

Information about Lower Columbia College (LCC)

Lower Columbia College is a public institution located in Longview, Washington. Established in 1934, Lower Columbia became an official community college in 1961. In 1967, LCC joined the state-supported community college system. Today, the College includes 26 buildings on nearly 40 acres and enrolls over 6,000 students each year.

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About this Catalog

Every effort is made to ensure that the information in this catalog is accurate at the time of publication (catalog certified as true and correct for content and policy). Acknowledging that policies, personnel, curricula, funding and legal authority can change, however, Lower Columbia College reserves the right to amend, revise or modify any provision printed in this catalog. Because curricula are regularly reviewed and revised, the College also reserves the right to add or withdraw courses without prior notification.

Students can rely upon the graduation requirements printed in the catalog that is active when they begin their degree programs, or they may take advantage of later changes to their degree programs. LCC will work with students to provide opportunities for degree completion and will honor discontinued degree requirements for five years after the student begins course work for the degree. For the latest updates and corrections to this catalog, please contact the Registration Office by emailing registration@lowercolumbia.edu or calling (360) 442-2370.

The LCC Catalog is published in conjunction with the LCC Student Handbook, which contains such

things as facility descriptions, and school policies and procedures including student academic rights and responsibilities and the Code of Student Conduct. The Student Handbook is available at lowercolumbia.edu/publications/student-handbook.

Accreditation Statement

Lower Columbia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The NWCCU is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NWCCU is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the NWCCU should be directed to the administrative staff of the institution. Contact information appears below.

Name of organization: Northwest Commission on Colleges and Universities (NWCCU)
 Street address: 8060 165th Avenue N.E., Suite 100, Redmond, WA, 98052
 Phone: **(425) 558-4224**
 Website: nwccu.org

Accreditation by the NWCCU refers to the institution as a whole. Therefore, statements like "fully accredited" or "the program is accredited by the Northwest Commission on Colleges and Universities" or "this degree is accredited by the Northwest Commission on Colleges and Universities" are incorrect and should not be used.

In addition to institutional accreditation, specific programs at LCC have obtained specialized accreditation, including:

- The Lower Columbia College Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission and accredited by the Accreditation Commission for Education in Nursing (ACEN).

- The Lower Columbia College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment.

Professional/Technical programs of study at Lower Columbia College are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Assurances

Lower Columbia College does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

Lower Columbia College adheres to the Family Educational Rights and Privacy Act (FERPA) with regard to the privacy of student records and the appropriate release of student information, including directory and student records. More information about FERPA is available at www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html and the Academic Policies and Records section of this catalog.

Board of Trustees

Alie Dietz, appointed October 2018
Public Relations Manager at Cowlitz PUD; former Director of Programs at Cowlitz Economic Development Council.

Heather Mansy, appointed in October 2016
Real estate broker for Knipe Realty NW.

Michael Karnofski, appointed in June 2020
Kelso City Council member; former manager at Weyerhaeuser.

George Raiter, Vice Chair, appointed December 2013
Retired Cowlitz County Commissioner; former manager at Weyerhaeuser and Reynolds Aluminum.

Steve Vincent, Chair, appointed in September 2013
Founder of Columbia Analytical Services.

See also: [LCC Board of Trustees webpage](http://lowercolumbia.edu/trustees) at lowercolumbia.edu/trustees.

Class Size & Student-Faculty Ratio

Class sizes vary depending on the discipline and available facilities and equipment. Certain disciplines, such as Nursing, must adhere to external standards that limit class size. Other disciplines, such as Machine Trades, Welding, and Automotive Technology, set class size according to the available equipment. The majority of LCC classes range from 15-35 students.

In 2018-19, LCC's overall student-faculty ratio was 19.14 (19.19 full-time equivalent students on campus for every full-time equivalent faculty) for all students, and 16.34 (16.34 full-time equivalent students on campus for every full-time equivalent faculty) for state-support students.

Clery Annual Security and Fire Safety Report Statement

Jeanne Clery Statement: Notice of Availability of Annual Security and Fire Safety Report: In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998, and as a part of the College's commitment to safety and security on campus, Lower Columbia College reports the mandated information about current campus policies concerning safety and security issues, the required statistics, and other related information for the past three (3) calendar years. Lower Columbia College's **Annual Security and Fire Safety Report** is available online at lowercolumbia.edu/CleryASFR.

To obtain a paper copy of the report, please visit the Lower Columbia College Safety & Security Department located on the first floor of the Student Center at 1600 Maple Street, Longview, WA 98632.

Core Themes

Core Theme One: Workforce and Economic Development

1. Provide quality professional/technical education for employment, skills enhancement, and career development.
 - Student performance
 - Demonstration of program competencies
 - Licensure/certification rates
 - Placement rate in the workforce
2. Partner with business, community groups, and other educational entities to provide workforce

development and customized programs and services.

- Employer satisfaction
- Relevance of programs
- Client assessment of programs and services

Core Theme Two: Transfer and Academic Preparation

1. Ensure that learners who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.
 - Basic skills achievement
 - Academic performance of developmental education students
2. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.
 - Student performance
 - Transfer readiness
 - Demonstration of General Education Outcomes
3. Provide the support for transfer students to successfully transition to upper division college and university programs.
 - Academic transfer rate
 - Relevance of programs (academic success of transfer students after transfer)

Core Theme Three: Student Access, Support and Completion

1. Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.
 - Participation rates
 - Enrollment
2. Provide students with the support needed to pursue and achieve their educational goals.
 - Student persistence
 - Student completion
 - Student satisfaction with support services
 - Success of academic support programs
 - Faculty-student engagement

Core Theme Four: Institutional Excellence

1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
 - Employee satisfaction and morale
 - Condition of infrastructure
2. Uphold our reputation for high quality and contribute to the value of the community by

promoting excellence in our programs, services and activities.

- External perceptions/satisfaction with LCC
- Student satisfaction with instruction

Non-Discrimination Statement

Lower Columbia College offers over 70 associate degree and certificate options in a variety of fields, providing a rich complement of technical/professional, basic skills, and continuing education programs.

Degree or certificate seeking students must apply for program admission and register in the degree or certificate program. The College will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational education programs.

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

The following person(s) have been designated to handle inquiries regarding the non-discrimination policies:

Vice President of Foundation, Human Resources & Legal Affairs, Title IX/EEO Coordinator

Office: Administration Building 122
 Address: 1600 Maple Street, Longview, WA 98632
 Phone: **(360) 442-2121**
 Email: title9@lowercolumbia.edu
 TTY/Relay Service: 7-1-1 or **(800) 833-6388**

Vice President of Student Services, Title IX/EEO Deputy Coordinator

Office: Admissions Center 158
 Address: 1600 Maple Street, Longview, WA 98632
 Phone: **(360) 442-2300**
 Email: title9@lowercolumbia.edu
 TTY/Relay Service: 7-1-1 or **(800) 833-6388**

Faculty & Administration at LCC

Administration

President

Christopher C. Bailey (2011)
B.A., Western Washington University; J.D., University of Washington School of Law

Vice Presidents

Kristen Finnel (2019), Vice President of Instruction
A.A.S., Tidewater Community College; B.S., Norfolk State University; M.Ed., Concordia University; Ed.D., Edgewood College

Wendy Hall (2003), Vice President of Effectiveness & College Relations
B.A., Whitman College; M.P.A., University of Washington

Sue Orchard (2016), Vice President of Student Services
B.A. and M.A., Eastern Washington University; Psy.D., Pacific University School of Professional Psychology

Kendra Sprague (2011), Vice President of Foundation, Human Resources & Legal Affairs
B.A., Washington State University; J.D., Willamette University College of Law

Nolan Wheeler (1994), Vice President of Administration
A.A., Lower Columbia College; B.A., Western Washington University; M.B.A., University of Phoenix

Deans

Karen Joiner (1993), Executive Dean of Instructional Programs & Director of Nursing
A.A., Lower Columbia College; B.S.N., University of the State of New York; M.S., University of Portland

Tamra Gilchrist (2007), Dean of Instructional Programs
A.A., Lower Columbia College; B.S., M.S., Warner Pacific College

Melinda Harbaugh (2013), Dean of Instructional Programs & Learning Resources
B.A., Louisiana State University; M.Ed., Georgia Southern University

Theresa Stalick (2011), Associate Dean for Basic Education
B.A., University of Oregon; M.A., University of Idaho

Department Directors

Marie Boisvert (2016), Director of International Student Programs

B.A., State University of New York; M.A., California State University

Paz Clearwater (2016), Director of Student Programs
B.A., Washington State University

Byron Ford (2018), Director of Advising and Testing
B.A. and M.E., Western Washington University

Desiree Gamble (2007), Director of Finance
A.A., Lower Columbia College; B.A., Washington State University

Marisa Geier (2004), Director of Financial Aid
A.A., Lower Columbia College; B.S., Western Baptist College; M.P.A., Walden University

Sarah Griffith (2010), Director of eLearning
B.A., Abilene Christian University

Richard Hamilton (2001), Director of Campus Services, Facilities and Capital Projects
A.S., City University; A.A., Lower Columbia College; B.A., Washington State University

Mindy Leasure (2007), Director of Head Start/ECEAP/EHS
B.A., University of Washington; MSMOL., Warner Pacific College

Alyssa Milano-Hightower (2020), Director of Enterprise Services
B.S. CSU Stanislaus, M.B.A. CSU Stanislaus

Mary Kate Morgan (2013), Director of Disability Support Services
B.A., Gonzaga University

Brandon Ray (2011), Director of Information Systems
B.A., University of Portland; M.S., Warner Pacific College

Jodi Reid (2010), Director of TRiO Programs
A.A., ITT Technical Institute; B.A., Washington State University; M.F.A., Northwest Institute of Literary Arts

Natalie Richie (2017), Director of Instruction Division Operations
B.S., Oregon State University; M.S., Warner Pacific University

Kirc Roland (2001), Athletic Director
B.A., San Diego State University

Nichole Seroshek (2010), ctcLink Project Manager/
Business Process Analyst
A.A., Lower Columbia College; B.A. Washington State University

Janel Skreen (2013), Director of Environmental Health & Safety
B.S., M.S., Washington State University

Dani Trimble (2010), Workforce Programs Director
B.A., The Evergreen State College; M.Ed., Central Washington University

Full Time Faculty (Tenured and Tenure-Track)

Timothy Allwine (2006), Business Administration & Technology
B.S., Miami University; M.B.A., University of Montana

Earnest "Trey" Batey, Ph.D. (2015), Anthropology
B.A., Louisiana State; M.A., Wichita State University;
Ph.D., University of Arkansas

Hiedi Bauer (2006), English
A.A., Lower Columbia College; B.A., The Evergreen State College; M.A., Portland State University

William "Brad" Benjamin (2008), Mathematics
B.S., Miami University; M.S., Portland State University

Elena Boleyn-Ross (2008), Physical Education
B.A., Pacific Lutheran University; M.A., University of Alabama

Kali Brandt (2018), Nursing
A.A.S., Lower Columbia College; B.S.N., Grand Canyon University; M.S.N., Western Governors University

Alex Brehm (2016), Communication Studies
B.A., Saint John's University; M.A., Portland State University

Holly Brewster, Ph.D. (2018), Mathematics
B.A., Colby College; M.Ed., University of Washington,
Ph.D., Columbia University

Randal D. Byrum (1998), Welding
A.T.A., Lower Columbia College

Gina Challed (2010), Choral Director
B.A., Western New Mexico University; M.M., New Mexico State University

Becky Connolly (1999), Language & Literature
B.A., Eastern Washington University; M.S., Capella University

Leszek Cromwell (2013), Mental Health Counselor
B.A., Central Washington University; M.S.W., Eastern Washington University

Dana Cummings (2008), Business
B.A.; Washington State University; M.S., Strayer University

Robert Davis, Ph.D. (2012), Instrumental Music
B.M., M.M., Brigham Young University; D.M.A., University of Southern California

Donald D. Derkacht (2002), Computer Science
B.S. and M.S.E.E., Washington State University

James Dillinger (2008), Diesel/Heavy Equipment
A.A.S., Lower Columbia College

Dawn M. Draus (2003), Mathematics
B.S. and M.S., Northern Arizona University; M.S. Utah State University

Alex Emerson (1994), Language & Literature
B.A., B.A., M.A., Central Washington University

Elizabeth Engel (2009), Medical Assisting
A.A.S., North Seattle Community College; M.Div., Luther Seminary

James Franz (2008), Economics
B.A., State University of New York Plattsburgh; M.A., California State University

Katrina Fuller (2008), Biological Sciences
B.S., Stephen F. Austin State University; M.S., Louisiana State University Medical Center

Mark Gaither (2013), Business Technology
B.S.; Portland State University, M.A., University of Phoenix

Stefanie Gilberti (2008), Communication Studies
B.S., North Dakota State University; M.A., Colorado State University

Jeanne L. Hamer (1999), Nursing
A.A.S., Lower Columbia College; B.S.N., Washington State University; M.S.N., Washington State University

J. Haynes-Hughes, Ph.M. (2015), Language & Literature
B.S., Missouri State University; M.A., Missouri State University; Ph.M., Syracuse University

Mary Hebert (2014), Mathematics
B.A., Northwestern State University of Louisiana; M.S., Texas Tech University

Armando L. Herbelin, Ph.D. (2002), Chemistry
B.S., Oregon State University; Ph.D., University of Washington

Jennifer Houge (2011), Counseling
B.A. and M.S., Eastern Washington University

Klint D. Hull (2004), Language & Literature
B.A. and M.A., Eastern Washington University

Lindsay Keevy (2016), Librarian
B.A., California State University; M.L.S., San Jose State University

Corry Kile (2011), Automotive Technology
A.T.D., Phoenix Institute of Technology

Ian King (2019), BAS/OER Librarian
B.S., Embry-Riddle Aeronautical University; B.S., Stevens Henager College; MLIS, Wayne State University

Louis LaPierre, Ph.D. (2004), Biology and Environmental Science
B.A. and Ph.D., University of California

Mary M. Leach (2005), Humanities
B.A., Washington State University; M.A., California State University

Amber Lemiere (2013), Language & Literature

A.A.; Lower Columbia College, B.A.; Washington State University, M.A., Northern Arizona University

Nadine Lemmons (2006), Business Technology
A.A.S., Lower Columbia College; B.A., George Fox University; M.B.A., Marylhurst University.

Peteris Livins, Ph.D. (2008), Physics
B.S., State University of New York Stonybrook; Ph.D., University of Virginia

Jason Malozzi (2015), Mathematics
A.A., Harrisburg Area Community College; B.A., Penn State; M.S., Lehigh University

David N. McCarthy, Ph.D. (1974), Language & Literature
B.A., M.A., Ph.D., University of California—Santa Barbara

Joanna Mosser, Ph.D. (2018), Political Science
M.A., M.Phil., Ph.D., Yale University

Lucas Myers (2011), Biological Sciences
B.A., Linfield College; M.P.H. and A.T. Still University; M.S., New York Chiropractic College

Jennie Mynhier (2017), Art
B.F.A., Herron School of Art & Design; M.A. and M.F.A., Maryland Institute College of Art

Tamara R. Norton (1999), Nursing
A.A., Lower Columbia College; B.S.N. and M.S.N., Washington State University

David Pittsley (2016), Welding
A.A.S., Lower Columbia College

Anita Quirk, J.D. (1993), Criminal Justice
A.A., Spokane Falls Community College; B.A., Walla Walla College; J.D. Lewis & Clark

Connie Ramos (2005), Nursing
A.A.S., Portland Community College; B.S.N. and M.S., Regis University

Elizabeth "Betsy" Richard (2015), Drama
B.A., City College; M.A., Eastern Michigan University

Benjamino "Stefan" Rijnhart (2015), Computer Science
A.A., Lower Columbia College

Mavourneen Rister (2010), Language & Literature, College Success
A.A., Lower Columbia College; B.A., Washington State University; M.A., National University (San Diego)

Gary Roeske (2013), Automotive
A.A., Mount Hood Community College

David L. Rosi (2003), Computer Science
A.A., Lower Columbia College; B.A., Central Washington State University; B.A., Western Washington State University; M.S., Nova Southeastern University

Morgan Salisbury, Ph.D. (2016), Earth Science

B.S., University of Idaho; M.S., Central Washington University; Ph.D., Oregon State University

Shari Samuels, Ph.D., (2015), Mathematics
B.S.E., Chadron State College; M.A.E., Chadron State College; Ph.D., Montana State University

Courtney Shah, Ph.D. (2007), History
B.A., Duke University; M.A., Brandeis University; Ph.D., University of Houston

Nathan Shepherd (2015), Machine Trades
A.A., Lower Columbia College

Terri Skeie (1996), Mathematics
A.A., Lower Columbia College; B.A., The Evergreen State College; M.S., Utah State University

Victoria Soladey (2009), Medical Assisting
A.A., Lower Columbia College; Medical Assistant Certificate, Apollo College

Kathy A. Stafford (2001), Nursing
B.S.N. and M.S.N., Washington State University

Jim C. Stanley (1999), Accounting
B.A., California State University; M.S., St. Cloud University

Michael J. Strayer (1980), Psychology, Sociology
B.A., The Evergreen State College; M.A., Whitworth College

Maggie A. Stuart (1992), Business
A.A.S., Lower Columbia College; B.S. Linfield College; M.B.A. Marylhurst University

Richard J. Swee (1993), Mathematics
B.S. and M.A.T., University of Portland

Kam V. Todd (1994), Machine Trades, Manufacturing

Barry Walther (2011), Transitional Studies
A.A. Everett Community College; B.A. Western Washington University; M.A. Western Governors University

Annette M. Ward (2004), Nursing
B.S.N, Oregon Health Sciences University; M.S.N., University of Phoenix

Michal-Ann Watts (2008), Transitional Studies
A.A., Lower Columbia College; B.S., Saint Martin's University; M.Ed., University of Phoenix

Marguerite "Nonnie" Weaver (1995), Sociology, Psychology
B.A., Hunter College; M.S.W., Walla Walla College

Ann R. Williamson (1998), Early Childhood Education
B.S., Linfield College; M.Ed., City University

Adam J. Wolfer, Ph.D. (2000), Chemistry/Chemical Engineering
B.S. and M.S, Oregon State University; M.S., Colorado State University; Ph.D., Oregon State University

Josie Zbaeren (2013), Early Childhood Education
A.A. Lower Columbia College; B.S.; Kaplan University;
M.Ed., Walden University

Faculty & Administrators with Emeritus Status

Dr. Vernon Pickett, President Emeritus, 1997
Dr. Donald Fuller, Dean Emeritus, 1998
Mr. Hilmar Kuebel, Dean Emeritus, 1999
Mr. Bruce Cardwell, Trustee Emeritus, 2000
Mr. Gary Healea, Trustee Emeritus, 2005
Dr. Kurtz Carpenter, Faculty Emeritus, 2005
Mr. Lionel Livermore, Faculty Emeritus, 2005
Ms. Carol McNair, Faculty Emeritus, 2006
Ms. Ann Mottet, Trustee Emeritus, 2006
Dr. Clint Benjamin, Faculty Emeritus, 2008
Mr. Lyle Lovingfoss, Trustee Emeritus, 2009
Ms. Kathy Demarest, Faculty Emeritus, 2010
Ms. Mary Harding, Vice President Emeritus, 2010
Ms. Mary Stone, Faculty Emeritus, 2011
Ms. Helen Kuebel, Dean Emeritus, 2011
Dr. James McLaughlin, President Emeritus, 2011
Mr. Mike Dugaw, Faculty Emeritus, 2011
Mr. George Dennis, Faculty Emeritus, 2011
Mr. Richard Kelley, Faculty Emeritus, 2011
Dr. Jerry Zimmerman, Faculty Emeritus, 2013
Ms. Kathy Meier, Faculty Emeritus, 2014
Mr. Don Correll, Faculty Emeritus, 2017
Mr. Dave Cordero, Faculty Emeritus, 2017
Ms. Darlene de Vida, Faculty Emeritus, 2017
Ms. Sharon Layton, Faculty Emeritus, 2017
Dr. Joel Schaaf, Faculty Emeritus, 2017
Mr. Mark Bergeson, Faculty Emeritus, 2018
Mr. Joseph Green, Faculty Emeritus, 2019
Ms. Rhonda Meyers, Faculty Emeritus, 2020

Global Skills

LCC faculty developed a set of global skills that provide the foundation of the learning outcomes for all courses, programs, certificates and degrees at the college. Students are expected to have these skills when they graduate.

Communication

Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.

1. Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
2. Students will develop and express their ideas clearly and reasonably for a unified purpose.
3. Students will demonstrate comprehension of a wide variety of materials.
4. Students will use credible evidence to support arguments and conclusions.
5. Students will document source information.
6. Students will use a style of delivery that is effective in communicating their message.

Critical Thinking

Apply objective, valid methods of inquiry and problem-solving to draw rational, ethical, and coherent conclusions.

1. Students will identify and define primary problems or issues.
2. Students will present relevant, accurate, and objective information and will draw valid inferences from that information.
3. Students will use techniques or processes appropriate to the subject to analyze and make judgments.
4. Students will propose and evaluate solutions based on the criteria of logic, evidence, ethical principles, and coherence.

Interpersonal Relations

Interact effectively with individuals and/or within groups.

1. Students will participate actively, demonstrating commitment to shared tasks.
2. Students will cooperate with others.

3. Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

Quantitative Literacy (QL)

Also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

1. Students will explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Students will convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Students will perform mathematical calculations.
4. Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Students will make and evaluate important assumptions in estimation, modeling, and data analysis.
6. Students will express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Mission, Vision and Values

Mission

The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional and innovative.

Vision

Our vision is to be a powerful force for improving the quality of life in our community.

Values

Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

Non-Discrimination & Anti-Harassment Policy

Non-Discrimination and Anti-Harassment Policy

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

Harassment is defined as a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs.

Sexual Harassment is defined as a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment.

- Hostile Environment Sexual Harassment occurs when the conduct is sufficiently severe and/or pervasive and so objectively offensive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs.
- Quid Pro Quo Sexual Harassment occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

Sexual violence is a form of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.

College employees, except those statutorily barred from doing so, have a duty to immediately report information related to sexual harassment to the Title IX Coordinator. To make a report, visit lowercolumbia.edu/students/make-a-report.

Contact

The following College officials have been designated to handle inquiries regarding this policy:

Vice President of Foundation, Human Resources & Legal Affairs, Title IX/EEO Coordinator
 Office: Administration Building 122
 Address: 1600 Maple Street, Longview, WA 98632
 Phone: (360) 442-2121
 Email: title9@lowercolumbia.edu
 TTY/Relay Service: 7-1-1 or (800) 833-6388

Vice President of Student Services, Title IX/EEO Deputy Coordinator
 Office: Admissions Center 158
 Address: 1600 Maple Street, Longview, WA 98632
 Phone: (360) 442-2300
 Email: title9@lowercolumbia.edu
 TTY/Relay Service: 7-1-1 or (800) 833-6388

Student Handbook

The **Student Handbook**, located at lowercolumbia.edu/publications/student-handbook, is published in conjunction with the LCC Catalog. The Handbook includes information on:

- **Facilities Directory**
- **Departments A to Z**
- **Important Things to Know**
- **Academic Dishonesty**
- **Academic Standards**
- **Adding & Withdrawing from Classes**
- **Code of Student Conduct**
- **Other Student Related Policies**
- **Student Academic Grievance Resolution Procedures**
- **Student Academic Rights & Responsibilities**