admitting, retaining and graduating students. Topics of study include strategic planning, integrated marketing, student services, collaboration, financial aid, technology, best practices and assessment. 3 s.h.

HED 745. Action Research. During this course, candidates will develop and implement an action research study including: developing the research methodology, gathering data, creating a literature review, analyzing the data collected, developing conclusions, and presenting the final outcomes. (Mandatory Pass/Fail) 3 s.h.

HED 770. Practicum. This course provides candidates with additional supervised experience in the functions and duties associated with leadership at the college level and higher education management. It is designed to emphasize to candidates the behaviors, best practices and dispositions of management leadership. (Mandatory Pass/Fail) 3 s.h.

The Master of Arts in Criminal Justice

The Criminal Justice Program offers a Master of Arts degree in Criminal Justice. This graduate program requires a minimum of thirty semester hours of graduate courses, including six semester hours for completion of a capstone project. The Master's program can be completed in 20 months. Courses are eight weeks in length and cohorts begin in August and January.

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 Master of Arts in Criminal Justice 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.

Degree Requirements: Thirty semester hours. Required courses are Criminal Justice 700, 705, 710, 715, 725, 735, 745, 750, 795, and 796.

Course Descriptions

OL 701. Orientation to Online Learning. This one-week course will provide an orientation to the online learning management system. It will be offered to new students at the beginning of their first term in the program. Non-credit

CJ 700. Administration of Organizations in Criminal Justice. This course will provide students with the knowledge to conduct general systems-based analysis of criminal justice organizations and to develop programs to improve the efficiency of such organizations. 3 s.h.

CJ 705. Criminal Law. This course is intended to provide a functioning knowledge of constitutional law as it pertains to law enforcement and criminal justice. 3 s.h.

CJ 710. Criminological Theory. This course examines the theories of criminality, ranging from classical explanations to recent paradigms. 3 s.h.

CJ 715. Diversity in Criminal Justice. This course examines the interrelationship of race, class, and gender with the criminal justice system in law enforcement and the correctional system. 3 s.h.

CJ 725. Research Methods in Criminal Justice. This course is designed to provide advanced social science research skills and to allow students to put those skills into practice with a required research project. 3 s.h.

CJ 735. Crime Mapping. This course will provide students with the theoretical, analytical, and technical skills necessary for studying crime in a geographic context. The course will involve a combination of approaches to the subject, including development of base maps, geocoding (pin mapping), hot spot and choropleth mapping, special analysis, and layouts, including map books. 3 s.h.

CJ 745. Leadership Strategies. Provides students with an opportunity to investigate, analyze and apply various theories of leadership and associated concepts. These include, but are not limited to, effective leadership qualities and human

relations, power of vision, leadership ethics, communication, and empowerment of personnel through goal-oriented professional development. 3 s.h.

CJ 750. Topics in Criminal Justice. This course is a survey of current topics in criminal justice including such issues as diversity, ethics, and homeland security. 3 s.h.

CJ 795. Capstone Course 1: Organizational Development. This is a project-based course in which the student will identify an opportunity for organizational improvement through analysis of the chosen organization. Students will complete a literature review to identify alternatives to improve the organization and collect data to further inform the development of an implementation plan. 3 s.h.

CJ 796. Capstone Course 2: Implementation Plan. Under the guidance of the faculty adviser, the student will complete the development of an implementation plan for the project. 3 s.h.

The Master of Arts in Organizational Change and Leadership

The M.A. in Organizational Change and Leadership is a 30 hour graduate degree program most appealing to the working professional who desires to further his or her professional abilities through graduate study. The program addresses the needs of students who are working in rapidly changing organizations that require an emphasis on leading people through these changes more effectively and efficiently.

Program Options

The Organizational Change and Leadership Program provides two delivery formats:

- Through the **Non-Program status** option, students may take individual courses for personal or professional development. Students who select this format have flexibility in their course choice but are not degree-status students and would not qualify for financial aid.
- A student accepted into the **M.A. in Organizational Change and Leadership** option commits to a thirty semester-hour program. The 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. Classes are scheduled on five weekends during the fall, spring, and summer terms. Classes are scheduled on Saturdays and Sundays.

Diversity

The Organizational Change and Leadership 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 a wide array of competent professionals. To this end, we welcome applicants of different race, gender, national

origin, religion, socio-economic class, sexual orientation, age, abilities, and disabilities.

Policy on Writing and Research Standards

Columbia College takes seriously its commitments to academic integrity and to academic excellence. The Graduate School expects its students to demonstrate high standards of scholarship and possess accurate and articulate communication skills. To this end, the Organizational Change and Leadership program maintains 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 in developing a plan to address any serious deficiencies. The plan may include remedial writing or undergraduate research courses in their home communities for which students would not be given graduate credit.
- e. If a student is unable to address serious deficiencies, the advisor may recommend that she/he withdraw from the program. If serious deficiencies persist, and the student refuses to withdraw, the program director may recommend to the Provost that the student be dismissed. The student may choose to challenge such a decision to the Graduate Council.

Master of Arts – Organizational Change and Leadership

Degree Requirements: Thirty semester hours. Required courses are Human Behavior 701, 708, 715, 721, 731, 735, 741, 764, 770 and 790.

Course Descriptions – Human Behavior

HB 701. Conflict Management and Negotiation. Conflict is a normal and expected occurrence in all organizations. Today's leader must understand the sources of conflict and the best methods for managing or resolving conflict. (Not open to students with credit in HB 601.) 3 s.h.

HB 708. Change and Innovation in Organizations. Understand and accommodate change and the resistance that often accompanies it. The need for innovation is critical with ever changing technology and ideas to give the organization a competitive advantage. 3 s.h.

HB 715. Informed Decision Making through Research. Making sound decisions based on reliable, accurate, and timely information and data is crucial in today's environment. (Not open to students with credit in HB 713 and 714.) 3 s.h.

HB 721. Leadership Theory and Practice. Leadership theory and practice explores models and theories and how they can be applied to the student's current position and how they can assist his/her future goals. 3 s.h.

HB 731. Individual Psychology. How the individual leader finds congruence between his/her self-concept, personal values, and the organization's mission is necessary for success and involves reflection and self-examination. 3 s.h.

HB 735. Ethical Behavior in Leadership. Lessons from the past decade have taught us that leadership cannot exist without sound ethics and ethical behavior. Individual and organizational ethics must be examined and understood in the proper context, certainly the cornerstone of organizational leadership today. 3 s.h.

HB 741. Organizational Theory and Behavior. Examining organizational theory and behavior to gain insight into how organizations function, operate and change over time. 3 s.h.

HB 764. Group Process. Leading a cross cultural and global workforce presents unique challenges that require an understanding of group dynamics to lead effectively and guide actions that accomplish goals and sustain participation across the organization. 3 s.h.

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

HB 770. Internship. An internship in the final term provides students the opportunity to work in organizations of related interest and to further practice the skills they have learned in the program. The internship can also be used to develop a project to explore an area of particular interest to the student. (Mandatory Pass/Fail) 3 s.h.

HB 790. Special Topics. Three-semester-hour advanced courses on a variety of topics to be developed in response to the particular needs of different classes. While each course 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

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

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

People

Graduate Council (2016-2017)

Dr. Chris Burkett

Associate Provost: Academic Affairs; Program Coordinator, M.Ed. Program In Higher Education; Associate Professor of Education

Travis Dalton (2015-2018)

Lecturer of Business and Computer and Information Services

D'Michelle Dupree

Program Director, M.A. Program in Criminal Justice; Senior Lecturer of Criminal Justice

Dr. Falicia Harvey

Division Head of Education; Lecturer of Higher Education Administration

Dr. Doris G. Layton

Director, M.Ed. Program in Divergent Learning; Professor of Education

Dr. Regina Lemmon

Associate Professor of Speech Language Pathology

Stephen Nevitt (2016-2017)

Division Head of Arts and Communication Studies; Professor of Art

Dr. Robin Rosenthal

Associate Provost: Administrative Affairs; Associate Professor of Psychology

Dr. Ed Sharkey

Associate Professor of Political Science

Dr. Katrina Spigner

Program Coordinator, M.A. Program in Organizational Change and Leadership; Senior Lecturer of Organizational Change and Leadership

Dr. Karen Thompson

Head, Division of Behavior Study and Human Inquiry, Professor of Psychology

Diana Peaks (Ex Officio)

Director of Office of Professional Studies

Becky Hulion '73 (Ex Officio)

Director of Registration for the Graduate School

Ken Huus (Ex Officio)

Vice President for Enrollment Management

Jane Tuttle (Ex Officio)

Director of Edens Library

Dr. Scott A. Smith (Ex Officio)

Dean of Curriculum and Assessment and Registrar of the College

(Ex Officio)

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Vice President for Enrollment Management

Francis G. Schodowski, M.B.A.
Vice President for Advancement

John E. Sircy, M.B.A.
Vice President for Finance

Faculty

Graduate Programs in Divergent Learning and Higher Education Administration

Chris Burkett (2006) – Associate Provost: Academic Affairs; Program Coordinator, M.Ed. Program, Higher Education Administration; Associate Professor of Education
B.A., Newberry College; M.Ed., Columbia College; Ed.D., Nova Southeastern University.

Falicia Harvey (2013) – Director of Teacher Education/CAEP Coordinator and Lecturer of Higher Education Administration.
B.A., Austin Peay State University; M.Ed., Ph.D., University of South Carolina.

Doris Giles Layton (2000) – Director, M.Ed. Program, Divergent Learning; Professor of Education
B.A., Winthrop University; I.M.A., Ph.D., University of South Carolina.

Graduate Programs in Criminal Justice and Organizational Change and Leadership

Harry Cooper (2004) – Senior Lecturer of Business and Criminal Justice.
B.S., J.D., University of South Carolina.

D'Michelle DuPre (2014) – Program Director, M.A. Program, Criminal Justice; Senior Lecturer of Criminal Justice
B.A., University of South Carolina; M.D., Ross University School of Medicine.

Heather Hahn (2008) – Associate Professor of Philosophy
B.A., Hiram College; M.A., Ph.D., State University of New York at Binghamton.

Robin Rosenthal (2012) – Associate Professor: Administrative Affairs; Associate Professor of Psychology
B.A., Barnard College; M.B.A., Harvard University Graduate School of Business Administration; M.S., Georgia State University; Ph.D., The University of Georgia.

Katrina Spigner (2016) – Program Coordinator, M.A. Program, Criminal Justice; Assistant Professor of Organizational Change and Leadership.
B.A., Columbia College; M.S.W., University of South Carolina; Ed.D., Northeastern University.

COLUMBIA COLLEGE

GRADUATE

STUDENT HANDBOOK

2016-2017

STUDENT CONDUCT CODE, HONOR CODE, AND JUDICIAL SYSTEM

A COMMUNITY OF HONOR

The terms and conditions of the Honor Code function as an integral part of the Student Code of Conduct and the procedures outlined within. As members of the Columbia College community, we believe that the Honor System is more than just a set of rules; we believe it is a way of living. The central purpose of the Honor System is to sustain and protect a community of trust in which students can enjoy the freedom to develop their potential, both intellectually and personally, without restraint or limitation. We feel that dishonest means are incompatible with this development. Both the Student Code of Conduct and the Honor Code support the development of persons who will be trusted and respected, both as members of this community and after they leave Columbia College.

Columbia College aspires to provide a living and learning community in which students can meet their academic goals. The College desires to provide students with a clear understanding of the academic requirements and, as such, policies are generally published in the Columbia College Bulletin and the *Student Handbook*. As a community, the College is dedicated to both academic and personal excellence. Therefore, choosing to join the Columbia College community obligates each member to a code of honorable behavior.

The College determines, publishes, and communicates its policies and procedures concerning student conduct. In addition, the College has the right to determine when its community standards have been violated and to determine the appropriate course of action. The purpose of this chapter is to present the College's policies and procedures that govern all student conduct on and off campus. These policies should be read broadly and are not designed to define prohibited conduct in exhaustive terms. Designed to address disruptive behavior in a preventative way, these policies and procedures are considered to be an integral part of the Student Code of Conduct and the Honor Code.

By enrolling in Columbia College, each student accepts the responsibility to become fully acquainted with the College's community standards, to comply with the College's authority, to respect the rights and property of others, and to recognize that each student's actions reflect upon the entire College community, as well as the student involved. The College reserves the right to take appropriate action for any conduct which reasonably interrupts and/or infringes upon orderly life in the College community, disrupts the academic environment, or infringes on the rights of others. Students shall be afforded every opportunity for fairness in judicial proceedings. However, the College reserves the right to suspend or expel a student at any time, for any reason deemed sufficient by the College in accordance with the procedures outlined in this chapter. Columbia College's judicial system operates within the boundaries of fundamental fairness and not criminal and civil rules of due process.

SECTION 1: HONOR CODE

“We Choose Honor”

Our Preamble

Columbia College is a vital learning community committed to honor. We are dedicated to both academic and personal excellence as we pursue knowledge, transmit ideas, and cultivate character. The College fosters an environment that emphasizes a sense of responsibility for oneself, for others, and for society at large.

The following values support and sustain the legacy and mission of Columbia College and are the foundation for the Honor Code and Student Code of Conduct:

Responsibility is taking personal accountability for one's own behaviors, taking action in the face of wrongdoing, and upholding the integrity of our community.

Integrity is open, honest, and responsible activity-within the realms of academics and our community- creating and protecting an environment that will not compromise the worth of others and where all contributions are valued.

Respect is regard for the dignity of self and others and therefore demands a commitment to fairness and concern for the rights and property of our community.

Compassion is sensitivity of spirit to others' life experiences that compels one to reach out with empathy in loving-kindness and service.

Our Pledge

As a member of the Columbia College community, I choose Honor. I hereby pledge to uphold these values that support and sustain the legacy and mission of Columbia College. I will be responsible for my own behaviors both in and out of the classroom; I will strive to be a person of integrity - creating and protecting an environment that will not compromise the worth of others; I will respect others and myself by exhibiting fairness and showing concern for the rights and property of our community; and I will show compassion through loving-kindness and service. Furthermore, as a student of Columbia College, I am honor bound to refrain from cheating, stealing and lying. I choose Honor and I pledge the Columbia College Honor Code as my way of life.

Our Student Responsibility

1. It is the responsibility of each student to personally approach anyone who has committed a major offense and urge that student to report the offense.

2. Each student, as a member of the student body of Columbia College, has the responsibility, not only for becoming familiar with the provisions of the Student Code of Conduct and Honor Code upon which the student body has agreed, but also for developing the highest and strongest personal honor code possible.
3. Each student must realize that by accepting admission to Columbia College, the student has acknowledged a commitment to the provisions of the Honor Code.

SECTION 2: DEFINITIONS

1. The term "College" means Columbia College.
2. The term "student" includes all persons taking courses at the College, both full-time and part-time. Persons who are not officially enrolled for a particular term but have a continuing relationship with the College are also considered "students."
3. The term "faculty member" means any person hired by the College to conduct classroom activities.
4. The term "College official" includes any person employed by the College, performing assigned administrative or professional responsibilities. College officials can include the Dean of Students, Director of Residence Life and Housing, Area Coordinators, Assistant Area Coordinator, Resident Assistants, Desk Coordinators, Desk Assistants, or Graduate Assistants.
5. The term "member of the College community" includes any person who is a student, faculty member, College official, or any other person employed by the College. A person's status in a particular situation shall be determined by the Judicial Coordinator.
6. The term "College premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College (including adjacent streets and sidewalks).
7. The term "organization" means any number of persons who have complied with the formal requirements for College recognition as a student organization.
8. The term "judicial body" means the Judicial Coordinator or any person or persons authorized by a Judicial Coordinator to determine whether a student has violated the Student Code of Conduct and to recommend imposition of sanctions.
9. The term "Judicial Coordinator" means a College official authorized to receive and organize all complaints and reports of possible violations, adjudicate cases directly, select a judicial body, assist in procedural matters in hearings, and who will be available for consultation and assistance with respect to procedural matters during the hearings of the Judicial Board. The Judicial Coordinator will also be the person primarily

responsible for educating students on the Student Code of Conduct and Honor Code or for delegating the duty of this education to others. The Judicial Coordinator(s) will be appointed by the Dean of Students and/or Provost. One Judicial Coordinator may be selected to work primarily with academic infractions.

10. The term "Appellate Board" means any person or persons selected by the College's President to consider an appeal from a judicial body's determination that a student has violated the Student Code of Conduct or of the sanctions imposed by the judicial body.
11. The term "shall" is used in the imperative sense.
12. The term "may" is used in the permissive sense.
13. The term "policy" is defined as the written policies and procedures of the College as found in, but not limited to, the Columbia College *Student Handbook*, Housing Contract, and Undergraduate Bulletin.

SECTION 3: THE STUDENT CODE OF CONDUCT

Any student believed to have committed one or more of the following acts of misconduct is subject to the judicial process outlined later in this chapter. The following acts are prohibited:

1. Lying or dishonesty, including, but not limited to, the following:
 - a) Furnishing false information to any College official, faculty member, or office.
 - b) Forgery, alteration, or misuse of any College document, record, or instrument of identification.
 - c) The falsification of any official time sheet or record of employment by any student, either employed by the College or working in a position on College property.
 - d) Tampering with the election of any College recognized student organization.
 - e) Taking advantage of services to which one is not entitled.
2. Physical abuse/assault, verbal abuse/assault, threats (verbal or written), intimidation, harassment (not sexual in nature), stalking, coercion and/or other conduct which threatens or endangers the health or safety of any person (including oneself) and any actions which serve to interfere with, impede, or harass students.
3. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission, affiliation with, or as a condition for continued membership in an organization, group, or team.
4. Any act as defined in the Sexual Misconduct Policy, as referenced later in the *Student Handbook*.

5. Attempted or actual theft of and/or loss or damage to property of the College, property of a member of the College community, or other personal or public property. This includes the taking of any article that one is not personally entitled to.
6. Dishonesty concerning meal cards or any other dining expectations set forth by the College and/or Sodexo in the Dining Hall or Terrace Café. Student meal cards are not transferable and may not be used by anyone other than the student whose name appears on the card. This also includes dishonesty in transferring food from a student with a meal card to a commuter student or to a guest without a meal card. Students are expected to pay for all food items removed from the servery and must use a new meal swipe if leaving the Dining Hall for any reason for an extended amount of time and returning.
7. Unauthorized possession, duplication, altering, or use of keys, student identification cards, or access cards to any College premises and/or failure to report lost or stolen keys, student identification cards, or access cards. This includes possession of a key, student identification card, or access card not originally issued in that student's name.
8. Unauthorized entry into or use of College premises, including access into or out of a building through an emergency exit or window, unless in the case of emergency.
9. Failure to obtain an official student identification card within one week of enrollment at the College. Students are required to carry their student identification cards with them at all times and to present them when requested to any College official who makes such a request while in the performance of her/his duties.
10. Use, possession, or distribution of narcotics, other controlled substances, synthetically produced stimulants or depressants (such as K2Spice), and drug paraphernalia, on or off campus.
11. Use, possession, or distribution of alcoholic beverages and paraphernalia on College property or illegally off campus.
12. Public intoxication by students of legal drinking age on College property or at any College sponsored event.
13. Possession of explosives, fireworks, or dangerous chemicals on College property.
14. Possession of firearms, ammunition, and/or other weapons, as defined by the Columbia College Police Department and/or local, state, and federal law on College property.
15. Failure to vacate a building completely and in a timely manner after the sounding of a fire alarm or an evacuation order, for any reason.
16. Any tampering with, disarming of, or covering of the fire safety equipment. This includes smoke detectors, sprinklers, pull stations, exit

door alarms, hood/exhaust and fire suppression systems, and fire extinguishers.

17. Smoking or use of tobacco of any type not done in accordance with the Smoking and Tobacco Policy, as referenced later in the *Student Handbook*.
18. Any posting of items, fliers, marketing, advertising, or other information not done in accordance with the Posting Policy, referenced later in the *Student Handbook*.
19. Any act of solicitation not done in accordance with the Solicitation Policy, referenced later in the *Student Handbook*.
20. Any act of proselytizing as defined in the Proselytizing on Campus Policy, referenced later in the *Student Handbook*.
21. The bringing of children/minors on College property not in accordance with the Children on Campus policy, referenced later in the *Student Handbook*.
22. The bringing of animals on College property not in accordance with the Animals Policy, referenced later in the *Student Handbook*.
23. Sunbathing in areas where this activity is not allowed. Students who wish to lie out in the sun wearing their bathing suits must do so on the grassy areas at the back of campus (i.e. in the McNair Hall Courtyard, on the lawn next to the Cottages, or in the courtyard next to the swimming pool).
24. Any act of retaliation against another member of the College community for any reason, in accordance with the Retaliation Policy, referenced later in the *Student Handbook*.
25. Any act of discrimination based on a person's race, color, religion, national origin, sex, gender, pregnancy, disability, age, genetics, or sexual orientation.
26. Conduct which is disorderly, lewd, indecent or inconsistent with the values of Columbia College.
27. Any act that causes a:
 - a) Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities, including its public service functions on or off campus, or other authorized non-College activities, when the act occurs on College premises.
 - b) Disruption to the normal operations of the College and infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
 - c) Breach of the peace or aiding, abetting, or procuring another person to breach the peace on College premises or at functions sponsored or participated in by the College. Examples of such conduct include, but are

not limited to: abuse, nuisance, obscene telephone calls or text messages, disturbing electronic posts, excessive noise, exhibitionism, and fighting.

28. Any theft or other abuse of computer resources listed below and/or in the Computer Use Policy, referenced later in the *Student Handbook*:
 - a) Unauthorized entry into a file to use, read, change the contents, or for any other purpose.
 - b) Unauthorized transfer of a file.
 - c) Unauthorized use of another individual's identification and password.
 - d) Use of computing facilities to interfere with the work of another student, faculty member, or College official.
 - e) Use of computing facilities to send obscene or abusive messages.
 - f) Inappropriate use of the class or College listserves.
 - g) Use of computing facilities to interfere with normal operation of the College computing system.
29. Any act that is considered to be a violation of the Social Media Sites Policy, referenced later in the *Student Handbook*.
30. Violations of the Honor Code as related to academic work, including, but not limited to:
 - a) Cheating or the (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; or (4) submitting of an assignment for more than one course without the permission of the instructor(s).
 - b) Plagiarism, including, but not limited to, the use, paraphrasing, or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Using the ideas and/or words of another writer and representing them as one's own is plagiarism, whether those words come from printed source material or from the Internet. All source material - whether directly quoted or paraphrased- must be properly cited, and direct quotes must also be identified as such with quotation marks. Omitting quotation marks from direct quotations - including brief phrases - is considered plagiarism, even when the student cites the source.
 - c) Failure to always adhere to the following pledge: "I have neither given nor received unauthorized aid of any kind on this test, quiz, paper or project."
 - d) Academic dishonesty, including, but not limited to any act during which a student receives any information prior to the test that gives unfair

advantage to that student. It also includes work on papers, notebooks, lab reports, etc., that is not solely completed by the student being graded.

- e) Submission of work not considered to be one's own, and/or with editing not done by the instructor.
 - f) Any misrepresentation of the truth in academic work. This offense shall include, but is not limited to, lying to a faculty member, a member of the administration or other College official, or Judicial Board.
 - g) Turning someone else's name in or having someone turn your name in for classes, volunteer service, or other events where attendance is recorded.
 - h) Offering academic assistance of any type to someone else that is beyond the parameters set by the course instructor for the person receiving the assistance. This includes, but is not limited to, completing partial or full work of any type for another, providing answers or responses before/during/after any type of assessment or examination to another, providing information about the possible content of any type of assessment or examination before/during/after said assessment or examination to another, knowingly assisting and/or providing another with specific idea development and unique word phrasing that will not also be credited to all original creators/authors, providing editing or feedback on another's work that is not authorized by that person's course instructor, providing and/or assisting another in providing false information about a student's academic work completion or attendance at an academic for-credit function or service function, and any other general form of dishonesty regarding assistance offered to another for that person's academic work.
 - i) All other forms of dishonesty and unfairness in classes, on tests, and on examinations.
31. Abuse of the Judicial System, including, but not limited to:
- a) Failure to cooperate in the investigation of an alleged judicial matter or complaint.
 - b) Failure to obey the summons of a judicial body or College official.
 - c) Falsification, distortion, or misrepresentation of information before a judicial body.
 - d) Disruption or interference with the orderly conduct of a judicial proceeding.
 - e) Attempting to discourage an individual's proper participation in, or the use of, the judicial system.
 - f) Attempting to influence the impartiality of a member of a judicial body prior to and/or during the course of the judicial proceeding.
 - g) Interference with, coercion of, abuse of (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, and/or after a judicial proceeding.

- h) Failure to comply with the sanction(s) imposed under the Student Code of Conduct.
 - i) Influencing or attempting to influence another person to commit an abuse of the judicial system.
32. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
33. Violation of federal, state, or local law while a College student, regardless of the location of the violation.
34. Violation of any of the Residence Hall Policies, as referenced later in the *Student Handbook*.
35. Violation of all other published College policies, procedures, or community standards not listed in the *Student Handbook*, Housing Contract, or Undergraduate Bulletin.

SECTION 4: JUDICIAL AUTHORITY

1. The Dean of Students is the person designated by the College's President to be responsible for the administration of the Student Code of Conduct (non-academic violations); the Provost is the person designated by the College's President to be responsible for the administration of academic violations. These duties may be delegated to one or two other staff or faculty members who are referred to as Judicial Coordinators.
2. The Judicial Coordinator shall determine the composition of judicial bodies and determine which judicial body shall be authorized to hear each case.
3. The Judicial Coordinator shall develop procedures for the administration of the judicial program and procedural guidelines for the conduct of hearings, which are not inconsistent with provisions of the Student Code of Conduct, the Honor Code, and the judicial system.
4. Decisions made by a judicial body and/or Judicial Coordinator shall be final, subject to the normal appeals process.

A judicial body may be designated as arbiter of disputes within the student community in cases which do not involve a violation of the Student Code of Conduct (e.g., roommate conflict). All parties must agree to arbitration and to be bound by the decision.

SECTION 5: JURISDICTION OF THE COLLEGE

Generally, College jurisdiction and discipline shall be limited to conduct which adversely affects the College community and/or the pursuit of its objectives, whether it occurs on the College premises, at a College-sponsored event, or elsewhere while a student is enrolled at the College.

SECTION 6: VIOLATION OF LAW AND COLLEGE DISCIPLINE

1. If a student is charged only with an off-campus violation of federal, state, or local law(s), but not with any other violation of the Student Code of Conduct, disciplinary action may be taken and sanctions imposed for grave misconduct which demonstrates flagrant disregard for the College community. In such cases, the student or students charged with a violation of federal, state, or local laws may be placed on an interim suspension if there is a concern for the well-being and safety of other members of the campus community. The period of suspension may last until the College has finished its own investigation or feels that more information has been provided to prove that there is no longer a concern for the safety of the community. The College may conduct its own investigation and judicial proceedings prior to, simultaneously with, or following civil or criminal proceedings off campus. The student will be afforded the chance to bring legal representation to any judicial proceedings taking place before or during criminal proceedings fitting this description; however, legal representation may only provide counsel to the student and may not speak on the student's behalf or ask questions on the student's behalf.
2. College judicial proceedings may be instituted against a student charged with violation of federal, state, or local law(s) which is also a violation of the Student Code of Conduct if both violations result from the same factual situation, College judicial proceedings will occur without regard to the pendency of civil litigation in court or criminal arrest and prosecution and may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. The only exception to this policy will be in the case of a situation as referenced above in this section.
3. For cases in which criminal investigations and/or proceedings are concurrent or pending, the College normally may proceed independent of such investigations or proceedings. The accused student or the complainant may request that the College delay its proceeding. Such requests should be submitted in writing at least two business days prior to the scheduled review to the Judicial Coordinator stating the requested action and the supporting rationale for the request. The Judicial Coordinator may grant the request but is not obligated to do so. The mere fact that criminal investigation or proceedings exist will not ordinarily be considered grounds for delay.
4. When a student is charged by federal, state, or local authorities with a violation of outside law, the College will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a judicial body under the Student Code of Conduct, the College may advise off-campus authorities of the existence of the Student Code of Conduct and of

how such matters will be handled internally within the College community. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

SECTION 7: THE JUDICIAL PROCESS

A. Interim Suspension

In certain instances, the Dean of Students, or a designee, may impose a College or residence hall interim suspension.

1. Interim suspension may be imposed for the following reasons:
 - a) to ensure the safety and well-being of members of the College community or preservation of College property,
 - b) to ensure the student's own physical or emotional safety and well-being,
 - c) to prevent a judicial matter from occurring for any other reason, or
 - d) if the student's behavior poses a definite threat of disruption or interference with the normal operations of the College.
2. Interim suspension will be imposed in all instances of physical violence. All involved students (regardless of who was alleged to have started the altercation) will be asked to leave campus immediately and will not be permitted to return to campus until given permission to do so by the Judicial Coordinator (may be limited to specific areas of campus and/or for specific reasons) or until the matter is heard and decided by the Judicial Coordinator or a judicial body. Interim suspension may also be imposed when a student's behavior is deemed overly aggressive or includes threats of violence.
3. During the interim suspension, the student is denied access to all of campus for all reasons, including academic classes and all other College activities or privileges for which the student might otherwise be eligible.

B. Charges and Notification

1. Any member of the College community may file complaints against any student for possible misconduct. Reports should be submitted as soon as possible after the event takes place, preferably within one week.
Communication Information Forms are available from Student Affairs or Residence Life staff members. Reports should be submitted to the Judicial Coordinator.

2. The Judicial Coordinator may conduct a preliminary investigation to collect more information on the report and see if any violations of the Student Code of Conduct may have occurred.
3. The Judicial Coordinator shall present all charges in writing to the accused student and shall inform the student to contact her or him by the date listed on the notification (typically within three (3) but not more than five (5) business days after the student has been notified of the charges) to schedule a hearing. Notification will be sent to the student's campus e-mail address. In addition, the student will be asked to come to the Office of Residence Life and Housing (or the assigned Area Coordinator's office) to sign and pick up the official judicial notification. Should a student fail to pick up the notification of charges within ten (10) business days of the date sent by e-mail, the Judicial Coordinator may schedule the hearing. If the student intentionally fails to appear for a hearing and the Judicial Coordinator has, in good faith, exhausted all reasonable efforts to schedule a hearing, the Judicial Coordinator or judicial body shall conduct a hearing in the student's absence (*in absentia*) and on the basis of the information made available during the course of the investigation and hearing, may make a determination as to whether a violation of the Student Code of Conduct has occurred. The Judicial Coordinator or judicial body may impose a sanction if a violation is believed to have occurred. This decision shall be communicated in writing to the student.

C. Administrative Hearings

1. A time shall be set for a hearing, not less than five (5) nor more than fifteen (15) business days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Judicial Coordinator.
2. Admission of any person other than the accused to the hearing shall be at the discretion of the Judicial Coordinator.
3. An administrative hearing may be conducted by a designated College official, on behalf of the Judicial Coordinator.
4. The Judicial Coordinator or his or her designee may also conduct meetings with individual witnesses, for the purpose of collecting information. If, during this meeting, the Judicial Coordinator is given information which suggests that the witness may have also been involved in the possible violation of the Student Code of Conduct, the Judicial Coordinator may notify the witness of this and stop the witness meeting. If this does occur, the student will then be allowed to go through the Judicial process.
5. During an administrative hearing, the following steps shall occur:

- a) The accused student will be informed about the difference between an administrative and Judicial Board hearing. The accused will have the opportunity to ask any questions about the possible judicial proceedings and their processes and be asked to confirm the choice of conducting one or the other.
 - b) If the accused wishes to move forward with the administrative hearing, the accused will be presented with the basic report and facts of the case.
 - c) The accused will be allowed to present his or her version of the incident being discussed and all facts which the accused believes to be relevant.
 - d) The Judicial Coordinator will have the chance to ask questions, in order to collect all information needed.
 - e) Once all information needed has been collected by the Judicial Coordinator and the accused has been provided the opportunity to share all relevant information, the Judicial Coordinator will review all charges presented to the accused. The accused will have the opportunity to ensure that full understanding of the charges and their meanings is achieved.
 - f) The accused will be provided the opportunity to state the level of responsibility for each charge. The Judicial Coordinator will also discuss his or her thoughts on the accused student's level of responsibility. If the two parties are unable to agree, the Judicial Coordinator will be allowed to send the case to a Judicial Board hearing or to make the final decision, as an appeal is possible.
 - g) If a final decision is made in regard to the accused student's level of responsibility and there are findings of "responsible," the Judicial Coordinator will decide upon and communicate all sanctions being assigned to the accused. The Judicial Coordinator may choose to schedule a follow-up hearing to discuss these sanctions, if the Judicial Coordinator wishes to have more time to decide upon the appropriate sanction. The Judicial Coordinator may also discuss possible sanctions with the accused during the hearing but may choose to send notification of the final sanctions later.
 - h) The accused will be asked to acknowledge receipt of the findings and sanctions (if applicable). This receipt will be done in the form of the signing of a printed letter with all of the relevant information. If the letter is not made available for the accused during the time of the hearing, the accused will be notified via campus e-mail once the letter is ready for signature and collection.
6. If, at any time, the accused wishes to stop the administrative hearing and move to a Judicial Board hearing, the accused may do so. However, once the accused has signed a notification of the findings and sanctions, there is no ability to move to a Judicial Board hearing and only an appeal may be conducted.

7. During the hearing, the Judicial Coordinator may take notes on the statements being made by the accused and the steps conducted during the hearing. These notes are considered to be part of the accused student's judicial record and may be used if the student wishes to move to a Judicial Board hearing.
- D. Judicial Board Hearings
1. A time shall be set for a hearing, not less than five (5) nor more than fifteen (15) business days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Judicial Coordinator.
 2. The Judicial Coordinator may choose to present the case on behalf of the College and complainant(s) if (1) the complainant does not wish to appear before the Judicial Board; (2) the complainant is not a student; (3) there is more than one complainant; (4) the charges are more serious in nature; or (5) it is believed that the Judicial Coordinator will present the case in a more thorough and effective manner. This decision is left to the discretion of the Judicial Coordinator and in these cases, the Judicial Coordinator may still request that the original complainant(s) appear as a witness.
 3. Admission of any person other than the accused, the complainant, the witnesses, the campus advisors, and the Judicial Board members to the hearing shall be at the discretion of the Judicial Coordinator.
 4. In hearings involving more than one accused student, the Judicial Coordinator or chairperson of the Judicial Board may permit the hearings concerning each student to be conducted separately.
 5. The complainant and the accused have the right to be assisted by a campus advisor. The campus advisor must be a current student, faculty or staff member. The complainant and/or the accused is responsible for presenting his or her own case; therefore, campus advisors are not permitted to speak or to participate directly in any hearing before the Judicial Board.
 6. The complainant, the accused, the Judicial Board, and the Judicial Coordinator shall have the privilege of calling witnesses. The complainant, the accused, and the witnesses are subject to the right of questioning by the opposing party, the Judicial Board, and the Judicial Coordinator.
 7. Pertinent records and exhibits may be accepted as evidence for consideration by a Judicial Board at the discretion of the chairperson and Judicial Coordinator.
 8. During a Judicial Board hearing, the accused student shall be:
 - a) afforded the privilege to remain silent and not have that silence taken as admission of responsibility for the violation;
 - b) afforded the privilege to have a campus advisor who does not appear as a witness during a hearing. Advisors are not permitted to speak or to

- participate directly in any hearing before a Judicial Board. In answering a question, the student may seek assistance from the campus advisor;
- c) afforded the privilege to present witnesses of fact and information on her/his behalf;
 - d) informed that any oral or written statements the student may make pertaining to the alleged violation may be presented in any subsequent proceedings;
 - e) afforded the privilege to prepare a written statement concerning the alleged violation(s);
 - f) informed that her/his academic, student conduct, and co-curricular activities record may be presented as a part of any proceeding;
 - g) presumed not in violation until a violation is determined;
 - h) afforded the opportunity to review all evidence against her/him in any proceeding;
 - i) afforded the privilege to question witnesses in any proceedings; and
 - j) afforded the privilege to appeal a decision by the Judicial Board to an Appellate Board (see the Appeals information in this section).
9. All procedural questions are subject to the final decision of the chairperson of the Judicial Board. The chairperson may consult with the Judicial Coordinator on procedural issues, as the chairperson deems necessary.
 10. After the hearing, the Judicial Board shall convene outside the presence of everyone else and determine (by majority vote) whether the student has violated each section of the Student Code of Conduct which she/he has been charged in writing with violating.
 11. The Judicial Board's determination shall be made on the basis of whether it is more likely than not the accused student violated the Student Code of Conduct.
 12. There shall be a single verbatim record, such as an audio recording, of all hearings before a Judicial Board (with the exception of the Judicial Board's conversation of the findings and sanctions after the hearing has finished). The record shall be the property of the College. Parties are not permitted to make their own recordings or remove any pieces of evidence not originally brought by the accused, complainant, and/or witnesses into the hearing room.
 13. In each case in which the Judicial Board determines that a student has violated the Student Code of Conduct, the sanction(s) shall be determined by the Judicial Board and implemented by the Judicial Coordinator. All sanctions are made in the form of a recommendation to the Judicial Coordinator. The Judicial Coordinator has the authority to approve, reject, or modify the recommended sanctions; however, in no case may the Judicial Coordinator impose a sanction more severe than recommended by the Judicial Board. Following the hearing, the Judicial Coordinator shall advise the accused in

writing of the Judicial Board's determination of the findings and of any sanctions imposed (if applicable).

E. Organization/Group/Team Hearings

1. In the case that a student organization or athletic group or team is accused of violating one or more policies listed in the Student Code of Conduct, the organization/group/team may be represented by the organization's president or group/team's captain or another selected member of the organization/group/team in a Judicial Board hearing.
2. All correspondence regarding the charges and notification of the hearing, along with the final decision of the Judicial Board, will be sent to the president and advisor of the organization or captain and coach of the athletic group/team, as are listed in the organization's information on file with the Office of Student Activities or the roster on file with the Athletics department. The Director of Student Activities and Dean of Students or the Director of Athletics and the Vice President for Enrollment Management will also be notified.
3. The Judicial Board hearing will not be open to any other members of the organization/group/team, with the exception of the president/captain or other selected representative for the group (if not the president or captain), that person's organization/group/team advisor or coach, any witnesses, and campus advisors.
4. All other processes and steps listed in the Judicial Board hearing process will be followed as stated.

F. Sexual Misconduct Related Hearings

All judicial proceedings related to sexual misconduct cases are subject to the process outlined in the Sexual Misconduct Policy, as referenced later in the *Student Handbook*.

G. Sanctions

1. The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct.
 - a) Warning - A notice to the student that she or he is violating or has violated institutional policies and/or procedures. A warning can be given verbally or in writing, depending on the nature of the violation.
 - b) Judicial Probation - A written reprimand for violation of specified policies and/or procedures. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions (including expulsion) if the student is found to be violating any institutional policies and/or procedures during the probationary period.

- c) Loss of Privileges or Activity Restriction - Denial of specified privileges for a designated period of time.
- d) Fines - A monetary assessment may be imposed.
- e) Restitution - Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
- f) Discretionary Sanctions - Work assignments, writing assignments, service to the College, counseling/mediation, or other related discretionary assignments.
- g) Academic Sanctions – Requirement of recompletion of the assignment, a new or additional assignment, other work or writing assignments, other related assignments, or other academic sanctions as assigned by the judicial body.
- h) Removal or Reassignment from an Academic Class – Complete removal from an academic class or reassignment to another academic class. Restrictions may also include a ban from registering for other future classes, either with a certain student or faculty member or in a department. Notification of this removal or reassignment will be made to appropriate offices.
- i) Removal from a Student Organization, Group, or Team – Complete removal of a student from a student organization, group, or team. Student may also be banned from joining that organization, group, or team for an established amount of time or permanently and may not be allowed to associate with the organization, group, or team in any manner. Notification of this removal or reassignment will be made to appropriate offices and organization/group/team.
- j) Residence Hall Relocation – Permanent reassignment of the student to another area of the residence hall or another residence hall, along with any adjustment in housing fees. Notification of this relocation will be made to appropriate offices.
- k) Residence Hall Suspension - Separation of the student from the residence halls for a definite period of time, after which the student is eligible to apply for return. Conditions for readmission may be specified. The student may not be reimbursed for any room and board fees lost during the time of suspension. Notification of this suspension will be made to appropriate offices.
- l) Residence Hall Expulsion - Permanent separation of the student from the residence halls. The student may not be reimbursed for any room and board fees lost during the time of expulsion. Notification of this expulsion will be made to appropriate offices.
- m) College Suspension - Separation of the student from the College for a definite period of time, after which the student is eligible to apply for return. Conditions for readmission may be specified. Notification of this

suspension will be made to appropriate offices. The College will not accept any academic credit for coursework completed at other institutions during this time of suspension.

- n) College Expulsion - Permanent separation of the student from the College. Notification of this expulsion will be made to appropriate offices.
- 2. More than one of the sanctions listed above may be imposed for any single violation.
- 3. The following sanctions may be imposed upon organizations, groups, or teams:
 - a) Deactivation - Loss of classification as a student organization, group, or team. Restrictions will be set about when the organization/group/team may reapply for active status.
 - b) Funding – Loss of or a freeze on all funding from the College and/or all rights to fundraise.
 - c) Any sanctions listed in the Sanctions list above.

H. Judicial Holds

The Judicial Coordinator may place a judicial hold on a student's account for the following reasons:

- 1. Failure on behalf of the accused student to respond to a judicial hearing notification.
- 2. Failure on behalf of the accused student to complete the sanction(s) as assigned by the deadline assigned.
- 3. Failure on behalf of any student to provide information necessary for an investigation.
- 4. Wanting to ensure that a thorough investigation is completed and sanctions are assigned, as needed, before an accused person can continue or return as a student.

If a judicial hold is placed on a student's account, the student will be notified by letter sent to the student's campus e-mail. Only the Judicial Coordinator may place judicial holds on accounts or remove holds, or may do so at the request of others associated with the judicial process, as warranted.

The Judicial Coordinator will use two different types of holds. Holds may prohibit students from registering for classes, adding or dropping classes, receiving an official transcript from the College, and graduating from Columbia College, along with other possible restrictions.

I. Appeals

- 1. A decision or sanction may be appealed by an accused student or organization/group/team to an Appellate Board within five (5) business days of notification of the decision. Such appeals shall be in writing and shall be

delivered to the appropriate Judicial Coordinator, unless notified to submit the appeal to another judicial body in the decision letter.

2. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the verbatim record of the initial hearing (if available) and supporting documents for one or more of the following purposes:
 - a. a procedural defect that would very likely impact the outcome;
 - b. newly acquired evidence that was not previously available; or
 - c. the sanction imposed was unduly harsh.The Appellate Board may deny the appeal if it does not address one or more of the above or if it does not believe the appeal is meritorious.
3. If the Appellate Board upholds the appeal, the matter shall be sent back to the Judicial Coordinator or judicial body for a re-hearing if the basis of the Appellate Board's decision is for any of the reasons expressed above. If the Appellate Board determines the decision regarding the accused student was based on insufficient evidence, the judicial body's decision will be withdrawn, the charges will have not been proven and the matter will be at an end. If the Appellate Board determines that sanctions imposed were inappropriate, the matter will be sent back to the Judicial Coordinator or judicial body for reconsideration of the sanction(s) based upon the evidence adduced at the original hearing. Any subsequent appeal of a new hearing will be made to the Board of Trustees through the President of the College. Such appeals must conform to the provisions outlined in Section I, Appeals, numbers 1 and 2, located in this section, and be received within five (5) business days of the decision of the re-hearing judicial body. In such cases, the decision of the Board of Trustees through the President of the College shall be final and binding.
4. If the accused disagrees with the decision of the Appellate Board, the accused may appeal in writing to the Board of Trustees through the President of the College, within five (5) business days of the decision of the Appellate Board, delivering the appeal to the appropriate Judicial Coordinator unless notified to submit the appeal to another judicial body in the decision letter. The appeal must conform to section I, Appeals, numbers 1 and 2, located in this section. In such cases, the decision of the Board of Trustees through the President of the College shall be final and binding.
5. In cases involving appeals by a student accused of violating the Student Code of Conduct, review of the sanctions by the Appellate Board or the Board of Trustees through the President of the College may not result in more severe sanction(s) for the accused student.

SECTION 8: FERPA AND JUDICIAL RECORDS

Other than College expulsion and sanctions relating to sexual misconduct, judicial sanctions shall not be made a part of a student's permanent academic

record, but shall become a part of the student's confidential judicial record. Confidential judicial records will be maintained by the Judicial Coordinator and may be shared on any request for student conduct related information issued to the College with the express permission of the student. If a student has withdrawn permanently from the College or is otherwise permanently disassociated from the institution, and wishes to have judicial actions that did not involve sexual misconduct or result in residence hall expulsion, college suspension, or college expulsion removed from the student's conduct record, the student may request, in writing, to the appropriate Judicial Coordinator that those judicial actions be expunged. The Judicial Coordinator has the sole discretion to grant or deny the request.

The Family Educational Rights and Privacy Act (FERPA) does allow for the right of the College to contact the parent or legal guardian in cases of alcohol and drug misuse for students under the age of 21. If a student is found responsible for an alcohol or drug violation and is under the age of 21, the College may contact the parent or legal guardian of the student, in cases of sanctions resulting in suspension or expulsion from the residence halls and/or College and in any instance when there is a repeated violation of an alcohol or drug policy. The College also reserves the right to contact the parent or legal guardian of a student in any other finding of responsibility for an alcohol or drug policy violation for a student under the age of 21.

SECTION 9: STUDENT RIGHTS AND RESPONSIBILITIES

A Statement of Rights

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

1. The right to organize one's personal life and behavior and to pursue individual activities, including freedom of movement, except when these interfere with the rights of others or violate established College, local, state, and federal laws and policies.
2. The right to freedom from personal force, violence, threats of personal abuse, and harassment, either as individuals or groups within the Columbia College community.
3. The right to be protected from arbitrary or unauthorized search or seizure.
4. The right of privacy of personal information in accordance with local, state, and federal laws.
5. The right to dissent; in other words, to carry on individual or organized activity which expresses grievances held against, or changes desired in society, the College, or both. This activity is carried on within the limits of the democratic process of freedom of speech, assembly, and petition.
6. No student shall be subjected to judicial procedures or found to be responsible of charges made under this Statement without adherence to the procedures outlined in this chapter.

7. The right of the accused to know the charges made against that student; the right to be heard and to state the accused student's version of the events; the right to question witnesses consistent with the appropriate management of the judicial hearing; the preservation of the rights of others to know the content of any other factual bases for the charge; and the right to have the matter resolved by an impartial person or body. In cases of interim suspension, an initial hearing will be conducted by the Judicial Coordinator to review the basis for the decision for the interim suspension.
8. The right of access to the College's judicial system.
9. The right to petition the College for resolution of complaints and to petition the College through the Columbia College Student Government Association for amendments of College procedures and modification of College policy.
10. The opportunity to receive a statement of College policies and procedures.
11. The right to an education including the reasonable and legal use of those services and facilities intended for students' education and development.
12. The right to a campus advisor during a judicial process if the student requests such assistance.

A Statement of Responsibilities

Students at Columbia College, as individuals and in groups, have certain responsibilities which include:

1. The responsibility to observe all duly established College, local, state, and federal laws. Nothing in this Student Code of Conduct can affect in any way the jurisdiction of courts and other civil authorities over any Columbia College student. Membership in the Columbia College community does not mean a privileged or immune status from the law. However, because a student is or has been involved in criminal proceedings is not necessarily sufficient cause for a College judicial hearing.
2. The responsibility to attend all judicial meetings when issued notice to do so. Failure of the accused to appear at a scheduled judicial board meeting without giving notice will result in the hearing taking place without the accused being present.
3. The responsibility to refrain from the use of force against a person or group, the forcible interference with another person's freedom of movement, or personal abuse of another person.
4. The responsibility to preserve the right of privacy of other individuals and groups and to respect the right of property of individuals, groups, the neighboring community, and the College itself.
5. The responsibility to respect the confidentiality of personal information about members of the Columbia College community.
6. The responsibility to refrain from actions which deny other members of the community their rights as described.

The responsibility to participate actively in training and educational opportunities tied to campus leadership roles and/or paid positions.

Other Policies and Procedures

Complaint Process

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

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

Computer Use Policy

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

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

Smoking Policy

The College desires to provide a healthy environment for all students, employees, and visitors to the campus. Effective June 6, 2011, smoking on the Columbia College campus became limited to the following: Inside of a vehicle located in Parking lots A through H (see campus map). In addition, a space behind

Cottingham Theatre has been designated for students to use as an alternative to smoking on the streets around campus.

All smokers are expected to use caution when smoking inside a vehicle located on campus grounds due to the fire hazard involved and to properly dispose of all cigarette butts and other trash. Electronic cigarettes are also subject to the smoking policy. Other tobacco products are also prohibited outside of the assigned areas for smoking (i.e. chewing tobacco). All smoking devices (i.e. pipes and hookahs) are strictly prohibited on campus. Persons found to be violating the College's smoking and tobacco policy can be cited by the Columbia College Police Department (citations range from \$5 - \$25). Repeat violations involving students will be handled by the Judicial Board. This policy applies to all Columbia College students, faculty, staff and other persons on the campus (i.e. guests, visitors, contractors, and vendors). It is the responsibility of all members of the Columbia College community to uphold the College's smoking policy.

Confidentiality of Student Records

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

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

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

Relationships between Students and Faculty/Staff

Amorous relationships between faculty/staff members and students are strictly prohibited except in the case of relationships that pre-date a student's enrollment at the college. Both parties are responsible for reporting this type of relationship to either the Provost or the Director of Human Resources. If necessary, arrangements will be made to mitigate a conflict that may prove detrimental to the college. Violation of this policy may result in discipline.

Sexual Misconduct Policy & Procedures

I. INTRODUCTION

Columbia College is a learning environment fostering common standards of conduct and a commitment to its institutional mission. Sexual Misconduct, including Sexual and Gender-Based Harassment, Sexual Assault, Relationship Violence, and Sexual Exploitation is prohibited by Title IX. In addition to being a violation of federal and state law, Sexual Misconduct interferes with the mission of Columbia College by endangering the physical, mental, and emotional safety of community members, disrupting the academic progress of survivors as they recover, and flagrantly violating the community of trust. The Board of Trustees, faculty, staff, and students who comprise the Columbia College community will not tolerate Sexual Misconduct. Columbia College prohibits all forms of Sexual Misconduct, including but not limited to Sexual and Gender-Based Harassment, Sexual Assault, Stalking and Relationship Violence, whether perpetrated by a stranger or acquaintance, whether occurring on or off campus, and whether directed against a member of the Columbia College community or someone outside the Columbia College community (“Prohibited Conduct”).

College students are especially vulnerable to Sexual Misconduct. Unfortunately, acts of Sexual Misconduct are vastly underreported. Sexual Misconduct can occur in any relationship regardless of gender. Survivors can suffer profound and long-lasting changes in their lives that affect them socially, academically, and developmentally, including post-traumatic stress disorder, abuse of alcohol and drugs, and contemplated suicide.¹ Quick access to services can reduce the long-term impact of sexual trauma. If you are a survivor of Sexual Misconduct, no matter when the Sexual Misconduct occurred, please reach out to the resources provided at Columbia College or the additional resources noted in this policy so you can get the support you deserve.

All members of the Columbia College community play a role in building a safe and just educational environment by:

- Modeling healthy and respectful behavior in personal and professional relationships;
- Increasing personal awareness of what constitutes Sexual Misconduct;
- Speaking out against behavior that encourages Sexual Misconduct or discourages reporting;

- Developing the necessary skills to be an effective and supportive ally to survivors of Sexual Misconduct;
- Intervening in situations that can lead to Sexual Misconduct and related misbehavior; and
- Interrupting an incident of Sexual Misconduct if it is safe to do so.

If you or someone you know has experienced Sexual Misconduct, you are not alone. Anyone can be a victim of Sexual Misconduct.

- 24 people per minute are victims of rape, physical violence, or stalking by an intimate partner in the U.S. (12 million women and men in one year).²
- 1 in 4 women and 1 in 7 men have experienced severe physical violence by an intimate partner.²
- 3 in 10 women and more than 1 in 4 men in the U.S. have experienced rape, physical violence, and/or stalking by an intimate partner at some point in their lifetime.²
- In 78% of assaults, the perpetrator is someone that the victim knows (relative, partner, or acquaintance/friend).³
- 80% of female rape victims are under the age of 25.³

II. WHAT TO DO

A. If you have been assaulted:

- i. Exit the situation and seek safety. If needed, call the police to assist by dialing the Columbia College Police Department (CCPD) at 803-786-3333 or dialing 911.
- ii. Seek prompt medical attention, preferably at Palmetto Richland Hospital or the closest hospital to you if you are outside of the Columbia area. It is essential that survivors of sexual assault receive medical treatment and support as soon as possible. The sooner a sexual assault is reported, the easier it is to collect valuable evidence, regardless of desire to use the evidence to pursue any type of legal or judicial action. There will be no charge for the evidence collection process. The survivor will be met by a confidential advocate.
- iii. Evidence collection is most effective within 72 hours. To facilitate evidence collection, the survivor:
 1. Should not bathe or douche;
 2. Should not urinate;
 3. Should not drink any liquids;

4. If oral contact has occurred, the victim should not smoke, eat or brush teeth, and;
5. The survivor should not change clothes. If clothes have been changed, soiled clothes should be placed in a paper bag (plastic destroys crucial evidence), separating items to prevent contamination.

B. If you have been harassed:

- i.** Exit the situation and seek safety. If needed, call the police to assist by dialing the Columbia College Police Department (CCPD) at 803-786-3333 or by dialing 911.
- ii.** 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.

III. TO WHOM THIS POLICY APPLIES

This policy applies to students who are registered or enrolled for credit – or non-credit – bearing coursework (“Students”); Columbia College employees, consisting of full-time and part-time faculty, and College staff (“Employees”); the Board of Trustees; and contractors, vendors, visitors, guests or other third parties within Columbia College’s control (“Third Parties”). This policy pertains to acts of Prohibited Conduct committed by or against Students, Employees; the Board of Trustees and Third Parties.

IV. APPLICABLE PROCEDURES UNDER THIS POLICY

The procedures referenced below provide for prompt and equitable response to reports of Prohibited Conduct. The procedures designate specific timeframes for major stages of the process and provide for thorough and impartial investigations that afford all parties notice and an opportunity to present witnesses and evidence and to view the information that will be used in determining whether a policy violation has occurred. Columbia College applies the Preponderance of the Evidence standard when determining whether this policy has been violated. “Preponderance of the Evidence” means that it is more likely than not that a policy violation occurred. Complainant means the individual who is reporting they were a victim of Prohibited Conduct. Respondent means the individual who allegedly committed the Prohibited Conduct.

A Student or Employee determined by Columbia College to have committed an act

of Prohibited Conduct is subject to disciplinary action, up to and including separation from the College. Trustees determined to have committed an act of Prohibited Conduct are subject to removal from the Board of Trustees. Third Parties who commit Prohibited Conduct may have their relationship with the College terminated and/or their privilege of being on College premises withdrawn.

A. WHERE THE RESPONDENT IS A STUDENT, EMPLOYEE OR TRUSTEE

The Procedures for reports of Prohibited Conduct committed by Students, Employees or Trustees follow this document in both the Student and Employee Handbooks.

B. PROCEDURES FOR REPORTS OF PROHIBITED CONDUCT COMMITTED BY THIRD PARTIES

Columbia College's ability to take appropriate corrective action against a Third Party will be determined by the nature of the relationship of the Third Party to the College. The Title IX Coordinator will determine the appropriate manner of resolution consistent with the College's commitment to a prompt and equitable process consistent with federal law, federal guidance, and this policy.

V. PREVENTION EDUCATION, TRAINING, AND NOTIFICATION

The core of Columbia College's response to Sexual Misconduct is through proactive education and training, with emphasis on prevention. Our response is designed to collect and disseminate information about Sexual Misconduct, promote open discussion, encourage reporting, and provide information and training about prevention to faculty, staff, and students. The College will:

1. Provide prevention programs on topics related to Sexual Misconduct;
2. Provide information to all students regarding our Sexual Misconduct Policy and reporting requirements twice a year;
3. Train all College employees on Sexual Misconduct and reporting;
4. Train student staff, such as resident assistants, orientation leaders, and student success leaders on their role as responsible employees of the College regarding Sexual Misconduct;

5. Discuss the topic of Sexual Misconduct and the College's expectations for an environment free of Sexual Misconduct during first year fall orientation; and
6. Distribute Sexual Misconduct awareness materials and flyers with information about where to go for help in several high-traffic areas twice a semester.

V. PROHIBITED CONDUCT

Columbia College prohibits all forms of Sexual Misconduct, including but not limited to, Sexual and Gender-Based Harassment, Sexual Assault, Stalking and Relationship Violence, whether perpetrated by a stranger or acquaintance, whether occurring on or off campus, and whether directed against a member of the Columbia College community or someone outside the Columbia College community. Such conduct by a Columbia College Student, Employee, Trustee or Third Party is a violation of Columbia College policy, and in certain cases, may also be a criminal violation.

Columbia College does not limit its ability to respond to inappropriate sexual conduct and forms of Sexual Misconduct that may not be specifically described in this policy or that does not constitute criminal conduct. None of the definitions below may be read to inhibit Columbia College's ability to address any incident or conduct that it reasonably deems to constitute Sexual Misconduct or that creates a discriminatory environment.

A. DEFINITIONS

1. **SEXUAL MISCONDUCT** is a broad term that encompasses a range of behaviors including all forms of sexual harassment, including sexual assault, as well as other forms of misconduct or violence of a sexual nature, including, without limitation, relationship violence, stalking, and sexual exploitation. Sexual Misconduct can occur between individuals who know each other, have an established relationship, have previously engaged in consensual sexual activity, or between individuals who do not know each other. Sexual Misconduct can be committed by persons of any gender identity, and it can occur between people of the same or different sex.
2. **SEXUAL AND GENDER-BASED HARASSMENT** is unwanted or offensive sexual behavior that has the purpose or effect of creating a hostile or stressful living, learning, or working environment, or

whenever toleration of such conduct or rejection of it is the basis for a personnel or academic decision affecting an individual. Examples of behavior that may constitute sexual harassment include, but are not limited to, sexual advances, any form of retaliation or threat of retaliation against an individual who rejects such advances, sexual epithets, jokes or comments, comments or inquiries about an individual's body or sexual experiences, unwelcome leering, whistling, brushing against the body, sexual gestures, or displaying sexually suggestive images.

Sexual harassment includes any conduct or incident that is sufficiently serious that it is likely to limit or deny a student's ability to participate in or benefit from Columbia College's educational programs, which may include a single incident of sexual assault or other serious Sexual Misconduct.

3. **SEXUAL ASSAULT** is any sexual penetration or sexual contact with another individual without consent.
4. **CONSENT** is defined as words or actions that clearly indicate voluntary agreement to engage in sexual activity. Consent is always freely informed and actively given. Silence or lack of resistance does not imply consent. Consent must be ongoing, and it may be withdrawn at any time. Consent for one sexual act does not imply consent for any subsequent sexual activity. Consent may never be obtained through use of coercion, intimidation, force, or threats.

Consent cannot be obtained from an individual who is incapable of giving consent because the person:

1. Has a mental, intellectual, or physical disability; or
 2. Is under the legal age to give consent (In South Carolina the legal age of statutory consent is 16. However, individuals as young as 14 years old are able to consent to have sex with a partner who is 18 years old or younger.); or
 3. Is asleep, "blacked out," unconscious, or physically helpless; or
 4. Is incapacitated, including through the consumption of alcohol or drugs.
5. **INCAPACITATION** is the inability to make informed, rational judgments and decisions. If alcohol or drugs are involved, incapacitation

may be measured by evaluating how the substance affects a person's decision-making capacity, awareness, and ability to make informed judgments. The impact of alcohol and drugs varies from person to person; however, warning signs of possible incapacitation include slurred speech, unsteady gait, impaired coordination, inability to perform personal tasks such as undressing, inability to maintain eye contact, vomiting, and emotional volatility.

6. **COERCION** is to force a person to act based on fear of harm to self or others. Means of coercion may include, but are not limited to, pressure, threats, emotional intimidation, or the use of physical force.
7. **SEXUAL CONTACT** includes intentional contact with the intimate parts of another person, causing another person to touch one's intimate parts, or disrobing or exposure of another person without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.
8. **SEXUAL PENETRATION** includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.
9. **SEXUAL EXPLOITATION** means taking sexual advantage of another person and includes, without limitation: indecent exposure; causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over him or her; causing the prostitution of another person; recording, photographing, or transmitting images of private sexual activity and/or the intimate parts of another person without consent; observing or allowing third parties to observe private sexual acts or otherwise violating a person's sexual privacy without consent; and knowingly or recklessly exposing another person to a significant risk of sexually transmitted infection.
10. **RELATIONSHIP VIOLENCE** (also known as *Dating Violence* or *Domestic Violence*) is a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other partner. Relationship violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. Relationship violence is violence committed by a person

who is or has been in a social relationship of a romantic or intimate nature with the victim, where the existence of such a relationship is determined based on the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

11. STALKING is engaging in a course of behavior directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Generally, stalking involves a course of conduct which is defined as two or more acts including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Examples include but are not limited to: following a person; appearing at a person's home, class or work; making frequent phone calls, emails, text messages, etc.; continuing to contact a person after receiving requests not to; leaving written messages, objects or unwanted gifts; vandalizing a person's property; and threatening, intimidating or intrusive behavior.

B. RETALIATION

It is a violation of this policy to engage in any form of retaliation or intimidation in connection with complaints of sexual harassment, misconduct, or assault. Any Student, Employee, Trustee or Third Party engaging in any such retaliation or intimidation may be found responsible for a conduct violation. Any such acts of retaliation or intimidation should be promptly reported to the Title IX Coordinator. This policy and related processes may also apply to any allegation that a Student, Employee, Trustee or Third Party has attempted to prevent an individual from reporting Prohibited Conduct or has engaged in any acts of intimidation or reprisal with respect to any reported Prohibited Conduct.

VI. CONFIDENTIAL RESOURCES & FOLLOW-UP AND RECOVERY SERVICES FOR SURVIVORS

Follow-up support and counseling is of significant benefit to a survivor of Sexual Misconduct. The counseling may begin at any time after an incident, from hours to years. On campus and off campus counseling and other services are available to a survivor, whether or not the crime is reported or prosecuted.

Confidential On-Campus Resources

If you would like to talk with someone at the College confidentially about an assault or harassment, please see one of our three confidential employees. **Information shared to other College employees outside of the three individuals listed below will have to be reported to the College's Title IX Coordinator.**

Tammy Ritchie, Victim Advocate: 803-786-3379 (office) or 803-461-5542 (24-hour cell)

Mimi Meriwether, Director of Counseling Services: 803-786-3603

Rev. Roy Mitchell, Chaplain: 803-786-3177

Off-Campus Resources

Police: 911

Palmetto Health Richland Hospital Emergency Room: 803-434-7000
A Sexual Assault Nurse Examiner (SANE) is available at this location.

Sexual Trauma Services of the Midlands: 803-771-7273 (24 hour hotline)
Free and confidential off-campus counseling

VII. AMNESTY CONSIDERATION

If a survivor of a crime is suspected of having used alcohol and/or drugs, amnesty will be extended to the survivor and any person(s) seeking assistance on behalf of the survivor. Amnesty means a person will be exempt from sanctioning through the Student Conduct process regarding the College's alcohol and drug policies. Prosecution of individuals under federal, state, or local laws would be at the discretion of appropriate officials of the applicable jurisdiction.

VIII. CRIMINAL PROCEEDINGS

If the incident occurred on campus and you wish to pursue criminal charges, please contact the **Columbia College Police Department (CCPD) at 803-786-3333**. If the

incident occurred off-campus, CCPD can assist you with contacting the proper authorities. Because Prohibited Conduct may constitute both a violation of College policy and criminal activity, the College encourages students to report alleged Sexual Misconduct promptly to local law enforcement agencies. Criminal investigations may be useful in gathering relevant evidence, particularly forensic evidence. For purposes of this policy, criminal investigations or reports are not determinative of whether Sexual Misconduct has occurred. In other words, conduct may constitute Sexual Misconduct under this policy even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to prosecute.

The filing of a complaint of Prohibited Conduct under this policy is independent of any criminal investigation or proceeding, and (except that the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence) the College will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and take interim measures to protect the Complainant and the College community, if necessary.

Disclosure of Sexual Misconduct by or about a Complainant who is under the age of 18 must be reported to the Richland County Department of Social Services at (803) 714-7300.

IX. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION

All Columbia College community members are expected to provide truthful information in any report or proceeding under this policy. Submitting or providing false or misleading information in bad faith or with a view to personal gain or intentional harm to another in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under the Columbia College Honor Code, the disciplinary action under the applicable Employee disciplinary policy, or the Board of Trustees bylaws. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

PROCEDURES FOR REPORTS OF PROHIBITED CONDUCT

I. INTRODUCTION

These are the procedures Columbia College follows when it receives a report alleging Prohibited Conduct. The College uses these procedures to investigate and adjudicate

any such allegation and to impose disciplinary sanctions against Students, Employees or Trustees found responsible for violating the Sexual Misconduct Policy (“Policy”).

II. REPORTING THE INCIDENT TO COLUMBIA COLLEGE

Columbia College urges anyone who becomes aware of an incident of Prohibited Conduct involving a Student, Employee or Trustee to immediately report the incident to the College Title IX Coordinator.

Title IX Coordinator:

Name: Dr. Robin Rosenthal

Office Location: Wil Lou Gray, Room 103

Telephone Number: 803-786-3142 (during business hours) and 803-402-6650 (in the evenings and on the weekend)

There is no time limit to notify the College of an incident of Prohibited Conduct; however, Complainants (an individual who is reporting they were a victim of Prohibited Conduct) are encouraged to report allegations of Prohibited Conduct immediately in order to maximize the College’s ability to obtain evidence and conduct a thorough, impartial, and reliable investigation. The College only has jurisdiction over enrolled students and current faculty or staff members. A delay in filing a complaint may compromise the subsequent investigation, particularly if neither the Complainant nor the Respondent (the individual who allegedly committed Prohibited Conduct) is enrolled as a student or employed by the College at the time the complaint is filed.

All cases of reported Prohibited Conduct are held in confidence to the extent possible subject to the College’s need to properly investigate allegations of Prohibited Conduct. Reporting Prohibited Conduct does not in any way obligate an individual to pursue legal or institutional disciplinary action; however, Columbia College has the right to pursue disciplinary action at its discretion when there could be a threat to the campus community. If the survivor chooses to report and pursue criminal charges against an alleged assailant, Columbia College will support and comply with the criminal justice process.

According to the Clery Act, there may be instances when a timely warning must be issued to the entire campus. Also, the College must submit an annual Crime and Fire Safety report with data regarding the number of sexual assault or harassment incidents that have occurred on our campus. A survivor’s name will not be disclosed by Columbia College in either of these incidents.

III. INTAKE MEETING WITH TITLE IX COORDINATOR

The Title IX Coordinator is appointed by the President of the College to ensure the school is compliant with Title IX, coordinate the investigation and disciplinary process, and look for patterns of systematic problems with compliance to ensure the College fulfills all federal obligations. Upon receipt of notice of any allegation of Prohibited Conduct, the Title IX Coordinator will schedule an individual intake meeting with the Complainant in order to provide the Complainant with a general understanding of the College's Sexual Misconduct Policy and to identify forms of support or immediate interventions available to the Complainant. The intake meeting may also involve a discussion of any immediate accommodations that may be appropriate concerning the Complainant's academic, College housing, and/or College employment arrangements. Below are interim measures that may be taken:

- A No Contact Order;
- Academic scheduling or class modifications;
- A change or modification to residence hall;
- On-campus employment change or work schedule modifications;
- Assistance with extra-curriculars, organizations, activities, etc.;
- Police escort to vehicle;
- A thorough, impartial, and timely investigation; and
- Other accommodations as needed.

IV. RESOLUTION

A. COMPLAINANT WISHES TO PURSUE A RESOLUTION

When a Complainant wishes to pursue a resolution, the Title IX Coordinator will determine the name of the Respondent and the date, location and nature of the alleged Prohibited Conduct, and will schedule an individual intake meeting with the Respondent in order to provide the Respondent with a general understanding of the Sexual Misconduct Policy and to identify forms of support and/or immediate interventions. The Title IX Coordinator will also forward a formal complaint to the assigned Title IX Investigator(s), which will include the name of the Complainant and Respondent and the date, location and nature of the alleged Prohibited Conduct. Both the Complainant and the Respondent may inform the Title IX Coordinator of potential conflicts of interest with the assigned investigators or hearing board members.

B. COMPLAINANT DOES NOT WISH TO PURSUE RESOLUTION OR REQUESTS CONFIDENTIALITY

If a Complainant is reluctant to participate in the investigative process, the College will make every attempt to follow the wishes of the Complainant, while

weighing the interests of the campus community and the possibility of a continuing threat. If the Complainant does not want to participate in the investigative process, but has no aversion to the College pursuing a resolution with respect to the named Respondent, the College will proceed with the investigation to the extent possible. If the Complainant does not want the College to pursue the report in any respect, the College may investigate further if there is reason to believe that a significant continuing threat to the campus community exists. The following factors will guide the College in its decision to proceed with an investigation:

- (1) The seriousness of the alleged conduct;
- (2) The Complainant's age;
- (3) Whether there have been other conduct complaints about the same individual; and
- (4) The Respondent's right to receive information about the allegations if the information is maintained by the school as an "education record" under FERPA.

Disclosure of Sexual Misconduct by or about a Complainant who is under the age of 18 must be reported to the Richland County Department of Social Services at (803) 714-7300.

C. ANONYMOUS OR THIRD PARTY REPORTING OF PROHIBITED CONDUCT

If a report is made anonymously or by a third party (e.g. not the Complainant or Respondent), the Title IX Coordinator will inquire, gather, and review information about the reported Prohibited Conduct and will evaluate the accuracy, credibility, and sufficiency of the information. Anonymous reporters should provide as much information as possible. Incidents reported by anonymous or third parties will not be forwarded to an Investigator unless there is reasonable cause to believe the Policy has been violated. Reasonable cause is defined as some credible information to support each element of the offense, even if that information is merely a credible witness or Complainant statement.

When an initial report of Prohibited Conduct is reported anonymously or by a third party and the identity of the victim is not available, the Investigator will investigate the reported incident to the fullest extent of the information available. Unsupported allegations that lack reasonable cause will not be forwarded to the Title IX Hearing Board.

D. INVESTIGATION

After the Complainant and Respondent meet with the Title IX Coordinator, the Title IX Investigator(s) (Columbia College faculty or staff members) will

conduct a thorough, reliable, and impartial investigation of the reported incident. The investigation includes interviewing the Complainant and Respondent, interviewing witnesses, collecting evidence, and creating timelines. The Investigator(s) shall draft a comprehensive report that includes witness statements, electronic or other records of communications between the parties or witnesses (via voice-mail, text message, email and social media sites), photographs (including those stored on computers and smartphones), and medical records (subject to the consent of the applicable party).

If the Complainant or Respondent believes there is a conflict of interest with one of the Investigators, they must notify the Title IX Coordinator. An investigation should begin within one week of receipt of the initial report.

At the conclusion of the investigation, the matter will be referred to the Title IX Hearing Board. A hold may be placed on the Student Respondent's account that would prevent the Respondent from receiving her transcript until a decision has been rendered from the Title IX Hearing Board. The Complainant and Respondent will be given a copy of the Investigator's report.

The Title IX investigation and hearing should be completed in a timely manner. Every effort will be made to complete the investigation and hearing within 60 days while balancing the interest of fairness to all parties.

E. IF RESPONDENT ADMITS RESPONSIBILITY

In the event the Respondent admits responsibility of a violation under the Policy, appropriate Board will decide the sanction (see subsection IV(K)).

F. PRE-HEARING PROCEDURES

a. NOTICE LETTER: The Title IX Coordinator shall present all charges in writing to the Complainant and Respondent and promptly schedule a hearing after the Complainant and Respondent have been notified of the charges. Maximum time limits for scheduling of hearings may be extended at the discretion of the Title IX Coordinator. The Complainant and Respondent will be called and asked to come to the Title IX Coordinator's Office to sign and pick up the Notice Letter. The Notice Letter will include the names of the Title IX Hearing Board members assigned to their case. If the Complainant or Respondent believes there is a conflict of interest with any of the Hearing Board Members, they must notify the Title IX Coordinator.

b. ATTENDANCE AT HEARING: If the Respondent and/or Complainant fail(s) to appear for a hearing and the Title IX Coordinator has, in good

faith, exhausted all reasonable efforts to notify the Respondent and/or Complainant, the Title IX Hearing Board shall conduct a hearing in the Respondent's and/or Complainant's absence on the basis of the information made available during the course of the investigation. Parties are responsible for organizing the attendance of their witnesses. The College will allow release time from work and/or class for appearance at the hearing.

- c. TITLE IX HEARING BOARD CHAIR:** The Title IX Hearing Board Chair (“Chairperson”) is a non-voting member of the Title IX Hearing Board. The Chairperson is responsible for resolving all procedural issues and maintaining the fairness of the hearing by ensuring that the Hearing Board receives all relevant evidence necessary to make its determination. The Chairperson is also responsible for drafting the Outcome Letter (discussed further in subsection IV(I)) at the conclusion of the hearing.
- d. PRE-HEARING SUBMISSIONS:** Prior to the Hearing, the parties will provide the Chairperson with a list of witnesses they propose to call, copies of documents and a description of any other information they propose to present at the hearing on or before a date set by the Chairperson.
- e. PRE-HEARING MEETING:** The Chairperson will schedule a prehearing meeting prior to the hearing date. At the meeting, the Chairperson will review hearing procedures with the parties, separately or jointly, at the discretion of the Chairperson. The Chairperson will also review the complaint of alleged Prohibited Conduct and review the parties' respective lists of proposed witnesses to assist them in eliminating redundant information. Thereafter, the Investigator's report will be provided to the Hearing Board in advance of the hearing.
- f. TITLE IX HEARING BOARD:** The Title IX Hearing Board is responsible for:
 - i. Hearing all evidence presented;
 - ii. Making a determination of whether a violation of the Sexual Misconduct Policy has occurred;
 - iii. If a violation is determined to have been committed by a Student Respondent, imposing a sanction; and
 - iv. Communicating its findings in writing to the Complainant and Respondent via an Outcome Letter.

G. TITLE IX HEARING PROCEDURES

- a.** Hearings shall be conducted by the Title IX Hearing Board according to the following guidelines:
- b.** All hearings will be conducted in a manner that is fair to all parties.
- c.** The Respondent is presumed not in violation of the Policy until a violation is determined by the Title IX Hearing Board.
- d.** Hearings shall be conducted in private, and arrangements can be made so the Complainant and Respondent are not in the hearing room at the same time.
- e.** Cases involving more than one Respondent will be conducted at the same time. Cases involving more than one Complainant may be consolidated into one hearing at the discretion of the Chairperson. The decision to consolidate will be governed by the relevancy of the evidence and the fairness to both parties.
- f.** The Complainant and the Respondent both have the right to be assisted by an advisor of their choosing, who does not appear as a witness during the hearing. Both parties are responsible for presenting her own case; therefore, advisors are not permitted to speak or to participate directly in any part of the hearing. In answering a question, the Complainant or Respondent may seek assistance from the advisor. Advisors may be asked to leave the hearing room if they are disruptive or cause an unreasonable delay in the conduct of the hearing.
- g.** Admission to the hearing of any person(s) other than the Respondent or Complainant, along with their respective advisor, shall be at the discretion of the Chairperson.
- h.** All procedural questions are subject to the final decision of the Chairperson. The Chairperson may consult with the Title IX Coordinator on procedural issues as the Chairperson deems necessary.
- i.** All evidence presented at the hearing, whether through live testimony or writings and exhibits, must be relevant. The Chairperson has the discretion to decide what evidence is admitted and excluded. Evidence of either party's prior sexual history will not be permitted at the hearing unless it is relevant to the complaint. Evidence of consent on a prior occasion is not evidence of consent in a subsequent occasion.

- j. The Complainant, the Respondent, and the Chairperson shall have the privilege of calling and questioning witnesses, including those presented by the opposing party. Efforts should be made not to call witnesses who present redundant testimony.
 - k. The parties will be given an equal opportunity to present relevant witnesses and other evidence. This includes the following:
 - i. The privilege to remain silent;
 - ii. The privilege to present relevant witnesses of fact and information on her/his behalf;
 - iii. The privilege to be informed that any oral or written statements they may make pertaining to the alleged violation may be presented in any subsequent proceedings;
 - iv. The privilege to prepare a written statement concerning the alleged violation(s);
 - v. The opportunity to review all evidence, statements, and the investigative report;
 - vi. The privilege to question the other party, witnesses and the Title IX Investigators through the Chairperson; and
 - vii. The privilege to appeal a decision by the Title IX Hearing Board (See Item H: Appeals).

H. DELIBERATIONS: After the hearing, the Title IX Hearing Board shall convene outside the presence of everyone else and determine by a unanimous vote whether the Respondent has violated the Policy, which he or she has been charged in writing with violating.

I. STANDARD OF PROOF: The Department of Education's Office of Civil Rights has interpreted Title IX to require schools to evaluate evidence of alleged Prohibited Conduct under a "preponderance of the evidence" standard and that is the standard adopted by this Policy. A preponderance of the evidence means that the information shows that it is "more likely than not" that the Respondent violated this Policy. In the context of a hearing hereunder, the Respondent will be found to be responsible for the alleged Prohibited Conduct if the Panel, by a unanimous vote, concludes that such Prohibited Conduct more likely than not occurred based upon careful review of all information presented.

J. RECORD OF HEARING: There shall be a single verbatim record, such as an audio recording, of all hearings before the Title IX Hearing Board. The record shall

be the property of the College. Parties are not permitted to make their own recordings.

K. SANCTIONS

a. WHERE THE RESPONDENT IS A STUDENT

Prior to considering sanction, both parties will have an opportunity to address the hearing panel, via either a victim impact statement or a mitigation statement. The Title IX Hearing Board is required to consider suspending or expelling any person found responsible for violating the Sexual Misconduct Policy and removing them from the residence hall if the student lives on campus. Such suspension/expulsion sanctions will be reflected on the student's transcript as "disciplinary suspension" or "disciplinary expulsion." However, the Title IX Hearing Board may impose any other sanction(s) that it finds to be fair and proportionate to the violation(s) and the attending circumstances. Matters that may be considered when deciding on the appropriate sanction include:

1. The record of past violations of any College policy, as well as the nature and severity of such past violations;
2. The acknowledgment of wrongdoing by and the commitment of the Respondent to conform her/his conduct to acceptable standards in the future;
3. If the Respondent poses a continuing risk to the Complainant and/or College community;
4. The impact on the Complainant;
5. The impact on the College community; and
6. The severity or pervasiveness of the violation.

Sanctions imposed by the Title IX Hearing Board are not final until the resolution of any timely appeal of the decision. If advisable to protect the welfare of the Complainant or the College community, the Title IX Hearing Board may determine that any probation, suspension, or expulsion be temporarily enforced and continue in effect until such time as the appeal process ends or the time for appeal expires.

b. WHERE THE RESPONDENT IS AN EMPLOYEE

The Employee Grievance Board will determine the sanction when an Employee is found to be in violation of this Policy. The Chairperson shall forward the Outcome Letter (discussed in subsection H) to the Grievance Board within three days of the conclusion of the hearing. The Grievance Board shall convene a hearing within two days of receiving the Outcome Letter. Prior to considering

sanction, both parties will have an opportunity to address the Grievance Board, via either a victim impact statement or a mitigation statement. In addition to the factors outlined in subsection IV(K)(1), the Grievance Board will be governed by Title VII and any applicable contractual provisions. The Grievance Board will then draft a written statement of sanctions imposed, which it will forward to the Complainant and Respondent.

c. WHERE THE RESPONDENT IS A TRUSTEE

The Board of Trustees will determine the sanction when a Trustee is found to be in violation of this Policy. The Chairperson shall forward the Outcome Letter (discussed in the following subsection) to the Board of Trustees within three days of the conclusion of the hearing. The Board of Trustees shall convene a hearing within two days of receiving the Outcome Letter. Prior to considering sanction, both parties will have an opportunity to address the Board of Trustees, via either a victim impact statement or a mitigation statement. In addition to the factors outlined in subsection IV(K)(1), the Board of Trustees will be governed by the Columbia College Bylaws. The Board will then draft a written statement of sanctions imposed, which it will forward to the Complainant and Respondent.

L. NOTIFICATION REGARDING TITLE IX HEARING BOARD DECISION

The Complainant and Respondent (and the applicable Boards as referenced in subsection IV (G)) will be notified in writing of the outcome of the Title IX hearing via an Outcome Letter. The Outcome Letter will provide the Respondent's name; the violations of this Policy for which the Respondent was found responsible, if any; any essential findings supporting the Panel's decision on the issue of responsibility; and in the case of a Student Respondent, the sanction imposed, if any.

The Respondent and Complainant will be asked to pick up and sign for the Outcome Letter from the Title IX Coordinator's Office. Information for the appeals process will be included in both parties' letter. The College will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the re-disclosure of information related to the outcome of the proceeding.

M. APPEALS

1. A decision or sanction may be appealed by the Student Respondent or Student Complainant within five business days of the date of the Outcome

Letter. Such appeals shall be in writing and shall be delivered to the Title IX Coordinator, who will forward the appeal to the President for consideration. The President may refer the appeal to the Board of Trustees of the College, as set forth in the Columbia College Bylaws.

2. An appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - a. A procedural defect that would very likely impact the outcome;
 - b. Newly acquired evidence that was not previously available; and
 - c. The sanction imposed was unduly harsh.

V. FERPA AND TITLE IX

According to the Department of Education's 2001 Guidance, FERPA (The Family Educational Rights and Privacy Act) permits a school to disclose to the Complainant student information about the sanction imposed upon the Respondent(s) who were found to have engaged in Prohibited Conduct when the sanction directly relates to the Complainant. This includes an order that the Respondent stay away from the Complainant or that the Respondent is prohibited from attending school for a period of time or transferred to other classes or another residence hall.

Sexual Misconduct Policy & Procedures End Notes

1. Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts, April 4, 2011.
2. National Intimate Partner & Sexual Violence Survey, 2010.
3. U.S. Department of Justice. National Crime Victimization Survey, 2005-2010.

Student Services

Graduate Student Advisory Council

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

the purpose of the GSAC is as follows:

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

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

Emergency Phone Numbers (on campus)

Campus Police emergency line: Extension 3333 (803.786.3333)

Campus Police non-emergency: Extension 3343 (803.786.3343)

In case of medical emergency, dial **9-911**

then notify Campus Police at Extension 3333 (803-786-3333)

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