

**Columbia College Bulletin
Online Programs
2016-2017**

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The purpose of this Bulletin is to provide a general description of Columbia College and its various academic units and to provide detailed information regarding the undergraduate curricula offered. Inasmuch as the educational process necessitates change, the information and educational requirements in this Bulletin represent a flexible program that may be altered where such alterations are thought to be in the mutual interests of the College and its students. The provisions of the Bulletin do not constitute any offer of a contract that may be accepted by students through registration and enrollment in the College. The College reserves the right to change without notice any fee, provision, offering or requirement in this Bulletin and to determine whether a student has satisfactorily met its requirements for admission or graduation

All academic units establish certain academic requirements that must be met before a degree is granted. Advisors, program coordinators, and the provost are available to help the student understand and meet these requirements, but the student is responsible for fulfilling them. If, at the end of a student’s course of study, the requirements for graduation have not been met, the degree will not be granted. For this reason, it is important for each student to acquaint herself with all

academic requirements throughout her/his college career and to be responsible for completing all such requirements within prescribed deadlines and time limits.

Academic Calendar

Courses are taught in five-week modules. There are one-week breaks in July/August and December. A term is a set of five consecutive modules.

Module dates:

Name/Month	Start Date	Add/Drop Ends at Noon	Last Day to Withdraw without Academic Penalty	End Date
August 2016	August 1, 2016	August 3, 2016	August 19, 2016	September 4, 2016
September 2016	September 5, 2016	September 7, 2016	September 23, 2016	October 9, 2016
October 2016	October 10, 2016	October 12, 2016	October 28, 2016	November 13, 2016
November 2016	November 14, 2016	November 16, 2016	December 2, 2016	December 18, 2016
BREAK	December 19 to December 25, 2016			
December 2016	December 26, 2016	December 28, 2016	January 13, 2017	January 29, 2017
February 2017	January 30, 2017	February 1, 2017	February 17, 2017	March 5, 2017
March 2017	March 6, 2017	March 8, 2017	March 24, 2017	April 9, 2017
April 2017	April 10, 2017	April 12, 2017	April 28, 2017	May 14, 2017
May 2017	May 15, 2017	May 17, 2017	June 2, 2017	June 18, 2017
June 2017	June 19, 2017	June 21, 2017	July 7, 2017	July 23, 2017
BREAK	July 24 to July 30, 2017			
August 2017	July 31, 2017	August 2, 2017	August 18, 2017	September 3, 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, life-long 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 community.

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.

Evening College Mission Statement

The Evening College provides a high quality, rigorous and accessible liberal arts and professional education to women and men. Through flexible scheduling the Evening College offers a variety of majors adapted to the needs of professional adults. Evening College programs capitalize on the experiences the adult learner brings to the classroom. Faculty understand and are responsive to the needs of the adult learner. Evening College students join an engaged learning community characterized by a commitment to academic excellence and social responsibility. Graduates of the Evening College are leaders in their professions, communities, homes, and places of worship.

Location

Columbia College is located in Columbia, South Carolina, a metropolitan area with a population of 650,000. The 50-acre campus is on the north side of the city, with Highway 21 bordering the College's west side. Columbia is the capital city of South Carolina, and as such it offers students advantages which many colleges do not. 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.

Contact Information

Physical address: 1301 Columbia College Drive, Columbia, South Carolina 29203
Main telephone line: 803.786.3600
Email addresses: hcooper@columbiasc.edu for Criminal Justice
ebentley@columbiasc.edu for Disaster and Emergency Management
ddupre@columbiasc.edu for Nursing
Main college website: www.columbiasc.edu
Online program website: www.cconlinecampus.com

Accreditation and Memberships

Columbia College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 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 on Social Work Education
National Association of Schools of Art and Design
National Association of Schools of Dance
National Association of Schools of Music
National Council for Accreditation of Teacher Education

Upon request, accreditation documents may be viewed in the Office of the Provost or the 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 Conference of Church Related Colleges
Southern Regional Honors Council
The University Senate of the United Methodist Church
Women's College Coalition

Affiliation and Governance

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

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 e-mail address and password. Students can receive help from librarians in selecting keywords, choosing databases, or troubleshooting technical issues by e-mailing 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.

International Student Information

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

Alumnae Association

The aim of the Columbia College Alumnae Association is to establish a mutually beneficial relationship between the College and the members of the Association, to promote universal and systematic gifts for College purposes, and to advance the interests of the College. Established in 1882, the Association is the fifth oldest women's college alumnae association in the United States.

Nondiscrimination

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

Facilities and Services for Students with Disabilities

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

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

- Extension of the time allowed to earn a degree or substitution of one elective course for another.
- Adaptation of the manner in which specific courses, assignments, tests and examinations are conducted.
- Assistance with registration. Counseling, campus ministry and career and placement services are also available.
- The College will seek volunteers to assist as note takers, readers, typists and attendants but cannot guarantee provision of personal services at no cost to the students involved.

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

Title IX Compliance Statement

The Columbia College Board of Trustees confirmed at a meeting held at the College on October 23, 1975, that the College will continue to take such action and do such things as may be necessary to comply with Title IX of the Education Amendments Act of 1972 as amended and regulations issued pursuant thereto. The College has designated the Executive Committee of the College Board of Trustees as Compliance Officers to ensure that Columbia College remains an equal opportunity institution in all respects.

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

fashion. 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.

Tuition Guaranty Bond for Prepaid Tuition

A copy of the Tuition Guaranty Bond is kept in the Comptroller's Office on the Columbia College campus in Columbia, South Carolina. It is available for review by interested parties weekdays between 8:30 AM and 5:00 PM.

Statement Regarding Health Services

Columbia College does not provide and does not take any responsibility for providing any health services to any students.

Student Identification Cards

All Columbia College students can be issued a student identification card (ID). The ID is used to check out library materials, obtain reduced student rates at College events and theatre productions, allow students access to certain academic buildings on nights and weekends, and serve as the meal card for students on a meal plan. The ID is non-transferable and must be carried at all times. When requested by a College official, a student must present her/his ID. Upon withdrawal from the College, the student must return her/his ID to the Office of Student Affairs. Further information about the ID can be found in the Student Conduct Code, Honor Code, and Policies section of this Bulletin.

Identification cards are issued by the Columbia College Police Department (CCPD) during normal business hours (9 a.m.-5 p.m., Monday through Friday). CCPD is located next to The Godbold Center. They can be reached at 786.3343.

Lost or Stolen Identification Cards

Lost or stolen identification cards must be reported immediately to the Columbia College Police Department. If the card is not found by the end of the day, the student needs to have another identification card made. The cost for the replacement card is \$15.

Campus Shop and Bookstore

The C-Square Bookstore, located in the Harrelson Student Center, provides new and used textbooks. The Bookstore also sells insignia clothing and gift items, school supplies, computer software, food and sundries, and greeting cards. Books are bought back every day at the current guide value--as much as half of the purchase price at certain times of the year, usually at the end of each semester. Normal business hours are Monday, 9 a.m. - 5:30 p.m., Tuesday & Wednesday, 9 a.m. - 6 p.m., Thursday 9 a.m.-5:30 p.m. and Friday, 9 a.m. - 4 p.m.

Columbia College Police Department

The Columbia College Police Department is located at 4825 Burke Street. Regular office hours are 8:30 a.m.- 5 p.m., Monday-Friday during regular school sessions and 8:30 a.m.- 3 p.m. during the summer months. After hours and on weekends and holidays, officers patrol the campus and are available by radio.

Administration: 3343
Emergency: 3333
Fire & EMS: 9-911

The Columbia College Police Department works closely with the Office of Student Affairs to ensure that programs and services are systematically coordinated to promote campus safety. The Department consists of 12 police officers trained through the South Carolina Criminal Justice Academy and held to the same standards as any other police officers in the state.

Admissions

Admission

Credentials necessary for admission to the online programs are a completed online application and official transcripts from all colleges previously attended. References, high school transcripts, and training academy transcripts may also be needed by the Admissions Office in some cases.

Students in the online programs must be at least 18 years of age on or before their first day of class. Additionally, they must meet one or more of the following criteria:

- 1) Have transferable college credit with a minimum GPA of 2.0 or higher on a 4.0 scale,
- 2) Have an approved training academy certification, or
- 3) Have two letters of reference attesting to the student's academic potential for college-level work and either an official high school diploma with a minimum GPA of 2.0 or a GED.

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.

Columbia College reserves the right to determine which transfer courses meet the requirements and standards of the College. Details regarding transfer credit can be found on pages 23-24.

Admission of International Students

Academically prepared students from countries other than the United States are encouraged to apply for admission. Applicants should be aware the curriculum is presented entirely in English. Students may apply as first year students or transfer students. All credentials necessary for admission must be in or translated into English. TOEFL or IELTS scores (a minimum TOEFL score of 550-paper, 213-computer, or 79-iBT; or a minimum IELTS score of 6.5 is required). 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 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 Language Institute in Columbia, SC. Additional information about these centers or our partnership with Agape can be obtained by contacting the Office of Admissions.

If accepted and a Form I-20 is necessary, the student must complete the following three requirements before the Form I-20 (Certificate of eligibility of the Immigration and Naturalization service of the United States Department of Justice) is released to the student: (1) official bank statement demonstrating that she/he has adequate financial resources to cover her/his share of all expenses for the entire period of study at Columbia College, (2) \$200 (US) non-refundable reservation deposit (these funds will be credited toward tuition and fees upon enrollment), and (3) physical examination report (the report must be completed and translated in English and signed by a physician).

There are other important financial requirements international students at Columbia College must take into consideration: (1) all international students must pay for books and miscellaneous expenses, and (2) all international students choosing to stay in the United States during any portion of the year must secure and pay for rent and other expenses.

In addition to these requirements, the following documents should be presented with the application:

1. Financial Statement
2. Passport Signature Page
3. VISA
4. I-94 card
5. Previous I-20 forms

Readmission of Former Degree Students

Students who elect to stay out a term or more must seek readmission and are subject to the requirements listed in the *Bulletin* of the year of readmission, unless they have been granted a leave of absence. Students must submit the online application and pay a \$50 non-refundable application fee by cash, check, credit card or money order.

These students will need to submit a formal application for readmission updating their educational and biographical data. If a student whose cumulative grade point average is below 2.00 is readmitted to the online programs, she/he will remain on academic probation until her/his cumulative grade point average is 2.00. After an absence of at least three calendar years from the online programs, the student may apply for academic renewal. Under academic renewal, a student will receive credit toward graduation for grades of "C" or above on courses previously taken at Columbia College but will not receive any quality points. Additional information is available in the Office of Admissions and the Office of the Provost.

Second Bachelor's Degree

Columbia College may confer a second bachelor's degree upon Columbia College students wishing to pursue two different degrees concurrently; upon Columbia College alumnae wishing to pursue a second degree of the same type or of a different type; and upon students who have a bachelor's degree from a regionally accredited four-year college who wish to pursue a second degree of the same type or of a different type. Credentials necessary for admission are the following: (1) online application form with a \$50 non-refundable application fee, (2) official transcripts from all colleges previously attended and (3) completed Second Degree form.

Non-Degree Program

Students applying for admission to any of the non-degree programs outlined below are not required to pay an application fee. If a student enrolled in a non-degree program decides to seek admission to a degree program, all requirements for admission at that time must be met. **No more than 24 semester hours earned as a non-degree student at Columbia College may be applied toward an undergraduate degree from Columbia College.** The Evening application can be found online.

Admission as a Transient Student

A student wishing to enroll primarily for credit to be transferred to another college is required to submit a non-degree application for admission and a statement of good standing and permission to enroll from the institution where she/he is currently enrolled. The application can be found online.

Required Technical Competencies and Equipment

Online program students need basic keyboarding and pointer (mouse or touch) skills. The course Online Learning 101 provides instruction on the specific software used by the programs. Although students may use any computing device running the most recent versions of common web browsers such as IE, Chrome, or Firefox to access course materials, each student is provided with a device capable of and pre-loaded with the required software. Technical support is available to online program students 24/7.

Financial Information

Financial Services Office
3rd Floor, Allison Administration Building
803.786.3244

Application Fee

Applicants seeking admission to Columbia College as first-year or as transfer students from other colleges may apply online at www.columbiasc.edu at no charge. Applicants seeking to re-admit or seeking a second degree pay a \$50.00 application fee.

Tuition

Full-time (15 s.h.) \$5,925 per term

Part-time (14 s.h. or less) \$395 per s.h.

Full settlement of the comprehensive fee is required before a student may begin classes.

Special Charges

Parking Permit..... \$15 per year
 Consortium fee.....\$50

Students will also be billed for the Chromebook sent to them at the start of the program if they do not complete six courses.

Credit cards: Columbia College accepts American Express, VISA, and MasterCard for payment of fees. Students may pay online at www.columbiasc.edu/admissions/payment.asp.

Payment Plans: Students may enroll in the interest-free monthly payment plan offered through Tuition Management Systems, Inc. This four-month plan starts in August and allows students and families to spread all or part of their term education expenses over the school term in equal monthly payments. Tuition Management Systems, Inc. charges a \$45 per term enrollment fee, which also includes life insurance coverage for the unpaid balance. Call Tuition Management Systems (TMS) at 1.800.722.4867 or visit the web site, www.afford.com for more information or to enroll. Columbia College may restrict enrollment in this plan based on the student's payment history. **No other installment payment plan is available.**

Special Alumnae Discounts

Columbia College Degree Alumnae: Students who have graduated from Columbia College are eligible to receive tuition discounts of \$25 per undergraduate semester hour.

No scholarship aid or tuition discount applies to audited courses or graduate study. For more information on tuition discounts and to apply for financial aid, contact the Office of Financial Aid located in the Allison Administration Building, Room 311 or call 803.786.3612.

Refund Policy

Refund of any portion of tuition will be made only in the case of **official withdrawal** from the College through the Office of the Provost.

When the Student Has Been Enrolled	Percentage of Tuition Refunded
Through the end of add/drop:	100%
After the end of add/drop:	0%

Scholarship and grant aid from state or institutional sources are subject to the same withdrawal calculations.

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

Fees and the Chromebook charge are nonrefundable.

Personal Property Insurance

Columbia College is not responsible for damage or loss of personal property brought on campus. Students are advised to obtain adequate insurance coverage for their property.

Miscellaneous

1. Students will be charged for the repair or replacement of grounds, buildings or equipment which may be damaged or lost through negligence, carelessness or willful intent on the part of the student or guests of students. A charge will also be made for vacated rooms left in an untidy condition.
2. Columbia College is not responsible for damages, losses, repairs, etc. to automobiles, personal belongings or other items brought to the campus by students, guests, employees or visitors. Students are advised to obtain adequate insurance coverage for their property.
3. Columbia College is not responsible for, and does not provide insurance coverage for, illnesses or accidents of students, guests or visitors.
4. Situations not specifically provided for in these regulations will be provided for in accordance with accepted practices and in keeping with principles which ensure fairness to all concerned. Charges in such instances will be agreed upon by all parties involved prior to registration or immediately upon a change in the student's status. Otherwise, charges which the College may levy will prevail.

Financial Aid

Office of Financial Aid

Third Floor, Allison Administration Building
Room 309 – 803.786.3612

The Office of Financial Aid is dedicated to helping students and their families make attendance at Columbia College an academic and financial reality through financial aid planning. There are many different sources of financial aid available to qualified students. It is best to submit all required forms as soon as possible, since most aid is awarded on a first-come, first-served basis for qualified applicants. The Office of Financial Aid awards aid to qualified applicants regardless of race, religious creed, place of national origin, ethnic group or physical disability.

Financial Aid Application

Applicants are required to complete the Free Application for Federal Student Aid (FAFSA). This form will determine how much the family or student is expected to contribute to the educational costs for the academic year. It is a fair and equitable system of establishing how much aid each student needs. By completing the FAFSA, a student applies for federal, state, and institutional aid. **The FAFSA or the Renewal FAFSA has to be filed each year to apply or reapply for assistance for the upcoming academic year. The FAFSA is available at www.FAFSA.ed.gov.**

The **priority** deadline for completion of the FAFSA is April 15, but students are encouraged to apply for financial aid as early as possible. Applications received after this date will be considered for aid as long as funds are available.

All students are strongly urged to check with the Office of Financial Aid concerning questions related to the financial aid process. In addition, students are advised to check with local service clubs, churches and employers about scholarships that might be offered. These scholarships often go unused.

Procedure for Making Application

1. The student applies for admission to Columbia College and is accepted.
2. The student files the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. (All South Carolina residents must apply by June 30 for the South Carolina Tuition Grant by completing the FAFSA.)
3. In the event additional documentation is required, or errors were made on the FAFSA, student's will receive notification of additional requirements.
4. The student applying for assistance will receive an official award notification from the Office of Financial Aid.
5. Students are not required to return a copy of the award letter. All aid will be processed as offered unless the student returns a signed copy of the award with notations indicating a desire to decline or reduce a specific award.
6. VA students should notify the Columbia College certifying official or Michelle Poindexter in the Office of Tuition Accounts.

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 2.0 Cumulative GPA for all undergraduate work.
- D. Passes 67% of all attempted hours (includes all transferred credits).
- E. Undergraduate students have not exceeded 190 attempted semester hours.

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

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 assessed on both a qualitative (GPA) and quantitative scale (percentage of hours completed). Basing the qualitative measure on percentage of hours completed negates any differences in enrollment status.

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

Re-admit and Entering Transfer Students

Credit transferred from other institutions and awarded for training from approved academies will count as both attempted and earned hours, but do not count towards the GPA requirement, for the purposes of the satisfactory academic progress and maximum timeframe policies. Re-admitting students will be assessed for eligibility upon re-application to Columbia College and will be considered eligible for Title IV Assistance if they have completed at least 67% of all the credits attempted and have a 2.0 cumulative GPA. New transfer students will be assessed for eligibility upon acceptance. All students receiving South Carolina Tuition Grant or LIFE Scholarship funds must meet the credit hour requirement for those program (full-time students must earn 24 semester credit hours per year for SCTG and average 30 credits per year for LIFE.) Courses taken at other institutions do count as required towards the credit hour and GPA requirements for the SCTG and LIFE scholarship.

Repeats, Withdrawals, and Remedial Coursework

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

Maximum Timeframe

Students are no longer eligible for aid if the number of attempted credit hours exceeds 150% of the published program length. The maximum number of attempted hours eligible to be covered by aid is 190 semester hours for a 127 credit hour bachelor's degree. Students that change majors or are starting a second bachelor's degree and have credits that do not count toward the new major or degree may be eligible for an "hours reset", depending on major program and reason for program change. Students will have the option to request a reset during the appeal process. An "hours reset" is not guaranteed.

Frequency of SAP Assessment

The Financial Aid Office will review the Satisfactory Academic Progress of undergraduate students after the Spring semester of each academic year for any student that attended any term of the academic year. 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 or state funding. There is no warning period in which a student can receive aid for an additional semester if SAP requirements are not met.

All students, regardless of enrollment status, will also be reviewed at the end of the second academic year for compliance with the GPA requirement only. Failure to have a 2.0 at the two year checkpoint will result in a full SAP review and financial aid probation.

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 and/or e-mail 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 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 "C" or better in each course attempted. If the student fails to meet this requirement, they will be denied financial aid for the upcoming semester and appeals will not be accepted a second time. Repeated appeals are considered a violation of the intent of the satisfactory academic progress guidelines. If a student's appeal is denied then the student will be required to successfully 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.

Students that have exceeded the 190 attempted hour cap may appeal. Appeals for the extension of aid beyond the 150% maximum timeframe are available only to those students for whom one additional semester of aid will result in graduation. No appeal will be granted for students that require more than one term beyond the maximum timeframe to attain a degree. Students that will not graduate within one term can request consideration for an "hours reset". Under this provision only the hours that count toward the current major would be used to determine SAP compliance. Not all students will qualify for a reset. Eligibility for a reset will be determined in conjunction with the Office of the Registrar.

General Academic Information

The academic procedures at Columbia College are designed to aid the student in fulfilling the requirements for graduation. Each student must meet these requirements in order to complete the degree program. It should be emphasized that the procedures are established to help the student secure the best education possible. The Evening College Council hears student petitions for exception to the general academic policies listed in this *Bulletin*. The petition forms are available from the Office of the Registrar. Policies and requirements for the other programs at the College are contained in separate publications. They can also be accessed through the College Web site at <http://www.columbiasc.edu>.

Academic Support Services

Every online program student is automatically enrolled in the online tutoring system SmartThinking. Details on how to access and use the system are included in the Online Learning 101 course. Each student is also assigned an academic support coach. The academic support coach connects students with academic difficulties to the appropriate resources. Online program students are also able to arrange email or Skype appointments with the on-campus Academic Skills Center for help with writing and study skills.

Registration

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.

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.

Faculty/Student Interaction

Faculty/student interaction in the online program is primarily done through email and the learning management system. Most instructors are also available by telephone. Faculty and students share ideas through threaded discussions. Faculty provide students with written feedback on all assignments. Students may email faculty specific questions or difficulties and can expect a response within 24 hours.

Classification of Degree-Seeking Students

Degree-seeking students are classified on entrance and at the beginning of each term according to the number of earned semester hours as indicated below. However, to advance in classification, a student must have a cumulative GPA of 2.00 or higher for courses attempted at Columbia College.

<i>Classification</i>	<i>Minimum Semester Hours</i>
First-Year	0
Sophomore	24
Junior	56
Senior	90

Priority for registration, certain course prerequisites and major requirements, and some Student Affairs and academic policies are based on a student’s classification. Students seeking a second bachelor’s degree are given a separate classification equivalent to a classification of “Senior” for the purposes listed above.

Student Credit Load

The semester hour is the basis for all credits. Full-time attendance is 15 semester hours per term. Students may take a maximum of one course (3 semester hours) during each five-week module.

Academic Advisement

Each student is assigned an academic advisor who can meet with the student each term prior to student pre-registration for the following term. The advisor reviews student progress, gives general academic advice and serves as a resource to the student when academic issues arise. **It is the responsibility of each student to monitor her/his academic progress and make sure that the requirements for graduation are fulfilled.**

To that end, the students should:

1. Arrange a conversation with her/his advisor during advisement each term according to the advisor's availability,

2. Inform her/his advisor of schedule changes, course withdrawals, and other unexpected events in her/his progress during a term,
3. Have no outstanding charges in the Office of Financial Services which inhibit pre-registration or registration,
4. Meet all requirements for the anticipated degree as stated in the *Bulletin*, and
5. Coordinate requirements of various programs when a double major.

The advisor will:

1. Be available to converse with each student each term to review her/his academic progress,
2. Be able to help each student evaluate her/his academic progress realistically and suggest appropriate courses for the coming term(s),
3. Suggest appropriate channels for dealing with unexpected academic difficulties, and
4. Be informed on academic requirements and pre-requisites as well as course rotations that are specific to the program in which the student is majoring.

The College will:

1. Assign each student an academic advisor,
2. Provide an accurate listing of course requirements in a printed *Bulletin* (available for purchase in the bookstore and online),
3. Provide an accurate listing of course requirements for each major on the web site,
4. Maintain an electronic program evaluation system for students and advisors to use as they monitor the student's progress toward graduation listing specific requirements that still must be completed.

Clearance to Register

To be cleared to register for classes for any term, a student must have no outstanding charges in the Office of Financial Services. Occasionally students will find that their ability to register has been blocked due to a problem with academic standing or health services issues. In these cases, the student should check with her/his advisor, the Office of the Registrar, or the Provost to determine the nature of the block and how to get it removed.

Course Withdrawals

Following the add/drop period, students may withdraw from courses by completing a Withdrawal Petition, which is available from the Office of the Registrar. A grade of "WP" will be given for courses that are officially dropped before mid-module as well as for courses dropped after mid-module because of medical reasons and family emergencies or by the judgment of the Provost. If a student withdraws after mid-module for reasons other than those stated, a grade of "W" or "WD" will be recorded. Failure to withdraw officially from a course may result in a final grade of "F" or "U."

Students who do no work and do not contact either the instructor or program director during the first week of a course module will be dropped as "no-shows" from the course as if they had requested a drop during the add/drop period.

Refunds are not applicable for course withdrawals at any time during the term following the add/drop period.

Withdrawal from College

Students who find it necessary to discontinue their college work during a term must complete a Withdrawal Petition, available in the Office of the Registrar, before the beginning of final exams. After obtaining the designated signatures, the student must return the form to the Provost. Failure to follow this procedure may result in the final grade of "F" or "U" for all courses taken that session and may delay the processing of any future application for readmission to the College.

If a student is dropped as a "no-show" for two consecutive courses, she/he will be assumed to have withdrawn from the college; all remaining courses for the term will be dropped; and she/he will not be registered for courses until she/he contacts the program director. If such a student is not registered for an entire term, then she/he will need to reapply for admission to the program.

The College reserves the right to require the withdrawal of students whose scholarship is not satisfactory and those who, for any other reason, are regarded as not in accord with the ideals and standards that the College seeks to maintain.

For information regarding refunds related to withdrawals, refer to the Financial Information section

Leave of Absence Policy

The purpose of a leave of absence is to allow a student a break in her/his studies for a limited time without having to withdraw from the College and apply for readmission. Any degree-seeking student in good academic standing may apply for a leave of absence. A leave of absence may be granted for one term or two consecutive terms. However, a student who is called to active military service is eligible for a leave of absence for the length of their military service plus up to one year after their return from active duty. Students in off-campus Associate's-to-Bachelor's degree programs may need to change locations after returning from a leave of absence.

In the term prior to the student's return to Columbia College, the student should contact her/his advisor in order to register for the next term and to notify the Office of the Provost of her/his intent to return as a student. A student who does not return at the end of the stated period will be considered to have withdrawn from the College. She/he must apply for readmission before she/he can return and will be subject to the *Bulletin* and College requirements in effect at the time of readmission.

Students studying abroad through Columbia College's exchange and affiliate programs are not considered to be on a leave of absence. Students enrolled in study abroad sponsored by other institutions and organizations need to apply for a Leave of Absence.

If academic credit is attempted during a leave of absence, a student must complete a Transient Student Form and submit an official transcript to the College prior to her/his return. The credit will be subject to College's Transient Study Policy.

Any student wishing to apply for a leave of absence should

1. secure and complete a Leave of Absence Request from the Office of the Provost,
2. make an appointment with her/his academic advisor to discuss her/his plans and secure the advisor's signature,
3. make an appointment with her/his financial aid counselor to discuss the financial aid implications and secure the counselor's signature, and
4. send the completed and signed form to the Office of the Provost, where it will be approved or denied.

This process should be completed by the end of the term prior to the term or terms for which the leave is requested. Except under the most unusual circumstances, no requests for a leave of absence during a term will be considered after classes for that term have begun. An approved one-term leave of absence may be extended to a two-term leave of absence. A written request for the extension must be submitted before the beginning of the second term.

Specialized Credit Issues

Advanced Placement Options

Columbia College recognizes the concept of "course equivalency." This concept permits the College to certify the educational value of private study and other out-of-class experiences and, following appropriate evaluation by the College, enables the student to receive academic credit towards a degree. Grades and quality points are not assigned to credits awarded by examination

The College Board's Advanced Placement Program (AP)

Columbia College awards credit to students who have passed certain AP examinations at an acceptable level. These tests must be taken prior to enrollment. Divisions reserve the right to verify test results. The following table outlines credit acceptance. Credit may be awarded for other examinations not listed below.

AP Examination	Score	CC Course Equivalent	Semester Hours Awarded
Art History	3-5	Art 205	3
Biology	3	Biology 110	4
	4-5	Biology 110 and 225	8
Calculus AB	3	Mathematics 107	3
	4-5	Mathematics 160	3
Calculus BC	3	Mathematics 160	3
	4-5	Mathematics 160 and 165	6

Chemistry	3	Chemistry 110	3
	4	Chemistry 121	4
	5	Chemistry 121 and 122	8
Chinese Language and Culture	4-5	General Education Modern Language Requirement	6
Computer Science A	3-5	Computer and Information Science 211	3
Computer Science B	3-5	Computer and Information Science 211 and 212	6
English Language and Composition	3-5	English 101	3
English Literature and Composition	3-5	English 102	3
Environmental Science	3-5	Physical Science Credit	4
European History	3-5	History 103 and History Credit	6
French Language and Culture	3	French 121	4
	4-5	French 121 and 122	7
German Language and Culture	4-5	General Education Modern Language Requirement	6
Human Geography	3-5	Geography 164	3
Italian Language and Culture	4-5	General Education Modern Language Requirement	6
Japanese Language and Culture	4-5	General Education Modern Language Requirement	6
Macroeconomics	3-5	Economics 201	3
Microeconomics	3-5	Economics 202	3
Music Theory	3-5	Music 101 and 102	6
Physics B	3	Physics 221	4
	4-5	Physics 221 and 222	8
Physics C: Electricity and Magnetism	3-5	Physics 222	4
Physics C: Mechanics	3-5	Physics 221	4
Psychology	3-5	Psychology 102	3
Statistics	3-5	Mathematics 140	3
Studio Art: 2D Design	3	Art Credit	3
	4-5	Art 151	3
Studio Art: 3D Design	3	Art Credit	3
	4-5	Art 152	3
Studio Art: Drawing	3	Art Credit	3
	4-5	Art 109	3
United States Government and Politics	3-5	Political Science 101	3
United States History	3-5	History 207 and 208	6
World History	3-5	History 102 and 103	6

The College Board's College Level Examination Program (CLEP)

Columbia College awards credit to students who have passed certain CLEP Examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the College. In most cases, the optional essay is also required. Divisions reserve the right to verify test results. The following table outlines credit acceptance. Credit may be awarded for examinations not listed below.

CLEP Examination	Required Score	CC Course Equivalent	Semester Hours Awarded
American Government	50	Political Science 101	3
American Literature	50	English 240	3
Analyzing and Interpreting Literature	50	English 102	3
Biology	50	Biology 100	4
Calculus	50	Mathematics 107	3
	65	Mathematics 160	3
Chemistry	50	Chemistry 121	4
College Algebra	50	Mathematics 104	3
College Mathematics	50	Mathematics 120	3
English Composition with Essay	50	English 101	3
English Composition without Essay	50	English 101	3

English Literature	50	English 210	3
Financial Accounting	50	Business 261	3
French Language	59	French 121 and 122	7
History of the United States I	50	History 207	3
History of the United States II	50	History 208	3
Human Growth and Development	50	Education 203 or Psychology 301	3
Humanities	50	Elective Credit	3
Information Systems and Computer Applications	50	Computer and Information Science 100	3
Intro Business Law	50	Business 301	3
Intro Educational Psychology	50	Education 253	3
Intro Psychology	50	Psychology 102	3
Intro Sociology	50	Sociology 151	3
Natural Sciences	50	Physical Science Credit	4
Precalculus	50	Mathematics 104	3
	65	Mathematics 104 and 106	5
Principles of Macroeconomics	50	Economics 201	3
Principles of Microeconomics	50	Economics 202	3
Principles of Management	50	Business 302	3
Principles of Marketing	50	Business 303	3
Social Sciences and History	50	Elective Credit	3
Spanish Language	63	Spanish 121 and 122	7
Western Civilization I	50	History Credit	3
Western Civilization II	50	History 103	3

The International Baccalaureate Program (IB)

Columbia College awards credit to students who have taken college-level courses in secondary school through the International Baccalaureate Program. Students who have achieved an acceptable score on higher-level IB examinations and some standard-level examinations will be awarded credit. These examinations must be taken prior to enrollments. Divisions reserved the right to verify examination results. The following table outlines credit acceptance. Credit may be awarded for examinations not listed below.

IB Course	IB Score	CC Course Equivalent	Semester Hours Awarded
Language A: Literature (HL)	4-7	English 102	3
Language A: Language and Literature (HL)	4-7	English 101 and 102	6
Language B: French (HL)	4-7	French 122 and 221	6
Language B: Spanish (HL)	4-7	Spanish 122 and 221	6
Language B: Other (HL)	4-7	General Education Modern Language Requirement	6
Business and Management (HL)	4-7	Business 302 and 303	6
Economics(HL)	4-7	Economics 201 and 202	6
Geography (HL)	4-7	Geography 164	3
Global Politics (HL)	4-7	Political Science 200	3
History or World History (HL)	4-7	History 103 and History Credit*	6
Philosophy (HL)	4-7	Philosophy 154 or 211	3
Psychology (HL)	4-7	Psychology 102	3
Social and Cultural Anthropology (HL)	4-7	Anthropology 131	3
Biology (HL)	4-5	Biology 110	4
	6-7	Biology 110 and 225	8
Chemistry (HL)	4-5	Chemistry 121	4
	6-7	Chemistry 121 and 122	8
Physics (HL)	4-5	Physics 221	4

	6-7	Physics 221 and 222	8
Mathematics (HL)	4	Mathematics 104 and 106	5
	5-6	Mathematics 160	3
	7	Mathematics 160 and 165	6
Computer Science (HL)	4-7	Computer and Information Science 110 and 111	6
Dance (HL)	4-7	Dance 105	3
Music (HL)	4-7	Music 101 and 102	6
Theatre (HL)	4-7	Theatre 105	3
Visual Arts A (HL)	4-7	Art Credit **	4
Visual Arts B (HL)	4-7	Art Credit **	4
Language and Performance (SL)	4-7	Theatre 105	3
World Cultures (SL)	4-7	Anthropology Credit	3
World Religions (SL)	4-7	Religion 127	3
Visual Arts A (SL)	4-7	Art Credit **	3
Visual Arts B (SL)	4-7	Art Credit **	3

* Credit for specific courses may be awarded based on which history examination options the student chose.

** Credit for specific courses may be awarded based on a review of the student's portfolio.

Continuing Education and Training Credit

Students in an online program may earn up to a maximum of 32 semester hours of credit for completion of applicable continuing education and training programs provided by one of the following institutions: FBI National Academy, FEMA Emergency Management Institute, Federal Law Enforcement Training Center, National Academy of Criminal Justice, National Fire Academy, School of Police Staff and Command, South Carolina Criminal Justice Academy, South Carolina Fire Academy, and the Southern Police Institute. Similar institutions run by other states may be considered on a case-by-case basis. One semester hour of credit will be awarded for every documented 37.5 clock hours of training. All credit earned this way will be counted as elective credit only and will not satisfy any major or general education requirements.

Other Credit Options

Credit may also be awarded by individual divisions through other standardized nationally-administered tests, such as the SAT Subject Tests, or by divisional examination. Credit earned in these ways must have a Columbia College course equivalent. The maximum credit a student may earn through divisional examinations is 15 semester hours. Contact specific divisions for more information.

Specialized Credit/Courses/Programs

Audited Courses

Students cannot receive credit for a course that has been audited unless the course is repeated for credit at a later time. The number of audit hours is not counted in the student's regular course load. Students must satisfy the instructor's attendance policy for an audit.

Transient Study

In order for a student to receive credit for work done at another institution, the Provost must approve in advance the institution selected and the courses to be taken. Applications for permission to take work at another institution should be presented to the Provost prior to enrolling in the course(s). The necessary forms are available in the Office of the Registrar.

When determining a student's credit load for maximum load or overload purposes, the load is computed by adding together the hours taken at Columbia College and the hours taken as transient study during that term or session. When determining part-time or full-time status, only the hours taken at Columbia College are used.

Work done at approved schools other than Columbia College will be accepted at Columbia College not to exceed a total of 15 semester hours except for those students participating in the Study Abroad Programs, the National Collegiate Honors Council (NCHC) program approved by Columbia College, or the Paralegal Certification program at Midlands Technical College. Upon completion of this work, the student is responsible for having transcripts sent to the Office of the Registrar. If a student takes transient work during her/his last semester before graduation, she/he must ensure that she/he will

finish transient course(s) and that the formal transcript of transient credit will be sent to Columbia College prior to Columbia College's deadline for submission of senior grades.

No credit from another institution will be granted for a transient course unless a grade of "C" or above has been attained. Although credit hours earned elsewhere count toward graduation, these credits are not used in the calculation of the GPA. No courses taken at other institutions may apply toward the major or minor without prior approval by the division head.

If credit is earned at another institution for a course previously graded as "Incomplete," "Failed," or "Withdrawn" at Columbia College, the appropriate Division may require that the student pass an examination at Columbia College, regardless of the grade attained in the other school's course. No adjustment of the failing grade in the Columbia College course will be made.

Credit Restriction Policies

Courses in the Major

A student is expected to take major and minor courses at Columbia College. After entering Columbia College, any major courses taken at other institutions (whether prior to or after the declaration of major) will not be accepted without written approval of the program coordinator for the major or minor. A student must take at least 12 semester hours in the major at Columbia College. These 12 hours cannot include courses graded on a pass/fail basis.

Both online program majors require 39 semester hours in the major.

Other Course Restrictions

Dance

No more than four semester hours credit from Diversity in Dance courses may count towards graduation requirements.

Physical Education and Health Promotion

A limit of six semester hours in PEA courses may count towards graduation requirements. Additional courses may be taken and will appear on transcripts but will not be counted towards the 127 hours needed for graduation.

Final Work for a Degree

If a student takes transient work during her/his last term before graduation, she/he must ensure that she/he will finish transient course(s) and that the formal transcript of transient credit will be sent to Columbia College prior to the College's deadline for submission of senior grades.

Transfer Credit

Columbia College's transfer credit policies are intended to facilitate the transfer of credit from other institutions while also ensuring the quality of courses being transferred as well as their comparability with Columbia College courses and their relevance to the mission and programs of Columbia College.

To further ease the transfer process, Columbia College has established a bridge program with Midlands Technical College.

Eligible Credit

In order to ensure the quality of the transfer credit, only courses taken at a regionally accredited post-secondary institution in which the student earned a grade of "C" or better will be evaluated for transfer credit. Courses taken on a pass/fail basis will be evaluated for credit if the student earned a passing grade and the passing grade is equivalent to earning a grade of "C" or better. Audited courses and courses taken for no credit will not be evaluated. All courses meeting the criteria above, regardless of their mode of delivery (on-line, blended, or traditional), will be evaluated for transfer credit. In addition, the mode of delivery of a course does not affect the results of its evaluation. However, only courses taken at or as part of a study abroad program through the institution issuing a transcript will be evaluated for credit.

Transcripts from the Army/American Council on Education Registry Transcripts System (AARTS) will be evaluated for potential transfer credit. Credit may also be awarded on the bases of scores from AP, CLEP, IB, and other standardized examinations as well as departmental examinations (see pages 19-22).

Evaluation of Credit

Potential transfer credit is evaluated on the basis of level, content, comparability, and relevance. Transfer credit will not be awarded for developmental courses, courses below the lowest-level Columbia College course in a subject, or for courses not relevant to a liberal arts program. Most other transfer courses, subject to the limitations below, will be awarded credit. Transfer courses may be deemed equivalent to Columbia College courses. Depending on the level, content, and relevance of the course, non-equivalent transfer credit may satisfy requirements for a major or minor, may satisfy general education requirements, or may only count as an elective. Evaluation of transfer credit is done by the Registrar's Office although the decisions about the acceptability of transfer credit are made by the appropriate division heads.

Limitations of Credit

Columbia College has the following limitations on transfer credit.

- A student may transfer a total of at most 72 semester hours from junior colleges, technical colleges, or two-year institutions.
- General education or elective credit will be awarded for science courses more than 10 years old. However, those courses may not be used to satisfy a major or minor requirement in the sciences. A transferred science course without an associated laboratory component will only be eligible for elective credit unless the laboratory component is completed within five years of the completion of the original course.
- Credit is not awarded for computer courses more than 8 years old.
- Only non-equivalent elective credit is awarded for business or economics courses more than 10 years old.
- Only non-equivalent elective credit is awarded for education courses more than 10 years old.
- Business courses from junior colleges, technical colleges, or two-year institutions equivalent to a Columbia College business course numbered 300 or higher may not be used to satisfy any requirement for a major in business or a minor in management or marketing.
- A maximum total of 6 hours of physical education activity courses (either taken at Columbia College or transferred in) may count towards the 127 hours needed for graduation.
- At most 3 hours of non-equivalent elective credit will be awarded for one "Introduction to College" seminar; additional seminars will not be awarded credit.
- Non-equivalent elective credit may be awarded for internships or field experiences.
- Transfer credit is not awarded for courses taken the term following a student's academic exclusion from Columbia College.

Other Policies Relevant to Transfer Students

- Students must take 33 semester hours of Columbia College coursework before graduation.
- Students must take at least 12 semester hours of major coursework at Columbia College before graduation. Courses taken on a pass/fail basis do not count towards these 12 hours.
- Students must take at least half of the hours in a minor at Columbia College in order to graduate with the minor.
- Students must have 64 hours of letter-graded coursework at Columbia College and a sufficiently high cumulative GPA to be eligible for graduation honors.

Second Bachelor's Degree

Columbia College may confer a second bachelor's degree upon current students wishing to pursue two different degrees concurrently; Columbia College alumnae wishing to pursue a second degree of the same type or of a different type; and students who have a bachelor's degree from a regionally accredited four-year college who wish to pursue a second degree of the same type or of a different type. The two degrees must be in different majors. The following requirements pertain to students from the categories identified above:

Students wishing to pursue a second degree or two degrees concurrently must: (1) consult with an advisor in each major for which a degree is sought; (2) submit a Dual Degree Form to the Office of the Registrar; (3) adhere to the requirements of the *Evening College Bulletin* under which the student is accepted for the second degree; (4) meet all Columbia College requirements for the major, including any specified general education courses; (5) contact the Columbia

College Division of Education if the second degree involves teacher certification to determine additional courses which may be required; and (6) complete a minimum of 33 semester hours at Columbia College beyond those required for the first degree.

Requirements regarding grades, residence, proficiency, and application for degree as stated on page 29 must also be met.

The student must earn at Columbia College a minimum of 25 percent of all courses required by the degree at Columbia College. This requirement means that at least 33 semester hours of coursework must be taken at Columbia College for all programs.

A student must take at least 12 semester hours in her/his major at Columbia College. These 12 hours cannot include courses graded on a pass/fail basis.

Grading Policies

Grading System

"A"	Excellent	The quality of a student's performance is significantly above the requirements of the course.	4 grade points per semester hour
"B+"	Very Good	The quality of a student's performance reflects a high degree of achievement on a consistent basis in meeting the requirements of the course.	3.5 grade points per semester hour
"B"	Good	The quality of a student's performance reflects a high degree of achievement in meeting the requirements of the course.	3 grade points per semester hour
"C+"	Above Average	The quality of a student's performance reflects an average level of achievement on a consistent basis in meeting the requirements of the course.	2.5 grade points per semester hour
"C"	Average	The quality of a student's performance reflects an average level of achievement in meeting the requirements of the course.	2 grade points per semester hour
"D"	Minimal	The quality of a student's performance reflects a minimal level of achievement in meeting the requirements of the course.	1 grade point per semester hour
"F"	Failure	The quality of a student's performance fails to meet the requirements of the course and reflects inferior work.	0 grade points per semester hour
"U"	Unsatisfactory	Unsuccessful work in a pass/fail course.	No grade points given; hours do not count in the GPA.
"FA"	Failure	Failed because of excessive absences.	No grade points given; hours do not count in the GPA.
"UA"	Unsatisfactory	Unsatisfactory work due to absences in a pass/fail course.	No grade points given; hours do not count in the GPA.
"S"	Satisfactory	In a course taken pass/fail, the quality of a student's work meets or exceeds the level of work which would normally receive the grade of "C."	No grade points given; hours do not count in the GPA.
"I"	Incomplete	Grade determined in a contractual agreement between the student, professor, and the division head before the end of the term. Approval by the division head must be indicated on the final grade sheet. Otherwise a grade of "F" will be recorded for the course. The hours and zero (0) grade points are counted in the computation of the GPA. A student has one regular term to complete the coursework. An extension of one additional term can be granted with approval in writing by the professor and the division head. The student must file this extension with the Registrar prior to the end of the original deadline for the removal of the incomplete. If the incomplete is not removed by the agreed upon deadline, the "I" will become an "F."	0 grade points per semester hour
"INC"	Incomplete	Grade determined in a contractual agreement between the student, professor, and the division head before the end of the term. Approval by the division head must be indicated on the final grade sheet. Otherwise, a grade of "U" will be recorded. A student has one regular term to complete the coursework. An extension of one additional term can be granted with approval in writing by the professor and the division head. The student must file this extension with the Registrar prior to the end of the original deadline for the removal of the incomplete. If the incomplete is not removed by the agreed upon deadline, the "I" will become an "U."	No grade points given; hours do not count in the GPA.
"W"	Withdrawn	A student has withdrawn from the course after the mid-module. Hours count in the GPA.	0 grade points per semester hour
"WD"	Withdrawn	A student has withdrawn from the course after the mid-module in a pass/fail course. Hours do not count in the GPA.	No grade points given; hours do not count in the GPA.
"WP"	Withdrawn Without Academic Penalty	A student has withdrawn officially from a class at any time after the add/drop period and before mid-term. If a student withdraws officially after mid-module for medical reasons, for family emergency or by the judgment of the Provost, a grade of "WP" may be given.	No grade points given; hours do not count in the GPA.
"NC"	No credit	Assigned to audited courses.	No grade points given; hours do not count in the GPA.

"NG" No grade

No grade reported by the instructor.

No grade points given; hours do not count in the GPA.

Grade Point Average (GPA)

In addition to individual course grades, the quality of a student's work is indicated by her/his grade point average (GPA). Numerical values called grade points are assigned to each letter grade as indicated in the grading system. The grade points earned in a course are computed by multiplying the appropriate grade point value by the number of semester hours credit assigned to the course. The GPA is obtained by dividing grade points earned by semester hours attempted. Credit earned at other institutions and courses taken on a pass/fail basis are not used in calculating the GPA.

Policy on Disclosure of Grades

Grades will not be disclosed or posted in any way that would allow another person to identify an individual student's grade.

Academic Standing

A student's record is reviewed after each term (fall, spring, and summer) in order to determine her or his academic standing. To be in good academic standing, a student must be academically eligible to enroll in the subsequent term.

Repeated Courses

Courses may be taken to improve academic standing. The highest grade earned on a repeated course will determine the number of grade points to be used in calculating the cumulative GPA. Repeated courses are included in the semester hour load and are subject to the usual fee assessment.

If a student receives a failing grade ("W," "WD," "F," "FA," "U," or "UA") three times in the same course at Columbia College, the student may not repeat the course at Columbia College, and one grade of "F" will be used to compute the cumulative GPA.

If credit is earned at another institution for a course previously graded as "Incomplete," "Failed," or "Withdrawn" at Columbia College, the appropriate Division may require that the student pass an examination at Columbia College, regardless of the grade attained in the other school's course. No grade adjustment will be made.

Academic Probation

When the cumulative GPA falls below 2.00, the student is placed on academic probation.

Exclusion

A student will be excluded if she/he remains on academic probation for two consecutive terms and her/his cumulative GPA is still less than 2.00.

A student will also be excluded from the online program if she/he fails three courses in a term..

Readmission of Excluded Students

A student who is excluded for academic difficulties is eligible to apply for readmission after one term. Readmission is permitted at the discretion of the Admissions Committee. The excluded student, upon application for readmission, is in competition for space with other applicants at that time.

Once readmitted, the student will be placed on academic probation. She/he will once again be excluded for academic reasons if her/his cumulative GPA remains less than 2.00 after two consecutive terms or if she/he fails three courses in a term, and will only be eligible for readmission through the Academic Renewal Policy.

If a student is excluded from Columbia College for academic reasons, and if another institution permits that student to earn credit during the term following her/his exclusion, then Columbia College will not accept such credit by transfer should the student subsequently be readmitted to Columbia College.

Academic Renewal Policy (Effective January 1996)

A student whose cumulative grade point ratio is below 2.00 who applies for readmission to Columbia College after an absence of at least three calendar years from Columbia College may apply for academic renewal. Under academic renewal, a student will receive credit toward graduation for grades of "C" or above on courses previously taken at Columbia College but will not receive any quality points.

The following provisions apply to the academic renewal policy:

1. A student must accept or reject academic renewal upon readmission.
2. A student will be granted academic renewal one time only.
3. A student who has twice been excluded for academic reasons will be eligible for academic renewal.
4. A student admitted under academic renewal will be considered in good academic standing. In addition, failing grades received in a course taken at Columbia College before academic renewal will not be considered in determining whether the student may repeat a course.
5. Any academic credit earned at another regionally accredited institution will be evaluated according to current College transfer policy.
6. Following readmission under the academic renewal policy, a student must complete a minimum of 25 percent of all courses required by the degree at Columbia College, including 12 semester hours in her/his major. This requirement means that at least 33 semester hours must be taken at Columbia College for all programs.
7. A student who accepts academic renewal and who subsequently completes at least 64 hours of graded (not pass/fail) coursework will be eligible to graduate with honors from Columbia College in accordance with appropriate GPA honors requirements.
8. The student's permanent academic record will remain an unmodified record of all work attempted at Columbia College. The record will contain a statement that the student has been granted academic renewal by Columbia College.

Grade Reports

At the close of each term, final reports of courses attempted and grades are released to students. Mid-term grades are regarded as progress reports. They are not used as a basis for administrative actions such as academic probation or student activity disqualification, but they are the basis of extra advisory action. All grades are available to students on Koala Connection.

Grade Changes

The instructor, the division head, and the Provost must approve all grade changes. Grade changes made after the end of the regular term following the original grading period must also be approved by the Academic Standards Committee. Additional coursework done after the conclusion of the term cannot affect the final grade in a course.

Class Absence

The policy for class attendance for all students is to be established by each instructor in his or her own class. That policy should be consistent with the attainment of educational objectives and the development of the student's personal maturity. A written statement of this policy shall be given to students at the first class session and a copy shall be filed with the Provost.

Absences will be excused at the discretion of the individual professor. A student whose absences exceed the number allowed by the instructor's policy shall receive the grade of "FA" for that course.

Students who desire exceptions to a professor's attendance policy should appeal to the division head no later than mid-term following the term in which the class was taken. If the professor is the division head, the appeal should be made to the Provost. In case of extreme hardship, the Provost or the President of the College has the authority to make an immediate decision on an appeal.

Student Records

Confidentiality of Student Records

Policies regarding the confidentiality of student records are in compliance with the Family Educational Rights and Privacy Act of 1974, commonly referred to as the Buckley Amendment. A detailed statement of the policy appears in the *Columbia College Student Handbook*.

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.

Academic Honors

President's List

Students who have earned a minimum of 12 semester hours in a term, who have a GPA of 4.00 for that term, and who have not received a course grade of "F," "FA," "U," "W," "WD," "I," or "INC" in that term are placed on the President's List. The 12 semester hours may not include pass/fail courses, and only Columbia College work qualifies a student for the President's List.

Dean's List

Students who have earned a minimum of 12 semester hours in a term, who have a GPA of 3.50 or better for that term, and who have not received a course grade of "F," "FA," "U," "W," "WD," "I," or "INC" in that term are placed on the Dean's List. The 12 semester hours must include nine semester hours taken on a graded basis and may not include elective pass/fail courses. Only Columbia College work qualifies a student for the Dean's List.

Annual President's List

Students who have earned a minimum of 12 semester hours in an academic year, who have earned no more than 11 semester hours in any one term during that year, who have a GPA of 4.00 for classes taken during that year, and who have not received a course grade of "F," "FA," "U," "W," "WD," "I," or "INC" during that year are placed on the Annual President's List. The 12 semester hours may not include pass/fail courses and only Columbia College work qualifies a student for the Annual President's List.

Annual Dean's List

Students who have earned a minimum of 12 semester hours in an academic year, who have earned no more than 11 semester hours in any one term during that year, who have a GPA of 3.50 or better for classes taken during that year, and who have not received a course grade of "F," "FA," "U," "W," "WD," "I," or "INC" during that year are placed on the Annual Dean's List. The 12 semester hours must include nine semester hours taken on a graded basis and may not include elective pass/fail courses. Only Columbia College work qualifies a student for the Annual Dean's List.

College Marshals

Five students with the highest scholastic average from the sophomore, junior, and senior classes serve as marshals. The senior with the highest average serves as Chief Marshal.

Honor Graduates

Honors in three levels of attainment are conferred at graduation. Candidates for baccalaureate degrees who have demonstrated unusual scholastic ability by the maintenance of a cumulative GPA between 3.950 and 4.000, inclusive, graduate **summa cum laude**; candidates with a cumulative GPA between 3.850 and 3.949, inclusive, graduate **magna cum laude**; and candidates with a cumulative GPA between 3.750 and 3.849, inclusive, graduate **cum laude**. Honor graduates must have earned 64 semester hours of graded coursework at Columbia College.

Candidates who have fewer than 64 semester hours of graded coursework at Columbia College and who demonstrate scholastic ability by the maintenance of a cumulative GPA of 3.750 or higher are awarded honor cords which they may wear at Commencement.

Degree Completion

Degree Requirements

A student is generally graduated according to degree requirements published for the term of initial Columbia College registration as a degree-seeking student unless attendance has not been continuous. In cases of readmission, degree requirements published for the term of readmission must be met.

Any student may choose by written request to be graduated according to degree requirements published after her/his current graduation requirements. A student making this choice must accept all changes made to the degree requirements between the two publication dates.

The College reserves the right to change requirements for graduation when it is decided that such changes are necessary. Graduation is permitted only after a student has completed all attempted courses and has satisfied all of the relevant academic requirements for her/his degree program. A graduate must satisfy all financial obligations to the College to be able to participate in Commencement, receive a diploma, or have her/his official transcripts released.

Semester Hours

Candidates for a Bachelor of Arts degree are required to complete 127 semester hours of college work. **This work must include the appropriate General Education requirements and a major field of study** Students enrolled in the Second Bachelor's Degree program should refer to the special requirements outlined above.

GPA Needed for Graduation

The College requires a final cumulative GPA of at least 2.00 and a GPA of at least 2.50 in the major.

Residence Time

Degree applicants must complete a minimum of 25 percent of all courses required by the degree at Columbia College. This requirement means that at least 33 semester hours of coursework must be taken at Columbia College for all programs.

A student must take at least 12 semester hours in her/his major at Columbia College. These 12 hours cannot include courses graded on a pass/fail basis.

Application for Degree

A student must file an Application for Degree with the Office of the Registrar no later than the beginning of the term immediately prior to the term after which she/he expects to graduate. Degrees will be conferred at spring commencement.

A degree will not be conferred *in absentia* except with special permission of the Provost. The student must file this request with the Provost not later than one month before she/he expects to graduate.

Academic Program

Columbia College confers the degrees of Bachelor of Science in Nursing and Bachelor of Arts in the online program. The requirements for the degrees are based on the general principle of a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. Columbia College also confers graduate degrees. For additional information, consult the *Columbia College Graduate Bulletin*.

General Education Goals and Objectives

At Columbia College, students who complete the Columbia College Evening College General Education Curriculum will:

1. Demonstrate critical thinking skills through reading, writing, speaking, and analytical problem solving.
2. Possess the knowledge and skills to live and work with people from different backgrounds and cultures.

3. Increase their capacity for social responsibility, civic engagement and leadership.
4. Understand the global interconnections of the human experience.
5. Have the knowledge, skills, and habits for personal fulfillment and healthy living.

General Education and Other Requirements

General Education for the Bachelor of Arts (30 semester hours)

English 101	3 s.h.
English 102	3 s.h.
English 200	3 s.h.
Communication 100	3 s.h.
Mathematics 120	3 s.h.
Psychology 102	3 s.h.
Biology 104	3 s.h.
History 104	3 s.h.
Religion 104	3 s.h.
Liberal Arts 104	3 s.h.

General Education for the Bachelor of Science in Nursing (30-31 semester hours)

English 101	3 s.h.
English 102	3 s.h.
English 200	3 s.h.
Communication 100	3 s.h.
Mathematics 140	3 s.h.
Psychology 102	3 s.h.
Chemistry 110 or 121	3 or 4 s.h.
History 104	3 s.h.
Religion 104	3 s.h.
Liberal Arts 104	3 s.h.

Additional Requirements for All Online Programs (3 semester hours)

Online Learning 101	3 s.h.
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The Registrar determines when a transferred course satisfies the outcomes of a general education requirement when the transfer course is not directly equivalent to one of the listed courses. Because the Online Learning course is specific to the college and the learning management system it uses, that course must be the first course taken from the online programs at Columbia College even if the student has taken similar courses from other institutions.

Major Programs

Each student is encouraged to select a major program of study at the time of initial application. Forms for changing a major are available from the Office of the Registrar. When a change has been officially made, a new major academic advisor is assigned to the student.

Students are required to have a major chosen from one of the programs listed below:

Division of Behavioral Studies and Human Inquiry

- Criminal Justice (B.A. degree)
- Emergency Management (B.A. degree)

Division of Business, Mathematics, and Sciences

- Nursing (B.S.N. degree)

Academic Divisions

Division of Arts and Communication Studies

Division Head: Stephen Nevitt, M.A.

The Division of Arts and Communication Studies offers the general education courses in Communication and Liberal Arts.

Division of Behavioral Study and Human Inquiry

Division Head: Karen Thomspson, Ph.D.

Division Faculty

Senior Lecturer:

M. Emily Bentley, J.D. [Disaster and Emergency Management]

Harry T. Cooper, Jr., J.D. [Criminal Justice]

D'Michelle DuPre, M.D. [Criminal Justice and Nursing]

The Division of Behavioral Studies and Human Inquiry offers major programs in Criminal Justice and Disaster and Emergency Management. It also offers the general education courses in History, Psychology, and Religion.

Major Programs

Major in Criminal Justice

Program Coordinator: Harry Cooper, J.D.

Required courses (39 semester hours) are Criminal Justice 301, 302, 303, 304, 401, 402, 403, and 495; one Leadership Course from Criminal Justice 495, 496, or 497; and 15 hours of Criminal Justice electives selected from Criminal Justice 310, 320, 330, 340, 350, 351, 410, 420, 430, 440, and 450.

Major in Disaster and Emergency Management

Program Coordinator: M. Emily Bentley, J.D.

Required courses (39 semester hours) are Emergency Management 101, 102, 110, 120, 201, 204, 230, and 495 and 15 additional hours of Emergency Management elective courses. A concentration in Homeland Security can be completed with 15 semester hours in designated courses.

Homeland Security (15 Semester hours) Emergency Management 471, 472, 473, 474, and 475

Division of Business, Mathematics, and Sciences

Division Head: Madeleine Schep, Ph.D.

Division Faculty

Senior Lecturer:

D'Michelle DuPre, M.D. [Criminal Justice and Nursing]

Chief Nursing Administrator:

Judy Paull, M.S.N., D.N.P., A.R.N.P. [Nursing]

The Division of Business, Mathematics, and Sciences offers the RN to BSN major in Nursing as well as the general education courses in Biology, Chemistry, and Mathematics.

Major in Nursing (RN to BSN Program)

Program Coordinator: D'Michelle DuPre, M.D.

Chief Nursing Administrator: Judy Paull

The BSN degree targets students who have completed an ADN degree and hold an unrestricted Registered Nurse license. This degree provides a strong foundation in the theory of nursing, and the critical thinking and communication skills necessary to advance in the profession and/or pursue graduate studies in nursing. In general students should complete the BSN general education requirements and specified electives prior to enrolling in the nursing core curriculum.

Requirements for a Major in Nursing (RN to BSN Program): An Associate Degree in Nursing and an unrestricted Registered Nurse license are required. Required core courses in the major (30 semester hours) are Nursing 301, 310, 312, 320, 340, 400, 410, 420, 430, and 450. In addition, Chemistry 110 or 121 and Mathematics 140 must be taken to satisfy the Scientific Literacy and Mathematics requirements respectively. Biology 226, 260 or 265, 326, and Public Health 264 must be taken as specified electives.

Division of Education

Division Head: Chris Burkett, Ed.D.

The Division of Education offers the required Online Learning course.

Division of Languages and Literatures

Division Head: Nancy L. Tuten, Ph.D.

The Division of Languages and Literatures offers the general education courses in English.

Course Descriptions

Biology

BIO 104. **Environmental Science with Lab.** Investigation of the interrelationships between the biotic and abiotic environments which form the natural world. Topics include structure and function of ecosystems, the causes and consequences of human population growth, environmental pollution, and the importance of balancing utilization and conservation of natural resources. 3 s.h.

BIO 226. **Human Anatomy and Physiology I.** (Prerequisite: Biology 110) Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, nervous and endocrine systems. Laboratory includes microscopic study, animal dissection using the cat or another representative mammal and physiological experiments. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 260. **Microbiology for Nurses.** (Prerequisite: Biology 110.) An introduction to the morphology, physiology, classification, immunology, medical importance, and economic significance of microorganisms including bacteria, viruses, molds, yeasts, and protozoa. Laboratory work will stress technique and cultivation of microorganisms. 3 s.h.

BIO 265. **Microbiology.** (Prerequisite: Biology 110.) An introduction to the morphology, physiology, classification, immunology, medical importance, and economic significance of microorganisms including bacteria, viruses, molds, yeasts, and protozoa. Laboratory work will stress technique and cultivation of microorganisms. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

BIO 326. **Human Anatomy and Physiology II .** (Prerequisite: Biology 226) Functional anatomy and physiology of the human body, including the cardiovascular, immune, excretory, reproductive, digestive and respiratory systems. Laboratory includes continued microscopic study, animal dissection using the cat or another representative mammal and physiological experiments. Three lecture hours and three laboratory hours scheduled weekly. 4 s.h.

Chemistry

CHEM 110: **Survey of Chemistry.** This is a one term course covering general, organic and biochemistry designed primarily for the student enrolled in the nursing program. The course covers aspects of general chemistry including atomic structure, bonding and equilibria, a brief introduction to organic chemistry including physical properties and representative reactions of common functional groups and finally provides an overview of the chemistry of the major classes of biomolecules and metabolism. Course will include a laboratory portion 3 s.h.

CHEM 121. **General Chemistry I.** (Prerequisite: Math SAT score of at least 500, Math ACT score of at least 19, or placement above Mathematics 104.) (Three hours lecture and one three-hour laboratory weekly.) An introduction to chemistry presenting the fundamental principles and appropriate descriptive material to serve as a foundation for further study of the subject. Qualitative and quantitative analysis are included in the laboratory portion of this course. 4 s.h.

Communication Studies

COMM 100. **Introduction to Oral Communication.** Introduction to the fundamentals of effective oral communication with emphasis on informative and persuasive speaking, and group communication and leadership. (Previously offered as Speech 104.) 3 s.h.

Criminal Justice

CJ 301. **Introduction to Criminal Justice.** This introductory course provides a comprehensive overview of the criminal justice system in America. The course examines the foundations of criminal justice, fundamental legal concepts in crime and punishment, history and structure of law enforcement, the court system and the corrections system. 3 s.h.

CJ 302. **Introduction to Courts.** The American court system is described in this course, with attention to the characteristics, jurisdiction and dynamics of state and federal courts. The roles of judges, prosecutors, defense attorneys and juries are examined. Case studies are used to illustrate the judicial process from arrest to arraignment, trial, and verdict. 3 s.h.

CJ 303. **Introduction to Law Enforcement.** This course provides a comprehensive introduction to the structure of American law enforcement and its characteristics at the local, state and federal levels. Practical considerations for entering the field of law enforcement are discussed, including hiring practices; required knowledge, skills and abilities; training; policies and procedures; internal affairs; and occupational issues. 3 s.h.

CJ 304. **Introduction to Corrections.** The history, philosophy and contemporary concepts of corrections are presented in this survey course. Topics include sentencing and criminal sanctions, institutional corrections, probation and community corrections, parole and rehabilitation, and career opportunities in corrections. Specific gender, race and ethnicity issues in corrections are discussed. 3 s.h.

CJ 310. **Community Corrections.** This course is an exploration of community-based approaches to corrections, including probation, parole, treatment and rehabilitation programs. Topics include roles of probation and parole officers, and community corrections for specific populations including juveniles, sex offenders, mentally ill offenders, and drug and alcohol abusers. 3 s.h.

CJ 320. **Community Policing.** In this course, an overview is presented of the evolution of policing practices and crime prevention approaches in America with emphasis on current trends, issues and problems in community law enforcement. 3 s.h.

CJ 330. **Introduction to Forensic Science.** Crime scene investigation techniques and laboratory methods are examined. Emphasis is placed on crime scene protocols, documentation of evidence, fingerprinting and scientific analysis of evidence. The course covers legal issues including chain of custody, Fourth Amendment rights, and search procedures. Laboratory tests used in forensics are described with particular attention to DNA analysis, toxicology, hair and fiber analysis and fire scene analysis. 3 s.h.

CJ 340. **Comparative Justice.** A comparative survey of judicial systems in England, France, Sweden, Japan, Russia, China and Islamic Law contrasts these approaches to laws, the judiciary, law enforcement, and corrections with systems in the United States. 3 s.h.

CJ 350. **Criminal Procedure 1.** This course explores the foundations of criminal procedure, Constitutional law and doctrine, and Fourth Amendment rights and protections in theory and practice. 3 s.h.

CJ 351. **Criminal Procedure 2.** This course explores the topics of right to counsel, interrogation, identification of suspects, pre-trial processes, and the trial process with review of illustrative case examples. 3 s.h.

CJ 401. **Criminological Theory.** This is a survey course on theories of the causes, prevention and punishment of crime. The course examines philosophical, biological, psychological and sociological theories and current integrative approaches. Emphasis will be given to key concepts for understanding crime in its social context. 3 s.h.

CJ 402. **Ethics in Criminal Justice.** This course provides an overview of philosophical and moral issues in human behavior and their implications for law enforcement and criminal justice. Topics include choices and values, the challenge of determinism, morality and moral development, self-interest, issues in police integrity, rights-based ethics, and the relevance of virtue in criminal justice. 3 s.h.

CJ 403. **Statistics in Criminal Justice.** This course provides an introduction to statistical methods in criminal justice. It covers descriptive statistics, variability, measures of central tendency, measures of dispersion and probability distributions. 3 s.h.

CJ 410. **Juvenile Justice.** Social, historical, and legal perspectives on juvenile justice are covered in this course. Key concepts in the definition, social and family contexts, and correctional philosophy of juvenile crime are explored. Historical approaches to juvenile justice are contrasted with contemporary justice systems. Judicial processes for juveniles are examined, along with institutional and community-based corrections programs. 3 s.h.

CJ 420. **Crisis Management.** This course is an examination of organizational crisis management including strategies, planning, vulnerability assessment, organization, leadership, crisis communications and ethics. The course will emphasize the importance of the crisis management team and the roles and responsibilities of its members and will provide examples of consequence management as illustrated by case studies. 3 s.h.

CJ 430. **Drugs & Criminal Justice.** An overview is presented of historical and public policy perspectives on drug abuse, society and criminal justice in this course. Key topics include legal issues, drug related offenses, impacts on society, economic implications, and current issues in drug control and criminal justice. 3 s.h.

CJ 440. **Police Administration.** This course examines management principles for law enforcement. Key topics include administration and organization of police agencies, the context in which law enforcement agencies operate, organizational concepts, policies and procedures, the functions of management, human relations, communication, decision-making, evaluation, and information technology. Contemporary issues in police administration are reviewed, including homeland security and community policing. 3 s.h.

CJ 450. **Victimology.** This course will examine how the criminal justice system relates to victims of crime. Topics include victimology as a field of study; statistics about victimization; victims and the criminal justice system; and issues in restitution. 3 s.h.

CJ 495. **Leadership.** This is a seminar course on leadership in law enforcement. Students engage in extensive discussion of leadership challenges based on a case study and findings from a survey of law enforcement leaders on leadership style, personality characteristics and success. Disney's Approach to Quality Service is presented as a model for establishing effective organizational leadership. 3 s.h.

CJ 496. **Professionalism in Criminal Justice.** This is a seminar course on professionalism in criminal justice. The course includes assessment of personal characteristics; setting priorities for personal values, knowledge and integrity; recognizing family and social influences on personal growth; and development of leadership qualities. 3 s.h.

CJ 497. **Professional Leadership in Criminal Justice.** This is a seminar course on leadership in criminal justice. The course is based on The 21 Irrefutable Laws of Leadership by John C Maxwell. Emphasis is placed on discussing and developing leadership qualities to meet the management challenges experienced in criminal justice organizations. 3 s.h.

Emergency Management

EM 101. **Introduction to Emergency Management.** This course provides an introduction to principles, theory and practice of emergency management at the local, state, national, and international levels. The course describes the history of emergency management policies and programs in the United States. It will explore the concepts of preparedness, prevention, response, recovery and mitigation. Natural and technological hazards are introduced and compared with terrorist threats. 3 s.h.

EM 102. **Introduction to Homeland Security.** This course provides an introduction to homeland security laws, public policies and programs. It provides an historic overview of terrorism. Topics include the homeland security governmental structure, intelligence, border security, transportation security, cybersecurity, and emergency management for terrorist incidents. 3 s.h.

EM 110. **Psychological and Social Dimensions of Disaster.** This course provides an introduction to behavioral and social science research on disasters. The course is an overview of basic concepts and theories relevant for understanding the psychological and social consequences of disasters. Topics include risk perception; risk communication; disaster preparedness and response; the ways in which disasters affect individuals, families and communities; crisis interventions, and recovery processes. 3 s.h.

EM 120. **Introduction to the Science of Hazards.** This course will provide an introduction to the sciences related to natural hazards, geological hazards, weather and climate, and technological hazards, including basic concepts in geology, chemistry and climatology. 3 s.h.

EM 201. **Planning for Emergency and Disaster Management.** This course explores planning methods for preparing public safety personnel, agencies, organizations and communities for disasters. The purpose for this course is to provide the student with an understanding of emergency operations planning at the municipal, county, state and federal levels, with attention to emergency planning in business, schools and non- governmental organizations. Course topics include laws and policies related to emergency planning, municipal and county emergency planning, state emergency planning, emergency support functions, mutual aid and the Emergency Management Assistance Compact, federal emergency planning: the Federal Response Framework, Recovery Framework and related doctrine. 3 s.h.

EM 204. **Communication Skills for Emergency Management.** This course will provide an overview of the principles and practices of risk communication, with emphasis on public information during disasters. This course examines the latest theory, practice, and innovative approaches for handling crisis communications. Case studies will illustrate successes and failures in risk communication, crisis management, and provision of public information in each phase of emergency management. 3 s.h.

EM 210. **Community Resiliency, Recovery and Mitigation.** This course explores the concepts of community resiliency, social constructs of disaster, recovery and mitigation through discussion of policies, practices, research, theory and case studies. It will address social, economic, cultural and political dimensions of recovery and mitigation. Factors that promote community resiliency will be discussed. 3 s.h.

EM 220. **Hazard Mapping and Modeling.** This course provides an overview of geographic information systems (GIS), key hazard modeling tools, and their applications in emergency management. The course examines applications in planning, data analysis, operations, logistics and situational awareness and provides an introduction to SLOSH, HAZUS, and other hazard models used in prevention, mitigation, preparedness, and response. 3 s.h.

EM 230. **Introduction to Public Administration.** This course provides an introduction to the operations of government. This will begin with an examination of the historical and theoretical perspectives of the study of administration and will then focus on leadership and organization in the public sector. Included will be the study of budgeting, personnel, legal, and oversight areas of administration. (This course is equivalent to Political Science 230.) 3 s.h.

EM 240. **Statistics and Research Methods.** This course provides an overview of social science statistical and research methods related to emergency management. The course covers descriptive statistics, introductory survey and sampling methods and basic experimental design. Concepts will be illustrated through critical review of emergency management research studies. 3 s.h.

EM 250. **Disasters and Public Health.** Each type of disaster poses a range of threats to human health. This survey course provides an overview of the public health consequences of natural disasters, technological disasters and terrorism and the preparedness and response measures for addressing health consequences. Attention is given to the public health and hospital preparedness programs instituted in the United States to prepare for emergencies. 3 s.h.

EM 310. **Terrorism in the Modern World.** This course provides an overview of terrorism and perspectives on why individuals participate in terrorism. Counterterrorism policies are examined in an international context. Options for countering terrorism are reviewed and analyzed. The course incorporates risk analysis and threat assessments based on modern world terrorism and potential threats. 3 s.h.

EM 320. **Weapons of Mass Destruction.** This course presents an overview of the modes and methods of weapons of mass destruction including chemical, biological, radiological, nuclear and explosive weapons. Homeland security doctrine is reviewed. Considerations for preparedness and emergency response are described. 3 s.h.

EM 330. **Cyber and Information Security.** This elective course provides an examination of methods and policies related to identifying and addressing risks to cyber and network systems from a variety of threats. The course is designed to provide a basic understanding of cyber and information security issues in support of efforts to securely collect, process, and share

intelligence, promote cyber security practices, make tactical and strategic decisions in cyber-related events, and conduct investigation and response operations. 3 s.h.

EM 350. **Risk Analysis and Threat Assessment.** This course provides a framework for risk analysis and threat assessment that may be applied to natural and manmade disasters. This course examines principles and practices in risk management and insurance and their implications for disaster preparedness and recovery. Topics will include risk analysis, strategies for risk management, types of insurance, coverage of disaster-related losses, and implications for corporate resilience. 3 s.h.

EM 360. **Homeland Security Law and Public Policy.** This course will review homeland security law and public policy. Topics include constitutional law; individual rights; political processes; roles and responsibilities of local, state and federal government; and laws and policies related to border security, immigration, intelligence and cybersecurity. 3 s.h.

EM 410. **Public Safety Theory and Application.** This course focuses on the theoretical approach to public safety and the responses to emergency situations. 3 s.h.

EM 420. **Management of Human Resources.** This course provides the framework for understanding human resources administration for effective leadership in emergency management. 3 s.h.

EM 430. **Strategic Planning.** This course teaches principles and practices for strategic planning. It addresses issues of successful strategic plan development and implementation in public, private sector, and non-profit organizations, including organizational structures, objective setting and monitoring, and use of strategic planning in budgeting, accountability, and personnel development. 3 s.h.

EM 440. **Financial Management.** This course will review basic fiscal responsibilities and requirements for effective management of organizations including grant acquisition, payroll, and liability and budget issues. 3 s.h.

EM 460. **International Disaster Response.** This course examines emergency management from a cross-cultural perspective that compares countries' approaches to disaster response. The course will highlight organizations engaged in international disaster assistance and their roles in each phase of emergency management. 3 s.h.

EM 471. **Terrorist Organizations: Structure and Operations.** This course is designed to provide students a broad understanding of terrorist organizations, their motivations, and methods of operation. History of terrorism, current movements and organizations (both domestic and transnational groups) will be covered. Emphasis will be placed on terrorist use of chemical, biological, radiological, and nuclear weapons of mass destruction. 3 s.h.

EM 472. **Terrorist Threat Assessment.** Critical Infrastructure protection is one of the cornerstones of homeland security. The National Strategy for Protection of Critical Infrastructure and Key Assets lists 11 sectors that need threat assessment: Water, Power & Energy, Information & Telecommunications, Chemical Industry, Transportation, Banking & Finance, Defense Industry, Postal & Shipping, Agriculture & Food, Public Health, and Emergency Services. This course focuses attention on only the most fundamental critical infrastructures. This course develops a network theory of vulnerability analysis and risk assessment called "model-based vulnerability analysis" used to extract the critical nodes from each sector, model the nodes' vulnerabilities by representing them in the form of a fault-tree, and then applying fault and financial risk reduction techniques to derive the optimal strategy for protection of each sector. At the completion of the course, students will be able to apply the model-based vulnerability technique to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft policies for prevention of future terrorist attacks. 3 s.h.

EM 473. **Emergency Management of Epidemics and Bioterrorism.** This course reviews history, laws, and public policies related to public health preparedness and emergency management. The course will cover preparedness and response measures for epidemic disease, biological warfare and bioterrorist acts. Center for Disease Control categories for bioterrorism agents and their traits are reviewed. Government preparedness measures to deal with epidemics, including pandemic influenza, and bioterrorism will be addressed with emphasis on surveillance and response. 3 s.h.

EM 474. **Response to Explosive Devices and Incidents.** This course is designed to prepare emergency responders to perform effectively and safely during bombing incidents at all locations at an incident scene, including the hot (kill) zone. The course includes detailed instruction on Improvised Explosive Devices (IEDs), explosive materials and explosive effects;

and comprehensive training on critical response actions during pre- and post-detonation operations. In addition, the course addresses actions that emergency responders can take to prevent and/or deter terrorist attacks involving energetic materials. 3 s.h.

EM 475. **Homeland Security Measures.** This course provides an overview of the essential ideas that constitute the emerging discipline of homeland security. It has two central objectives: to expand the way participants think, analyze and communicate about homeland security; and to assess knowledge in critical homeland security knowledge domains: including strategy, history, terrorism, fear management, crisis communication, conventional and unconventional threats, network leadership, weapons of mass destruction, lessons learned from other nations, civil liberties and security, intelligence and information, homeland security technology, and analytics. The course is organized around an evolving narrative about what homeland security leaders need. 3 s.h.

EM 480. **Emergency Management Practicum.** (Pre-requisite: Successful completion of at least five Columbia College Disaster and Emergency Management major required courses and at least 30 total hours toward the bachelor's degree with a cumulative GPA of at least 2.5. State of residency may affect eligibility for this course.) This elective course will provide Disaster and Emergency Management students the opportunity to gain real-world experience in an emergency management setting or role by working on a part-time basis with an approved organization or agency. 2 or 3 s.h.

EM 495. **Leadership in Emergency Management Organizations.** This course will establish the hierarchy of effective leadership roles and responsibilities for effective management of emergency services organizations to include ethical and legal responsibilities. 3 s.h.

English

ENG 101. **Analytical Thinking, Writing, and Research I.** This course prepares students for academic writing at the college level with special attention to exposition and argument. Students learn to focus, organize, support, and develop their ideas and to provide proper attribution for secondary sources. Individual sections of this course will focus on a particular theme – such as the family, education, pop culture, gender, ethnography, or film. 3 s.h.

ENG 102. **Writing about Literature.** (Prerequisite: English 101 and, if required by placement, English 110) This course furthers the writing, reading, and thinking skills taught in English 101. It provides students with an introduction to reading and writing from a literary perspective and to researching, synthesizing, and incorporating scholarly sources into students' own arguments.. 3 s.h.

ENG 200. **Survey of World Literature.** (Prerequisite: English 101) A course designed to help the student appreciate literature as human experience and art. Selections from various periods, nationalities, and genres will serve as text materials. 3 s.h.

History

HIS 104. **Contemporary World History-Post 1945.** This course considers the history of the world since 1945. Topics to be explained include, but are not limited to, the Cold War, the end of colonial empires, the rise of Islamic Nationalism and fundamentalism, the creation and growth of the European Union, the United States as a superpower, the rise of China, and the fall of the Soviet Empire. 3 s.h.

Liberal Arts

LA 104. **Fine Arts in the Modern World.** This course examines the human interactions between the artist, audience, and the work of art in a study focused upon the application of art forms such as theater, film, visual arts, music, architecture, and dance. 3 s.h.

Mathematics

MATH 120. Liberal Arts Mathematics. (Prerequisite: Satisfactory completion of Mathematics 001 or placement by the Program Coordinator.) This course covers basic topics in quantitative literacy. Numbers, sets, logic, probability, and descriptive statistics are the core concepts. Additional topics such as financial mathematics, geometry, and algebraic modeling may be included at the discretion of the instructor. All topics will be placed in both historical and present-day contexts. Problem solving, communication skills, and applications will be emphasized. 3 s.h.

MATH 140. Elementary Statistics. This is an introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, probability, random sampling, hypothesis testing, estimation, linear regression, and correlation. 3 s.h.

Nursing

NURS 301. Community and Public Health Nursing. The context of public and community health nursing is based upon basic epidemiological principles, health promotion concepts, and disease prevention strategies. Various indicators that contribute to a community's health are explored, including socioeconomic, environmental, political, and cultural and racial diversity in the provision of holistic care. 3 s.h.

NURS 310. Comprehensive Health Assessment. Through a comprehensive systems approach, the practicing nurse is exposed to the theoretical and practical components of a holistic physical assessment for the child, adult and geriatric. Emphasis is placed on performing a complete assessment, including a write-up of normal and abnormal findings, and laboratory value interpretation. 3 s.h.

NURS 312. Ethical Issues in Nursing Practice. Through case study analysis, various issues in the study of ethical dilemmas in nursing practice are explored, with an emphasis placed on ethical decision-making within complex health care environments, ranging from primary to secondary to tertiary setting. 3 s.h.

NURS 320. Evidence-Based Practice Through Nursing Research. Pre-requisite for this course is Math 140. This course covers the essential principles of nursing research in theory and methodology. Emphasis is on developing critical skills in critiquing nursing research and its application in practice focusing on evidence-based practice. 3 s.h.

NURS 340. Gerontology. Care of the older adult through a systems presentation is reviewed, using a holistic approach in providing preventative care, acute care, and long term care. A review of systems is employed with an emphasis on polypharmacy affects. 3 s.h.

NURS 400. Pathophysiology. Pathophysiology, as it pertains to human illness, is studied within a systems framework. A client's presenting symptoms are utilized as the initial review, with further study into the various system interactions as a basis for understanding to his/her state of health and/or illness. 3 s.h.

NURS 410. Pharmacology in Nursing Practice. (Prerequisite: Chemistry 110 or 121) This course builds upon the foundation of pharmacologic care learned in the student's initial nursing course. Client situations are presented in a holistic manner, with an emphasis on understanding the actions and interactions of various pharmacotherapeutic agents, education and obtaining optimal therapeutic outcomes. 3 s.h.

NURS 420. Professional Leadership in Nursing. Nursing practice in various health care settings is examined through the application of leadership and management theories, within a social systems framework. The various roles and functions of the nurse leader, including motivating and ensuring safe care delivery through effective quality indicators, is discussed. 3 s.h.

NURS 430. Transcultural Nursing. As the world continues to merge its borders, nurses need to increasingly become more aware of how culture affects nursing care delivery. This course contains the foundations of cultural nursing as supported by theory, an overview of health disparities, social determinants of health, common practices of health care from many perspectives and cultures. 3 s.h.

NURS 450. Transition To Baccalaureate Nursing. Building on an established nursing foundation, the course continues the professional nurse's journey to further understanding of the art and science of the provision of effective, compassionate, and measurable nursing care at the baccalaureate level. The theoretical and conceptual basis of nursing science is emphasized, in addition to a variety of nursing and health care system issues. Current topics of interest include the Affordable Care Act, health care policy, rationing of care, right to die legislation, financial systems, cultural and racial diversity, health disparities, and legal and ethical care scenarios. 3 s.h.

Online Learning

OL 101. Orientation to Online Learning. This course prepares adult learners for the online learning experience. It provides an overview of the Virtual Campus and a tutorial on the learning system. The Online Library is introduced. The Student Handbook is reviewed to explore requirements and expectations of the program. Student strengths and weaknesses are assessed to establish a baseline for supporting successful online learning. 3 s.h.

Psychology

PSY 102. Introduction to Psychology. An introduction to the field of psychology and the psychological study of human behavior. Topics may include research methods in psychology, biological bases for behavior, perception, learning and cognition, motivation and emotion, personality, social bases of behavior, psychological disorder, and psychological treatment. 3 s.h.

Public Health

PUBH 264. Nutrition for Wellness. This course is an introduction to the scientific principles of human nutrition and how sound nutrition practices are related to achieving optimal wellness. The following aspects of dietary nutrients will be covered: physical and chemical properties, physiological functions, dietary allowances, energy balance, food labeling, food additives, food-borne illnesses, deficiency diseases, and availability of nutrients from various food sources. A personal nutrition project is required. 3 s.h.

Religion

REL 104. Contemporary Cultures and World Views. This course is designed to help the student identify the diverse cultures and worldviews in today's society, develop an ability to assess the local cultures, and acquire an ability to respond to different cultures from a theistic perspective. This course will introduce the student to philosophical thought reflected in contemporary culture. Philosophies such as Postmodernism, Secular Humanism, Cosmic Humanism, Christianity, and Islam are investigated in light of their contributions to the major institutions of modern society. 3 s.h.

Board of Trustees

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

Faculty

Professors

Julia P. Baker (2003) -- Professor of Chemistry. B.S., Furman University; Ph.D. University of South Carolina.

Martha Brim (1983) -- Professor of Dance. B.F.A., M.F.A., Florida State University.

Tamara L. Burk (2003) – John Reeves Endowed Chair of Leadership; Professor of Communication Studies. B.A., M.A., University of Maine; Ed.S., Ph.D., College of William and Mary.

Mona R. El Shazly (1987) -- Professor of International Business and Economics. B.A., M.A., American University, Cairo; Ph.D., University of South Carolina.

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

Christine Hait (1992) -- Professor of English. B.A., M.A., Texas A&M University; Ph.D., University of North Carolina, Chapel Hill.

Melissa Heidari (1989) – Martha Youmans Edens Professor of English. B.A., Ph.D., University of South Carolina; M.A., University of Rochester.

Laurie B. Hopkins (1984) -- Professor of Mathematics. B.S., Ph.D., University of South Carolina.

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

Doris Giles Layton (2000) -- Professor of Education. B.A., Winthrop University; IMA., Ph.D., University of South Carolina.

Tandy McConnell (1998) -- Charles Ezra Daniels Chair of History; Professor of History. B.A., Berea College; M.A., M.Div., Southern Baptist Theological Seminary; Ph.D., University of South Carolina.

Jason B. Munsell (2003) -- Professor of Communication Studies. B.A., M.A., University of Arkansas; Ph.D. Louisiana State University.

Stephen R. Nevitt (1976) -- Professor of Art. B.F.A., University of South Carolina; M.A., State University of New York.

Lynne Steyer Noble (1999) -- Professor of Education. B.A.Ed., University of Michigan; M.Ed., Ed.D., University of Virginia.

Madeleine Schep (1998) -- Professor of Mathematics and Computer Information Systems. M.S., University of Paris VII; Ph.D., University of Paris Sud.

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

Nancy L. Tuten (1988) -- Stackhouse Chair of English; Professor of English. B.A., Newberry College; M.A., Ph.D., University of South Carolina.

Catherine (Lisa) A. Unterseher (2000) -- R. Wright Spears Professor of Religion. B.A., University of Texas at Austin; M.Div., Ph.D., Southern Methodist University.

Ute Wachsmann-Linnan (2000) -- Professor of Art History. M.B.A., University of South Carolina, M.L.I.S., University of California; Ph.D., University of Bonn (Germany).

Alan Weinberg (1986) -- Professor of Music. B.A., M.M., Temple University; D.M.A., Indiana University School of Music.

Tracy West (2000) -- Professor of Special Education. B.S., M.A., East Carolina University; Ph.D., University of South Carolina.

John Zubizarreta (1988) -- Professor of English. B.A., Florida International University; M.A., Ph.D., University of South Carolina.

Associate Professors

Sandra Ayers (1996) -- Associate Professor of Early Childhood Education. B.A., Columbia College; M.Ed., Ph.D., University of South Carolina.

Chris Burkett (2006) -- Associate Professor of Education. B.A., Newberry College; M.Ed., Columbia College; Ed.D., Nova Southeastern University.

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

Calley Hornbuckle (2007) -- Associate Professor of English. B.A. Bennington College; M.A., Bridgewater State College. Ph.D., University of South Carolina.

Shirley Huisman (2014) -- Associate Professor of Social Work. B.A., Dordt College; M.S.W., Syracuse University; Ph.D., University of South Carolina.

Sharon L. Jones (2006) -- Associate Professor of Political Science. B.A., B.S., M.A., University of South Florida; M.A., Ph.D., Syracuse University.

Regina Lemmon (2015) -- Associate Professor of Speech Language Pathology. B.A., Columbia College; M.S.P., Ph.D., University of South Carolina.

Yuan Li (2007) -- Associate Professor of Business. B.S., M.B.A., Northwestern University; Ph.D., University of South Carolina.

Corinne D. Mann (2007) -- Associate Professor of French. B.A., Mary Baldwin College; M.A., University of Virginia; D.E.A., University Paris; Ph.D., Pennsylvania State University.

Kirt E. Moody (2003) -- Paysinger Endowed Chair for Science and Technology; Associate Professor of Biology and Environmental Science. B.A.S., M.A., University of Maine; Ph.D., College of William and Mary.

Allan Nail (2010) -- Associate Professor of English. B.A., M.Ed., Ph.D., University of Florida.

Adrienne Yingling Oxley (2008) -- Associate Professor of Chemistry. B.S., Chatham College; Ph.D. University of Pittsburgh.

Robin Rosenthal (2012) -- Associate Professor of Psychology. B.A., Barnard College; M.B.A., Harvard University; M.S., Georgia State University; Ph.D., University of Georgia.

Hyman Rubin III (1999) -- Associate Professor of History. B.A., Yale University; M.A., Ph.D., Emory University.

Edward Sharkey (2000) -- Associate Professor of Political Science. B.A., M.A., University of Montana; Ph.D., Northern Arizona University.

Scott Smith (1993) -- Associate Professor of Mathematics. B.A., Earlham College; Ph.D., University of Kentucky.

Marcy Jo Yonkey-Clayton (2008) -- Associate Professor of Dance. B.A., Slippery Rock University; M.F.A. Texas Woman's University.

Rocío Zalba (2007) -- Associate Professor of Spanish. B.A., University of Guelph; M.A., University of Toronto; Ph.D. University of Kansas.

Assistant Professors

Jessica Allen (2016) – Assistant Professor of Biology. B.A., Wesleyan University; Ph.D., Stanford University.

Diana Amos (2012) -- Assistant Professor of Music. B.M., Oberlin College; M.M., D.M.A., University of South Carolina.

Jessica Berry (2015) -- Assistant Professor of Speech Language Pathology. B.A., Winthrop University; M.A., South Carolina State University; Ph.D. Louisiana State University.

Jeff Cho (2015) -- Assistant Professor of Psychology. B.A., B.S., Stanford University; Ph.D., University of California, Irvine.

Crystal Davis (2016) –Assistant Professor of Dance. B.A., Emory University; M.F.A., Texas Woman's University; M.A., New York University.

Quintong Hu (2016) -- Assistant Professor of Mathematics. B.S., Qingdao University; M.S., Ph.D., University of Tennessee.

Jade Huell (2014) -- Assistant Professor of Communication Studies. B.A., Columbia College; M.A., University of South Carolina; Ph.D., Louisiana State University.

Virginia Johnson (2013) -- Assistant Professor of Mathematics. B.A. Antioch College; M.A., Wake Forest; M.S., North Carolina A&T University; Ph.D., University of South Carolina.

George Kaufman (2015) -- Assistant Professor of Chemistry. B.A., B.S., M.S., Brown University; Ph. D., Harvard University.

Marlee Marsh (2012) -- Assistant Professor of Biology. B.S. Converse College; Ph.D., Clemson University.

Amy Smith Reeves (2012) -- Assistant Professor of English. B.A. Huntington University; M.A., Ph.D. University of South Carolina

Paloma Fernández Sánchez (2013) -- Assistant Professor of Spanish – M.A., Loyola University Maria; Ph.D., Indiana University;

Victoria Sanchez Samblas (2011) -- Assistant Professor of Spanish. B.A., Ph. D. Universidad Autonoma, M.A. Universidad Complutense, M.A. Ph. D. Vanderbilt University.

Marla Sanders (2012) -- Assistant Professor of Education. B.A., M.Ed., Columbia College; Ph.D. North Carolina State University.

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

Amanda Stefanski (2016) – Assistant Professor of Special Education. B.A., Queens University of Charlotte; M.S., University of Miami; Ph.D., University of Maryland.

Senior Lecturers

M. Emily Bentley (2015) -- Senior Lecturer of Emergency Management. B.A., Auburn University; J.D., Faulkner University Jones School of Law.

Claudia Smith Brinson (2007) -- Harriet Gray Blackwell Professorship of Creative Writing; Senior Lecturer of English. M.A., University of South Carolina.

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

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

Christine LaCola (2013) --Senior Lecturer, Leadership. B.A., Kalamazoo College; M.B.A, University of Maryland; Ed.D., University of Georgia.

Kyle A. Love (2001) -- Senior Lecturer of Communication and Theatre. B.A., M.A., University of Virginia.

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

Emily Ward (2014) -- Senior Lecturer of English. B.A., M.A., University of South Carolina.

Lecturers

Travis Dalton (2014) -- Lecturer of Business and Computer and Information Science. B.S., M.B.A., Western Carolina University.

Jennifer Dollar (2016) – Lecturer of Social Work. B.S., Carson Newman College. M.S.W., University of South Carolina.

Amy Ellisor (2012) -- Lecturer of Education – B.A., M.Ed., University of South Carolina.

Bethany Fisackerly (2014) -- Lecturer of Child and Family Studies/Child Life Specialist. B.S., University of Florida; M.S., East Carolina University.

Hadia Ghandour (2016) – Lecturer of Global Business. B.S., University of South Hampton, UK; M.B.A., University of South Carolina.

Falicia Harvey (2013) -- Lecturer of Higher Education Administration – B.A., Austin Peay State University; M.Ed., Ph.D., University of South Carolina.

Sandra K. Kimmel (2004) -- Lecturer of Communication Studies. B.A., Columbia College; M.A., Queens University of Charlotte; Ph.D., Regent University.

Alice K.C. Lou (2008) -- Lecturer of Mathematics. B.S., Columbia College; M.S., Columbia University.

Maria Markovich (2016) – Lecturer of Mathematics. B.S., Shippensburg University, M.A., University of South Carolina.

Vida Mingo (2010) -- Lecturer of Biology. B.S., Johnson C. Smith University; M.S., Long Island University; Ph.D., University of South Carolina.

Helen R. Rapoport (2008) -- Lecturer of English. B.A., J.D., University of South Carolina.

Susan Rolfe (2008) -- Lecturer of Accounting. B.S., Southern Adventist University; M.A., University of South Carolina.

Director

Paula Wilson (2011) -- Betty Suber Groh and Guthrie Darr Chair in Music and Choir Mastery; Director of Choral Activities. B.A., Columbia College; M.M.Ed., Florida State University.

Chief Nursing Administrator

Judy Paull (2016) – B.S.N., University of Detroit; M.S.N., University of Michigan; D.N.P., Madonna University.

**Columbia College
Online Programs
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 through the pursuit of knowledge, the transmission of ideas, and the cultivation of character. The College fosters an environment that emphasizes a sense of responsibility for oneself, for others, and for the society at large. In keeping with this idea of the

community as a whole, the ideas of trust and respect apply to members of Columbia College during their time in the community and after they leave the community.

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) 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. Laurie B. Hopkins

Office Location: Allison, Room 101

Telephone Number: 803-786-3669 during business hours and 803-315-7010 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 his or 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(G)).

F. TITLE IX HEARING

1. PRE-HEARING PROCEDURES

- i. 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.
- ii. 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.

iii. 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(H)) at the conclusion of the hearing.

iv. 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.

v. 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.

vi. 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.

b. HEARING: Hearings shall be conducted by the Title IX Hearing Board according to the following guidelines:

- i. All hearings will be conducted in a manner that is fair to all parties.
- ii. The Respondent is presumed not in violation of the Policy until a violation is determined by the Title IX Hearing Board.
- iii. 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.
- iv. 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.

- v. 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.
- vi. 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.
- vii. 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.
- viii. 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.
- ix. 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.
- x. The parties will be given an equal opportunity to present relevant witnesses and other evidence. This includes the following:
 - a. The privilege to remain silent;
 - b. The privilege to present relevant witnesses of fact and information on her/his behalf;
 - c. 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;
 - d. The privilege to prepare a written statement concerning the alleged violation(s);
 - e. The opportunity to review all evidence, statements, and the investigative report;
 - f. The privilege to question the other party, witnesses and the Title IX Investigators through the Chairperson; and

- g. The privilege to appeal a decision by the Title IX Hearing Board (See Item H: Appeals).
- c. 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.
- d. 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.
- e. 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.

G. SANCTIONS

1. 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.

2. 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(G)(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.

3. 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(G)(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.

H. 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.

I. 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.

IV. 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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