College Communications Directory

LaGrange College
601 Broad Street
LaGrange, Georgia 30240-2999
(706) 880-8000  Fax: (706) 880-8358  www.lagrange.edu

A complete directory of faculty and staff telephone numbers, fax numbers, and e-mail addresses is available on the College web site.

The Area Code of 706 is required when dialing.

LaGrange College  880-8000
General Information
Office of the President  880-8230
President, F. Stuart Gulley, Ph.D.
Academic Affairs  880-8236
Vice President for Academic Affairs and Dean, Jay Simmons, Ph.D.
Admission Office  880-8253
Director, Wells Shepard
Bookstore  880-8068
Director, Anita Laney
Business Office/Student Accounts  880-8278
Accounts Receivable Specialist, Becky Carter
Office of the Chaplain  880-8297
Elizabeth Walker Lanier Campus Minister, Rev. Quincy Brown
Education Division  880-8017
Chair, Don Livingston, Ed.D.
Financial Aid Office  880-8229
Director, Sylvia Smith
Registrar’s Office  880-8997
Director, Jimmy Herring

LaGrange College admits qualified students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

LaGrange College Graduate Bulletin, Volume XIII, Number 1

President: Dr. F. Stuart Gulley  Editor: Dr. Sharon Livingston

LaGrange College Graduate Bulletin, the official publication of LaGrange College for current and future students, is published annually. Correspondence should be directed to the Office of the Academic Dean, LaGrange College, 601 Broad Street, LaGrange, GA 30240-2999. E-mail correspondence to slivingston@lagrange.edu or fax to (706) 880-8358.
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## 2007 – 2008 Graduate Education ACADEMIC CALENDAR

### Summer I Term 2007

**June 2007**
- 4  ●  Summer I Classes Begin
- 6 & 7  ●  Content Diagnostic Examinations (1-4 pm, Bailey Room)
- 7  ●  End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
- 29  ●  Summer I Classes End

### Summer II Term 2007

**July 2007**
- 2  ●  Summer II Classes Begin
- 4  ●  Holiday - College Closed
- 6  ●  End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
- 9 & 10  ●  Certification of Teacher Candidates
- 20  ●  Summer II Classes End
Fall Semester (63 Class Days)

September 2007

3  • Labor Day - College Closed
4  • Registration for new and returning Day students not prepaid. Advisors are available.
5  • All Classes Begin
11 • End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
11 • "Incomplete" grades must be changed to permanent grades.
24-27 • Interim Term 2008 Pre-Registration

October 2007

1  • Last day to withdrawal with an automatic “W”
15-16 • Fall Break—No Classes
17 • Midterm. Faculty should submit deficiency reports electronically to the Dean’s office by 5:00 p.m. so that advisors may have copies before pre-registration advising.
26-28 • Homecoming
29-Nov 2 • Advising period and pre-registration for Day students. Students completing degree requirements by end of Fall, Jan, or Spring terms should file petitions for graduation. Advisors available.

November 2007

7  • Last day to drop a class
20 • Last Day of Classes before Thanksgiving Break
22-23 • Administrative Offices Closed
26 • Classes resume after Thanksgiving Break
26- Dec. 2 • Celebrate the Servant
December 2007

7  ● Last Day of Fall Term Classes for Day College
8  ● Reading Day
10-14 ● Final Exams
14  ● Begin term break
20  ● Grades due
20  ● Last day to confirm pre-registration for Interim Term 2008; otherwise, pre-registered students must go through registration, January 2, 2008.
24-26 ● Holidays for administration and staff - College Closed
27-28 ● Administrative offices open

<table>
<thead>
<tr>
<th>Interim Term (17 Class Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2008</td>
</tr>
<tr>
<td>1    ● New Year’s Holiday - College Closed</td>
</tr>
<tr>
<td>2    ● Registration for new and returning Day students.</td>
</tr>
<tr>
<td>3    ● First Day of Class</td>
</tr>
<tr>
<td>4    ● End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.</td>
</tr>
<tr>
<td>7    ● Last day to withdrawal with an automatic “W”</td>
</tr>
<tr>
<td>18   ● Last day to drop a class</td>
</tr>
<tr>
<td>18   ● Last day to confirm pre-registration for Spring Term 2008; otherwise, pre-registered students must go through registration, February 1, 2008.</td>
</tr>
<tr>
<td>21   ● Martin Luther King, Jr. Day - College Closed.</td>
</tr>
<tr>
<td>28   ● Last day of class</td>
</tr>
</tbody>
</table>
### Spring Semester (63 Class Days)

#### February 2008

- **1**  
  - Day program registration for new and returning students not prepaid. Advisors for first year, transfer and readmitted students are available.
- **1**  
  - Interim Term Grades due
- **4**  
  - Classes begin
- **8**  
  - End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
- **8**  
  - "Incomplete" grades must be changed to permanent grades.
- **23**  
  - Make-up for snow, if necessary, for Day and Evening classes
- **29**  
  - Last day to withdrawal with an automatic "W"

#### March 2008

- **17**  
  - Midterm. Faculty should submit deficiency reports electronically to the Dean’s office by 5:00 p.m. so that advisors may have copies before pre-registration advising.
- **21**  
  - Good Friday-Half Day -College Closed at Noon
- **31-Apr 4**  
  - Spring Break - No Classes

#### April 2008

- **7-11**  
  - Advising period and pre-registration. Students completing degree requirements in summer or fall should file petitions for graduation. Advisors available.
- **11**  
  - Last Day to Drop a Class
- **21-24**  
  - Interim Term 2009 Travel Pre-Registration

#### May 2008

- **1**  
  - National Day of Prayer
- **2**  
  - Honors Day begins at 2:30 pm
- **2-4**  
  - Family Weekend
- **3**  
  - May Day
- **7**  
  - Last Day of Classes for Day Program
- **8**  
  - Reading Day
- **9-14**  
  - Final Exams
GRADES DUE FOR GRADUATES BY 12:00 P.M. ON MAY 15

16  ● Graduation rehearsal, faculty marshals and student marshals attend
16  ● Senior brunch, faculty and staff are invited.
16  ● Baccalaureate Reception with the President.
16  ● Baccalaureate at First United Methodist Church. All faculty should plan to attend.
16  ● Grades for those not graduating due at 5:00 p.m.
17  ● Graduation on Residential Quadrange.
26  ● Memorial Day Holiday - College Closed

Summer I Term 2008

June 2008
2   ● Summer I Classes Begin
5   ● End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
TBA ● Content Diagnostic Examinations
27  ● Summer I Classes End

Summer II Term 2008

June 2008
30  ● Summer II Classes Begin
July 3 ● End drop/add at 5:00 p.m. No refund for individual classes dropped after this date. Last day for late registration.
TBA ● Certification of Teacher Candidates
July 4 ● Holiday - College Closed
July 18 ● Summer II Classes End

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ABOUT LAGRANGE COLLEGE

General Information

The LaGrange College Graduate Bulletin is subordinate to the LaGrange College Bulletin. All policies not specifically addressed in this Graduate Bulletin are detailed in the LaGrange College Bulletin. This Graduate Bulletin details policies, procedures, degrees, and courses that are unique to the graduate program. Inquiries regarding policies not covered should be addressed to the Vice President for Academic Affairs and Dean.

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees, and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper College authorities.

Mission

LaGrange College is called through The United Methodist Church to challenge the minds and inspire the souls of students by improving their creative, critical, and communicative abilities in a caring and ethical community.

LaGrange College, established in 1831, is owned by the North Georgia Conference of The United Methodist Church. LaGrange College is proud of this relationship and believes that its mission is an extension of the work of The United Methodist Church. LaGrange College is committed to the free, uninhibited pursuit of truth. Academic freedom and free expression of faculty and students are integral to the LaGrange College ethos. LaGrange College is committed to challenging the minds and inspiring the souls of students by improving their creative, critical and communicative abilities. Faculty recognize the part they play in a student's development by serving as mentors and role models. The total LaGrange College program -- curricular and co-curricular -- is designed to challenge and support students as they deal with fundamental issues of self, world, and God.
The principal curricular methods by which the College assists students in the improving of their creative, critical, and communicative abilities is an interdisciplinary, technologically sophisticated liberal arts program (A.A., B.A., B.S., B.M.), professional programs in business (B.S., B.A.), nursing (B.S.N.) and education (B.A., M.Ed., M.A.T.). The principal co-curricular means is through a comprehensive program of student life and athletics. LaGrange College strives to be a caring and ethical community. The hallmark of the LaGrange College community is the quest for civility, diversity, service, and excellence. Adopted by Faculty, Administration, and Board of Trustees, 1997; reaffirmed by the Board of Trustees on October 20, 2000.

**Accreditation**

LaGrange College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associates, bachelors, and masters’ degrees.

LaGrange College is also approved by the United Methodist University Senate. It has membership in the National Association of Independent Colleges and Universities and the Georgia Foundation for Independent Colleges.

The Georgia Professional Standards Commission, which confers professional certificates upon college graduates meeting requirements in early childhood, middle grades, or secondary education, has awarded approval to LaGrange College's program of teacher education.
FINANCIAL INFORMATION

Payment of Charges
All charges for the semester are due and payable at the beginning of the term, and each candidate is expected to make satisfactory arrangements at that time.
Candidates who pre-register and pay in advance of the deadline each semester are not required to attend final registration. Candidates completing registration after the posted deadline will be assessed a Late Registration fee as enumerated below.
The College also offers a deferred payment option that allows candidates to make monthly payments to cover educational costs. Interest will be assessed to candidates utilizing this option.

Expenses
1. Admission
   Application for admission (non-refundable) ....................... 30.00

2. Tuition
   Graduate (M.Ed. and M.A.T.) education courses
   per credit hour .............................................................. 754.00

3. Fees — Miscellaneous
   Late registration .............................................................. 50.00
   Personal checks failing to clear ......................................... 25.00
   Student Identification Card replacement fee ...................... 15.00
   Parking Permit................................................................. 15.00
Refund Policy

No refund of any nature will be made to any candidate who is suspended or dismissed for disciplinary reasons.

No refund will be made for individual courses dropped after the end of the drop/add period as established by the school calendar.

Refunds will be processed within thirty (30) days of notification of a Complete Withdrawal. A candidate withdrawing from the College must submit a Complete Withdrawal Form, which may be obtained through the Registrar’s Office. A Complete Withdrawal date is defined by:

- the earlier of date candidate began school’s withdrawal process or date candidate otherwise provided “official” notice; or

- if candidate did not notify school, the midpoint in the term; or the date of candidate’s last attendance at documented academically-related activity; or

- if candidate did not notify due to circumstances beyond candidate’s control, date related to that circumstance.

The candidate should also consult the Financial Aid Office and the Business Office to determine the financial consequences of a Complete Withdrawal.

The Department of Education requires all unearned Title IV funds to be returned to the program from which such aid was awarded. The College will credit the candidate’s account for all unearned institutional charges. The Department of Education defines institutional charges as “all charges for tuition, fees, and room and board, and expenses for required course materials, if the candidate does not have a real and reasonable opportunity to purchase the required course materials from any place but the school.”

In the event of a Complete Withdrawal, refunds of institutional charges will be calculated using the number of days attended. The College will calculate the dollar amount of federal grant and loan funds the candidate has earned during the term by dividing the number of days a candidate actually completed by the total number of days within the term (excluding breaks of five days or more). The resulting percentage is then multiplied by the amount of federal funds that were applied to the candidate’s account. This is the amount of Title IV funding the candidate actually earned. The remainder is returned to the originating program. If the resulting percentage exceeds 60 percent, the candidate would be entitled to 100 percent of the federal funds. Refunds of tuition will be applied to the candidate’s account in the same manner as the return of federal funds.

After the candidate has completed 60 percent of the term, there will be no refund of institutional charges.
In certain cases, these refund requirements may leave an indebtedness on the candidate’s account. This may also require the candidate to reimburse the Department of Education for some or all of the applicable Federal Pell and SEOG funds. It is therefore imperative that the candidates fully discuss the ramifications of a Complete Withdrawal with the Financial Aid Office prior to making a final decision.

A candidate will not receive a refund until all financial aid programs have been reimbursed. Refunds will be returned in the order indicated below:

- Unsubsidized Federal Stafford Loan Program
- Subsidized Federal Stafford Loan Program
- Federal Perkins Loan Program
- Federal PLUS Program
- Federal Pell Grant Program
- Federal SEOG Program
- Other Title IV Programs
- Other state, private, or institutional assistance programs
- To the candidate

Credit Balances

Candidates who have a credit balance on their account may obtain a credit balance refund within fourteen (14) calendar days whichever is the latest of:

- the date the balance occurs;
- the first day of classes of a payment period or enrollment period, as applicable; or
- the date the candidate rescinds authorization given the school to hold the funds.

Candidates must certify they are enrolled and regularly attending class at the time they receive the refund.
Federal Tax Credits

The Tax Reform Act of 1997 provided two tax credits for higher education. The “Hope Scholarship Credit” provides up to a $1,500 tax credit for the first two years of postsecondary education in a program that leads to a degree, certificate, or other recognized educational credential. The candidate must be enrolled at least halftime. Qualified expenses are for tuition and fees and do not include room, board, books, insurance, and other similar expenses.

The “Lifetime Learning Credit” provides up to a $2,000 per year tax credit per family after the first two years of higher education. These tax credits are phased out as the modified adjusted gross income exceeds certain limits. Please check with your tax advisor regarding these limits. For additional information about these credits, please consult the Business Office or your tax preparer.

Miscellaneous

- Depending upon individual requirements, a candidate may expect to spend $1,000 per year on books. Bookstore charges for the fall term are normally higher than the spring term.

- All candidates must present the College with proof of health insurance at the time of Registration and complete a Waiver Form including provider name and policy number. If the candidate does not have insurance, the College will assess the candidate for limited coverage group sickness and accident insurance coverage.

- Official transcripts and diplomas are withheld for any candidate who has a financial obligation owed to the College.
FINANCIAL AID

Philosophy
LaGrange College believes that the candidate should contribute to the educational expenses of attending a college or university to the extent of their ability. The Financial Aid Office is available to assist candidates in meeting the difference between the cost of education at LaGrange College and what the candidate can contribute. The Financial Aid Office at LaGrange College attempts to defray the cost of education from all available Federal, State, and institutional sources. The candidate should be prepared to assume a measure of responsibility in meeting educational expenses through self-help financial aid sources such as candidate loans.

General Information
Candidates seeking financial assistance must complete a federal need analysis form, the Free Application for Federal Student Aid (FAFSA). The FAFSA collects student and spousal, if applicable, income and asset information needed to determine eligibility for financial aid. This information is used in a federal need analysis formula to determine the Expected Family Contribution (EFC).

The Financial Aid Office establishes a Cost of Attendance Budget each year. A Cost of Attendance Budget includes tuition, fees, room, board, books and supplies, and living expenses. Other components of the Cost of Attendance, which is applied on an individual basis, are childcare expenses, study abroad, and the purchase of a computer. These items may require documentation from the candidate. Below is the Cost of Attendance Budgets for the 2007-2008 academic year.

- Master of Education $19,073
- Master of Arts in Teaching $28,121

The Expected Family Contribution (EFC) is deducted from the Cost of Attendance at LaGrange College to determine whether a need for financial assistance exists. If the candidate’s EFC is less than the Cost of Attendance, a financial need is established. The Financial Aid Office attempts to meet the demonstrated financial need of applicants from federal, state, and institutional sources.
Financial Aid Application Procedures

Applicants for financial aid must:

- Apply and be accepted as a regular degree-seeking candidate in an eligible program at LaGrange College. Candidates conditionally accepted into a master's program are not eligible for financial assistance until all admission requirements are met for entry into their chosen program. This includes submission of GRE or GACE test scores.

- Complete and submit a Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA annually.

- Submit all required documents for verification, if selected.

Verification

Verification is the process of evaluating the accuracy of financial information provided on the Free Application for Federal Student Aid. The U.S. Department of Education randomly selects approximately 30% of all financial aid applications for verification. The Financial Aid Office may select additional applications for verification if conflicting or incomplete information exists. A financial aid award cannot be provided until the verification process is completed.

Candidates selected for verification will be asked to verify, at a minimum, the following: adjusted gross income, federal income tax paid, earned income credit, family size, number of family members in college, and untaxed income. Most candidates will be asked to complete a verification worksheet and provide copies of applicable federal tax returns. If discrepancies are found during verification, the Financial Aid Office will transmit the corrected information to the Central Processor. The results are usually received within seven days. Once the corrected financial aid information is received and provided all other eligibility requirements are met, an official financial aid award letter will be mailed.
Financial Aid Eligibility Requirements

In general, to be eligible for financial assistance, the applicant must:

- Be a U.S. Citizen or permanent resident alien of the United States;
- Be admitted or currently enrolled in an approved degree-seeking or teacher certification program;
- Be making Satisfactory Academic Progress towards the completion of their degree program;
- Not be in default on any federal educational loan or have made satisfactory arrangements to repay the loan;
- Not owe a refund on a federal or state grant;
- Not have borrowed in excess of federal loan limits;
- Be registered with Selective Service, if required.

Candidate Financial Aid Rights and Responsibilities

Candidates have the right to know:

- The procedures for applying for financial assistance and eligibility requirements;
- Financial aid resources available and eligibility requirements;
- Refunds and Repayment Policy in the event of complete withdrawal from school;
- Cost of Attendance at LaGrange College;
- Deadlines for applying for financial aid;
- When and how your financial aid award will be disbursed;
- Your loan indebtedness and estimated monthly payments;
- Academic Programs available at LaGrange College;
- Name of associations and agencies accrediting the institution and its programs;
- Campus Security Statistics;
- Athletic Program Participation Rates and Financial Support Data;
- Completion and Graduation Rates.
Candidates have the responsibility to:

- Submit complete and accurate financial aid applications;
- Observe all deadlines for submission of financial aid documents;
- Maintain regular class attendance in all courses for which financial assistance was awarded;
- Maintain satisfactory academic progress towards the completion of their chosen degree or certification;
- Notify the Financial Aid Office and lenders of any change in address or name;
- Complete required Entrance and Exit Interviews for Federal Stafford and for Federal Perkins Loan;
- Respond to all communications regarding candidate loans and financial aid awards;
- Comply with all eligibility requirements for financial aid award funds;
- Repay student loan(s) received for education pursuits regardless of whether he/she graduates;
- Notify the Financial Aid Office of any financial assistance to be received from an external source (VA Educational Assistance, Vocational Rehabilitation, Employer Reimbursement etc.).

Financial Aid Sources

Financial assistance for graduate study is primarily limited to student loans and a few state and institutional grants or scholarships. Available financial aid sources are outlined below.

**Federal Stafford Loan** is a low interest, repayable loan available to undergraduate and graduate degree seeking students regardless of financial need. The interest rate is a fixed rate of 6.80% for loans disbursed after July 1, 2006. Federal Stafford Loans are available from banks, credit union, savings and loans, and other lending institutions. The Federal Stafford Loan Program consists of a subsidized (need-based) and unsubsidized (non-need-based) loan programs. Subsidized loans will have interest subsidies paid by the federal government to the lender while the student is enrolled in school. Unsubsidized loans are available to students regardless of financial need. Interest accrues while the borrower is in school. The borrower has the option of paying the accruing interest or to allow the interest to accrue and capitalize.
The maximum Federal Stafford Loan a graduate student may borrow each academic year is $20,500—$8,500 from the Federal Subsidized Loan and $12,000 from the Federal Unsubsidized Stafford Loan. The Federal Stafford Loan Program has a maximum aggregate (lifetime) limit on the amount of funds a student may borrow. The aggregate loan limit for graduate students is $138,500, which includes loans received as an undergraduate student.

Repayment of a Federal Stafford Loan begins six months after the borrower graduates, withdraws, or ceases enrollment as at least a half-time student. The standard repayment period for a Stafford Loan is 10 years.

**Graduate PLUS Loan** is a new Federal loan program available to graduate students beginning July 1, 2006. The Graduate PLUS Loan allows eligible graduate students to borrow up to their cost of attendance minus other financial assistance. Unlike the Federal Stafford Loan, borrowers of a Graduate PLUS Loan are subject to a credit check to qualify for this loan program. The interest rate is fixed at 8.5% and repayment begins on the date of the last disbursement of the loan. Students must complete a FAFSA and apply for their maximum annual loan limit under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate PLUS Loan.

**Federal Perkins Loan** is a low interest, repayable loan awarded to undergraduate and graduate students with exceptional financial need. The interest rate is 5% and no interest accrues on the loan while the borrower is enrolled half-time and during the grace period. Repayment begins nine months after graduating or withdrawal from school. This loan program has cancellation provisions for critical fields of study. Contact the Financial Aid Office for more information.

**Georgia Student Assistance Programs**
HOPE Teacher Scholarship provides forgivable loans to graduate students who are residents of Georgia and are pursuing an advanced educational degree in a critical field. Contact the Financial Aid Office for more information.

**LaGrange College Financial Assistance Programs**
LaGrange College Teacher Discount is available to teachers holding a clear and renewable or provisional teaching certificate at the T4 level who teach in school systems in Troup, Meriwether, Coweta, Harris, Heard, Randolph or Chambers counties pursuing a Master of Education or Master of Arts in Teaching degree. The discount is 25% of assessed tuition only. This discount cannot be received in conjunction with any other discount offered by LaGrange College. To receive the discount, submit a copy of your teaching contract to the Financial Aid Office.
Disbursement of Financial Aid

All financial aid funds are credited directly to the candidate’s account. The funds are applied towards current tuition, fees, room, board, and other charges as authorized by the candidate. Financial aid funds are for educational expenses and those candidates who fail to enroll or attend classes are not eligible for their financial aid award. Disbursements will only be made to candidates who have submitted all required documents for disbursement, are registered and have begun attendance in all classes, are meeting Satisfactory Academic Progress standards, and are enrolled for the appropriate number of credit hours to establish eligibility for individual financial aid programs. Financial aid disbursements are based on the recipient’s enrollment status at the conclusion of late registration.

Disbursement of Excess Financial Aid

Candidates with residual financial aid funds after tuition, fees, room, board, and other authorized charges are paid will receive a refund of the remaining credit balance within 14 days of the first day of classes or 14 days from the date the credit occurs (if after final registration). All refunds must be retrieved from the Business Office and requires a picture ID before disbursement.

If the candidate wishes to leave the credit balance on their account for subsequent terms, he/she must sign an authorization form with the Business Office.

Candidate Financial Aid and Federal Tax Implications

Candidates receiving scholarships and grants that exceed their tuition, fees, book and supplies should be aware that these funds are taxable under federal and state tax law. It is important that candidates maintain records of their grants and scholarships and documentation of educational expenses for reporting purposes.

Federal tax law allows for only qualified scholarships and grants to be excluded from income. Qualified scholarships are any amount of grant and scholarship received that is used for tuition, fees, books, supplies and equipment required for course instruction. Scholarships and grants that are specifically designated for educational expenses other than those described under qualified scholarships (room, board, transportation, or living expenses) are taxable.

For information, please read IRS Publication 970, Tax Benefits for Education, for more details on reporting requirements or consult a tax professional.
Suspected Fraud

Institutions are required to report cases of suspected fraud to the Office of the Inspector General of the Department of Education, or, if more appropriate, to the state or local law enforcement agency having jurisdiction to investigate these allegations. Fraud may exist if the institution believes the applicant misreported or altered information in order to increase their financial aid eligibility or fraudulently obtain federal funds.

ACADEMIC POLICIES

Orientation and Advisement

Prospective and newly admitted graduate candidates in the M.Ed., and M.A.T. programs are initially oriented and advised by the Chair of the Education Department. At this time, the Chair orients the candidate to the program and to the College. Additional orientation is handled for the M.A.T. program during summer classes when candidates enter as a cohort group.

The Chair will assign graduate candidates to members of the program faculty, taking into account the total number of advisees being counseled by each faculty member in the graduate and undergraduate programs. Prior to the beginning of each academic term, graduate candidates meet with their graduate advisor to review their progress toward graduation and to schedule classes for the coming term. The faculty in the Education program utilizes exit interviews with their graduates to assess the effectiveness of their advising and orientation programs and to revise these efforts as needed.

Class Attendance Regulations

A candidate is expected to attend all classes, including labs, for all courses for which he or she is registered. The candidate is solely responsible for accounting to the instructor for any absence. An instructor may recommend that the Vice President for Academic Affairs and Dean drop a candidate from class, with a grade of "W" or "WF", when absences interfere with satisfactory performance in the course.
Academic Calendars

The Graduate programs in Education follow the academic calendar of the Day program. The calendar is printed at the front of this Bulletin.

Probation

Graduate candidates whose cumulative GPA falls below 3.0 at the end of a term or who fail to make sufficient academic progress will be placed on academic probation. Candidates will receive a letter from the Vice President for Academic Affairs and Dean informing them of their status. Candidates may remain on academic probation for two terms. The Summer Term is considered a regular term in the College’s graduate programs. These candidates are no longer on probation when their cumulative GPA becomes 3.0 or above. In the event that their GPA does not rise to 3.0 or above within two consecutive terms from the date of academic probation, the candidates are subject to dismissal from the College. Only graduate courses taken at LaGrange College will be used to compute GPA.

Dismissal

Graduate candidates may not be dismissed from graduate studies for academic reasons unless they were first placed on academic probation. Graduate candidates who have been dismissed from graduate studies normally will not be readmitted unless it is mathematically possible that they can achieve a GPA of 3.0 or above prior to completing standard degree requirements. Candidates who are dismissed for academic reasons may appeal their dismissal to the Vice President for Academic Affairs and Dean within ten (10) working days following receipt of their notice.

Honor Code

Students at LaGrange College sign the Honor Code, which states,

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.
The Honor Council is selected each spring by the outgoing President of the Honor Council, the outgoing President of the SGA, the Vice President for Academic Affairs and Dean, the President of the Faculty Assembly, and the Advisor to the Honor Council. A member of the faculty serves as advisor to the council. Both members of the faculty and the student body are expected to report any suspected violation of the Honor Code to the Honor Council, either to the Vice President for Academic Affairs and Dean or to the President of the Honor Council. Students who suspect a violation may, in a course-related case, first report the suspected violation to the course instructor. (For a complete description of the Honor Code and policies, please see the Student Handbook.)

The following are examples of violations of the Honor Code:

- Lying in any academic matter;
- Cheating by either giving aid to or receiving aid from a student or other source without the consent of the instructor;
- Plagiarizing (using another’s words or ideas without proper citation);
- Failure to report a violation of the Honor Code;
- Failure to appear before the Honor Council as requested by written notice;
- Failure to maintain confidentiality regarding an Honor Council case.

Sanctions include the following:

- Assigning a grade of zero to the related academic work (assignments, exams, reports, projects, case studies, etc.);
- Lowering the final grade in the course by one letter, in a grade-related offense;
- Assigning a grade of F in the course, in a grade-related offense;
- Suspension for the next semester, either fall or spring; or suspension for the next semester and an F in the course, in a grade-related offense; or
- Dismissal from the College; or dismissal from the College and an F in the course, in a grade-related offense.
When a student accused of a violation does not appear for a preliminary interview when notified to do so, a hold will be placed on the student’s transcript. A hold will also be placed on the transcript when the President of the Honor Council and the Vice President for Academic Affairs and Dean determine that the case will proceed to a hearing. This hold will be removed when the case has been resolved.

If a case cannot be heard before the end of a grading period, the instructor will submit the grade of “I” until the Honor Council acts on the case.

The Honor Council reserves the right to conduct a hearing in absentia when a party to the case fails to appear as directed.

An investigation and hearing shall be confidential and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to these proceedings to anyone outside the bounds of confidentiality. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he or she will automatically be bound by confidentiality. Those within the bounds of confidentiality include Council members, the faculty advisor to the Council, the Vice President for Academic Affairs and Dean, the President, accusers, the accused, witnesses, persons interviewed during the investigation, and the College's attorney. In addition, the accused may include within the bounds of confidentiality his or her parents, faculty, staff, minister, personal or legal counsel.

All tests at the College are conducted under the Honor Code. Accordingly, instructors may leave the room during the examination and students are on their honor to do their own work. The Honor Code should be abbreviated on the outside of the test and signed by the student before handing in the examination. Students should leave all books and materials not pertaining to the test either in the hall outside the classroom, or next to the wall in front of the classroom. Students should take the test in the designated classroom, except under extenuating circumstances or by prior arrangement.

Work prepared out of class should be that of the individual. Any assistance from fellow students, books, periodicals, or other materials should be carefully acknowledged. Instructors should give specific guidance regarding what constitutes a violation of the Honor Code. If any doubts about plagiarism arise, a question should be raised by the instructor.
As early as possible in the term, the instructor should make clear to his or her classes how the specifications of the Honor Code apply to class requirements. For example, what constitutes a legitimate use of source material, especially material on the Internet, should be made clear.

Academic Appeals

Graduate candidates at LaGrange College have the right to appeal academic decisions including grades. Appeals by candidates must be in writing and the response to the candidate must be written. Appeals must first be submitted to the level which originated the decision.

Grade Appeals

The initial determination of a candidate's grade is entirely the prerogative of the instructor. However, a candidate who wishes to contest a course grade or other academic decision may initiate an appeal by the procedures outlined below. Grade appeals must be initiated no later than mid-term of the academic term following that in which the grade was assigned. The date of the academic term is defined in the College calendar in the front of this Bulletin.

The following procedures govern all candidate requests for grade changes:

- The candidate should first attempt to resolve the matter by discussing the question with the course instructor.
- If the candidate and the instructor are unable to reach a resolution, the candidate must then submit a written appeal to the Vice President for Academic Affairs and Dean. The appeal must state the manner in which the course syllabus was violated.
- The Dean shall then seek an informal conference between the candidate and the instructor to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean will deliver the candidate's appeal, together with any other pertinent documents provided by the candidate and/or the instructor, to the Review Panel of the Academic Policies Committee for its determination.
- The Review Panel shall then convene to conduct a preliminary review of the appeal after which the Chair of the Review Panel will set times convenient to the candidate and the instructor for hearing both sides of the dispute.
Upon completion of its hearings, the Review Panel will report its findings to the Vice President for Academic Affairs and Dean. The Dean will, in turn, inform the principal parties involved of whether the candidate's request for a change of grade or other decision was denied or approved.

It is the responsibility of the Review Panel to make every reasonable effort to complete its deliberations prior to the end of the term in which an appeal was initiated.

**Other Academic Appeals**

Appeals other than grades should be filed in the following order if not resolved at a lower level: Professor, Department Chair, Division Chair, the Academic Policies Committee, Vice President for Academic Affairs and Dean, and ultimately, the President. As an example, an appeal of a policy or decision must be submitted to the department. An appeal of a College requirement must be submitted to the Vice President for Academic Affairs and Dean.

**Grades and Credits**

The definitions of grades given at LaGrange College are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>above average</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>average</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>above average</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>average</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>average</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>below average</td>
<td>1.75</td>
</tr>
<tr>
<td>D+</td>
<td>below average</td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td>failing</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>failing</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
<td></td>
</tr>
</tbody>
</table>

This grade is assigned in case a candidate is doing satisfactory work but for some reason beyond the candidate's control has been unable to complete the work during that term.

P    | pass
NC   | no credit or non-credit
W  withdrawn. During the first three weeks a candidate may withdraw from a class with an "automatic" "W." After this trial period the candidate may withdraw, but the grade assigned, "W" or "WF," will be at the discretion of the professor.

WF  withdrawn failing. The grade of "WF" is included in computing the grade-point average.

AW  audit withdrawn

AU  audit complete

NR  grade not reported by instructor at the time the report issued.

A candidate may register for a course on a non-credit basis, for which he or she pays full tuition. To have a grade of "NC" recorded, he or she must fulfill all course requirements.

A candidate may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Vice President for Academic Affairs and Dean. Only lecture courses may be audited.

An "I" is a temporary grade, assigned by an instructor within the last three weeks of the term to candidates who are doing satisfactory work and who cannot complete the course due to circumstances beyond their control. Should conditions prohibiting completion of a course arise within the first eight weeks, candidates should withdraw.

An "I" is to be removed by the date indicated in the academic calendar. Failure to remove an "I" by the date set initiates the following action: The Registrar will write a letter to the candidate using the address on file. The letter indicates that the candidate has two weeks to respond. Otherwise the "I" grade will be converted to an "F".

Grades are assigned and recorded for each course at the end of each term. Grades are available to candidates on the web. Transcripts are withheld for any candidate who is under financial obligation to the College.
GRADUATE EDUCATION PROGRAMS

Introduction to Programs
The Education Department of LaGrange College offers two masters degree programs. The Master of Arts in Teaching (M.A.T.) induction program is an alternative route to certification designed for those with a four-year degree who wish to become secondary teachers in high schools or middle schools. The Master of Education in Curriculum and Instruction (M.Ed.) is an advanced degree for practicing educators.

Guidance and Counseling
- Upon acceptance, the candidate is assigned an advisor.
- With the help of the advisor, each candidate plans a program of study to satisfy the requirements of the selected masters program.
- In order to establish definite goals as well as intermediate objectives, a periodic checklist and definite timetable will be mutually agreed upon by the candidate and advisor.
- Candidates are responsible for seeking advisement and meeting graduation requirements.

Transfer Credit
With the approval of the Department Chair, up to 6 semester hours of credit in appropriate courses from an accredited degree program may be applied toward a degree. Petitions for approval of transfer credit should be made to the Department Chair. The final 12 hours of study must be completed at LaGrange College.

Extension and Correspondence
Graduate credit is not allowed for work done in extension or by correspondence.
Grades
All graduate programs require the candidate to maintain a grade point of 3.0. No credit toward the degree will be awarded for any grade below 2.0 (C).

Probationary Status
No grades below a 2.0 (C) will be accepted. In the event a candidate’s GPA falls below 3.0 the candidate will be placed on probationary status. The candidate has two semesters in which to remove the probationary status. Failure to do so will result in being dropped from the program. All requests for exceptions must be addressed to the Department Chair.

Time Limitations
Candidates must complete all requirements for their degree within five years starting from the date of admission to the program. All courses or requirements that do not meet this requirement must be repeated.

Applying for Graduation
One semester prior to the anticipated date of graduation, the graduate candidate must file, through the advisor, an application for graduation with the Vice President for Academic Affairs and Dean. Any changes must be approved by the advisor and the Vice President for Academic Affairs and Dean. The applications for graduation are available from the Education Department office.
Admission Requirements

Candidates apply for admission to LaGrange College graduate programs through the Graduate Admission Office. At the time of admission, all candidates are assigned an academic advisor. Candidates for the M.A.T. induction program begin courses in June of one year and conclude the program in July of the following year. The Education Office will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status. Transcripts and coursework will be examined to determine appropriateness for the M.A.T. induction program. Candidates are required to maintain a 3.0 grade point average.

For **unconditional** acceptance to the Master of Arts in Teaching program, an applicant must:

- Submit satisfactory official transcripts from each graduate and undergraduate institution attended;
- Supply three letters of recommendation;
- Complete an interview with the Chair of the Department of Education;
- Provide criminal background check and verify that no criminal record or dishonorable discharge from the armed services will prevent teacher certification;
- Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant’s primary language;
- Provide passing scores for the GACE Basic Skills requirement and the candidate should have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher;
- Present a completed application.
Conditional Admission

If one or more of the admission requirements is not completed, candidates may be admitted on a conditional basis. The candidate must remove the conditional status within 6 semester hours of coursework. Failure to do so will result in being dropped from the program.

Subscription Fee

A $100 subscription fee is assessed in the first course EDUC 6040 Foundations in Curriculum and Instruction to cover the cost of the TK20 software use for assessment, portfolio development, and data collection.

Certification

LaGrange College is approved to offer initial certification at level 5, T-5, Master of Education level for Middle Grades, biology, broad field science, mathematics, history, and English.

Because certification requires that specific standards be satisfied, an applicant for the Master of Arts in Teaching must take a Content Diagnostic Examination prior to matriculating into the program if s/he does not possess a degree from an accredited institution of higher learning in the field of certification.

The candidate will be assessed for content knowledge with a Content Assessment Analysis and a Content Diagnostic Examination. The Content Assessment Analysis is a transcript evaluation by the Chair of the Education Department to determine if the candidate has sufficient academic credit for the certification area. Additional content coursework deemed necessary by the Chair of the Education department must be completed before the candidate will be recommended for certification. The Content Diagnostic Examination is an internal instrument that assesses that knowledge of the content standards prescribed by the related Specialty Professional Association. Remediation in the form of additional coursework or other experiences may be required if an applicant fails to master 80% of any section of the Content Diagnostic Examination. The determination of what coursework and/or experiences will be made by appropriate college content faculty.

Admission decisions may be appealed to the Academic Dean.

After admission to the program, a review occurs each semester for each candidate to determine retention in the teacher education program. To ensure that content knowledge and pedagogical content knowledge
meets state and professional standards, extensive internships are required and comprehensive exit examinations will be administered at certain transition points in the program.

Teacher candidates must have successfully completed program courses and have a passing score of 80% or higher in each respective section of all four Comprehensive Exit Exams. If a score of less than 80% is earned, the candidate must retake the particular course associated with the failed section. Candidates must successfully complete fieldwork assignments and receive satisfactory ratings on all Teacher Performance Observation Instruments (TPOI) and Dispositions Evaluations or show evidence of successfully completing a Professional Development Plan.

**Graduation Requirements**

To be eligible for graduation from LaGrange College, candidates must complete an approved program and satisfy other criteria as indicated in this *Bulletin*. Artifacts collected at this time include transcripts, GPA, Comprehensive Exit Exam Scores, Lesson Plan Rubrics, Documentation of Student Learning: Internship II, Teacher Work Sample, Professional Logs, Teacher Performance Observations, Disposition Evaluations, PDPs (if needed), and Content Portfolios. In addition, candidates must take and pass appropriate GACE tests to be recommended for teacher certification in Georgia. GACE scores are collected from all candidates seeking initial certification.

**Post Graduation**

After completing an initial program, graduates are contacted by letter and asked to respond to a survey based on the Georgia PSC and GSTEP Standards. The survey is designed to elicit responses regarding candidates’ perceptions of their preparation at LaGrange College. Employers of LaGrange College graduates are also contacted and asked to complete a brief survey for each LC graduate whom they supervise. The survey asks employers to rate candidates on job performance.
## Program Course Plan—Master of Arts in Teaching Secondary

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6010</td>
<td>Assessment and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6020</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Methods of Teaching and Learning (choose one)</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 5020</td>
<td>Teaching Mathematics in the Middle and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5021</td>
<td>Teaching Social Studies and History in the Middle and Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>EDUC 5022</td>
<td>Teaching Science in the Middle and Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>EDUC 5023</td>
<td>Teaching English Language Arts in the Middle and Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>EDUC 5040</td>
<td>Affirming Diversity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 5050</td>
<td>Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times</td>
<td></td>
</tr>
<tr>
<td>EDUC 5060</td>
<td>Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5700</td>
<td>Internship I</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5700</td>
<td>Internship II</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 6030</td>
<td>Problems in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6040</td>
<td>Foundations of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>*Elective</td>
<td><strong>Total</strong></td>
<td>36</td>
</tr>
</tbody>
</table>

*As an elective, secondary candidates may take either another Methods course (EDUC 5020, 21, 22, or 23) or choose to take EDUC 5080 Essentials of Adolescent Literature or EDUC 5090 Foundations of Reading Theories.
# Program Course Plan—Master of Arts in Teaching
## Middle Grades

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6010</td>
<td>Assessment and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6020</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

*Methods of Teaching and Learning (choose two)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5020</td>
<td>Teaching Mathematics in the Middle and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5021</td>
<td>Teaching Social Studies and History in the Middle and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5022</td>
<td>Teaching Science in the Middle and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5023</td>
<td>Teaching English Language Arts in the Middle and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5040</td>
<td>Affirming Diversity in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5050</td>
<td>Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5060</td>
<td>Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5700</td>
<td>Internship I</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5700</td>
<td>Internship II</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 6030</td>
<td>Problems in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6040</td>
<td>Foundations of Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 36
Program Course Plan – Master of Arts in Teaching with a Concentration in Reading for Middle Grades

A Master of Arts in Teaching with a Concentration in Reading is offered for candidates who desire an additional concentration area in reading. The Master of Arts in Teaching with a Concentration in Reading may also be required if the Chair of the Education Department determines that an additional concentration area in reading is necessary for candidates seeking middle grades certification standards.

The reading concentration for middle grades consists of five courses for a total of fifteen semester hours. The courses are based on the standards for classroom teachers of reading published by the International Reading Association, GAPSC standards, and GACE standards and reflect current scientific based research from the National Reading Panel. The coursework focuses on reading theories, assessment, adolescent literature, materials, problems in reading, multicultural literature, curriculum, and strategies for addressing the needs of diverse learners. Upon completion of the reading concentration, candidates should be able to:

- Demonstrate knowledge of a wide range of instructional strategies to accommodate the needs of all students;
- Select instructional materials on the basis of students’ reading levels, interests, and cultural backgrounds;
- Administer and analyze data from informal literacy assessments to identify students’ strengths and problem areas; link assessment and instruction;
- Understand and apply theories of reading and the reading and writing process;
- Implement literacy strategies across the curriculum;
- Influence students to become lifelong readers;
- Reflect critically on teaching experiences and adapt literacy instruction for all learners.

The five courses for the reading concentration are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5050</td>
<td>Affirming Diversity: Teaching Reading for Success in Changing Times</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5070</td>
<td>Assessing and Improving Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5080</td>
<td>Essentials of Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5090</td>
<td>Foundations of Reading Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6030</td>
<td>Problems in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Education in Curriculum and Instruction

Admission Requirements

Candidates apply for admission to the M.Ed. program through the Education Department. At the time of admission, all candidates are assigned an academic advisor. As a general policy, candidates begin courses in June of one year and complete courses in July of the following year. The Education Department will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status.

Before an applicant can be admitted as a regular candidate qualifying for financial aid, the college must have received copies of official undergraduate transcripts, GRE or MAT scores, three letters of recommendation from supervisors, fellow teachers, parents of former students or others who can attest to the candidate’s potential in the program, and other information required of the applicant by the Education department. The candidate should have a cumulative undergraduate GPA of 2.5 on a 4.0 scale or higher or a GPA of 3.0 in the last 60 semester hours and a suggested score of 1000 on the GRE or the equivalent of 40% correct on the MAT. Test scores must not be more than five years old.

Program specific requirements:

- Candidates are required to maintain a 3.0 grade point average;
- Have a successful interview with the department chair;
- Hold a current or renewable teaching certificate;
- Must hold an undergraduate degree from an accredited college or university;
- Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant’s primary language;
- Verify that no criminal record or discharge from the armed services will prevent continuing teacher certification;
- Present a completed application.

Conditional Admission

If one or more of the admission requirements is not completed, candidates may be admitted on a conditional basis. The candidate must remove the conditional status within 12 semester hours of coursework. Failure to do so will result in being dropped from the program.
Graduation Requirements

All candidates shall successfully complete 30 hours of coursework with a 3.0 (B) average or better and complete and present either their Graduate Field Project or defend their Graduate Thesis.

Program Course Plan—Master of Education in Curriculum and Instruction

The Master of Education program offers candidates a diverse educational background and prepares them for a future as creative educational leaders. This program consists of 30 semester hours comprised of ten courses that requires five academic semesters to complete. In this program, candidates have three classes devoted to research: EDUC 6090 Research and Project Preparation during the first summer session, EDUC 6200 Directed Research Seminar during the January Interim, and EDUC 6300 Thesis or Graduate Field Project Seminar taken in the second summer session. In addition to the research classes, candidates take the following classes in the prescribed sequence:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I ‘07</td>
<td>EDUC 6090</td>
<td>Research and Project Preparation</td>
</tr>
<tr>
<td></td>
<td>EDUC 6030</td>
<td>Problems in Reading</td>
</tr>
<tr>
<td>Summer II ‘07</td>
<td>EDUC 6010</td>
<td>Assessment and Accountability</td>
</tr>
<tr>
<td></td>
<td>EDUC 6100</td>
<td>Theories of Constructivist Learning</td>
</tr>
<tr>
<td>Fall ‘07</td>
<td>EDUC 6045</td>
<td>Curriculum Studies</td>
</tr>
<tr>
<td></td>
<td>EDUC 6060</td>
<td>Literature Across the Curriculum</td>
</tr>
<tr>
<td>Interim ‘08</td>
<td>EDUC 6200</td>
<td>Directed Research Seminar</td>
</tr>
<tr>
<td>Spring ‘08</td>
<td>EDUC 6070</td>
<td>School Law and Contemporary Issues in Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>EDUC 6080</td>
<td>Differentiated Instruction and Student Diversity</td>
</tr>
<tr>
<td>Summer ‘08</td>
<td>EDUC 6300</td>
<td>Thesis or Graduate Field Project Seminar</td>
</tr>
</tbody>
</table>
EDUC 5020  Teaching Mathematics in the Middle and Secondary Grades. (3) Fall and Spring
This course explores what mathematics content is necessary to know, what methods are available to teach mathematics, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on mathematics content and curriculum, students learning environments and assessment.

EDUC 5021  Teaching Social Studies and History in the Middle and Secondary Grades. (3) Fall and Spring
This course explores what social studies and history content is necessary to know, what methods are available to teach social studies and history, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on social studies and history content and curriculum, students learning environments and assessment.

EDUC 5022  Teaching Science in the Middle and Secondary Grades. (3) Fall and Spring
This course explores what science content is necessary to know, what methods are available to teach science, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on science content and curriculum, students learning environments and assessment.

EDUC 5023  Teaching English Language Arts in the Middle and Secondary Grades. (3) Fall and Spring
This course explores what English language arts content is necessary to know, what methods are available to teach English language arts, how to create healthy classroom environments conducive to high levels of academic achievement and how to design and create instructional experiences based on English language arts content and curriculum, students learning environments and assessment.
EDUC 5040   Affirming Diversity in the Classroom (3)
Students will read and discuss articles and critiques by scholars who are concerned with issues of equity, social justice, community and responsibility in a democratic, multicultural society. Because teachers are advocates for curriculum, instruction, learning environments and opportunities that support the diverse needs of and high expectations for all students, an emphasis will be given to the implementation of multicultural teaching in the classroom. This course will encourage teachers to think theoretically about their practice and learn from experience through contemplation of how the research in multicultural education relates to the classroom today.

EDUC 5050   Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times (3).
This course is designed to enhance candidates’ knowledge of the culture of American ethnic minorities and changing global societies. Emphasis will be on rethinking curriculum from multiple perspectives with special focus on reading instruction.

EDUC 5060   Students with Special Needs (3)
A study of identification and diagnostic techniques for secondary teachers as related to areas of exceptionality among students, alternative styles of teaching to meet special needs, and related legal issues.

EDUC 5070   Assessing and Improving Literacy (3)
Assessing and improving literacy in the Middle Grades will focus on the identification and correction of reading problems in middles grades students. Special attention will be given to formal and informal assessment as well as teaching materials and strategies for intervention. A variety of assessment techniques and technology sources will be incorporated throughout the course.

EDUC 5080   Essentials of Adolescent Literature (3)
Essentials of Adolescent Literature is designed to increase students’ understanding of various genres of literature, elements of fiction, literary devices, and organizational structures of informational texts. Students will learn to select books for instruction, pleasure, and enrichment of the curriculum. This course explores a variety of effective methods for sharing and responding to literature and includes a study of multicultural and international literature and ways to connect adolescents of all cultures to literature.
EDUC 5090  Foundations of Reading Theories (3)
Reading Foundations for the Middle Grades explores the psychological, sociological, and linguistic foundations of reading and writing as a communication system and as a learned behavior. This course includes a study of recent reading research and the histories of reading. Students will understand the theories behind the reading process and how reading research influences teaching.

EDUC 5700  Internship I (4) and II (8)
Student Teaching is a full semester (13 week) internship in specific middle and high schools with pre-service teachers gradually assuming total responsibility for the class. They are evaluated through a rigorous performance-based assessment process based on national standards. They will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars will be held in conjunction with these experiences and will address a variety of topics. Portfolio elements required.

EDUC 6010  Assessment and Accountability (3)
This course is designed to acquaint students with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed will be theory, methods, standardized tests, and fundamental statistical concepts. In addition the students will study testing, grading, ethical considerations, and current issues in educational assessment.

EDUC 6020  Educational Technology (3)
Educational Technology is offered to graduate middle and secondary MAT/MED majors during the summer semesters. This course will meet the expected performances found in the Georgia Technology Standards for Educators. It is designed to teach Global Communication Skills, Application Skills and Integrative Strategies. All students will be responsible for designing a professional web site and electronic portfolio that will contain evidence of their expertise in classroom technology. The evidence will be aligned with the Georgia Technology Standards.
EDUC 6030  Problems in Reading (3)
A study of reading problems encountered in public education. This course addresses reading skill development in special populations including those with limited English abilities, problems in content reading assignments, and non-readers in elementary, middle, and secondary school settings. Special attention is given to developing strategies for teaching reading and writing to readers at various skill levels. Candidates will develop resources for effective teaching based on the Georgia Performance Standards and standards from IRA and NCTE.

EDUC 6040  Foundations of Curriculum and Instruction (3)
This course provides candidates with an overview of the theories and models that have shaped the way curricula have developed and the way processes, tools, and applications affect instructional practices. The course examines current educational issues that continue to shape curriculum and instruction in our schools.

EDUC 6045  Curriculum Studies (3)
This course provides candidates with an overview of the theories and models that have shaped the way curricula have developed and the way processes, tools, and applications affect instructional practices. The course examines current educational issues that continue to shape curriculum and instruction in our schools through a historical lens to explain why educational practices are as they are today. The course includes primary research with historical material.

EDUC 6060  Literature Across the Curriculum (3)
This course is designed to examine literature genres and current trends in children’s and adolescents’ literature with special focus on integrating the curriculum through books. Some emphasis will be placed on ways to select books wisely for instruction, pleasure, and enrichment. Other components include designing lessons and instructional resources using Georgia QCC objectives, award winning books, and standards from IRA and NCTE.

EDUC 6070  School Law and Contemporary Issues in Curriculum and Instruction (3)
This course focuses primarily on how the courts affect curriculum and explores issues in curriculum and instruction from an educational literature perspective. Students will investigate curriculum theory, development, implementation, and evaluation as well as local and national standards. Students will utilize texts and professional journals to become knowledgeable practitioners with regard to curriculum and instruction.
EDUC 6080  Differentiated Instruction and Student Diversity (3)
This course examines how schools implement organizational and teaching practices that support the democratic values of liberty, individual freedom, justice, fairness and the issues of equality and equal opportunity in American schools. Teachers will be introduced to new methods of differentiating instruction and will examine current research in the areas of teaching and learning. They will maintain a reflective log recording their implementation of differentiated instructional strategies.

EDUC 6090  Research and Project Preparation (3)
This course focuses upon theory, methods, and basics of educational research. Students explore the inquiry process, fundamental statistics, and consider issues of reliability and validity. Use of Galileo, references and resources, statement of a problem, expression of hypotheses, research design, organizing the review of literature, gathering data, basic statistical analysis of data, reporting and discussing findings, and drawing conclusions are components of the course. Candidates will consider research opportunities for their Graduate Project or thesis.

EDUC 6100  Theories of Constructivist Learning (3)
This course is based on developmental, social and cultural theories for cognitive, emotional and moral growth. From a multicultural perspective, the course will focus on the ways in which individual development is shaped both by biological and environmental forces within specific social contexts.

EDUC 6200  Directed Research Seminar (3)
Designed to meet individual needs of graduate students who are preparing their thesis or graduate field project. This course is generally taken during the Interim term.

EDUC 6300  Thesis or Graduate Field Project Seminar (3)
Working under the guidance of the candidate’s advisor, this course is taken during the semester in which the candidate plans to defend her or his thesis or graduate project.
GRADUATE FACULTY

Education Division

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  Professor of Education;
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